DEFINITION:
Under supervision of an Administrator in the SELPA program, this position provides a full range of instructional and physical assistance as well as specialized health care services in a Special Education classroom.

ESSENTIAL FUNCTIONS AND JOB DUTIES:
Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks that may be found in positions within this classification. Assists certificated staff in classroom programs and training by reinforcing instructions and providing behavioral examples in social, emotional, and functional skills adapted to the students with special needs; interacts with pupils in their activities, encouraging performance, observing progress, and sharing observations with teacher; participates in lesson and program planning, staff meetings, and conferences; enters into a helping relationship with the pupil under the supervisor’s direction to foster learning in an atmosphere of acceptance; supports the goals and objectives of classroom activities by preparing materials, obtaining required supplies or equipment; actively works with pupil during an activity, and assists with clean-up after an activity; provides necessary supervision in academic and non-academic activities; reinforces training and/or instruction by tutoring students in motor and perceptual skills and work training programs; assists in the grading and correction of work activities and maintenance of required records and data collection on individualized goals; follows accepted principles, practices, rules, and regulations concerning students with special needs; performs other duties as assigned, requiring essentially the same effort, skill, and responsibilities when work requirements are changed or modified. Itinerant positions are required to drive frequently for department business.

EDUCATION AND EXPERIENCE:
Any combination of experience and training that would likely provide the required knowledge and skill is qualifying; equivalent to the completion of the twelfth grade; training or coursework in child growth and development, special education, instructional technology, or a closely related field is preferred, passing score on ParaEducator Proficiency Assessment, 2 years college (48 units), or AA degree or higher; one year of paid or volunteer experience working with children of various age levels requiring a specialized learning environment is preferred.

KNOWLEDGE OF:
Basic concepts of child growth and development and developmental behavior characteristics, particularly pertaining to pupils with special learning needs; behavior management strategies and techniques relating to pupils experiencing atypical control problems; appropriate English usage, punctuation, spelling, and grammar; basic arithmetical concepts.

ABILITY TO:
Provide a full range of physical assistance to children unable to function above minimal levels such as (1) assisting children to eat, (2) moving their bodies, (3) changing diapers and cleaning them, and (4) providing specialized health care services; demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, particularly those exhibiting specialized needs; appropriately manage student behavior and guide student toward more acceptable social behaviors; communicate effectively in oral and written form; perform routine clerical tasks and operate a variety of educational and office related machines and equipment; learn to utilize a variety of appropriate instructional materials and procedures in the enhancement
of a training and educational environment; understand and carry out oral and written directions; establish and maintain cooperative working relationships with children and adults.

PHYSICAL DEMANDS:
Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

TERMS OF EMPLOYMENT:
Salary and work year to be established by County Superintendent.