



Career Service Authority

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Special Education Teaching Assistant

GENERAL STATEMENT OF CLASS DUTIES

Performs paraprofessional performance work providing instruction and support for classroom teachers who provide educational services to special needs and general education students.

DISTINGUISHING CHARACTERISTICS

This class performs paraprofessional work providing instruction and support for classroom teachers who provide educational services to special needs and general education students. This class is distinguished from the Staff Special Education Teacher that performs entry level professional educational work while receiving training in the principles, practices, and teaching methods and techniques, works under close supervision, and as the employee gains experience, assignments expand in complexity and scope.

Guidelines, Difficulty and Decision Making Level:

Guidelines are generally numerous, well established, and directly applicable to the work assignment. Work assignment and desired results are explained by general oral or written instructions.

Duties assigned are generally repetitive and restricted in scope but may be of substantial intricacy. Employee primarily applies standardized practices.

Decisions or recommendations on non-standardized situations are limited to relating organizational policies to specific cases. Problems that are not covered by guidelines or are without precedent are taken up with the supervisor.

Level of Supervision Received and Quality Review:

Under normal supervision, within a standardized work situation, the employee performs duties common to the line of work without close supervision or detailed instruction. Work product is subject to continual review.

Interpersonal Communications and Purpose:

Contacts with the public or employees where explanatory or interpretive information is exchanged, gathered, or presented and some degree of discretion and judgment are required within the parameters of the job function.

Level of Supervision Exercised:

None.

ESSENTIAL DUTIES

Assists students, individually or in small groups, with lesson assignments (e.g. read stories, listen to students read, providing writing assistance, reinforce English lessons, provide spelling practice, facilitate activities, computer learning programs, power point, word processing, etc.) for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards.

Responds to emergency situations, including ensuring medication is administered accurately, and making sure appropriate paperwork is completed for any incidents that occur in the facility.

Supports classroom teachers and other school personnel for the purpose of assisting them in the implementation of curriculum and teaching methodologies.

Monitors students during assigned periods within a variety of school environments (e.g. classroom, playground, field trips, library, lunchroom, bus loading/unloading, etc.) for the purpose of ensuring the safety and welfare of students.

Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.

Administers classroom assignments, tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the instructional process.

Supports students with emotional or behavior concerns and assists them in developing appropriate social skills.

Maintains classroom equipment, work area, and manual and electronic files and records for the purpose of ensuring availability of items; providing written reference; providing a safe learning environment; and/or meeting mandated requirements.

Implements the overall Family Crisis Center program per programming policies and procedures.

Performs other duties as assigned or requested.

Any one position may not include all of the duties listed.
However, the allocation of positions will be determined by
the amount of time spent in performing the essential duties
listed above.

MINIMUM QUALIFICATIONS

Competencies, Knowledge, & Skills:

Teaching Others – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

Reading – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

Writing – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written

information which may include technical material that is appropriate for the intended audience.

Interpersonal Skills – Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

Oral Communication – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

Problem Solving – Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

Planning and Evaluating – Organizes work, sets priorities, determines resource requirements, determines short or long-term goals and strategies to achieve them, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

Teamwork – Encourages and facilitates cooperation, pride, trust, and group identity, fosters commitment and team spirit, and works with others to achieve goals.

Diversity – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce.

Customer Service – Works with customers to assess needs, provide assistance, resolves problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

Conflict Management – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

Flexibility – Is open to change and new information, adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles, and effectively deals with ambiguity.

Technology Application – Uses machines, tools, instruments, and/or equipment effectively and uses computer applications to analyze and communicate information in the appropriate format.

Stress Tolerance – Deals calmly and effectively with high stress situations.

Learning – Uses efficient learning techniques to acquire and apply new knowledge and skills and uses training, feedback, or other opportunities for self-learning and development.

Ability to respond to emergency situations which may require physically subduing and restraining of students.

Physical Demands (Physical Demands are a general guide and specific positions will vary based on working conditions, locations, and agency/department needs):

Carrying: transporting an object usually by hand, arm, or shoulder.
Standing: remaining on one's feet in an upright position.
Walking: moving about on foot.
Sitting: remaining in the normal seated position.
Carrying: transporting an object, usually by hand, arm, or shoulder.
Pushing: exerting force upon an object so that the object is away.
Pulling: exerting force on an object so that it is moving to the person.
Climbing: ascending or descending objects usually with hands/feet.
Balancing: maintaining body equilibrium to prevent falling over.
Stooping: bending the body by bending spine at the waist.
Kneeling: bending legs to come to rest on one or both knees.
Crouching: bending body downward and forward by bending legs.
Crawling: moving about on hands and knees or hands and feet.
Reaching: extending the hand(s) and arm(s) in any direction.
Handling: seizing, holding, grasping, or otherwise working with hands.
Fingering: picking, pinching, or otherwise working with fingers.
Feeling: perceiving attributes of objects by means of skin receptors.
Talking: expressing or exchanging ideas by means of spoken words.
Hearing: perceiving the nature of sounds by the ear.
Repetitive motions: Making frequent movements with a part of the body.
Eye/hand/foot coordination: performing work through using two or more.
Lifting: Raising or lowering an object 25 – 50 pounds.

Working Environment:

Contact with high needs students/clients under wide variety of circumstances.
Exposed to unpleasant elements (accidents, injuries, and illness).
Handles emergency or crisis situations.
Subject to varying and unpredictable situations.

Education Requirement:

High School or GED plus completion of at least two years (48 credit hours) of study at an institution of higher education OR passing a formal state or local assessment measuring knowledge of and ability to assist classroom teachers in reading, writing and mathematics.

Experience Requirement:

One year working with students with behavioral/learning difficulties.

Education/Experience Equivalency:

Additional appropriate education may substitute for the minimum experience requirement.

Licensure and/or Certification:

By assignment, driver's license by the completion of probation.

CLASS DETAIL

FLSA CODE: Non-Exempt

ESTABLISHED DATE: 07/24/2011

ESTABLISHED BY: Tony Gautier

REVISED DATE: N/A

REVISED BY: N/A

CLASS HISTORY This is a new class created for Denver Human Services.