

Chittenden Central Supervisory Union

Job Description

JOB TITLE	MAINSTREAM TEACHING ASSISTANT – Pay Grade 6
FLSA STATUS	Non-exempt
UPDATED	August 26, 2008

POSITION OBJECTIVES:

To assist and supervise assigned special education students instructionally, behaviorally and physically in the general mainstream program, working with individuals and/or small groups; to play a supportive role in assessing the progress and needs of assigned students, and participate in developing and modifying individualized instructional programs. Assigned students may include students on the spectrum of autism, multi-handicapped students, emotionally and behaviorally challenged students, as well as other students on Individual Educational Programs, 504 Plans and Act 230 Plans.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Adapt general classroom material/methods as appropriate to meet the needs of students, in consultation with classroom and/or special education teacher.
- Participate in various community activities and field trips with students.
- Assist in the administration of informal assessments to determine student progress and/or level of achievement.
- Assist in developing, compiling and organizing instructional materials, under the direction of the classroom teacher or special educator.
- Play a supportive role in evaluating student progress, problems and needs. Participate in developing formats for student instruction and teaching strategies, and other activities as assigned. Conduct task analysis and data collection on student performance.
- Assist students as required with toileting, self-care, eating, wheel chair transport and transfer. Check and adjust hearing aids, and other duties as assigned.
- Maintain working files, record grades and gather and record a variety of data related to student performance, progress and behavior.
- Make photocopies, order supplies, and perform related office work.
- Participate in team meetings upon request to assist in developing student plans, and assessing and evaluating student needs and progress. Confer with teachers, parents and administrators as appropriate concerning various matters pertaining to the students.
- Administer first aid and CPR if necessary.
- Assist students physically as required. Such could include implementing non-aversive restraint techniques in accordance with established protocols as necessary.
- Attend and participate in all relevant training sessions, meetings and professional growth activities as requested and/or required.
- Assist with the transportation of assigned students as requested.
- Process routine communications, such as parent logs, permission slips, meeting reminders, staff meeting notices, and the like.
- Implement instructional and behavioral programs for students, under the general direction of classroom and/or special education teachers. This includes working with students, both individually and in small groups, in a variety of academic areas and life skills.
- Implement and practice behavior management/modification plans and programs for and with students.

- Assist and/or instruct students in basic life skills, such as general behavior, dressing/undressing for outdoors, toileting, care of belongings, insertion and adjustment of hearing aids and use of other special equipment, and other areas as assigned.
- Supervise student(s) when teacher is absent from the room.
- Other related duties as assigned.

SUPERVISION RECEIVED:

Direct to moderate technical supervision is received from a classroom or special education teacher. General supervision is received from the school principal or **director of special education services**.

SUPERVISORY RESPONSIBILITIES:

No formal supervisory duties. May train, assist and occasionally direct junior co-workers and parent volunteers, but generally works along with those persons.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience. **A minimum of two years of higher education plus 1 year** of directly related experience, or a combination of education and experience from which comparable knowledge and skills are acquired. One year of directly relevant experience in a school setting desirable and possibly required. Good working knowledge of children. Knowledge of children with disabilities of special education students, and special education teaching methods preferred..
- Language Skills.
- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively. Demonstrated broad knowledge of academic subject matter being taught to students desired.
- Mathematical Skills.
- Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry **may be required**.
- Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office preferred.
- Reasoning Ability/Mental Requirements.
- Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect and compassion in working with students. Ability to effectively resolve conflicts and handle stress.
- Other Qualifications. Experience working with children/adolescents. Ability to assist students physically as required. Ability to attend required or requested training, meetings, and professional growth activities outside of school hours (i.e. summers and after-school). First aid and CPR training desirable. Ability to remain calm and efficient in responding to medical emergencies.

PHYSICAL EFFORT AND STRESS. While performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and/or restrain school-aged students. Employee is regularly

required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually quiet to moderate.

This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.