

**TITLE:**                      **INSTRUCTIONAL/BEHAVIORAL ASSISTANT**    FLSA: Non-Exempt  
**(Employment Specialist)**

- QUALIFICATIONS:**
1. High School Diploma or GED.
  2. Completed at least 2 years of study at an institution of higher education or obtained an associate's (or higher) degree; or met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading, writing, and mathematics.
  3. Must be able to relate well with children of all ages.
  4. Ability to relate to and work with disabled students.
  5. Experience working with handicapped individuals.
  6. Such additional or alternative qualifications to the above as the Board may find appropriate and acceptable.

**REPORT TO:**              Coordinator of Exceptional Student Education

**JOB GOAL:**    Responsible for training students with disabilities at job training sites. The training involves regular contact between the Job Coach and student with subsequent and gradual reductions of assistance as the student becomes more competent throughout the placement, training, and follow-along phases.

**PERFORMANCE RESPONSIBILITIES:**      \* Essential Performance Responsibilities

***NOTE: Instructional paraprofessionals may be assigned to ESE, Basic, Title I, Guidance, Media or assigned to perform clerical duties as needed to support school programs.***

- \* 1. Develop a thorough knowledge of jobs in which students will be placed.
- \* 2. Obtain information regarding students' employability skills by meeting with students and teacher prior to job placement.
- \* 3. Establish an appropriate student performance by meeting with permanent employees at the job site prior to student placement.
- \* 4. Maintain contact with permanent employees at the job site after student placement to confer regarding student performance.
- \* 5. Provide intensive training, if needed, for individual students until job skills are learned in order for fading and follow-along phases to be implemented.
- \* 6. Implement behavioral management procedures as prescribed by the Exceptional Student Education (ESE) Employment Specialist, ESE Behavior Analyst, or professional staff members.
- \* 7. Implement local policies and procedures in order to uphold school regulations.
- \* 8. Work with ESE teachers at assigned school sites in organizing community-based work experience.
- \* 9. Collect and record performance data for each participant.
- \* 10. Monitor student attendance and punctuality.
- \* 11. Assist the ESE Employment Specialist with clerical duties.
- \* 12. Continue professional growth through educational meetings, workshops, reading related literature, and exchanging ideas with other staff members.
- \* 13. Perform other duties as assigned by his/her immediate supervisor.

**PHYSICAL REQUIREMENTS:**

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of the job.

While performing the duties of this job, the employee is regularly required to sit; use hands to manipulate objects, tools, or controls; reach with hands and arms; and talk and hear.

The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus.

Noise level in the work environment is usually moderate.

**TERMS OF EMPLOYMENT:**              Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the Board.

**EVALUATION:**    Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluations of personnel.