

Sonoma County Office of Education – Job Description

Classified

TEACHING ASSISTANT, TRANSITION PROGRAM

Definition:

To provide assistance to certificated staff in the instruction, supervision and training of adolescent students (ages 18 to 22 years) with a variety of special education needs on life and vocational skills; perform a variety of instructional services within a well-defined framework of policies and procedures; provide a range of instructional training experiences in educational environments which may include specific classrooms, vocational programs, job sites and the community, and to perform related duties as assigned.

Distinguishing Characteristics:

Incumbent works with the teacher but spends a portion of the instructional period with students in the community or at work sites; and follows detailed instruction and/or established practices and procedures. Uses independent judgment and initiative in performing job and works with students while in a community or workplace setting. Incumbent in this job class may be assigned to a specific classroom or multiple classrooms, but differs from other teaching assistants in that s/he performs more duties with students in the community and at job sites, including training students in detailed job tasks at worksites and providing job-related coaching and support. Incumbents may serve students with any, or combination of, the following conditions: limited or non-English population, intellectual disability, autism, physical/medical involvement (i.e. seizure disorders), communication disorders; hearing/vision impairment, learning disorders, emotional disturbances, behavior disorders.

Supervision Exercised and Received:

General direction is provided by the Principal.

Example of Duties and Responsibilities:

Duties and Responsibilities may include, but are not limited to, the following:

- Assists with instruction of students on job skills necessary for part-time and full-time paid employment; and arranges transportation to job sites.
- Assists with instruction of students on desirable work ethics and provides feedback to students on work habits.
- Assists in direct instruction, including:
 - Vocational skills, job and work-related tasks.
 - Academics—reading, writing, math concepts.
 - Motor skills—physical education, body awareness.
 - Speech/language—communication skills.
 - Leisure/recreation skills such as crossing streets, using public transportation.
 - Independent living and domestic skills, including using public transportation.
 - Self-help—personal hygiene, dressing, etiquette and manners.
 - Community-based instruction.

- Specialized subject areas, based on individual needs, such as budgeting, banking, social skills at the workplace, keeping timesheets at job sites, money counting and price-comparison shopping.
- Maintains an effective learning environment through student supervision, class management, and student discipline.
- Makes effective use of materials, media, audio-visual, equipment and supplies.
- Establish and maintain effective relationships with employers and employees at job sites where students are placed in order to facilitate acceptance of students and assist students in being successful and independent.
- May perform a variety of clerical tasks, including maintaining student time sheets and payroll records, preparing instructional materials, typing, making copies, collating, gathering resource information and materials, filing.
- Participates in job-related, and job-site required, meetings as requested.
- Review student vocational profiles and assist students in preparing resumes.
- Contributes relevant feedback/information on student progress through observation, interaction and maintaining accurate records.
- Provides ongoing assistance to students in job skills for assigned tasks including successful coping skills for workplace issues.
- Maintains informational and operational records and files, including test/homework scores, student work, meal counts, incident reports, and other records related to student instruction.
- Maintains cooperative relationships with all parents, employers, staff and students.
- Performs related duties as assigned.

Employment Standards:

Knowledge of:

- Basic vocational skills necessary for entry level employment and work ethics.
- Job coaching strategies.
- General needs and behaviors of adolescent students with special needs.
- General classroom procedures & equipment, and assistant teaching strategies.
- Pertinent academic areas and learning situations.
- Behavior and anger management techniques.
- Standard English usage, spelling, grammar and punctuation.
- Standard office machines, including computers.
- Safe work practices and proper lifting techniques including job-site emergency procedures and codes.

Ability to:

- Respond promptly to request of internal and external clients, including transition program employers; provide them needed information, assistance, training, materials and resources.
- Communicate effectively in both oral and written form, using standard English correctly.
- Maintain student, jobsite, and classroom records.
- Establish and maintain cooperative working relationships with those contacted during performance of job duties.
- Work independently in the community with students and employers, with general guidance as needed.

- Develop rapport with all students and employers, being fair, consistent and respectful.
- Plan, organize and prioritize own work to meet deadlines and accomplish assigned tasks within established deadlines.
- Perform competently and demonstrate skills and knowledge in the area of responsibility.
- Establish an instructional environment to meet individual student need.
- Learn adolescent development and/or psychology.
- Work effectively with students and employers during activities which require twisting, pushing, pulling, bending, lifting, climbing, kneeling and other physical activities as needed.
- Take appropriate action in emergency situations; follow procedures in a calm, responsible manner;
- Facilitate age-appropriate interactions, activities and instruction to all students regardless of disability.
- Analyze situations including instruction, class and behavior management and implement an effective course of action.
- Recognize, stimulate and solicit student interest, input and participation to the fullest extent of each student's potential.
- Maintain and improve professional skills and knowledge.
- Be flexible and receptive to change.

Education and Experience:

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

Education:

- NCLB requirements for paraprofessionals working in Title I programs:
 - High school diploma or the equivalent, **and**
 - Two years of college (48 units), **or**
 - A. A. degree (or higher), **or**
 - Pass a local assessment of knowledge and skills in assisting in instruction.
- BA/BS degree from an accredited college or university is highly desirable.

Experience:

- Any paid or volunteer experience working in an instructional environment with adolescent special needs students.
- Prior experience with transition programs is highly desirable.

Physical Abilities (Level 1):

The physical abilities described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Note -Terms used in this section are defined as follows: Rarely: 1 to 10%; Occasionally: 11 to 33%; Frequently: 34 to 66%; and Continuously: 67 to 100% of the workday.

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| • Sitting: | Rarely |
| • Standing/Walking: | Frequently |
| • Waist Bending: | Occasionally to Frequently |
| • Neck Bending: | Occasionally to Frequently |
| • Squatting: | Frequently |
| • Climbing: | Rarely |

- Kneeling: Frequently
- Crawling: Rarely
- Neck Twisting: Occasionally to Frequently
- Waist Twisting: Occasionally
- Pushing/Pulling: Frequently to Continuously – up to 100 to 150 lbs. at a time (such as pushing wheelchairs)
- Running: Occasionally
- Reaching:
 - Above Shoulder: Occasionally
 - Below Shoulder: Frequently
- Lifting/Carrying:
 - 0-10 lbs: Frequently - weights carried 50 to 100 feet at a time
 - 11-25 lbs: Occasionally- weights carried up to 100 feet at a time
 - 26-50 lbs: Occasionally - weights carried 10 to 100 feet at a time
 - 51-75 lbs: Frequently - *with assistance* - weights moved several feet at a time for toileting and transfers
 - 76-150 lbs: Occasionally - *with assistance* - weights moved several feet at a time for toileting and transfers
- Hand Activities:
 - Repetitive Hand Use: Occasionally
 - Simple Grasping: Frequently
 - Power Grasping: Occasionally
 - Fine Manipulation: Rarely
 - Hand and Arm Twisting/Turning: Occasionally to Frequently
 - Computer Operation/Writing: Rarely
- Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance. For Preschool positions, this may include moving preschool equipment such as cots, tables, chairs; lifting infants and young children; perform twisting, bending, pushing, pulling, lifting, stooping, reaching motions during interaction with students and their children.
- May be required to accompany students on field trips, which may require maneuvering into awkward positions or in narrow bus aisles.
- Must be able to lift and physically restrain students at times; to take appropriate action in emergency situations; and follow procedures in a calm, responsible manner.
- Must be able to communicate and exchange information, effectively, discreetly, and accurately in a high activity environment with staff, students, parents, and individuals who may have limited expressive and receptive conversational capacities.
- Must be able to detect visual and non-visual warning signs of developing physical and emotional situations that may require attention from certificated staff.
- Must be able to express self effectively, verbally and non-verbally in classroom with staff, student, and parents.
- Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
- Must be able to monitor students and staff visually and non-visually to effectively assist in the management of an orderly and safe learning environment.

Work environment:

- Walking on uneven ground when outdoors.
- Exposure to student illnesses, injuries, infections, and bodily fluids.
- May be exposed to chemicals contained in cleaning products.
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and satisfactory Department of Justice and Federal Bureau of Investigation records checks must be received by Sonoma County Office of Education, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- Visual acuity sufficient to read manuals, video display screens, and other related material and work at a computer screen frequently and throughout the day.
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.

Other:

- Revised: August 17, 2015
- FLSA Status: Non-Exempt
- Bargaining Unit: SEIU
- Approved by: Personnel Commission