

SECTION AUXILIARY PERSONNEL

AREA MATHEMATICS AND LITERACY SUPPORT

TITLE Mathematics and Literacy Support Assistant – Middle School (Grades 7 & 8)

QUALIFICATIONS:

1. Preferred – a Bachelors Degree with course work in adolescent behavior, child growth and development, and psychology.
2. Preferred – previous teaching experience with this age group.
3. Preferred – a New Jersey Teaching Certificate or Substitute Teacher’s Certificate.
4. Knowledge and skills in the following areas:
 - a. Able to implement a variety of teaching strategies
 - b. Understands learning characteristics of remedial students
 - c. Cognizant of different learning modalities
5. Such alternative or additional qualifications, which demonstrate the following characteristics: enjoys working with young people, tact, patience, sensitivity, and cooperativeness.

REPORTING RESPONSIBILITY:

The Mathematics and Literacy Support Assistant - Middle School works under the direction of the classroom teacher and is directly responsible to the building principal and the Executive Director of Special Programs.

JOB GOAL:

The Mathematics and Literacy Support Assistant – Middle School, under the direction of the classroom teacher, provides remedial/preventive instruction to identified students in order to improve identified skill deficits in literacy and mathematics.

TERMS OF EMPLOYMENT:

Ten-month contract consistent with the agreement negotiated with the applicable bargaining unit.

PERSONAL EVALUATION:

At least once each year the Mathematics and Literacy Support Assistant - Middle School shall be evaluated in writing by the Executive Director of Special Programs, with input from the building principal. The evaluation shall be based in part on the performance of the responsibilities indicated in this position description. See Policy 4022, Evaluation of Staff.

PERFORMANCE RESPONSIBILITIES:

1. Assists in conducting needs assessments, student selection and pre/post testing.
2. Meets with appropriate school staff members for completing schedules for students in need of math and/or literacy support.
3. Under the direction of the Executive Director of Special Programs or classroom teacher, instructs students in need of math and/or literacy support individually and in small groups to remediate and reinforce the identified skill deficits in communication (reading and language) and/or computation.
4. Assists the classroom teacher in organizing and preparing instructional materials for identified students.
5. Evaluates identified students' performance on an on-going basis and reports such information to the Executive Director of Special Programs and/or classroom teacher.
6. In consultation with the classroom teacher, prepares and disseminates progress reports where utilized.
7. Maintains an updated inventory of materials and equipment.
8. Orders appropriate materials and equipment to implement program.
9. Participates in program evaluation and planning.
10. Attends meetings related to program implementation and staff development, regular staff meetings, and Parent Council meetings.
11. Meets with the child study team to provide input for identified students being considered for classification.
12. Performs other duties and responsibilities incidental to the position or as assigned by the building principal and/or the Executive Director of Special Programs.

Adopted 1/24/06