

DeKalb County School District Position Specification

Title: Paraprofessional, Special Education

DIVISION	School-Based		
DEPARTMENT	School-Based		
REPORTS TO	Principal		
CLASSIFICATION	Paraprofessional	LEVEL	PA2
CALENDAR	10 Month	FLSA	Non-Exempt
RETIREMENT	Teachers Retirement System	APPROVED (HR)	07/02/2012

General Statement of Job

Supports teachers in meeting the educational, behavioral, and social emotional needs of students in the classroom and community.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Assists students with physical needs including feeding, toileting, lifting, and mobility.
- Assists students with health care procedures including hygiene and medications as needed for daily care.
- In accordance with lesson plans developed by the teacher, provides small group and/or individualized instruction to students.
- Monitors students before and after school and during other non-instructional transitional periods.
- Assists teachers with daily classroom management activities designed to ensure that students demonstrate behavior that is conducive to an effective learning environment.
- Assists teachers with assessment of student performance (standardized and non-standardized testing) and other recordkeeping tasks.
- Assists teachers with the development and organization of appropriate instructional materials for use with students and ensures the availability of these materials prior to scheduled instructional segments.

- Performs other duties as assigned.

Education and/or Experience:

Passing score on the Georgia Assessments for the Certification of Educators (GACE) Paraprofessional Assessment and a High School diploma or GED required; OR Minimum of sixty (60) semester hours or ninety (90) quarter hours of college courses completed with GPA 2.0 or higher from a Professional Standards Commission approved accredited college or university is required.

Certificates, Licenses, Permits:

Must obtain valid Professional Standards Commission approved paraprofessional certificate.

Knowledge, Skills & Abilities:

May require:

Knowledge of normal and abnormal child development; educational principles and approaches pertinent to children with traumatic brain injuries; children with various intellectual and learning disabilities; special needs preschool children, visual, hearing and orthopedically impaired children, and children with emotional and behavioral disorders; security and safety procedures; child development; first aid; and principles of teaching

Skill in oral, written and interpersonal communications, including communications for sight, hearing and speech impaired; establishing and/or facilitating individualized and group special education and vocational and community skills training programs for the disabled; speech and language programs; teacher support programs; educational approaches for planning and implementation of intervention programs for children and families; operation of basic office equipment; conflict resolution; basic mathematics; record keeping; classroom management; crisis intervention; and behavioral management.

Ability to understand and interpret a wide variety of assessment tests relative to intellectual, emotional and physical abilities and disabilities; provide individual and group instruction in students' homes, the classroom and specialized facilities; enhance student and parental competence; incorporate formal and informal outside resources into educational processes; follow written and oral instructions and direction; maintain confidentiality; manage multiple tasks simultaneously; and operate basic office equipment including but not limited to copier, computer, and calculator.

ADA Requirements:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of force greater than that for sedentary work and the worker sits most of the time, the job is rated light work.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given procedure directions relative to work steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.