



**CLASSIFIED
Job Class Description**

Equal Employment
Opportunity

INSTRUCTIONAL ASSISTANT II – MODERATE / SEVERE

DEPARTMENT/SITE: SCHOOL SITE

SALARY SCHEDULE: Classified Salary Schedule
(Group 1/Group 15)

LEVEL: Range 34

WORK YEAR: 10 Months

REPORTS TO: SITE PRINCIPAL OR DESIGNEE

DATE CURRENT JOB DESCRIPTION APPROVED:

Board of Trustees effective: August 12, 2021

JOB GOAL/PURPOSE:

Under the supervision and direction of Site Principal and Special Education teachers achieve teaching objectives by working with individual students, small groups, supervising the playground and assisting with the preparation of classroom materials. The incumbents in this classification provide the school community with instructional services which directly support student learning.

DISTINGUISHING CHARACTERISTICS

This job is distinguished from other Instructional Assistant jobs by the following characteristics: The Instructional Assistant II – Moderate/ Severe is assigned to assist teachers providing instruction and care to students with physical disabilities and/or cognitive delays of sufficiently severe condition as identified in their Individualized Education Plan (IEP). These students frequently require assistance with basic bodily and physical functions such as toileting, diapering, tube feeding, and mobility/positioning.

ESSENTIAL FUNCTIONS, TASKS AND DUTIES:

- Carry out teacher-designed systematic programs by using delivery of cues, prompts and instruction.
- Use consistent delivery of classroom or student behavior plan; instruct individuals and small groups.
- Assist in identifying students needing remedial instruction in movement skills and implementing activities for improvement of skills in body image, spatial awareness balance, locomotion, strength and agility.
- Assist the teacher in modifying curriculum and instruction to meet the special needs of individual students.
- Supervise and monitor students including but not limited to, before and after school, at lunch/snack, at recess, on the playground, during restroom breaks, and when appropriate on field trips; maintain eating areas; oversee safe use of playground equipment.
- Assist students with personal hygiene and in developing self-help grooming skills as appropriate, including, but not limited to: eating, washing, and oral care; assist students with toileting, diapering, and hygiene as assigned.
- Assist teacher with carrying out and implementing Individualized Educational Programs (IEPs) for students.

- Use behavior management skills in implementing behavioral strategies; run after “runners” in the class; maintain awareness of students who may hit or throw objects at other students and staff members.
- Assist students in the use of wheelchairs, classroom and playground equipment, changing tables, bathrooms and other school facilities, including lifting and positioning students safely.
- Apply feeding techniques, including tube feeding, as prescribed by the teacher.
- Supervise assigned students at lunch, recess, on the playground, and when appropriate on field trips; provide appropriate instruction and/or support as needed within a variety of school environments.
- Assist students in getting on and off school buses and during transit to and from the cafeteria and playground for the purpose of ensuring student safety.
- Collect data and record anecdotal student progress notes; maintain student case records; maintain and organize program notebooks; provide input to Special Education teacher on program.
- Assume responsibility for the general supervision of pupils in the classroom for short periods of time; supervise students in the absence of the teacher.
- Adapt classwork under the direction of assigned Special Education teacher to provide methods to support and reinforce IEP objectives/goals.
- Demonstrate positive, respectful and age-appropriate interactions with students across all school setting as demonstrated by positive tone of voice and pointing out successes of students.
- Arrange bulletin boards and other displays; distribute and collect instructional materials; operate and care for equipment used in the classroom.
- May check and record student attendance; monitor and evaluate student progress.
- Assist with the setup of work areas and prepare materials for instructional use; supervise and perform cleanup activities.
- Perform routine clerical tasks related to classroom record keeping and instructional material preparation.
- Attend a variety of meetings, workshops, and in-service trainings to maintain current knowledge of special education practices.
- Follow safety procedures and understand and carry out written & verbal instructions.
- Assist in maintaining a clean and safe environment for students and staff.
- Administer first aid for the purpose of providing emergency care.
- Report observations and incidents relating to specific students, for example, discipline, accidents, illnesses, etc.
- Resolve conflicts & disputes for the purpose of maintaining orderly conduct.
- May be required to assist in swimming programs.
- Perform other functions, duties and tasks related to this class as assigned.

JOB QUALIFICATIONS /REQUIREMENTS:

(At time of application.)

Knowledge of:

- General knowledge and training in behavioral and instructional principals;
- Basic computer skills
- General needs of children with unexpected problems and behaviors;
- Interpersonal skills using tact, patience and courtesy with regular education and special education students, administration, and staff
- Safety practices
- Crisis Prevention Intervention (CPI) skills

Skills:

- Read, write and understand the English language
- Perform mathematical computations accurately

Ability to:

- Assist in providing instruction to small groups of students
- Assume the responsibilities involved in working independently with pupils with a wide variety of learning and behavior needs
- Understand and follow oral and written directions.
- Communicate effectively with students and staff
- Be flexible and able to adapt to changes in routine and duties
- Be punctual and reliable in attendance Provide a satisfactory role model for students in terms of language, appearance and attitude
- Monitor and control student behavior
- Provide emotional support to students
- Work independently under general supervision
- Establish and maintain effective and cooperative working relationships and others
- Use effective interpersonal skills using tact, patience and courtesy
- Schedule and perform work to meet established timelines
- Maintain confidentiality and positive attitude at all times
- Respect confidential nature of pupil records and school reports

EDUCATION REQUIRED:

High school diploma or the equivalent.

Two years of college (48 units), **or**

A.A. degree (or higher), **or**

Pass a local assessment of knowledge and skills in assisting in instruction.

EXPERIENCE REQUIRED:

Voluntary or paid experience in working with groups of children is desirable. Experience working with special education students preferred.

LICENSE(S) REQUIRED:

- None required.

CERTIFICATIONS AND TESTING REQUIRED:

- Must possess and maintain current First Aid certification; CPR certification desirable
- Pass the District's applicable proficiency exam (e.g., written test, oral interview and/or work sample) for the job class with a satisfactory score.
- After offer of employment, obtain:
 - Criminal Justice and FBI Fingerprint Clearance
 - Negative pre-employment drug screen test at District's expense
 - Pre-employment physical exam at District's expense
 - Negative TB test result plus periodic post-employment retest as required (currently every four years)

WORK ENVIRONMENT/PHYSICAL DEMANDS:

(Must be performed with or without reasonable accommodations)

- Classroom, playground and/or other outdoor environments
- Strength and energy sufficient to maintain a rigorous work schedule requiring continuous physical activity including the repetitive lifting of children, up to 40 lbs., in and out of restricted spaces
- Hearing and speaking to exchange information; seeing to monitor students; bending at the waist, kneeling or crouching to assist students and to retrieve & store materials
- Sitting or standing for extended periods of time
- Run, move quickly in order to keep up with children in classroom or playground; some positions may require physical strength, agility and dexterity to confine students whose behaviors are disruptive or dangerous to self or other students.
- Exposure to climatic elements and intermittent noise
- Potential for contact with bloodborne pathogens and communicable diseases
- Frequent interruptions