



Job Description

Job Title:	Instructional Assistant – ESL/ELD	Department:	Multilingual Programs
Schedule:	6 hours per day / 9 months per year / About 183-184 days per year	Reports To:	Principal
Classification:	Class 8	Prepared By:	HRA Job #64/DDSD HR
		Prepared Date:	2023
FLSA Status:	Non-Exempt	Approved By:	HR
		Approved Date:	12/12/2023

SUMMARY

To assist teachers in instructional activities and working with children.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This description covers the most significant essential and auxiliary duties performed by this position for illustration purposes, and does not include other work, which may be similar, related to, or a logical assignment for the position. The job description does NOT constitute an employment agreement between the employer and employee and is subject to change by the employer as the organizational needs and requirements of the job change.

- Assist the teacher in the instruction and support of students at varying grade levels – may specialize in early learning.
- Instruct students in groups or individually.
- Assist the teacher in monitoring and documenting the progress of students.
- Provide input to the teacher on planning lessons and evaluating results.
- Perform other tasks to assist the teacher, such as grading papers, putting data into the computer, and preparing teaching materials.
- If you are assigned a student with special needs, duties may include providing for students' personal care needs (i.e., transitions, sensory breaks, wheelchair transition, bathroom needs, recording medical and personal care needs, physical movement and lifting of students, etc.)
- If you have bilingual skills, duties may include providing oral and/or written interpretation and translation for students and their families.
- Assist the teacher in monitoring and documenting the academic progress / behavior of students.
- Communicates with students during instruction and interpersonal interaction using language structure, tone and body language that promotes positive student behavior, conflict resolution and problem solving, effective management of power struggles and applies proactive strategies for management of escalating behavior.
- Assist in supervision of students in the classroom as well as other settings, such as the cafeteria and/or playground.
- Bus duty as assigned.
- Perform other duties, as assigned.

SUPERVISORY RESPONSIBILITIES

This position does not have any supervisory responsibilities.



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QUALIFICATIONS

Ability to perform essential job duties with or without reasonable accommodation and without posing a direct threat to the safety or health of employees or others. 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.

- Bilingual preferred (The district's top languages are Spanish, Russian, Chinese, Vietnamese and Somali)
- Knowledge of English usage, spelling, mathematics, and a basic understanding of subjects and conditions in which the Instructional Assistant is to provide assistance.
- Type with accuracy, using a word processing program on the computer, comfortable with data entry as well as office machines and audio-visual equipment as needed.
- Knowledge of classroom practices and procedures and school operations and personnel
- Ability to project a pleasant manner and relate well to students and their requests for assistance.
- Flexibility and patience in supervising and instructing students with a variety of skill levels.
- Ability to plan and organize materials for use in instruction.
- Ability to work harmoniously with others and to communicate appropriately and effectively, both orally and in writing, with students, parents, and staff.
- Ability to maintain a high level of ethical behavior, which includes positive attendance record, and confidentiality of information about students and staff.

EDUCATION and/or EXPERIENCE

Any combination of experience and training that would provide the required knowledge and abilities is appropriate. A representative way to obtain the required knowledge and abilities would be:

- Must have had 2 years of college or hold an associate degree or successfully complete the district paraprofessional assessment.
- Prior experience in working with students recommended.

LANGUAGE SKILLS

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of an organization. Bilingual preferred (The district's top languages are Spanish, Russian, Chinese, Vietnamese and Somali).

MATHEMATICAL SKILLS

Ability to calculate figures and amounts such as discounts, interest, proportions, and percentages. Ability to apply concepts of basic algebra.

COMPUTER SKILLS

The job requires specialized computer skills. Must be adept at using various applications including database, spreadsheet, report writing, project management, graphics, word processing, presentation creation/editing, communicate by e-mail and use scheduling software.

REASONING ABILITY

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

CERTIFICATES, LICENSES, REGISTRATIONS

No additional certifications or licenses required.



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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. This level has a work environment that is usually well protected, free (minimal 0-20%) from hazards or obstacles. There is little element of personal risk or hazard. Job conditions are usually comfortable, with only occasional issues of confinement, temperature change, incident of noise, or interactions of a disagreeable nature, etc. Positions with minimal responsibility for driving are to be placed at least at this level.

PHYSICAL DEMANDS

Positions at this level require minimal (>20%) physical effort such as light lifting, carrying or movement, etc. Physical capability involves the use of office or equipment where some agility and hand eye coordination are needed. The employee must regularly lift and /or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel and talk or hear. The employee is frequently required to sit. The employee is occasionally required to stand; walk; reach with hands and arms; climb or balance and stoop, kneel, crouch, or crawl.

MENTAL DEMANDS

Positions at this level require regular (40-60%) adaptive and flexible responses due to changing priorities, need to juggle timeframes, and need to meet fluctuating deadlines. Interruptions to normal schedules occur and response to new situations is needed regularly. Contacts with others can frequently include difficult or disagreeable people.

PAY EQUITY SCOPE

Positions at this level have a regular (40-60%) impact on and influence on organization operations, program outcomes and a need or ability to analyze problems or concepts or make decisions on the information. Regular program or policy development affecting the organization and its offerings is part of the job responsibility. Organization image is positively or negatively influenced by results of personal work. "Customer" service is an important part of the job and actions would likely impact the user's sense of satisfaction.

ADDITIONAL REQUIREMENTS

Post-job offer criminal background check will be required.

The David Douglas School District is a diverse community that provides equal opportunity in employment, activities, and its programs. It is the policy of the David Douglas School District to not discriminate on the grounds of race, color, religion, ethnicity, and use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, genetic information, or any other status protected under applicable federal, state, or local laws.

The school district also prohibits retaliation against an individual for engaging in activity protected under this policy and interfering with rights or privileges granted under anti-discrimination laws.

Persons having questions about equal opportunity and nondiscrimination should contact the Director of Human Resources for David Douglas School District.
