

Jordan School District  
**CLASSIFIED JOB DESCRIPTION**

Job Title: **Instructional Assistant Special School I FT 184 (R95)** Job Family: 04  
**Instructional Assistant Special School II FT 184 (R96)**  
**Instructional Assistant Special School I PT (H11)**  
**Instructional Assistant Special School II PT (H12)**

Department: Schools/Departments Lane Placement: **(I-5, II-6)**  
Supervisor's Title: Principal/Director & Classroom Teacher Contract: 184 FT / Hourly  
FLSA Classification: Non-Exempt Hours/Day: 7 FT / Varies PT  
Original date: 12/87 Revised: 09/92 Revised: 03/94 Revised: 07/15 Revised: 12/20  
Revised: 04/23 Revised: \_\_\_\_\_ Revised: \_\_\_\_\_ Revised: \_\_\_\_\_

### **GENERAL FUNCTION**

Under the supervision of a school principal, department director and/or classroom teacher, the **Instructional Assistant Special School** will assist students in a special school setting who may have significant behavioral, cognitive and/or physical impairments and may be medically fragile and require total personal and functional care. Will provide extensive assistance with the physical, emotional and educational needs of students with disabilities. The incumbent implements Individualized Education Plans (IEP) and implements Behavioral Intervention Plans (BIP). Collects and provides educational data to the teacher for IEP development and conduct school/classroom activities as directed.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

### **ESSENTIAL FUNCTIONS**

- Provide extensive assistance with the physical, emotional and educational needs of students with disabilities in a self-contained setting.
- Provide extensive assistance with implementation of the student's IEP, including implementing behavior management plans. Provide information to the teacher as appropriate in the development of IEP's.
- Provide extensive assistance in maintaining classroom management, level systems, token economy systems and BIPs for individual students.
- Assist in the implementation of BIPs with consistency and fidelity.
- Assist the teacher in adapting lesson plans to meet the needs of individual students.
- Tutor students individually or in groups under the direction of the teacher.
- Assist teachers to track data concerning academic and behavioral student progress and report progress to the classroom teacher.
- May perform one or more of the following specific duties as assigned (e.g.; instruct students by following lesson plans in the absence of the teacher; toileting needs, including diapering; feeding students, including G-Tube feeding; supervise students on the playground, field trips or job site; assist students in the use of technology, including computers, braille notes, communication devices, adaptive devices, tablets or other devices; assist students with mobility and adaptive physical equipment; perform testing and assessment; assist in administering medications or other medical assistance to students after extensive training; assist students on/off buses; intervention with, and management of, students who may be aggressive, self-abusive, angry, emotional, have infectious diseases and/or have been subjected to personal physical abuse; clean and disinfect classroom, equipment and other items as needed; teach life skills; swim with students; travel to various locations within the District to provide assistance; etc.).
- Assist classroom teacher by preparing materials/facilities for classroom instruction as directed (e.g. make copies, data collection, assemble materials and/or assist the teacher with general clerical duties).
- May be assigned to ride a bus with students, to or from school. Hours worked will either be as part of the contract day or will be paid as additional hours as determined by the principal.

- Maintain effective and positive communication with teachers, students, patrons, volunteers and District employees.
- Maintain confidentiality of student or District information by following District policies regarding confidential information.
- This position requires punctual and regular daily attendance at work location.

### **NON-ESSENTIAL FUNCTIONS**

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
- Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).

### **QUALIFICATION REQUIREMENTS**

- Incumbent must be fingerprinted and clear a criminal background check.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

#### **Minimum Job Qualifications:**

- Requires High School diploma, GED or equivalent as reviewed by the Department of Human Resources. Verification may be required.
- One year of successful work experience working with individuals with disabilities preferred.
- Prior to or within one week of hire, incumbent will be required to complete two training courses in Canvas (five hours) designed to provide training in working with students with disabilities. **This training is a condition of employment.**
- To be eligible to advance to the Instructional Assistant Self-Contained II level and **as a condition of employment**, within six (6) months of hire, the incumbent must complete the advanced course work containing seven (7) modules (40 hours) as directed by the special education department.
- Requires completion of MANDT training within one (1) year of hire and must recertify each school year.
- Assistants working in a Title I school must be Highly Qualified and provide proof to Human Resources prior to working in a Title I school.
- Requires strong interpersonal skills. May interact with parents, staff, District administrators and other professionals regarding specific student needs (e.g., psychologists, physical therapists, speech therapists, etc.).
- Must demonstrate competence in reading, writing and math.
- Requires ability to exercise emotional control in difficult situations.
- Requires ability to solve a variety of problems relating to individual student needs and behaviors. Problem solving is guided by policies and procedures set by administration and the licensed teachers.
- Requires basic computer technology skills, including Microsoft Office products.
- Requires effective problem solving, organizational, multi-tasking and time management skills.
- Knowledge of basic First Aid preferred. Requires ability and willingness to assist students with medical issues or procedures with appropriate training.
- May be required to provide own transportation to travel to different work locations.
- Must be self-motivated and proactive in completing tasks with minimal direction.

**NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.**

equipment, therapeutic equipment, adaptive devices, instructional, physical education, equipment, medical equipment lifts, language board and electronic communication devices, etc.).

#### **Physical Requirements – Not limited to the following:**

- Frequent, continuous standing and sitting (chair and floor), walking, climbing stairs, talking and awkward positions, to/from ground without upper extremity support.
- Occasional balancing on slick surfaces, gripping 50 pounds, pinching 10 pounds, sustained bending, squatting, kneeling, sustained bending, stooping and running.
- Occasional push/pull 100+ pounds, isometric lifting 20 pound static hold (5-8 Min.), single-arm lifting of up to 20 pounds to shoulder level, floor to waist lift up to 75 pounds and awkward lift up to 75 pounds.
- Occasional hearing, near/far visual acuity and depth perception.

- Occasional (0-33%)    Frequent (34-66%)    Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

**NOTE:** *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*