



## JOB DESCRIPTION

### Paraeducator II



<b>Reports to:</b>	Site Administrator	<b>Employment Group / Salary Range:</b>	CSEA Range G
<b>Dept:</b>	various	<b>FLSA:</b>	Non-exempt
<b>Annual Work Days:</b>	183	<b>Formal Review Date: Board Approval Date:</b>	8/3/23 9/11/23

### PRIMARY FUNCTIONS

Under general supervision, assists certificated teachers in a general education or special education classroom or with students with mild to severe behavioral, physical, language or learning disabilities; reinforces instruction individually or in small groups; performs a major role in caring for the physical needs of the students; prepares instructional materials and performs basic clerical support in the classroom; assists with assessing student progress and tracking academic and/or behavioral data; provides outside supervision for children before school, during recess, at lunchtime and after school; and performs related duties as assigned.

### ESSENTIAL DUTIES & RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Assists special education personnel in implementing the individual educational plans (IEPs) for students as developed by the IEP Team and the special education teacher.
- Reinforces learning initiated by a teacher with individuals and groups of children in various subject areas including reading, spelling, writing, games, the arts, mathematics, technology, social/communication, community and physical activities.
- In collaboration with the special education teacher, consistently reinforces appropriate student behaviors.
- Provides specified prompts for student engagement and participation during large-group activities. May lead small group instruction, and occasionally lead whole group instruction for a short period of time.
- Alerts special education teacher to individual student needs and suggests programming or intervention services; prepares individual student activity plans under the teacher's direction as required.
- Assists in administering tests and assessments in a variety of formats; corrects and scores objective tests requiring subject-matter knowledge. Tracking of data related to IEP goals and learning objectives.
- Assists special education teacher in carrying out classroom activities; prepares instructional materials requiring knowledge of the instructional subject matter.

- Sets up and operates equipment; uses technology to support student learning and communication.
- Supports students on and off transportation and during transitions between classes and activities; assists with lunch and playground duties.
- Helps maintain order and assists in managing student behavior, including de-escalating situations and performing crisis intervention.
- May be assigned to provide intensive individual services to a student, to one or more classrooms, or to a learning laboratory.
- Assists students with feeding and bathroom/hygiene needs and other daily living activities.
- Provides basic first aid and supports health professionals as needed.
- Assists students with wheelchairs, braces and other mechanical apparatus, which may require lifting and moving the student.
- Support the after-school program on minimum days and during parent conferences.
- Support and train new para's to the environment.
- Performs related duties as assigned.

## **QUALIFICATIONS**

### **Education and Experience:**

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Graduation from an associate degree program or 48 semester units (NCLB) and recent paid or volunteer experience working with school-age children; or an equivalent combination of training and experience.

### **Licenses, Certificates and Other Requirements:**

- A valid California driver's license and the ability to maintain insurability under the District's vehicle insurance program may be required in some assignments.
- Annual certification for CPR and First Aid required within three months of appointment and during the course of employment.
- CPI Training

## **KNOWLEDGE, SKILLS AND ABILITIES**

### **Knowledge of:**

- Elementary concepts of child development and behavior.
- Practical learning patterns and behavior.
- Behavior management strategies and techniques relating to students experiencing atypical control problems.
- Basic characteristics of human behavior; personal hygiene practice.
- English grammar, spelling and usage.

- Basic math computations.
- The operation and use of assistive technology and classroom-related technology and equipment.
- Student and personal safety policies, emergency procedures and work practices applicable to the work.
- Basic computer operations and clerical skills.

**Skills and Abilities to:**

- Establish effective rapport with the assigned student age group.
- Supervise a group of children or an individual child in various learning activities.
- Appropriately manage student behavior and guide students toward more acceptable social behaviors.
- Maintain a sympathetic understanding of children's problems and needs including those with learning, physical and/or emotional disabilities.
- Perform a wide variety of duties to enhance the instructional program including independently planning materials for reinforcing the learning of math and reading skills.
- Communicate effectively, both orally and in writing.
- Compile data, keep records and maintain confidentiality of District and student files and records.
- Make sound judgments when specific instructions are lacking and adapt quickly to changing situations.
- Understand and follow written and oral instructions.
- Operate a variety of technology devices including a computer and standard office and classroom equipment.
- Establish and maintain effective working relationships with all those encountered in the course of work.
- Understand and be sensitive to and respectful of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students, faculty and staff.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

**Physical Demands:**

While performing the duties of this class, employees are regularly required to talk or hear, in person and by telephone; sit, walk, kneel and stand; use hands to finger, handle, feel or operate objects, tools or controls; reach with hands and arms; and perform repetitive movements of hands or wrists. The employee is occasionally, up to frequently required to lift up to 50 pounds and push or pull up to 100 pounds. Employees occasionally are required to move wheelchairs, and assist with toileting, feeding and other daily living activities. Specific vision abilities required by this job include close vision and the ability to adjust focus.

**Mental Demands:**

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read documents; observe and interpret people and situations; analyze and solve problems; use basic math; learn and apply new information and skills; work on multiple, concurrent tasks with frequent interruptions.

### **WORKING ENVIRONMENT**

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

Employees in this classification work primarily in an indoor classroom environment, in direct contact with students, the public and other District staff, exposed to strong odors, bodily fluids, potentially contagious illnesses/diseases (tuberculosis, measles, mumps, chicken pox, hepatitis, etc.), with minimum guidance from supervisor.

**EMPLOYEE CERTIFICATION OF JOB DESCRIPTION**

I hereby acknowledge I have read and understand the content of this job description. I have had the opportunity to ask questions and have those questions answered about the general duties and responsibilities of this job. I understand that the job description may be revised from time to time in the future by the Patterson Joint Unified School District Governing Board in consultation with my professional association as needed and where applicable.

I understand and agree nothing in this job description should be construed as a contract of employment. My employment with the Patterson Joint Unified School District is contingent upon execution of a signed contract approved by the board of trustees. Continued employment is subject to my adherence to board policy, state and federal laws, the collective bargaining agreement between my association and the district where applicable, and my performance evaluation.

I further acknowledge that it is my responsibility to notify my supervisor immediately in the event I may need reasonable accommodations to perform the primary functions, general duties and responsibilities, or the physical, mental and social requirements of this job.

\_\_\_\_\_  
*Employee Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Name Printed*