



Excellence for all.

Job Title: Special Education- Instructional Assistant Series:
Special Education Instructional Assistant I / II/ III/ IV/ V/ VI
Special Education Instructional Assistant Lead /Senior Lead

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

Basic Function:

Under the direction of a Principal or assigned administrator, perform a variety of instructional support duties to individual or small groups of students in an assigned special education or typical classroom or setting; perform a variety of clerical duties as assigned. Specialized training may be required and provided in this assignment.

Distinguishing Characteristics: The Instructional Assistant job family consists of multiple levels of instructional support that share the same or similar core functions but advance in classification and compensation based on complexity level of the assignment, level of student need and dependence upon the adult, and/or the level of training and skill required to meet the need of the designated student population. Lead positions must be able to successfully meet the demands of their classification and be able to provide training and mentoring support to lower classifications on a rotating basis at various sites.

Special Education Instructional Assistant – Typical Program Assignments by Level:

- I – mild/moderate in typical classroom setting or 1:1 assignment
- II – mild/moderate in special day class setting
- III – visually structured program
- IV – behaviorally structured program
- V – moderate/severe programs in special day class setting
- VI – most severe/medically fragile

Representative Duties:

Essential Functions for All Levels (I-VI and Lead Positions):

- Maintain District standards of excellent customer service and professional behavior in various and sometimes challenging situations.
- Access and monitor District email daily to receive important updates from school and District administration.
- Participate in staff development and in-service training programs as assigned.
- Provide support to the teacher by setting up work areas, displays and exhibits, operating audio-visual equipment, operating educational training equipment and distributing and collecting paper and supplies.
- Assist staff in assessing programs and materials to meet the needs of the children; collect, assemble, and distribute textbooks, learning package materials, supplies, equipment, and other resource materials; order instructional material and aids when necessary.
- Assist certificated teacher with the presentation of learning materials and instructional exercises for students in an assigned classroom; assist teaching staff with classroom lessons and other activities; prepare for, modify, and assist with various classroom projects based on individual student or classroom needs; clean up after classroom projects.
- Assist individual or small groups of special education students with academic skills; listen to and reinforce instruction to individual or small groups of students in reading, spelling, math, social studies, or other subjects.
- Communicate with teacher, specialists, and parents to develop and provide input on individual and group educational goals and objectives; develop creative methods and techniques for working with students within the suggested framework of the teacher. Adapt curriculum on an individual basis under the direction of the teacher.
- Perform a variety of clerical duties such as preparing instructional materials, assisting with scoring papers, recording grades, and taking roll; maintain confidential student records, reports, and files.
- Assist in rendering various forms of personal care such as toileting and diapering, dressing, undressing, bathing, grooming, feeding, food preparation or other assigned functional skills.
- Observe and direct behavior of students according to approved procedures; report progress regarding student

performance and behavior; provide information to evaluate student progress in a wide variety of skills.

- Assist in maintaining order among the children in the classroom and on the school grounds; supervise students as assigned in the classroom, playgrounds, cafeteria, on field trips or when mainstreamed into another class; assure the continuance of classroom activities and conduct when the teacher is absent from the room; accompany students going from one location to another.
- Lift, move and adjust students, especially non-ambulatory students; assist students onto table or adapted toilets; assist in loading and unloading students from buses; place students in standers, wheelchairs and other apparatus or adaptive devices; assist in positioning student in braces, adapted PE equipment and other equipment as necessary.
- Assist students by providing proper examples, emotional support, a friendly attitude, and general guidance; assure the health and safety of students by following health and safety rules.
- Attend District provided training to conduct non licensed support for student specialized health plans; such as G-tube feeding, seizure monitoring or asthma management.
- Learn and utilize visual and other structures and supports to provide compassionate care to students with autism or other needs.

In addition to the above, the advanced classifications listed below perform the following essential functions:

Special Education Instructional Assistant IV

- Complete all essential functions with students in a behaviorally structured program.
- Learn and utilize behavioral structures and supports to provide compassionate care to students with moderate needs.

Special Education Instructional Assistant V

- Complete all essential functions with students in a moderate to severe structured program.
- Learn and utilize directed structures and supports to provide compassionate care to students with moderate to severe needs.

Special Education Instructional Assistant VI

- Complete all essential functions with most severe or medically fragile student needs.
- Learn and utilize medical related structures and supports to provide compassionate care to students with severe needs; and to learn and incorporate appropriate health and medical directives from the District's Health Services professionals.
- Works under the guidance of the District Health Services team.

Special Education Instructional Assistant Lead and Senior Lead

- Train and mentor Special Education Instructional Assistants in the best practices, supportive measures and District approved strategies to serve students.
- Exercise a significant amount of responsibility in facilitating the training and coordination of Special Education Instructional Assistants I - IV (I - V for Senior Lead) at various school sites and complete all essential functions with students assigned to visually structured, mild to moderate settings, or behaviorally structured, moderate to severe settings for Senior Lead.
- Support, model, train and mentor other staff to provide compassionate care to students with atypical needs; and report to various District campuses as assigned.

Other Duties for All Levels:

- Perform related duties as assigned.
- May be assigned out of class work as prescribed by Merit Rules and Regulations.

Knowledge and Abilities:

Knowledge of:

- District standards of excellent customer service, interpersonal skills using tact, patience, and courtesy.
- Child guidance principles and practices, especially as they relate to children with learning disabilities.
- Basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading.
- Appropriate techniques for the physical management of special education students.
- Techniques to motivate students.
- General purposes and goals of education.
- Strategies for working with children with special needs.

Additionally, Lead positions must have knowledge of:

- Basic elements of supervision.

Ability to:

- Understand and follow oral and written directions.
- Establish and maintain effective and cooperative working relationships with others.
- Communicate respectfully and effectively with students, staff, and the public.
- Learn and incorporate new skills, techniques and/or industry trends.
- Maintain regular and consistent attendance.
- Learn special education instructional terminology, program philosophies, concepts, materials, methods, and procedures.
- Learn to operate equipment used as educational aids.
- Assist with instructional and related activities in a special education learning environment.
- Recognize limitations of students and encourage their participation in educational programs and activities.
- Demonstrate an understanding, patient, and receptive attitude toward children with special needs.
- Maintain confidentiality of pupil and school information.
- Monitor and direct student behavior according to approved policies and procedures.
- Learn proper ergonomic procedures for student physical support and care.
- Assist in administering basic first aid.
- Conduct non licensed support for student specialized health plans.

Additionally, Lead positions must have ability to:

- Train and provide work direction to staff members.
- Work independently with minimal supervision.

Education/Experience: Any combination equivalent to sufficient education, experience, and/or training to demonstrate the knowledge and abilities listed above and successful completion of the Merit examination process is required. Experience with children in a special education or clinical setting is highly desirable.

ESSA Requirement:

In accordance with the Every Student Succeeds Act of 2015 (ESSA), paraprofessionals are required to have a high school diploma or its equivalent and demonstrate proficiency in reading, writing, math, and classroom instruction. Employees are required to meet the requirements either by holding an AA degree or higher, having 48 units from an institution of higher education, or by demonstrating, through local assessment, the knowledge of and ability to assist in the instruction of reading, writing and mathematics.

Working Conditions:

Environment: Classroom and playground environment.

Physical Demands: Dexterity of hands and fingers to operate standard office and classroom equipment. Sitting or standing for extended periods of time. Lifting, bending at the waist, kneeling, or crouching to assist students. Seeing to read a variety of materials and monitor student activities. Hearing and speaking to exchange information. Reaching overhead, above the shoulders and horizontally. NCPI trained staff responsible for restraining children as needed to prevent them from harming themselves or others.

Hazards: Potential exposure to dissatisfied or abusive individuals.

Emergency Conditions: Pursuant to California Government Code Section 3100, all public employees are required to serve as disaster service workers subject to such disaster service activities as may be assigned to them by their supervisor or by law.

Salary Range: *dependent on experience, education, and placement.*

SPED IA – I – Range 116

SPED IA – II	–	Range 118
SPED IA – III	–	Range 122
SPED IA – IV	–	Range 123
SPED IA – Lead	–	Range 124
SPED IA – V	–	Range 125
SPED IA – Senior Lead	–	Range 126
SPED IA – VI	–	Range 127

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