

Special Education Paraprofessional Job Description

Purpose Statement

The job of Special Education Paraprofessional is done for the purpose(s) of providing support to the instructional program with specific responsibility for assisting in the supervision, care and instruction of special needs students in the regular classroom, special education classroom, or in a self-contained classroom; assisting in implementing plans for instruction; monitoring student behavior during classroom and/or non-classroom time; providing information to appropriate school personnel; and attending IEP meetings when requested. All activities will be under the direction of a certified special education teacher.

This job reports to Building Principal, Director of Special Services, and Assigned Teacher.

Essential Functions

- Adapt classroom activities, assignments and/or materials under the direction of the special education teacher for the purpose of supporting and reinforcing classroom objectives.
- Administers tests, homework, make-up work, etc. for the purpose of supporting teachers in the classroom.
- Administers immediate first aid and medical assistance as instructed by a health care professional for the purpose of meeting immediate health care needs.
- Assists Special Education teachers (e.g. grading papers, entering grades and attendance, filing assessments, scheduling meetings, planning lessons, making copies, reporting student achievements or shortcomings, knowing and reminding students of classroom assignments, etc.) for the purpose of supporting teachers in their duties and responsibilities.
- Attends meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, non-violent crisis intervention, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Coaches, supports, and teaches students the skills necessary to help them become independent citizens (e.g. communication skills, work ethic skills, life skills, etc.) for the purpose of reinforcing and ensuring students are successful in school and life.
- Communicates with supervising instructional staff, professional support personnel, and parents, when directed, for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements, under the supervision of assigned teacher, behavioral plans and other accommodations designed by IEP team for students with behavior disorders or other special conditions. (e.g. reading text, scribing oral answers, shortening assignments, communication skills, life skills, work ethic, lengthening completion due dates, etc.) for the purpose of presenting and/or reinforcing learning concepts.
- Maintains instructional materials and/or manual and electronic files/records (e.g. grades, etc.) for the purpose of ensuring availability of items, providing written reference, and/or meeting mandated requirements.
- Monitors students during assigned periods within a variety of school environments (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, crosswalk, lunchroom, etc.) for the purpose of maintaining a safe and positive learning environment.
- Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives, implementing IEP plans, and ensuring students success in school.
- Reinforces regular education teachers lectures and classroom assignments in ways students with disabilities can understand (e.g. simplifying, chunking, graphics, comparisons, etc.) for the purpose of supporting and enhancing classroom objectives.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

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Job Requirements: Minimum Qualifications **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: instructional procedures and practices; age appropriate student activities, safety practices and procedures; conflict resolution; and stages of child development/behavior.

ABILITY is required to schedule activities; collect data; and use basic, job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules, setting priorities, working as part of a team, and working with constant interruptions.

Responsibility

Responsibilities include: working under the direct supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget; utilization of some resources from other work units may be required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some climbing and balancing, stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 70% sitting, 25% walking, and 5% standing. The job is performed under minimal temperature variations and under conditions with exposure to risk of injury and/or illness.

Experience: Job related experience is desired.

Education: High school diploma or equivalent.

Certificates and Licenses: Sixty college credits or passing score on Praxis.

Continuing Education/Training: Required annual trainings

Clearances: Criminal Justice Fingerprint/Background Clearance

FLSA STATUS: Non Exempt