

GUILFORD COUNTY SCHOOL SYSTEM JOB DESCRIPTION

JOB TITLE: TEACHER ASSISTANT – EXCEPTIONAL CHILDREN

GENERAL STATEMENT OF JOB

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

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists teacher with executing instruction and evaluating its effectiveness.

Constantly monitors the safety and well-being of students; monitors student disposition and promotes high 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; restrains students as needed.

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

Maintains standardized records and documentation concerning the progress of students.

Performs general housekeeping duties in maintaining 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 supply; maintains class files, etc.

As needed and if necessary, feeds and/or toilets students and assists with any other tasks students are not able to perform for themselves.

- Tube feeds students per physician authorized diet or modified food textures (such as pureed, chopped or liquified foods).
- Toileting students includes providing perineal care (either cleaning, or assisting students in cleaning themselves properly; re-dress after urinating/bowel movements (as needed); diapering students; assisting students with colostomy care (as delegated to trained staff); catheterizing students (as delegated to

TEACHER ASSISTANT – EXCEPTIONAL CHILDREN

trained staff); supervising students who self- catheterize (per doctor’s orders and as delegated to trained staff); providing assistance with, and monitoring students for proper handwashing.

ADDITIONAL JOB FUNCTIONS

Participates in staff development workshops.

Performs other related work as required.

OTHER JOB FUNCTIONS (Specific to Job Assignments)

Pre-Kindergarten Classes:

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

Supplements the activities of the lead teacher; assists students with activities initiated by the teacher; reinforces learning in small groups; provides one on one 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; rewards good behavior; responds to inappropriate behavior as instructed by teacher; supervises free time and situations where the classroom teacher is out of the room.

Prepares daily snack; accompanies students at recess.

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.

Under the direction of the classroom teacher, prepares letters for parents, informing them of classroom activities.

General Curriculum Settings/ Separate Schools/Adapted Curriculum Classrooms:

Follow protocols provided by the teacher and therapists related to the use of evidence-based practices while providing instruction.

Assist with collecting data on student IEP goals and all other assessment data.

Follow protocols provided by speech therapists to assist with teaching communication skills.

Follow protocols provided by the teacher and physical therapists in the use of equipment such as wheelchairs, standers, and walkers, and protocols for transfers and caring for student hygiene needs.

TEACHER ASSISTANT – EXCEPTIONAL CHILDREN

Follow protocols provided by the teacher and occupational therapist related to the implementation of sensory strategies and supports provided to promote independence in activities of daily living and use of school tools.

Attend required school and district trainings and complete required follow-up activities.

Follow protocols described in individual behavior intervention plans, including data collection.

Assist with preparing the classroom for instruction by setting up classroom areas for use, putting equipment away, cleaning surfaces such as tables, chairs, wheelchairs, manipulatives, personal communication systems, and toileting/changing areas.

Maintain student and family confidentiality while communicating with others such as school personnel outside the classroom.

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 OR at least 6 hours semester hours of coursework and passing Work Keys test scores.

SPECIAL REQUIREMENTS

Must become initially certified in a Crisis Intervention Program (specific program to be determined by GCS Exceptional Children's Department) and maintain that certification through the proper renewal process (adhering to all timelines).

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, calculators, pencils, scissors, 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 like 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

TEACHER ASSISTANT – EXCEPTIONAL CHILDREN

furnished in written, oral, diagrammatic, or schedule form.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, 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 participating in an inclusive activity.

TEACHER ASSISTANT – EXCEPTIONAL CHILDREN

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.