

PARAPROFESSIONAL JOB DESCRIPTION**Position: Reach Associate****Summary**

The reach associate typically provides both instructional and noninstructional support to a team of teachers, as designated by the team's multi-classroom leader. (S)he works closely with the teacher to complete various administrative tasks and noninstructional paperwork. (S)he manages procedures and supervises student behavior during transitions, lunch, recess, assemblies, and other unstructured activities, and while teacher(s) deliver instruction. In some schools, (s)he aids instruction by supervising time on projects, skills practice, and digital learning, and/or by instructing students in small groups or individually. All activities are directed by the multi-classroom leader or direct-reach teachers.

Responsibilities**Classroom and School Environment**

- * Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
- * Contribute to a culture of respect, enthusiasm, and rapport
- * Manage student behavior during transitions and less structured time (e.g., recess, lunch)
- * Monitor independent work time in the classroom while the teacher provides instruction

Instruction

- * Tutor small groups and individuals, under the direction of the teacher and using the tools/rubrics of the supervising teachers.
- * Supervise projects, skill practice, and digital learning.

Professional Responsibilities

- * Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- * Maintain administrative duties on behalf of the teacher (such as taking attendance, entering grades, scheduling parent conferences, preparing student activities and assignments, checking homework, additional paperwork)

- * Collaborate with teacher(s), tutor(s)
- * Participate in professional development opportunities

Qualifications

- * Previous experience working with children
- * Bachelor's degree preferred, but not required
- * Demonstrated effectiveness working with people who have different cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.
- * If assisting with instruction: Knowledge of subject matter being taught

Hours

- * 5 days a week throughout the school year
- * 8 hours a day, including paid breaks
- * Part-time positions possible in some cases

Pay

- * Salary based on the salary schedule

Reports to: Instructional Facilitator, or MCL

These are the critical competencies a candidate for this position should have.

Reach Associate—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Concern for Order (CO)	An underlying drive to maintain or increase order in the surrounding environment.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Cultural Engagement (CE)	Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics— including race, gender, sexual orientation, religious, economic, and/or other backgrounds —in order to create a positive impact on individuals and groups.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Serving Others (SO)	Acting with a desire to help or serve others to meet their needs.

For an explanation of these competencies and how they are used in selection, please visit [this webpage](#).