

**LAMPETER-STRASBURG SCHOOL DISTRICT**  
Lampeter, Pennsylvania 17537

**POSITION PROFILE – SPECIAL EDUCATION TEACHER ASSISTANT**

QUALIFICATIONS

Possession of an Associate's degree or higher or possession of a high school diploma or its equivalent and the Pennsylvania Department of Education's Credential of Competency.

SKILL PREPARATION

Adequate verbal communication skills and the ability to follow directions.

Ability to work independently, use sound judgment, and make decisions in the absence of supervisor.

Ability to relate in a courteous and tactful way with all District personnel, students, and parents.

Ability to lift and/or assist in lifting pupils of various sizes and their assistive devices (considerable bending, stooping, and squatting must be tolerated as well as the ability to physically restrain students who are an immediate danger to themselves or others).

DUTIES AND RESPONSIBILITIES

Be responsible to the Special Education Teacher for implementing the plans for individuals and small groups of students and for the completion of all assigned duties with accuracy, professionalism, and confidentiality. The Supervisor of Special Education monitors the paraeducator's scheduled annual hours and work assignment. The Building Principal supervises the paraeducator's job performance and adherence to building policies and procedures. The Special Education Teacher, in collaboration with the Building Principal, develops the paraeducator's daily schedule.

Obtain 20 hours of professional development each school year, with the support and guidance of the teacher, Building Principal, and Supervisor of Special Education.

Through District trainers, obtain certification from the Crisis Prevention Institute and maintain that certification by completing refresher courses every two years.

Provide instructional assistance to students under the direction of the teacher. This may include reinforcing previously taught concepts or skills, individually or in small groups; guiding independent work; conducting notebook checks and organizational assistance; helping with work completion and study preparation; and monitoring agenda planners.

Provide behavioral support to students under the direction of the teacher. This may include the use of positive behavioral supports as outlined in a behavior plan, charting behavioral data, and providing reinforcement. As appropriate and outlined in student IEPs, this may also require assisting in the use of restraints in compliance with the Pennsylvania Department of Education.

Assist the teacher with the production of instructional materials and delivery of classroom lessons through the use a variety of instructional media and office equipment.

Employ strategies to increase independence and improve student engagement.

Administer and score assessment probes under the direction of the teacher.

Perform clerical and progress monitoring duties under the direction of the teacher.

Assist in maintaining classroom discipline in accordance with established policies and procedures, under the direction of the teacher.

Assist in reinforcing therapy programs and strategies developed by speech, occupational, and physical therapists, under the direction of the teacher.

Escort students to and from bus loading areas, cafeteria, lavatories, assemblies, and other classrooms, under the direction of the teacher.

Assist individual students in tasks and activities, under the direction of the teacher and outlined in the IEP. These tasks may include wheelchair transfers, toileting/personal hygiene assistance, and feeding assistance.

Adapt to the student's mode of communication as necessary for instructional and assessment purposes.

Maintain confidentiality of records and information about students.

Discharge all other assignments delegated by the Building Principal and/or Supervisor of Special Education.

#### EVALUATION

Evaluation will be conducted annually by the Building Principal in the areas of core competencies and position performance.