

Job Description

Position Title	Instructional Paraprofessional – Early Childhood Special Education		
Building	Lincoln Junior High School	Department	Early Childhood Special Education
Hours	Varies	Supervisor	Building Principal/Case Manager/Teacher
Band and Grade	B-21	Tools and Equipment	Pencils, pens, games, flashcards, books, computer

Primary Function	Under direction of a teacher, performs duties involved in the instruction of early childhood students with special needs. Works closely with students in both individual and in small group settings to reinforce and practice instructional concepts and material presented by the teacher.
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Essential Duties	
1	Helps and works with the children alongside the teacher; sometimes one-on-one with a student.
2	Does prep work when the children are gone.
3	Assists the teacher and speech pathologist with anything they need, i.e., making copies., laminating, etc.
4	Performs other duties of a similar nature and/or level.

Minimum Qualifications	High school diploma or equivalent (G.E.D.) and one or more years of experience working with children, or an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job such as those listed above.
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Knowledge Required	<ul style="list-style-type: none"> • Knowledge of District policies and building rules. • Knowledge of disciplinary policies. • Knowledge of general safety and health rules. • Knowledge of CPR/first aid. • Knowledge of basic office equipment and procedures. • General knowledge of the principles and practices of an instructional paraprofessional. • General knowledge of crisis prevention intervention techniques.
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Skills Required	<ul style="list-style-type: none"> • Skill in applying disciplinary policies. • Skill in relating to and understanding children. • Skill in developing a rapport with children and explaining concepts in a simple and understandable manner. • Skill in communication, interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction. • Ability to physically restrain a student with help of others if a student's behavior escalates to a potentially dangerous level. • Ability to establish and maintain effective working relationships with students and staff. • Ability to handle every day, reoccurring basic assignments and problems (including college entry courses). • Ability to apply regular and repetitive procedures. • Ability to read and interpret basic workplace data. • Ability to communicate effectively, both verbally and in writing, with students, parents, community professionals, and fellow staff. • Ability to write clearly and concisely. • Ability to use modern office equipment and related software.
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Physical Activities/ Requirements	<p>Balancing, stooping, kneeling, crouching, crawling, reaching, standing, walking, pushing, pulling, lifting, fingering, grasping, feeling, talking, hearing, seeing, repetitive motions.</p> <p>Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.</p>
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