

**TITLE:** Special Education Teaching Assistant

**PURPOSE:** To provide support and implementation of programs and services for special education students.

**QUALIFICATIONS:**

1. A minimum of 60 college hours, or
2. Meets ISBE approved paraprofessional qualifications.
3. Physically able to lift, transfer, and/or restrain students.
4. Able to read and follow written instructions specific to the Individual Education Plan (IEP) for special education students.

**REPORTS TO:** Assigned Teacher/Building Principal/Special Education Administrator

**DUTIES & RESPONSIBILITIES:**

(The following are the essential fundamentals to include but not limited to the following job duties.)

1. Implement, observe, and monitor the progress of small group and individual academic and/or behavioral programs for special education students as instructed by teachers.
2. Assist, instruct, and/or supervise students during P.E., music, lunch, recess, passing time, leisure, job shadowing/exploration, and/or community instruction.
3. After proper training, assist with toileting, lifting, feeding, and/or physically restraining students.
4. Implement small motor, gross motor, and communication programs with students as instructed by teacher.
5. Supervise and intervene to regulate student behavior so as to alleviate the risk or inappropriate behaviors that will place students or staff at risk of harm.
6. Make, gather, maintain, and set up instructional supplies, materials, and equipment.
7. Maintain confidentiality at all times.
8. Exhibit basic literacy of technology, including computers, communication devices, and electronics.
9. Drive school vehicles.
10. Report all unsafe conditions, accidents, or injuries to the principal promptly.
11. Additional duties as determined by the individual needs of the students as outlined in the IEP.

**TERMS OF EMPLOYMENT:**

One-hundred-eighty school days (180) per year. Hourly rate determined by the Board.

**EVALUATION:**

Performance in the position will be evaluated in accordance with the provisions of Board policy Evaluation of Educational Support Personnel.

*The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

### **PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to stand, sit, walk, talk, see, hear and smell; use hands to finger, handle, or feel; reach with hands and arms. The employee must regularly lift, hold, and transfer up to 50 pounds for a distance of 3 feet, stoop or kneel; crouch, or crawl. The employee must occasionally physically restrain students for up to fifteen minutes; climb or balance.

### **WORK ENVIRONMENT:**

The noise level in the work environment is usually moderately noisy.

### **MENTAL FUNCTIONS:**

While performing the duties of this job, the employee is regularly required to communicate, instruct, compare, analyze, coordinate, synthesize, evaluate, compute, copy, compile, use interpersonal skills, negotiate and maintain emotional control under stress.

*The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.*