



JOB TITLE	Instructional Assistant – Special Education
LOCATION	Early Learning Center
WORK SCHEDULE	Part Time, 7.5 Hours/Day, 4 Days/Week
CALENDAR LENGTH	School Year, 148 Paid Days
FLSA CLASSIFICATION	Hourly
HOURLY RATE	\$19.28/Hour (\$21,400 annually)
BENEFITS	Paid Illness and Personal Business days, Seven paid holidays, District contributions to VEBA and 401A retirement accounts

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www.msdw.t.k12.in.us/hr/careers/

Under the direction of the Director, the Special Education Resource Instructional Assistant works with individual and/or small groups of students under the supervision of a certificated teacher in the supervision and instruction of students; assisting students by modeling the necessary skills to perform assignments; following educational and specific behavioral plans; and modeling appropriate behaviors and interactions with students and staff. Employees in this classification will receive a variety of assignments including classroom support, lunchroom, playground, etc.

JOB DESCRIPTION:

- Assist teachers in classroom instruction by providing and preparing lesson materials, monitoring the students during their work and helping them in their learning where necessary.
- Observe students' activities to ensure student safety and well-being and intervene when necessary.
- Ensure that the necessary materials for teaching a class, such as visual aids, are prepared, up-to- date, and present in the instruction space.
- Select and use training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Maintain a clean, sanitary workspace through use of hand disinfectant and sanitizer, in order to minimize infection risk between colleagues or when working with children.
- Monitor individual and/or groups of students for the purpose of providing a safe and positive learning environment. Monitor and manage student behavior in a way that maximizes instructional time.
- Provide 're-teaching' and tutoring sessions around core instruction that was delivered by the classroom teacher.
- In collaboration with teaching faculty, identifies students who are below standards in specific skills and knowledge.
- Assist students with assignments that reinforce learning concepts.
- Maintain a record of interventions and progress monitoring.

- Implement, under the supervision of the teacher, instructional programs and lesson plans for the purpose of presenting and/or reinforcing learning concepts.
- Demonstrate preparation and skill in working with students from diverse cultural, economic and ability backgrounds.
- Seek and utilize appropriate resources to enhance student learning and professional practice.
- Cultivate an environment of respect and rapport in the classroom and foster a culture of learning via responsive classroom practices.
- Communicate clear instructional outcomes, directions and explanations of concepts to students.
- Use questioning and discussion techniques to deepen student understanding.
- Engage students in high-level learning using various techniques in small group, whole group and individual settings.
- Keep a pulse of student understanding using formative assessment and react with flexibility and responsiveness.
- Seek opportunities for feedback and professional development.
- Display a high level of professionalism with students and colleagues.
- Attend meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.
- Other duties as assigned.

ESSENTIAL FUNCTIONS:

- **Teacher support:** Assist teachers in classroom instruction by providing and preparing lesson materials, monitoring the students during their work and helping them in their learning where necessary.
- **Student Supervision:** Observe students' activities to ensure student safety and well-being and intervene when necessary.
- **Lesson materials:** Ensure that the necessary materials for teaching a class, such as visual aids, are prepared, up-to-date, and present in the instruction space.
- **School procedures:** Familiarity with the inner workings of school, such as the structure of the relevant education support and management, the policies, and the regulations.

KNOWLEDGE, SKILLS AND ABILITIES:

- **Workplace sanitation:** The importance of a clean, sanitary workspace for example through use of hand disinfectant and sanitizer, in order to minimize infection risk between colleagues or when working with children.
- **Disability types:** The nature and types of disabilities affecting the human beings such as physical, cognitive, mental, sensory, emotional or developmental and the specific needs and access requirements of disabled people.
- **Learning difficulties:** The learning disorders some students face in an academic context, especially Specific Learning Difficulties such as dyslexia, dyscalculia, and concentration deficit disorders.
- **Common children's diseases:** The symptoms, characteristics, and treatment of diseases and disorders that often affect children, such as the measles, chickenpox, asthma, the mumps, and head lice.
- **Teamwork principles:** The cooperation between people characterized by a unified commitment to achieving a given goal, participating equally, maintaining open communication, facilitating effective usage of ideas etc.
- **Curriculum objectives:** The goals identified in curricula and defined learning outcomes.
- **First aid:** The emergency treatment given to a sick or injured person in the case of circulatory and/or respiratory failure, unconsciousness, wounds, bleeding, shock or poisoning.

EDUCATION:

- High School Diploma or GED.
- Must have passed paraprofessional exam, if less than 60 college credit hours or willing to take the exam and pass within the first year of hire.

PHYSICAL DEMANDS:

Seldom = Less than 25% /Occasional = 26 to 50% /Often = 51 to 75% /Very Frequent = Greater than 75%

PHYSICAL REQUIREMENT	PERCENTAGE OF TIME
Ability to stand for extended periods of time	Often
Ability to lift 25 pounds	Occasional
Ability to carry 25 pounds	Occasional
Ability to work at a desk, conference table or in meetings of various configurations	Very Frequent
Ability to see for the purpose of reading rules and policies and other printed matter	Very Frequent
Ability to communicate so others will be able to clearly understand a normal conversation	Very Frequent
Ability to operate job-related equipment	Very Frequent
Ability to reach in all directions	Very Frequent