

## Washington West Supervisory Union Job Description

**JOB TITLE:** Instructional Assistant/Paraeducator

**FLSA STATUS:** Non-Exempt

**UPDATED:** FY 2014

**POSITION OBJECTIVES:** To assist and supervise assigned special education students instructionally, behaviorally and physically in the general mainstream program, working with individuals and/or small groups; to play a supportive role in assessing the progress and needs of assigned students, and participate in developing and modifying individualized instructional programs. Assigned students may include students on the spectrum of autism, multi-handicapped students, emotionally and behaviorally challenged students, as well as other students on Individual Educational Programs, 504 Plans and Act 230 Plans.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** include the following. Other duties may be assigned.

- Adapt general classroom material/methods as appropriate to meet the needs of students, in consultation with classroom and/or special education teacher.
- Participate in various community activities and field trips with students.
- Assist in the administration of informal assessments to determine student progress and/or level of achievement.
- Assist in developing, compiling and organizing instructional materials, under the direction of the classroom teacher or special educator.
- Play a supportive role in evaluating student progress, problems and needs. Participate in developing formats for student instruction and teaching strategies, and other activities as assigned. Conduct task analysis and data collection on student performance.
- Assist students as required with toileting, self-care, eating, wheel chair transport and transfer. Check and adjust hearing aids, and other duties as assigned.
- Maintain working files, record grades and gather and record a variety of data related to student performance, progress and behavior.
- Make photocopies, order supplies, and perform related office work.
- Participate in team meetings upon request to assist in developing student plans, and assessing and evaluating student needs and progress. Confer with teachers, parents and administrators as appropriate concerning various matters pertaining to the students.
- Administer first aid and CPR if necessary.
- Assist students physically as required. Such could include implementing non-aversive restraint techniques in accordance with established protocols as necessary.
- Attend and participate in all relevant training sessions, meetings and professional growth activities as requested and/or required.
- Assist with the transportation of assigned students as requested.
- Process routine communications, such as parent logs, permission slips, meeting reminders, staff meeting notices, and the like.
- Implement instructional and behavioral programs for students, under the general direction of classroom and/or special education teachers. This includes working with students, both individually and in small groups, in a variety of academic areas and life skills.
- Implement and practice behavior management/modification plans and programs for and with students. Assist and/or instruct students in basic life skills, such as general behavior,

dressing/undressing for outdoors, toileting, care of belongings, insertion and adjustment of hearing aids and use of other special equipment, and other areas as assigned.

- Supervise student(s) when teacher is absent from the room.
- Other related duties as assigned.

**SUPERVISION RECEIVED:** Direct to moderate technical supervision is received from a classroom or special education teacher. General supervision is received from the school principal or director of special education services. Performs many duties independently.

**SUPERVISORY RESPONSIBILITIES:** No formal supervisory duties. May train, assist and occasionally direct junior co-workers and parent volunteers, but generally works along with those persons.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** A high school diploma plus 1 year of directly related experience, or a combination of education and experience from which comparable knowledge and skills are acquired. All WWSU instructional assistants must meet the Highly Qualified Paraeducator (HQP) requirements in Title I regulations. One year of directly relevant experience in a school setting desirable and possibly required. Good working knowledge of children. Knowledge of children with disabilities of special education students, and special education teaching methods preferred.
- **Language Skills.** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively. Demonstrated broad knowledge of academic subject matter being taught to students desired.
- **Mathematical Skills.** Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry may be required.
- **Computer Skills and Experience.** Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred.
- **Reasoning Ability/Mental Requirements.** Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect and compassion in working with students. Ability to effectively resolve conflicts and handle stress.
- **Other Qualifications.** Experience working with children/adolescents. Ability to assist students physically as required. Available to attend required or requested training, meetings, and professional growth activities outside of school hours (e.g., summers, teacher in-service days and after-school). First aid and CPR training desirable. Ability to remain calm and efficient in responding to medical emergencies.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
<b>Sometimes</b>	<b>S</b>	activity may exist sporadically, but not on a consistent basis
<b>Occasionally</b>	<b>O</b>	activity exists on a consistent basis for less than 1/3 of the time
<b>Frequently</b>	<b>F</b>	activity exists from 1/3 of the time up to 2/3 of the time
<b>Constantly</b>	<b>C</b>	activity exists for 2/3 or more of the time
<b>Not applicable</b>	<b>NA</b>	activity is not present in the position

**PHYSICAL EFFORT AND STRESS:** Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	Frequency Code	Essential	Not Essential
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	O		X
CARRYING			
up to 10 lbs.	O	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	O		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O	X	
TWISTING	O	X	
CLIMBING	O		X
BALANCING	O	X	
CROUCHING	O	X	
KNEELING	O	X	
CRAWLING	O	X	
REACHING (i.e., overhead)	O	X	
HANDLING	F	X	
DRIVING	O		X
REPETITIVE MOVEMENTS (hands, feet)	O		X
MANAGING STRESS	C	X	
RESOLVING CONFLICTS	C	X	

**WORKING CONDITIONS/ENVIRONMENTAL FACTORS:** While performing the duties of this job, the employee shall be exposed to the following:

	Frequency Code
EXPOSURE (dust, dirt)	C

EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	NA

**Definitions - Physical Demands**

- Sitting: remaining in a seated position
- Standing: remaining on one's feet in an upright position at a work station without moving about
- Walking: Moving about on foot
- Seeing: Perceiving with the eye
- Hearing: Perceiving or listening to sound by ear
- Talking: Articulating, speaking or discussing using spoken words
- Dexterity: Skill in the use of hands and fingers
- Lifting: Raising or lowering an object from one level to another (includes upward pulling)
- Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder
- Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.
- Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)
- Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).
- Twisting: Rotating; moving to face in alternate direction.
- Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.
- Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.
- Crouching: Bending the body downward and forward by bending the legs and spine.
- Kneeling: Bending the legs at the knees to come to rest on the knee or knees.
- Crawling: Moving about on the hands and knees or ha
- Reaching: Extending the hands and arms in any direction
- Handling: Seizing, holding, grasping, turning, or working with hands

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.