



SPECIAL EDUCATION SUPPORT ASSISTANT

QUALIFICATIONS:

- Associates Degree, 72 quarter (48 semester) hours of post-secondary coursework or High School Diploma or equivalent, and pass a rigorous local assessment;
- Computer entry experience;
- Ability to operate standard office machines, including, computer, calculator, copy machine, and fax;
- Ability to comply with established policies or procedures necessary to complete job functions, with limited supervision;
- Exercise diplomacy and tact when dealing with staff, and maintain a high level of professionalism;
- Respect confidential information;
- Evidence of good leadership and citizenship qualities;
- An interest in students;
- Ability to communicate well with adults and children;
- Prior job-related experience required;
- Must possess valid Oregon driver's license;
- Have a First Aid card, as requested by supervisor; and
- Such alternatives to the above qualifications, as the Board may find appropriate and acceptable.

REPORTS TO:

- Assigned Supervisor and Building Principal.

JOB GOAL:

- To provide support services to students with special needs in self-contained, general education classroom, or work site setting.

PERFORMANCE RESPONSIBILITIES:

- Attend regularly;
- Notify school/department/work sites when absent, according to contract specifications; and
- Adhere to arrival, rest periods, and departure times.

Responsibilities include, but are not limited to, the following:

- Ability to deliver instructional programs to students who have significant learning and physical disabilities, and/or social behavior challenges;
- Ability to work effectively in an environment which can be physically and emotionally fatiguing;
- Provides direct instruction to individual and/or small groups of students under the direction of a licensed staff member;
- Maintain student records and special education records under the direction of the classroom teacher or specialist;
- Maintains a calendar and/or schedule meetings to independently support assigned students and sites;
- Ability to work with students who may exhibit aggressive behavior;
- Understand the basic provisions of the Individuals with Disabilities Education Act (IDEA), and transition services required for students with disabilities;
- Understand the basic provisions of an Individualized Education Plan (IEP) for assigned students and participate in IEP meetings on assigned students;
- Demonstrate a positive attitude in working with students with special needs;
- Support students who require attention to basic feeding and personal hygiene;

- Assist with physical activities which may include: moving and/or lifting students with physical disabilities and moving, lifting, and/or physically restraining students with emotional and/or behavioral disabilities;
- Ability to follow written plans developed by qualified licensed staff with minimal supervision;
- Help develop data collection systems, administer, score, and record student progress, and complete interest inventories and other assessments as the supervisor recommends for individual students;
- Serve as a source of information and assistance to any substitute teacher and substitute for instructional assistants as assigned by supervisor;
- Help develop jobs and provide training for students with a variety of disabilities;
- Alert the regular supervisor to any problem, or special information about an individual student;
- Maintain a high level of ethical behavior;
- Perform clerical administrative tasks, as required;
- Make minor decisions independently, according to District policy and regulations;
- Perform some minor First Aid;
- Maintain confidentiality of staff and student business;
- Assist the building program with non-instructional duties (playground, cafeteria, health screening, etc.);
- Participate and help provide inservice training programs, as assigned;
- Maintain a safe, well-organized work area;
- Establish and maintain good working relationships; and
- Perform other duties, as assigned.

PHYSICAL REQUIREMENTS

- In an 8-hour day, employee may stand/walk 4-6 hours; sit 1-4 hours; and/or drive 1-4 hours;
- Employee may use hands for repetitive grasping (i.e., filing), pushing/pulling up to 40 pounds of equipment, and fine manipulation (i.e., keyboard); and
- Employee may need to bend, twist, stoop, reach overhead, squat, climb stairs and lift occasionally.

TERMS OF EMPLOYMENT:

- According to Board policy and procedures, master contract, and school calendar.

EVALUATION:

- Performance will be evaluated annually, in accordance with Board Policy and established procedures.

I have received a copy of this job description.

Signature

Date