

EDUCATION SUPPORT PERSONNEL

Purpose Statement

The job of Education Support Personnel was established for the purpose/s of assisting in the monitoring and instruction of students under the supervision of certified staff, including instruction of behavioral and social skills (BEST) or functional life skills (FLS) for special education students; observing and documenting student progress; assisting in implementation of plans for instruction; and assisting students by providing for special health care needs.

This job reports to Principal

Essential Functions

- Adapts classroom activities, assignments and/or materials, under the direction of certified staff, for the purpose of providing an opportunity for all students at different learning levels and/or with different functional limitations to participate in instructional programs and classroom activities.
- Assists BEST, FLS, APE, ABLE, or Work Study special education students with classroom and daily living skills (e.g. toileting, diapering, tube feeding, etc.) for the purpose of creating a positive plan of action to address specific student issues and allowing students to function in a school and/or community environment.
- Assists certified staff with implementation and supervision of a variety of instructional activities (e.g. individual students and/or small groups in academic subjects, social/behavioral skills, daily living skills, writing and/or verbal skills, lessons, remediation, etc.) for the purpose of reinforcing learning objectives and ensuring student success in school.
- Communicates with a variety of stakeholders, as directed by certified staff, (e.g. teachers, students, parents, district personnel, community agencies, etc.) for the purpose of providing information related to the student's progress as established in their individual educational program.
- Maintains a variety of instructional materials and/or student files/records (e.g. incident and activity reports, building passes, discipline records, duplicating and adapting instructional materials, checking papers, attendance, audio visual equipment, set up adapted projects, etc.) for the purpose of documenting activities, ensuring availability of items, and/or providing reliable information.
- Monitors students within a variety of activities (e.g. restrooms, playgrounds, hallways, library, cafeteria, bus stops, study hall, locker room, classroom, field trips, assemblies, etc.) for the purpose of modeling appropriate behavior/social skills and providing a safe and positive learning environment in school or community.
- Provides positive reinforcement to students (e.g. encouragement, consistency, positive attitude, etc.) for the purpose of supporting students in meeting individual plan objectives and school-wide discipline plans.
- Responds to emergency situations and potential conflicts with students (e.g. injured students, health-related issues, verbal/physical conflicts, natural disasters, etc.) for the purpose of de-escalating behaviors, modeling positive behaviors, and directing the situation toward a positive outcome (e.g. resolving immediate safety concerns and/or referring to appropriate party for resolution).
- Transports students, as requested, (e.g. Work Study, ABLE, etc.) for the purpose of ensuring that they arrive safely at assigned location.

Other Functions

- Attends meetings, as requested, (e.g. trainings, building meetings, District meetings, etc.) for the purpose of receiving and/or conveying information relative to job functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

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; and 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: basic needs, learning styles, and behavior of students with emotional disabilities; instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and basic child development theory and principles.

ABILITY is required to schedule activities; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; 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 moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as part of a team; and working with constant interruptions.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; providing information and/or advising others; and operating within a defined budget. There is a continual opportunity to have some impact on the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 60% sitting, 10% walking, and 30% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Experience Job related experience is desired.

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

Equivalency None Specified

Required Testing

None Specified

Certificates & Licenses

- "Highly Qualified" Certificate
- CPR/AED First Aid Certificate within 30 days of hire
- Mandt certification within 30 days of hire
- Valid driver's license & evidence of insurability

Continuing Educ. / Training

As needed to stay current on new policies and procedures.

Clearances

- Criminal Justice Fingerprint/Background Clearance
- MVR (Motor Vehicle Record) Clearance

FLSA Status

Non Exempt

Approval Date

07/01/2012

Salary Grade

Classified 41

I HAVE READ AND UNDERSTAND THE SCOPE OF THE JOB AND HOLD THE MINIMUM REQUIREMENTS:

Employee Name (Please Print): _____

Employee Signature: _____ Date: _____