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| Job Title: | Special Education – Educational Aide |
| Department: | Special Education |
| Supervisor: | Director of Special Education |
| Job Type: | Full-Time |
| Employment Classification: | Non-Exempt |
| Supervisory Role: | No |

Job Summary

The Educational Aide position has been established for the purpose(s) of working with an individual and/or small groups of students under the supervision of a certificated teacher and/or Intervention Specialist in the supervision and instruction of special needs students in the general education classroom. The Educational Aide would assist the student(s) by modeling the necessary skills to perform assignments; follow educational and specific behavioral plans; and model appropriate behaviors and interactions with students and staff. The Educational Aide would assist the student(s) by adapting classroom materials and activities based on a student’s particular needs. They may develop worksheets that help the student better grasp lesson material, incorporate visual aids to support a student’s understanding of a lesson, or develop activities aimed at helping students successfully learn. Due to the varied and individual needs of each student, the Educational Aide may provide a variety of support and assistance and should be flexible in adjusting to the needs of the student.

Essential Job Functions

- Promotes good study habits and student independence for the purpose of improving the quality of student outcomes.
- Adapts classroom activities, assignments and/or materials under the direction of the classroom teacher for the purpose of supporting and reinforcing classroom objectives.
- Communicates with teachers and other school personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Implements under the supervision of assigned teacher and/or Intervention Specialist, instructional programs and lesson plans (e.g. reading, math, language comprehension, writing, computer, etc.) for the purpose of presenting and/or reinforcing learning concepts.
- Maintains classroom materials and work area for the purpose of ensuring availability of a safe learning environment and/or meeting mandated requirements.

- Monitors individual and/or groups of students in a variety of settings (e.g. rest rooms, playgrounds, hallways, bus loading zones, cafeteria, assemblies, field trips, etc.) for the purpose of maintaining a safe and positive learning environment
- Provides, under the supervision of assigned teacher and/or Intervention Specialist, instruction to students in a variety of individual and group activities (e.g. self-esteem, behavioral skills, daily living skills, etc.) for the purpose of implementing goals for remediation of student deficiencies and ensuring student's success.
- Documents student's daily activities (e.g. behavior, completed assignments, on/off task times, etc.) for the purpose of completing daily logs and student's hourly activities.
- Implements under the supervision of assigned teacher and/or Intervention Specialist, behavioral plans designed by IEP team for students with behavior disorders or other special conditions for the purpose of presenting and/or reinforcing learning concepts.
- Models conversation, manners, clean-up activities, listening, and everyday interactions for the purpose of demonstrating appropriate social behavior in a culturally sensitive manner.
- Monitors student's daily schedule and behavior plan (e.g. class schedule, toileting, medication, appetite, etc.) for the purpose of maintaining a safe and positive learning environment.
- Responds to emergency situations (e.g. injured students, fights, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.

Core Competencies

- **Attendance & Punctuality:** Schedules time off in advance, begins working on time, keeps absences within guidelines, ensures work responsibilities are covered when absent, and arrives at meetings and appointments on time.
- **Business Ethics:** Works with integrity and ethically, upholds organizational values, and abides by written policies.
- **Communication:** Ability to communicate clearly and effectively and take direction from supervisors. Expresses ideas and thoughts both verbally and in written form, exhibits good listening skills and comprehension, responds well to questions, and writes clearly and informatively.
- **Confidentiality:** Maintains a high degree of confidentiality.
- **Organization:** Maintains clean, functional workspace, continuous workflow to meet daily/weekly/monthly deadlines.
- **Teamwork / Morale:** Treats others with professionalism, gives and welcomes feedback, inspires the trust of others, displays a solution-driven mindset, offers assistance and support to co-workers consistent with this role, works cooperatively and collaboratively in group situations. Engages consistently in professional behavior.
- **Training:** Completes required training timely.

Other Duties

- Administers tests, homework assignments, make-up work, etc. for the purpose of supporting teachers in the classroom.
 - Attends meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions.
 - Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the special education team.
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Qualifications, Experience, and Education

- Born-again believer with an active personal relationship with the Lord Jesus Christ; demonstrated commitment to a Christ-centered lifestyle as outlined in the DCS Handbook.
 - Valid Ohio Educational Aide Certification.
 - Specific skill-based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices; operating standard office equipment including using pertinent job related software applications; and basic mathematical skills (e.g. add, subtract, multiply and divide in all units of measure using whole numbers, common fractions, and decimals; compute rate, ratio, and percent, draw and interpret graphs, etc.).
 - Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: concepts of grammar and punctuation; reading fluency and comprehension; age appropriate activities; and health and safety standards.
 - Specific ability-based competencies required to satisfactorily perform the functions of the job include: working with emotionally, physically and/or mentally impaired students; maintaining confidentiality; maintaining composure under stressful situations; communicating with diverse groups; adapting to changing work priorities; working as part of a team; applying common sense understanding to carry out instructions; dealing with problems involving a few concrete variables in standardized situations; effectively presenting information in one-to-one and group situations to students; and working with frequent interruptions.
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Qualities and Traits

- Seeking longevity/commitment to the school and the position.
 - Strong collaborator and supporter of DCS faculty and staff.
 - Good knowledge and understanding of student age groups and understanding what is developmentally appropriate for the particular grade level(s) being taught.
 - Visible to both students and staff creating a positive culture/community on the floor.
 - Good communicator.
 - Applies the Matthew 18 principle and encourages the staff, students, and families to do the same.
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Working Environment and Physical Requirements

- Ability to move about the building and property site including climbing stairs.
- Ability to assist students in and out of a vehicle or chair.
- Ability to lift and move objects such as boxes of paper, books, and related materials.
- Being able to physically respond to emergency situations (fire, tornado, student protection from intruder, etc.)
- Ability to lift up to 50 pounds on a routine basis.
- Ability to communicate effectively with a student who may be experiencing heightened emotions or exhibiting atypical behavior.
- Ability to maintain emotional control under stress while maintaining a clear focus on the student and his/her needs.

Acknowledgment

I, _____ (*Print Name*) understand the above job description and agree to comply with, and be subject to, its conditions. I understand that the Company reserves the right to delegate, remove, expand or change any and all responsibilities listed above and will inform me of any such change. I acknowledge that I can fulfill the above duties with or without reasonable accommodation.

Employee Signature

Date

Supervisor Signature

Date