**JOB ANALYSIS**

**I Job Title:** II Teaching Assistant, Special Education I **Department:** I Education Support

 **Shift: Overtime:**

**Hours Per Shift:** 7.5

**Hours Per Week** 37.5

**General Job Summa**

Provides assistance to certified staff in the instruction, supervision, and training of students with a variety of specual

 education needs.

**Organizational Relationships**

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| --- | --- |
| **Supervision Given:** | Employee does not provide any direct, formal supervision. |
| **Supervision Received:** | Employee receives oversight from special education teachers and direct supervision from Principal. |

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management's right to assign or reassign duties and responsibilities for this job.

|  |  |
| --- | --- |
| **Frequency** | **Function** |
| Daily | Directly assists with student instructions including academics, vocational skills, motor skills, speak and lanquaqe skills, and other areas as needed. |
| Daily | Provides teaching and education to students through lectures, classroom activities, group projects and other teachinQ methods as needed. |
| Daily | Maintians an effective learning environment through student supervision, class management, and student discipline. |
| Daily | Makes effective use of materials, media, audio-visual equipment, and other learning aides. |
| Daily | Ensures readiness of classroom for students by posting visual aids/instructional information, decorating room, and rearranqinq furniture as needed. |
| Daily | Accompanies students to general education classes as assigned and assists teachers/students as needed. |
| Daily | Performs a variety of clerical tasks including preparing materials, typing, mking copies, gathering information and other clerical type duties as required. |
| Daily | Contributes relevant feedback/information on student progress through observation, interaction, and maintaininQ records. |
| Daily | Works with peers to communicate ideas and develop lesson plans and teaching methods. |
| Daily | Attends professional development and continuing education events as assigned. |
| Daily | Attends and participates in staff meetings. |
| Daily | Monitors and assists students using adaptive devices, electric wheel chairs, hearing aides, and other equipment as required. |
| Daily | Performs other duties as assigned. |

**Non Essential Functions**

None

**Job Qualifications**

|  |  |
| --- | --- |
| **Education:** | AA degree or equivalent |
| **Experience:** | Based on aoolicants credentials |
| **License/Certification** | Must pass background check |

**Knowledge**

* **Clerical** - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
* **Computers and Electronics** - Knowledge of computer hardware and software, including applications and programming.
* **Customer and Personal Service** - Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **Education and Training** - Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
* **Psychology** - Knowledge of human behavior and performance
* **Math and science** - Knowledge of basic math and science
* **English Language** - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

**Skills**

* **Active Learning** - Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** - Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** - Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** - Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Complex Problem Solving** - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
* **Computer Programming** - Writing and modifying computer programs for various purposes.
* **Critical Thinking** - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
* **Equipment Maintenance** - Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
* **Quality Control Analysis** - Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
* **Service Orientation** - Actively looking for ways to help people.
* **Social Perceptiveness** - Being aware of others' reactions and understanding why they react as they do.
* **Technology Design** - Generating or adapting equipment, systems and/or technology to serve user needs.
* **Troubleshooting** - Determining causes of operating errors and deciding what to do about it.

**Abilities**

* **Category Flexibility** - The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** - The ability to apply general rules to specific problems to produce answers that make sense.
* **Information Ordering** - The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
* **Time Sharing** - The ability to shift back and forth between two or more activities or sources of information.

**Physical Demands**

Never (N) Rare (R) Occasional (0) Frequent (F) Constant (C)

Not Required

Less than 10% of the shift Up to 33% of the shift

Up to 66% of the shift Over 66% of the shift

**L"I ffmg**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | **Examples of Items Lifted** | **Height Lifted** | **Item Weighed** |
| **N** | R | 0 | F | **C** | y | **N** |
| 0-101bs |  |  | **X** |  |  | Phone, school supplies, papers, ream of paper, books | **1-6'** | y |  |
| 11 - 25 lbs |  |  | **X** |  |  | Tables, chairs, liftinq of children as needed |  | y |  |
| 26- 50 lbs |  | **X** |  |  |  | Tables, chairs, lifting of children as needed |  | y |  |
| 51 - 75 lbs | **X** |  |  |  |  |  |  |  |  |
| 76-100 lbs | **X** |  |  |  |  |  |  |  |  |
| Over 100 lbs | **X** |  |  |  |  |  |  |  |  |
| Heaviest Item Lifted | **X** |  |  |  | Lifting/restraining children as needed | 1-5' | y |  |

Notes regarding items weighed (if any): None

**Carrymg**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** |
| **N** | R 0 | F | **C** | y | **N** |
| 0 - 10 lbs |  |  | **X** |  |  | Phone, school supplies, papers, ream of paper, books | 1-50' | y |  |
| 11 - 25 lbs |  |  | **X** |  |  | Tables, chairs | 1-20' | y |  |
| 26- 50 lbs | **X** |  |  |  |  |  |  |  |  |
| 51 - 75 lbs | **X** |  |  |  |  |  |  |  |  |
| 76 -100 lbs | **X** |  |  |  |  |  |  |  |  |
| Over 100 lbs | **X** |  |  |  |  |  |  |  |  |
| Heaviest Item Carried | **X** |  |  |  | Tables, chairs | 1-20' | y |  |

Notes regarding items weighed (if any): None

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Frequency** | **Surface(s)** | **Activity** |
| N R | OI F | C |
| Sitting |  |  | **x-x** |  | Office chair: padded, adjustable, swivel, wheeled | Computer/office functions, providing teaching/education, assessing papers/assign ments |
| Walking |  |  | **x-x** |  | Carpet, concrete, may have to run on rare occasions | Providing teaching/education, gathering supplies, bus/vard duties |
| Standing |  |  | xi |  | Carpet | Providing teaching/education, operating office equipment |

|  |  |  |
| --- | --- | --- |
| **Category** | **Frequency** | **Activity** |
| N R | 0 F | C |  |
| Bending (Neck) |  | **X** |  |  |  | Observing work/documents |
| Bendinq (Waist) |  | **X** |  |  |  | Reachinq low drawers/shelves |
| Twisting (Neck) |  |  |  | **X** |  | Observing surroundings, supervising classroom |
| Twistinq (Waist) |  |  | **X** |  |  | Accessinq supplies/books, supervisinq classroom |
| Squatting |  |  | **X** |  |  | As alternative to bending |
| Climbing |  | **X** |  |  |  | Stairs, step stool |
| Kneeling |  | **X** |  |  |  | Communicating with children |
| Crawling | **X** |  |  |  |  |  |
| Pushing/Pulling (Dominant hand) |  |  | **X** |  |  | Drawers/doors, wheel chair |
| Pushing Pulling (Non-Dominant hand) |  |  | **X** |  |  | Drawers/doors, wheel chair |
| Reaching -Above Shoulder Level |  | **X** |  |  |  | Accessing items on upper shelves, hanging posters/learning materials |
| Reaching - Below Shoulder Level |  |  | **X** |  |  | Desk items, phone, accessinq supplies/books |
| Balancing | **X** |  |  |  |  |  |
| Coordination (Eve, Hand, Foot) | **X** |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Category** | **Frequency** | **Activity** |
| **N** | **R** | 0 | F | **C** |  |
| Repetitive Use of Hands |  |  |  | **X** |  | Writinq, kevboardinq, manipulatinq mouse |
| Simple Grasping (Dominant Hand) |  |  | **x-x** |  | Manipulating mouse, transportinq/positioninq objects |
| Simple Graspinq (Non-Dominant Hand) |  |  | **x-x** |  | Transportinq/positioninq objects |
| Power Grasping (Dominant Hand) |  | **X** |  |  |  | Transporting/positioning heavier objects |
| Power Grasping (Non-Dominant Hand) |  | **X** |  |  |  | Transportinq/positioninq heavier objects |
| Fine Manipulation (Dominant Hand) |  |  |  | **X** |  | Keyboarding, handwriting, dialing phone, operating office equipment, collating paperwork |
| Fine Manipulation (Non-Dominant Hand) |  |  |  | **X** |  | Keyboarding, dialing phone, operating office equipment, collating paperwork |

**Environmental Demands**

|  |  |  |  |
| --- | --- | --- | --- |
| **Factor** | **y** | **N** | **If yes, describe** |
| Drivina cars, trucks, forklifts and other equipment | D | • |  |
| Workina around equipment and machinery |  | D | Office equipment |
| Walkina on uneven ground |  | D | Ramps |
| Exposure to excessive noise |  |  |  |
| Exposure to extremes in temperature, humidity, wetness |  | D | Outdoor conditions |
| Exposure to dust, qas, fumes, or chemicals | D |  |  |
| Workina at heiahts | D |  |  |
| Operation of foot controls or repetitive foot movement | D |  |  |
| Use of special visual or auditory protective equipment | D |  |  |
| Workina with bio-hazards | D |  |  |

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**Sensory Demands**

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| --- | --- | --- | --- |
| **Factor** | **y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  | D | Papers, desk items, computer functions |
| Seeing far (observing) |  | D | Monitoring/supervising classroom |
| Seeing to sides (peripheral vision) |  | D | Monitorinq/supervisina classroom |
| Seeing colors |  |  |  |
| Speaking | D• | D | Communicating with co- workers/students/visitors |
| Hearing Speech | • | D | Communicating with co- workers/students/visitors |
| Hearing mechanical sounds |  | D | Bells, alarm system |
| Sensing odors |  | D | Monitoring work area |
| Sensing touch |  | D | Working hands on with student |

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**Machinerv/Eauipment/WorkA"**I**d**S

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| --- | --- |
| Machinery | Computer, lifts, specialized equipment |
| Eauipment | Computer, scanner, printer, office equipment |
| Tools | None |
| Other Work Aids | None |

Required

**MENTAL/COGNITIVE DEMANDS** Yes/No

y N

Relate to other people • D

Perform daily activities *(ex.* ability to attend meetings, socialize with others, attend to personal needs, etc.) • D

Maintain personal habits • D

Multitask relative to job duties • D

Understand, carry out, and remember instructions • D

Respond appropriately to supervision • D

* D

Perform work requirinq reqular contact with others

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Perform work where contact with others will be minimal D

Perform tasks requirinq minimal intellectual effort • D

Perform intellectually complex tasks requirinq hiqher levels of reasoninq, math and language skills • D

Perform varied tasks • D

Perform repetitive tasks • D

Make independent judqment • D

Supervise or manaqe others • D

Provide clinical direction D •

Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- • D

break aspects of the iob

Ability to work relative to the job description • D

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.