

PARAEDUCATOR (Secondary)

Classification: Instructional

Location: Assigned Department

Reports to: District Administrator

FLSA Status: Non-Exempt

Bargaining Unit: OSEA

This is a standard position description to be used for positions with similar duties, responsibilities, classification and compensation. Paraeducators assigned to the position description may or may not perform all of the essential functions indicated in this position description.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The incumbent provides vocationally specific instructional support to teachers and is responsible for assisting groups of students in various curriculum clusters. Performs the full range of Paraeducator duties and responsibilities combined with applying vocationally specific experience and training to support student learning.

Part II: Supervision and Controls over the Work:

Paraeducators work under the day-to-day direction of the certified staff member(s) supported, and under the direct supervision of the Principal or Principal Designee. Teachers provide specific directions and oversight of instructional support. Paraeducators are responsible for being familiar with the school/district policies and procedures which govern their work and their interaction with students, teachers, parents, and community members.

Part III: Major Duties and Responsibilities (depending on specific assignment):

1. Works collaboratively by assisting teachers in assessment, curriculum implementation, student interactions, enforcing and teaching safe behaviors, and enhancing social growth of students in the classroom.
2. Assist students in the use and application of specific curriculum, vocational knowledge, skills, tools, processes, and equipment. May assist students and coordinate with business representatives in an in-school or off-site work environment as part of the vocational learning experience.

3. Implements behavior support and intervention plans as directed by a teacher. Documents behavior of students to assist teachers in assessing progress with education plans. Maintain, or assist in maintaining, student weekly progress reports.
4. Communicates with students, parents, and community members with respect and confidentiality and consistent with the direction and guidance of staff, administrators, and school/district policies and procedures.
5. Discusses grades with students and assists them with strategies and plans to improve them. Assists students with school work.
6. May take action, or assist in taking action, to de-escalate students who are at risk of harming themselves or others by following school/district-approved procedures.
7. Oversees student behavior and safety. Takes steps to intervene when students are not in control, not in the proper location, or may be in dangerous or unsafe situations.
8. Provides instructional support and tutoring to students in large groups, small groups, and one-on-one situations.
9. May provide toileting, feeding, mobility and personal hygiene-related duties for students requiring such help.
10. Perform clerical duties such as making copies, operating office equipment, answering telephones, ordering materials, and record keeping.

Performs other Duties as Assigned.

Part IV: Minimum Qualifications:

Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

- Associates Degree or equivalent education and experience with background and training in specific curriculum clusters (language arts, mathematics, science, social studies). The education requirement may be substituted as the sole discretion of the District by successfully passing the Paraprofessional assessment.
- May be required to be certified or to become certified in first aid, CPR, and/or operation of defibrillators.
- May be required to be trained in specific instructional methodologies in such content areas as reading, writing, and mathematics.

- Able to work in an environment with frequent interruptions and changing tasks and priorities.
- Able to assist, console, and manage students who may be emotional, distraught, or frustrated.
- Able to remain calm, focused and in control when working with students, parents, guardians, and community members who may be difficult and challenging to engage.
- Able to follow written and verbal directions and take the initiative to seek clarity and take action when needed.
- Be or become knowledgeable and supportive of classroom management and student discipline procedures.
- Constantly exhibit command and proper enunciation, spelling, syntax and use of the English language to assist and model proper language usage by students.
- Able to organize work and set priorities for accomplishing work in a timely and effective manner.
- Able to protect the confidentiality of student information consistent with FERPA requirements and good judgment.
- Able to work collaboratively and effectively with staff, students, parents, volunteers, and community members.
- Ability to communicate effectively verbally and in writing.
- Skill in the use of office and computer equipment and use standard office software and student information system software.

Part V: Desired Qualifications:

- University training that included coursework in or directly related to education (e.g., growth and development, learning theories)
- Three years of experience in the specific vocational area of the position (e.g., child services, culinary arts, manufacturing, marketing, cosmetology, etc.).
- Knowledge/training from a university teacher preparation program that would lead to a license to teach in a core academic area (language arts, reading, mathematics, sciences, social studies).
- Bilingual and bicultural skills in such common languages to the District as Spanish, Russian, Korean, and Vietnamese (to be determined by the specific position).

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment 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.

- The employee must lift and/or move 25 to 50 pounds, and may assist, move, or retrain students with greater weight when required to intervene in student safety issues.
- While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Employee may be required to perform extensive work at a computer display terminal.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.
- The employee may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels.
- The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.