

Somerset County Public Schools

Job Description

Job Title: Instructional Assistant (One on One)
Department: Special Education
Reports To: Building Principal
FLSA Status: Non-Exempt
Prepared By: Betsy Reich/Beth Whitelock
Prepared Date: 1/9/2011
Approved By: Board of Education
Approved Date: 2/15/2011

I. Summary

The instructional assistant will primarily be assigned to provide assistance to one student. However, working with small groups of students can be assigned. The assistant will help the student with various classroom learning activities and assignments.

II. Essential Duties and Responsibilities include the following: Other duties may be assigned by the Building Principal, teacher or Special Education Supervisor or other official in Administration.

- Meets with teacher to discuss planning the daily lesson and instructional program.
- Monitors the student's progress and discusses progress and concern with the teacher.
- Follows and reinforces all classroom instruction.
- Maintains a secure and orderly child center environment.
- Serves as a positive role model for students – encouraging them and understanding any problems they may have.
- Provides intervention as needed in the instructional program.
- Participates in meetings regarding program planning and student progress as directed.
- Uses technology as an integral part of instruction assistance.
- Follows a behavior management program under the supervision of assigned teacher.
- Completes appropriate activities as prescribed in the student IEP.
- Assists students with critical/functional life skills as necessary such as feeding, diapering and cleaning accidents.
- Attends staff meetings and serves on staff committees as required.

III. Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge,

skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

A. Education and/or Experience

Must have a High School Diploma and at least 48 college credits or a high school diploma and a passing score (455) on the Paraprofessional Test as administered by the Educational Testing Services. An Associate's degree or higher is preferred.

B. Certificates, Licenses, Registrations

Previous training in child care is preferred.

C. Language Skills

Ability to read, analyze, and interpret instructional textbooks and instructional aides. Ability to write student progress reports and small group lesson plans as directed. Ability to effectively present information and respond to questions from groups of students, teachers, parents and administrators.

D. Mathematical Skills

Must have good basic arithmetic skills and working knowledge of subject matter being taught to student(s) that individual is assigned to.

E. Reasoning Ability

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form. Must use good judgment in working with assigned student(s) and when dealing with parents/caregivers.

F. Computer Skills

To perform this job successfully, an individual should have basic knowledge of Microsoft Office Products and Internet based software that is used as instructional aides. Pursues training and development opportunities to expand technology knowledge.

G. Other Skills and Abilities

Inspires and motivates others to perform well; Accepts feedback and criticism. Must be able to prioritize and plan work activities; Use Time efficiently; and set goals and objectives. Must be dependable. Must possess leadership qualities and good interpersonal skills and have ability to motivate persons of diverse backgrounds. Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

H. Other Qualifications

Must enjoy working with young age children with multiple perspectives and multicultural differences. Must understand difficult child behavior and be able to tolerate and respond in a positive manner to those students with difficult behavior and slow learners.

IV. Physical Demands

The physical demands described here 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. Reports potentially unsafe conditions; Uses equipment and materials properly.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to stand; walk and use hands to finger, handle, or feel. The employee is occasionally required to sit and reach with hands and arms. The employee must lift and /or move up to 100 pounds depending upon the weight of the individual student. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

V. Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts. The noise level in the work environment is usually moderate.