

School District Position Description

Position Title: Paraprofessional,
Department: Special Education
Reports To: Director, Special Services and Superintendent
Prepared By: Office of the Superintendent Date: January 1, 2015
Approved By: Office of the Superintendent Date: January 1, 2015

SUMMARY: Assist teachers in the special education classroom with daily instructional and non-instructional activities and student management.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

- Assists teacher in routine classroom operation i.e. tutoring etc.
- Prepares planned instructional materials, attendance reports and class reports.
- Supervises student involved in non-classroom activities; recess, lunch etc.
- Implements/follows teachers instructions of classroom procedures; reinforcement, philosophy and consistency.
- Makes appropriate referrals when difficulties arise and teacher is not readily available.
- Assists in physical therapy functions.
- Assists instructional staff in the supervision of students while they are loading and unloading buses, assists in playground duty, field trip chaperone, gym monitoring as needed.
- Assists and instructs pupils in personal hygiene, toileting, tooth brushing, hand washing.
- Assists and instructs students with feeding skills.
- Lifts or assists with lifting students from wheelchairs to changing tables or designated areas.
- Sanitize classroom and equipment using approved materials.
- Assists with clerical duties; inventory, bulletin boards, collecting money etc.
- Demonstrates an understanding of a student's problems and keeps a firm hand, yet is courteous.
- Other duties as assigned.

SUPERVISORY RESPONSIBILITIES:

Supervises students.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

High school diploma; previous experience with physically, emotionally, or mentally impaired students and/or a combination of experience and post-high school training.

LANGUAGE SKILLS:

Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to effectively present information in one-on-one and small group situations to staff, parents, students and administrators.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS and ABILITIES:

Ability to work with emotionally, physically and/or mentally impaired students. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to reach with hands and arms. The employee frequently is required to stand, walk, sit, and talk or hear. The employee is occasionally required to use hands to finger, handle, or feel objects, tools, or controls; climb or balance; and stoop, kneel, crouch, or crawl. The employee is frequently required to bend at the trunk more than the average person. Occasionally the employee is required lift/move up to 90 pounds such as to move students and equipment on wheels. Specific vision abilities required by this job include close vision, and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually loud. The employee is frequently exposed to infection at a greater risk than the average person. The employee must work with public and other staff, continuously meeting multiple demands from several people.