Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

Job Title:	**Paraprofessional Trainer & Support Coach (Early Childhood Special Education – ECSE)**	FLSA Status:	**Non-Exempt**
Job Family:	**Classified - Instructional Support**	Pay Range:	**PT27H**
Prepared/Revised Date:	**August 1, 2026**	Job Code:	**41655**

SUMMARY: Responsible for serving as a resource for training, coaching and support to ECSE (ECIS) paraprofessionals in the ECSE programs working with students who have academic and health needs by providing support. Provide expertise and experience to integrate childcare licensing rules, supporting IEP services, and health services.

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. Under direction from case manager, teacher or certified support staff (SLP, OT, PT), provide demonstration, coaching and guidance to ECIS paraprofessionals through modeling and/or shadowing of interventions. Provide feedback to ECIS paraprofessionals on the implementation of strategies and interventions such as supporting inclusive practices in the general education environment, implementing instruction and reinforcing learning skills, adapting curriculum to individual student needs, monitoring and enforcing acceptable social skills, implementing daily and long-range lessons and activities to meet Individual Education Plans (IEP), behavior plans, and/or health care plans. Assist with implementing specialized occupational therapy and physical therapy programs and activities.
2. Provide feedback to ECIS paraprofessionals on the implementation of daily living supports such as assisting students with personal care, social skills and/or self-awareness, transitions, restrooms, lunchrooms, etc. Support staff in following students' Health Care Action Plan. This also includes for those assisting students with fostering independence with personal health and hygiene, feeding, tube feeding, toileting, catheterization, and diapering. Lift, transfer, or transport students in wheelchairs. Use alternative language techniques such as sign language or assistive technology devices and adapt classroom materials for use by a student with a hearing or vision disability as needed.
3. Engage in activities that promote communication and understanding between the case managers, teachers, ECIS paraprofessionals and other team members including parents. Coach and mentor current ECIS paraprofessionals who may need additional support related to student needs and case manager partnership.
4. Promote a positive climate within the team and school by being responsive to the needs of students and teams.
5. Travel between multiple sites daily to support where needed.

6. Coordinate and access available resources to assist ECIS paraprofessionals in improving the delivery of instructional, behavioral, and health service support to students.
7. Support orientation and onboarding of new ECIS paraprofessionals and other classified staff.
8. Provide coaching, modeling, strategies, and feedback to the school-based ECIS paraprofessionals in assisting teacher in preparing materials, and documenting Medicaid billing. Support ECIS paraprofessionals and classrooms with TS gold data collection.
9. Assist with developing, planning, and facilitating professional development for classified staff working collaboratively with the Department of Early Childhood, Departments of Integrated Services, Professional Learning and Curriculum. Support of Classified Academy and completion of assigned Learning Plans.
10. Attend appropriate trainings as well as Early Childhood and district meetings.
11. Assist supervisors and/or administration with special projects. Participate in quarterly leadership retreats to offer para perspective when working on grant documents and program planning.
12. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Bachelor's degree in education, early childhood education, human services, or related field required
- Equivalent combination of education and experience acceptable
- More than three years of experience as an early childhood paraprofessional in PSD or another school district
- Minimum of a Level I in the Professional Development Information Systems (PDIS) of Colorado Shines
- Experience co-planning or co-delivering professional development
- Experience advocating for and addressing the needs of paraprofessionals

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire, including additional checks required for EC licensing
- Valid US driver's license
- Crisis Prevention Institute (CPI) required within 3 months of hire
- CPR and First Aid certifications within 30 days of hire
- PSD Medication Administration course completed within 30 days of hire
- Valid Early Childhood medical statement completed within 30 days of hire
- Current immunizations statement completed within 30 days of hire

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Oral and written communication skills
- English language skills
- Ability to maintain confidentiality in all aspects of the job
- Interpersonal relations skills
- Critical thinking and problem-solving skills
- Bilingual oral and written communication skills preferred
- Ability to manage multiple priorities

- Ability to manage multiple tasks with frequent interruptions
- Ability to diffuse and manage volatile and stressful situations
- Ability to maintain high levels of professionalism and confidentiality in all aspects of the job with students, parents and staff
- 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:	Assistant Director of Early Childhood Learning	
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	

PHYSICAL ACTIVITIES:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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			
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	

WORK ENVIRONMENT:	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
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
Depth perception	
Ability to adjust focus	X

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