

## **TEACHER ASSISTANT**

### **GENERAL PURPOSE OF POSITION**

Assist teacher with providing comprehensive educational and functional training for students with developmental disabilities. Prepares instructional materials and maintains order and cleanliness in the learning environment. Assist with feedings, field trips, arrival and departure, behavior support and other activities.

### **REPORTING RELATIONSHIP**

Reports to Principal

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Assist individual students and small groups of students as directed by the teacher.
- Use proactive behavior management techniques to prevent the escalation of challenging or inappropriate behavior.
- Utilize only preapproved behavior management techniques.
- Adhere to individual behavior intervention plans and classroom behavior plan.
- Track behaviors in accordance with Cantalician Center protocol.
- Support a mutually respectful, safe and supportive learning environment that is inclusive of every student.
- Demonstrate knowledge of and is responsive to the social, cultural, linguistic, family and community factors that influence students in the classroom
- Make or modify educational materials as specified by the teacher.
- Maintain clear expectations for the student.
- Implement lessons and modifies instruction based on students' developmental needs.
- Vary and modify instruction to meet the diverse needs of each student. Deliver and adapt instruction to address each student's interests and experiences.
- Provide the necessary supports to foster independents.
- Provide appropriate supervision to students at all times throughout the school day.
- Provide appropriate supervision to students during recreational periods, arrival and departure, field trips, nurses' office, cafeteria, to/from the bus and other out-of-class activities by proximity and redirection. Additionally, provide supervision as requested during therapies.
- Promptly report to classroom at start and end of day.
- Provide clear and succinct direction to students.
- Maintain a clean and orderly work environment.

- Provide appropriate physical care of assigned students to maintain their cleanliness, safety and comfort. This would include tasks such as direct assistance with washing, dressing and toileting.
- Adhere to the break and lunch times established by the teacher.
- Effectively tracks student progress on one or more learning goals using a formative approach to assessment as directed by the teacher.
- Any communications to a parent should go through the teacher or person acting in that capacity (teacher assistant or substitute teacher) or referred to the Principal or Assistant Principal.
- Foster students' independence ensuring that students achieve the greatest level of independence possible and appropriate for that particular student.
- Ensure that verbal and written communications including tone, demeanor, and content with students, staff, and parents are at all times professional, appropriate and respectful.
- Model and demonstrate expected student behavior.
- Follow all directives given by the teacher and perform all duties and responsibilities where and as needed. In the teacher's absence the teacher substitute or teacher assistant is in charge of the classroom.
- Use available technology including whiteboards, computers and augmentative devices.
- Visit to other classrooms are not permitted unless assigned to do so.
- Supply teacher with information pertinent to students' evaluation to accurately determine the functional level of the students.
- Consistently comply with all agency policies and procedures.
- Perform other tasks as directed by the teacher or the Principal.
- Perform other duties as requested by the Principal, Assistant Principal or Director of Education.
- In the absence of the teacher, Certified Teacher Assistants will assume primary responsibility over staff and students; and responsibility for classroom instruction.
- Perform other tasks as directed by the teacher or the Principal.
- Perform other duties as requested by the Principal or Director of Education.

**SKILLS AND ABILITIES**

- Proficient level of written and oral communication.
- Proficient level of interpersonal skills.
- Proficient level of behavior management skills.
- Proficient level of knowledge of educational principles, especially those that apply to students with disabilities.

**MINIMUM EDUCATION AND TRAINING**

- A valid teaching assistant certificate
- Prior experience preferred

## PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation(s).

### PHYSICAL DEMANDS

On-the-job time is spent in the following physical activities

Amount of Time

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Stand				X
Walk			X	
Sit		X		
Talk or hear				X
Use hands or fingers, handle or feel				X
Push//Pull		X		
Stoop, kneel, crouch or crawl				X
Reach with hands and arms		X		
Stair climbing		X		

This job requires that weight be lifted or force be exerted.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Up to 10 lbs.				X
Up to 25 lbs.				X
Up to 50 lbs.				X

This job has special vision requirements.

- ☒ Close Vision (clear vision at 20 inches or less)
- ☒ Distant Vision (clear vision at 20 inches or more)
- ☒ Color Vision (ability to identify and distinguish colors))
- ☒ Peripheral Vision (ability to observe an area that can be seen up and down or to the left and right while eyes
- ☒ Dept Perception (three dimensional vision; ability to judge distances and spatial relationship.
- ☒ Ability to Adjust Focus (ability to adjust eye to bring an object Into sharp focus)
- ☐ No Special Vision Requirements

Specific demands not listed:

Ability to work under pressure and multi-task.

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### WORK ENVIRONMENT

This job requires exposure to the following environmental conditions.

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Outdoor weather conditions		X		

The typical noise level for the work environment is:

- ☐ Very Quiet
- ☒ Loud Noise
- ☐ Quiet
- ☐ Very Loud Noise
- ☒ Moderate Noise

Hearing:

- ☒ Ability to hear alarms on equipment
- ☒ Ability to hear students/individual calls
- ☒ Ability to hear instructions from department staff

### REPETITIVE MOTION ACTIONS

Number of Hours

Repetitive use of hands	0	1-2	3-4	5-6	7 +
A. Right only					
B. Left only					
C. Both					X

Grasping: simple/light:

A. Right only					
B. Left only					
C. Both					X

Grasping: Firm/heavy:

A. Right only					
B. Left only					
C. Both					X

Fine Dexterity:

A. Right only					
B. Left only					
C. Both					X