Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	**Paraprofessional English Language Development**	FLSA Status:	**Non-Exempt**
Job Family:	**Classified - Instructional Support**	Pay Range:	**PT20H**
Prepared/Revised Date:	**August 1, 2026**	Job Code:	**41513**

SUMMARY: Responsible for providing tutoring, instruction, support, and assistance to multilingual learners in direct instruction and content support situations. Tutor and reinforce academic and social skills, including linguistic and cultural competencies. In collaboration with and with consultation from ELD teacher/coach plan, prepare, and implement ELD instruction, support, and tutoring. Communicate with staff, collect instructional data, and work on special assignments as assigned by the ELD teacher/coach, principal, and/or director.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *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. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Assist the ELD teacher/coach with implementing instruction and reinforcing English Language Development in one-on-one, small, and/or large student groups. Implement and support the ELD teacher/coach's instruction plan. Adapt curriculum and build in-the-moment scaffolds and supports for multilingual learners in the classroom. Implement daily and long-range lessons and activities to meet the multilingual learner's specific linguistic needs including, but not limited, teaching metalinguistic and language coping strategies. Give the student timely and actionable feedback around their oral and written language production and help support a student's comprehension of activities and readings happening in the classroom.
2. Teach and support strategy acquisition in the areas of culturalization, resiliency, language coping, cultural and classroom expectations, etc. Tutor in language acquisition, self-advocacy skills, study skills, etc. Facilitate social skills acquisition, help connect with peers and peer mentors, and build gradual release plans for all supports. Assist the classroom teacher to implement culturally responsive and sustaining practices along with inclusive strategies to ensure that multilingual learners find a sense of belonging in the classroom along with equitable opportunities for academic success. Promote opportunities for language practice within the classroom and provide opportunities for students to use their first language to clarify and make connections to the content.
3. Communicate and collaborate with the ELD teacher/coach, general classroom teacher, counselor, family liaison, and newcomer mental health specialist staff regarding student need areas and provide updates on progress toward goals. Collaborate and communicate with other team members as needed. Attend trainings assigned by ELD teacher/coach or principal/director.
4. Assist teacher in preparing materials, administering tests, grading, taking attendance, completing paperwork, maintaining files, evaluating and recording student achievement, and maintaining student records.

5. Attend and assist staff with special projects, i.e., parent/teacher conferences, school events, meetings, success team meetings, etc. as needed. Attend/complete job trainings as required.
6. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- High school diploma or equivalent
- One year of related experience
- Bilingual preferred but not required
- Experience working with immigrant students and/or students who have experienced trauma preferred
- Equivalent combination of education and experience acceptable
- If assigned to a Title I school, at least one of the following criteria is required
  - completion of at least two years of higher education
  - an associate's (or higher) degree
  - successful completion of the WorkKeys assessment demonstrating instructional competency within one year of hire

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Bilingual Spanish/English oral communication preferred
- English oral and written communication skills
- Interpersonal relations skills
- Ability to facilitate problem-solving
- Mathematical skills including basic calculation and application of basic math concepts
- Ability and desire to work with culturally and linguistically diverse students and students with trauma needs/backgrounds
- Ability to diffuse volatile student situations
- Ability to maintain confidentiality in all aspects of the job
- Ability to participate and work in a team environment
- Ability to manage multiple tasks with frequent interruptions, use time efficiently, demonstrate attention to detail, follow instructions and respond to management direction
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines and building and department procedures
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work

habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Microsoft Office and/or other department software packages
- Operating knowledge of and experience with standard office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	POSITION TITLE	# of EMPLOYEES
Reports to:	School administration	
Direct reports:	This job has no direct supervisory responsibilities.	

STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS: *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact ada@psdschools.org.*

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feed				X
Reach with hands and arms			X	
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Taste	X			
Smell	X			

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds			X	
Up to 25 pounds				X
Up to 50 pounds		X		
Up to 100 pounds		X		

WEIGHT and FORCE DEMANDS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
More than 100 pounds	X			

MENTAL FUNCTIONS:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze				X
Communicate				X
Copy				X
Coordinate			X	
Instruct				X
Compute			X	
Synthesize		X		
Evaluate		X		
Interpersonal Skills				X
Compile			X	
Negotiate		X		

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions			X	
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

VISION DEMANDS:	Required
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	
Peripheral vision	X

VISION DEMANDS:	Required
Depth perception	
Ability to adjust focus	X

NOISE LEVEL:	Exposure Level
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	