

**INSTRUCTIONAL ASSISTANT – SPECIAL EDUCATION(severely handicapped)****OVERALL JOB PURPOSE STATEMENT**

Under the direction of an assigned supervisor or certificated teacher, the job of Instructional Assistant—Special Education (severely handicapped) is done for the purposes of assisting a certificated teacher in providing instruction and care to individual or small groups of students with severe physical disabilities and/or cognitive delays; monitoring and reporting student progress regarding behavior and performance; and performing a variety of other instructional support duties as assigned.

**DISTINGUISHING CHARACTERISTICS**

This job is distinguished from similar jobs by the following characteristics: The Instructional Assistant—Special Education (severely handicapped) is assigned to assist teachers providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition as identified in their I.E.P. to require assignment to a regional program. These students frequently require assistance with basic bodily and physical functions such as toileting, diapering, suctioning of mouth and nose, tube feeding, and mobility/positioning.

**ESSENTIAL FUNCTIONS**

- Assists severely handicapped students within the Special Education program as may be assigned with personal needs (e.g. tube feeding, suctioning, toileting, diapering, positioning and/or mobility, social skills, etc.) for the purpose of maintaining their health, comfort, cleanliness and safety within the school environment.
- Accompany students as may be assigned between locations for the purpose of assisting students in their scheduled activities (e.g., workability and community experience).
- Assists teachers in specialized and/or general education classroom in preparation and presentation of a wide variety of instructional materials for the purpose of providing instruction in accordance with established curriculum and IEP's (individualized education plan).
- Confers with teachers regarding assigned students' progress for the purpose of providing input used in evaluating students' progress and/or needs.
- Monitors under the guidance of assigned classroom teacher, students' performance for the purpose of providing feedback to students, teachers and/or others involved in the provision of services in accordance with Individualized Education Plans (IEP).
- Informs the teacher orally or in writing concerning observations, student academic performance, and school activities for the purpose of providing a record for future reference and/or complying with established regulatory requirements.
- Assists in implementing and monitoring instruction of special education students within special education and/or regular classrooms, individually and in small groups, for the purpose of improving learning skills, self care, and/or social development.

- Guides students within the special education program in appropriately dealing with personal interactions and/or specific student issues for the purpose of developing their interpersonal skills and successful problem solving strategies.
- Maintains various classroom records, files, supplies, and work aids for the purpose of ensuring the necessary materials are available when required.
- Performs other instructional support and record keeping activities (e.g. scheduling IEP meetings, copying materials, posting information, routing copies of reports, writing down observations on students' activities and progress, etc.) for the purpose of supporting teachers.
- Understand the goals of the IEP's for the students with whom incumbent works for the purpose of appropriately assisting the student to achieve the goals.
- Assists in the performance of other related duties as assigned.

#### **OTHER FUNCTIONS**

- Transports students, as may be directed, in District-provided vehicle if no bus driver is available.

#### **JOB REQUIREMENTS: MINIMUM QUALIFICATIONS**

##### **SKILLS, KNOWLEDGE AND ABILITIES**

**SKILLS** are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: adhering to safety practices; administering first aid; handling hazardous materials; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records; and operating equipment used in the Special Education classroom.

**KNOWLEDGE** is required to perform algebra and/or geometry; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: child guidance principles and practices, especially as they relate to students with learning disabilities; basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading; instructional materials and techniques used in Special Education; safe practices in classroom and other activities; correct English usage, grammar, spelling, punctuation and vocabulary; reading and writing communication skills; basic first aid and cardiopulmonary resuscitation (CPR); record-keeping techniques; modern office practices and procedures.

**ABILITY** is required to schedule activities; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. In working with others, some problem solving may be required to identify issues and select action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited to

moderate. Specific abilities required to satisfactorily perform the functions of the job include: learning the methods, procedures, functions and limitation of assigned duties; supervising and disciplining students according to approved policies and procedures; printing and writing legibly; making arithmetic calculations quickly and accurately; understanding and following oral and written directions; communicating effectively orally and in writing with children and adults; establishing emotional support and a friendly attitude toward students; reading, interpreting and following rules, regulations, policies and procedures; establishing and maintaining effective working relationships with others; maintaining confidentiality; and understanding the exceptional needs of special education students and the goals of students' IEP's.

**RESPONSIBILITY**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others (e.g. students); and operating within a defined budget. There is some opportunity to impact the Organization's services (e.g., carrying out goals of students' IEP's).

**WORKING ENVIRONMENT**

The usual and customary methods of performing the job's functions requires the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking and 40% standing. The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to behavior that includes biting, hitting, or bolting away.

**EXPERIENCE**

Job related experience is required.

**EDUCATION**

Targeted job related education that meets organization's prerequisite requirements, including provisions of the No Child Left Behind Act (i.e., possession of an Associate of Arts degree, or successful completion at least two years of full-time course work at an institution of higher learning).

**REQUIRED TESTING**

Pre-employment Proficiency Test to meet requirements of the No Child Left Behind Act in lieu of the above listed education requirement.

**CERTIFICATES**

Valid First Aid and CPR Certificate issued by the American Red Cross. Possession of a valid Class C California Driver's License may be required for some assignments, but is not a condition for service in the class.

**CONTINUING EDUCATION/TRAINING**

Blood Borne Pathogen Training; First Aid, CPR.

**CLEARANCES**

Criminal Justice Fingerprint/Background Clearance TB Clearance