

GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE: TEACHER ASSISTANT – EXCEPTIONAL CHILDREN SERVICES

GENERAL STATEMENT OF JOB

Under general supervision, performs a variety of technical and clerical tasks in assisting a teacher of students with disabilities. Employee may perform a wide range of tasks in order to support the efforts of the supervising teacher, meet the needs of all students, and ensure the provision of quality instruction for all students. Employee provides individual assistance with academics and behavioral problems and may lead small group activities as directed. Employee assists supervising teacher with general housekeeping and clerical duties. Reports to a Principal and/or supervising teacher.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists supervising teacher with executing instruction and evaluating its effectiveness.

Constantly monitors the safety and well-being of students; monitors student attitudes and encourages self esteem; assists students with becoming increasingly independent.

Monitors student behavior and helps maintain discipline in the classroom; records time out and in-class suspension; assists with crisis prevention; assists with de-escalation techniques with students as needed.

Assists students with learning; reinforces and clarifies instructions; may conduct short sessions on improving study skills; creates and modifies materials to match student abilities; modifies tests for students; provides individual assistance as needed.

Maintains standardized records as well as daily/weekly documentation concerning the progress of students.

Performs general housekeeping duties necessary to maintain an orderly classroom; performs repair and maintenance tasks related to school equipment.

Performs various clerical duties as needed, maintains records of student progress; develops and files incident reports; grades student papers and scores tests; checks daily attendance; makes copies; develops classroom display and instructional materials; maintains and operates audiovisual equipment; orders supplies; maintains class files, etc.

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Feeds students, when necessary; toilets students, if needed; and assists with any other tasks students are unable to perform for themselves as directed by the supervising teacher and school administration.

Maintains student confidentiality.

ADDITIONAL JOB FUNCTIONS

Participates in staff development workshops as directed by Exceptional Children Services.

Performs other related work as required.

OTHER JOB FUNCTIONS (Specific to Job Assignments)

Separate Level Classes:

Assists with the delivery of special services for students with disabilities served in separate level classes; assists with daily living skills; provides individual academic instruction; works to keep students on task during group instruction.

Provides personal care assistance to the student as needed.

Accompanies students to and from the bus; guides students to their classrooms.

Pre-Kindergarten Classes:

Assists teacher with setting up the room for morning activities; greets students; assists students with the placement of belongings; may supervise morning activities.

Supplements the activities of the lead teacher; assists students with activities initiated by the teacher; reinforces learning in small groups; provides one on one individual assistance; supervises Centers; participates in activities for children with special needs; assists students with independent projects; listens to students; reads stories.

Constantly monitors the behavior of students and employs strategies as necessary to protect students from injury; rewards good behavior; responds to inappropriate behavior as instructed by teacher; supervises play time and situations where the classroom teacher is out of the room.

Prepares daily snack; accompanies students at recess.

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May work with special programs in the school, accompany classes on field trips, assist with physical education class, assist with the instruction of emergency procedures, perform lunch, bus, hall duty, etc.

Gives approved medications; assists sick or hurt children; contacts parents, if necessary as directed by the supervising teacher.

Prepares letters for parents, informing them of classroom activities as directed by supervising teacher.

Separate Schools:

Assists with the delivery of special services for intellectually and/or physically disabled students; assists with therapeutic rehabilitation; prepares students for therapy and other special classes; monitors the administration of medication; and monitors special diets as needed.

Attempts to incorporate fine motor skills, sensory stimulation, self-help skills, social skills and computer skills into classroom activities.

Collaborates with the supervising teacher to incorporate information provided by parents, doctors, nurses, therapists and counselors in order to understand the needs of and provide appropriate services for students; coordinates with social workers, teachers, bus drivers, administrators, volunteers and other assistants as directed by the supervising teacher.

Performs general housekeeping duties; sets up various equipment each morning; puts equipment away at the end of the day; washes mats, toys, equipment, etc. with antibacterial soap/Clorox; charges wheelchairs; performs repair and maintenance tasks related to school and student equipment.

Visually Impaired Classes:

Accompanies one or more blind students throughout the school day, providing necessary assistance and ensuring safety.

Obtains Braille books and materials for students, and ensures that they have the materials needed for each class.

Reads information on the board to students; describes activities going on in the classroom or at assemblies.

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MINIMUM TRAINING AND EXPERIENCE

High School diploma and a minimum of 48 hours of college level coursework. A minimum GPA of 2.0 is required.

SPECIAL REQUIREMENT

If assigned as an assistant working with Emotionally Disabled students, the employee is required to become initially certified in a Crisis Intervention Program (specific program to be determined by GCS Exceptional Children's Services) and maintain that certification through the proper renewal process (adhering to all timelines).

Teacher Assistants must participate in staff development activities as directed by Exceptional Children Services.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

Language Ability: Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, simple reports, forms, instructional materials, etc., using prescribed format.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures,

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to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

General knowledge of activities performed by lead teacher.

General knowledge of daily routines of the classroom.

General knowledge of student handbook rules.

General knowledge of procedures to follow in the event of an emergency.

General knowledge of methods of adapting instruction, equipment and tools for children with special needs.

General knowledge of the principles of organization and administration.

Some knowledge of the curriculum for the grade.

Ability to constantly monitor the safety and well-being of students, particularly when student is

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participating in an inclusive activity.

Ability to motivate students.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.