

INSTRUCTIONAL ASSISTANT - SPECIAL EDUCATION(SED)

OVERALL JOB PURPOSE STATEMENT

Under the direction of a certificated teacher, the job of Instructional Assistant—Special Education (SED) is done for the purposes of assisting in the instruction of individual or small groups of students in a variety of subject areas; assisting in the implementation of a behavior modification program; monitoring and reporting student 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 (SED) is assigned to assist teachers in classrooms and special facilities providing instructions to students with moderate to severe learning disabilities who require an environment structured to support behavior modification programs. Positions in this class work primarily with students whose special education needs relate to emotional and behavioral disturbances and require consistent application of the prescribed programs. This class differs from other Instructional Assistant—Special Education classes in that the latter do not work with behavioral-based issues as the predominant aspect of the students they support.

ESSENTIAL FUNCTIONS

- 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.
- Assists teachers in specialized and/or mainstream 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 Individualized Education Plans.
- Confers with teachers regarding assigned students' progress for the purpose of providing input used in evaluating students' progress and/or needs.
- Documents 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 classroom, individually and in small groups, for the purpose of improving learning skills, self care, and/or social development.
- Maintains various instructional records, files and 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, distributing reports, documenting progress, etc.) for the

CLASSIFIED

purpose of supporting teachers.

- 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 IEP's.
- Obtains general education homework assignments for students at different academic levels for the purpose of addressing classroom requirements.
- Assists in the performance of other related duties as assigned for the purpose of accomplishing organizational goals.

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: handling hazardous materials; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

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; record keeping techniques; and 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; modeling appropriate social skills, social interaction and appearance; applying behavior modification techniques developed for classroom use; writing observations and document student behavior; intervening positively in, and diffusing potential confrontations among students; 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; reading, interpreting and following rules, regulations, policies and procedures; establishing and maintaining effective and empathetic working relationships with

CLASSIFIED

others; maintaining confidentiality; and understanding the exceptional needs of special education students.

RESPONSIBILITY

Responsibilities include: working under limited 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 some opportunity to impact the Organization's services.

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 34% sitting, 33% walking and 33% standing. The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions.

EXPERIENCE

Job related experience is required.

EDUCATION

Targeted job related education that meets organization's prerequisite requirements.

REQUIRED TESTING

Pre-employment Proficiency Test

CERTIFICATES

Possession of a valid Class C California Driver's License may be required for some positions.

CONTINUING EDUCATION/TRAINING

Physical Assault Training

CLEARANCES

Criminal Justice Fingerprint/Background Clearance; Blood Borne Pathogen Training; TB Clearance