

Granite Falls School District
Position Description
ECEAP Assistant Instructor

General Summary

ECEAP Assistant Instructor demonstrates competency to implement program activities under the direction of the ECEAP Lead Instructor and performs all or a combination of the following duties.

Typical Duties

To effectively perform the essential functions of any position with the District, regular attendance is required and expected.

1. Assist students with emotional, behavioral, physical and or cognitive delays to successfully integrate into a variety of educational or community settings. Follow individualized behavioral support plans.
2. May be required to physically assist students.
3. Provide physical assistance to disabled students positioning, transfers, lifting, mobility, diapering/toileting, catheterization; personal hygiene, dressing, and feeding.
4. Tutor students individually or in small groups in a variety of learning activities to promote student understanding of materials presented. Provides encouragement, reinforcement and achievement of specially designed goals and objectives defined by lead teacher. May administer and supervise tests or other measurements as directed by lead teacher.
5. Communicates with lead teacher(s) concerning individual student progress; adjusts methods to meet the needs of a wide variety of students; consults with lead teacher concerning remediation or enrichment activities.
6. Assists lead teacher in maintaining records, logs, charts, assignments and other records for assessment of student progress. May correct, score or grade tests, papers and assignments according to guidelines or instructions; may schedule appointments; may set up and run machines.
7. Monitors student behavior in classrooms, playground, halls, at lunch or breaks, at bus boarding areas, on field trips, and at other sites as assigned to promote safe and appropriate student behavior. Models appropriate behavior. Corrects behaviors and maintains discipline according to established policies and procedures. Instructs students in behavioral rules and codes for student safety, socialization and individual growth.
8. Provide specialized communication support to students in a variety of educational and community settings.
9. Assists students with the mastery of interpersonal and personal skills; listens to student confidences and refers problems to teachers, counselors, specialists or administrators as appropriate.
10. Establishes and maintains effective communication with students, staff, and parents concerning student progress and safety. Establishes and maintains effective communication with the public for positive community relations.
11. Provides first aid to injured or ill students as appropriate; may track and dispense authorized student medication as required.
12. Locates, develops, and/or modifies materials for student use, enrichment activities and special projects.
13. Prepares, duplicates, collates and distributes materials; operates a variety of office equipment.
14. Maintains physical appearance of classroom, hallways and other assigned areas; maintains, assembles and stores play ground equipment as assigned; maintains supplies as assigned.
15. Serves as member of instructional team of the District; performs related duties consistent with the scope and intent of the position.

Mental Demands

- Requires demonstration of higher than average reading, writing and math skills
- Requires demonstration of ability to follow written instruction, correctly use instructional materials and accurately complete detailed written records
- Requires demonstrated ability to quickly learn from lead teacher, implement instruction following objectives and lessons designed and monitored by lead teacher and demonstrate increased student skill level
- Requires demonstrated ability to precisely follow individual student behavior improvement plans
- Requires demonstrated ability to maintain accurate student data logs in timely manner and provide accurate feedback to lead teacher
- Requires demonstrated ability to maintain instructional skills in fast paced setting
- Requires demonstrated ability to understand and willingness to follow a schedule
- Experiences frequent interruptions, must demonstrate quick return to work and concentration skills
- Requires demonstrated ability to remain organized and meet deadlines

- Requires demonstrated interest in helping students with academic and social emotional needs and adaptability and flexibility in dealing with a wide range of child development and students with emotional and physical disabilities
- Requires demonstration of patience and understanding when working under potentially stressful situations in a classroom, pull out or one to one setting
- Requires demonstrated ability to direct, control and plan activities to engage students and make on-the-spot decisions affecting student safety
- Requires demonstrated ability to calm distraught, angry, or hostile students
- Requires cooperation and ability to work as a team member with lead teacher and other building staff

Physical Demands

- Requires clarity of vision at 20 inches or less and 20 feet or more when working with students. Capable of observing an area that can be seen up and down or to the right and left when eyes are fixed on a given point
- Requires eye-hand coordination and depth perception to model handwriting and manipulate learning materials effectively when instructing students
- Requires handling of various instructional material and ability to grip and grasp using upper extremities
- Requires excellent hearing to listen to and effectively communicate with students
- Requires physical stamina to resist repeated exposure to infectious diseases carried by students
- Requires mobility necessary to twist upper torso and neck constantly to observe and monitor students, reach above shoulder height and below waist; bend forward from the waist to assist students, stoop to floor level and bend from the waist, stand and or walk without restriction for up to 60 minutes, sit for up to 60 minutes while providing instruction to students, climb stairs, walk on uneven ground, maintain normal body balance and equilibrium, walk quickly and or run
- Additionally when working with preschool and elementary aged students requires mobility necessary to sit on lower chairs or stools; bend knees to squatting position and remain for prolonged periods of time; sit or kneel on floor; physically assist student to sit on floor or chair, and crawl
- Requires ability to lift and carry objects up to 50 pounds and assist students from 20 pounds to excess of 100 pounds
- Ability to provide all required physical assistance to students as trained and directed such as positioning, transfers, lifting, mobility, diapering/toileting, catheterization; personal hygiene, dressing, and feeding
- Ability to correctly physically restrain students when necessary for safety reasons
- Ability to push/ pull students in wheelchairs or other adaptive equipment
- May be exposed to moderate to loud noise levels frequently throughout the day
- May be exposed to seasonal weather conditions when outdoors

Minimum Qualifications

Education and Experience

All persons serving in the role of ECEAP Assistant Instructor must have high school diploma and one of the following qualifications within five years of his/her hire date:

- The equivalent of 12 college quarter credits in early childhood education;
- Initial or higher Washington State Early childhood Education Certificate; or
- A current Child Development Associate (CDA) credential awarded by the Council for Early Childhood Professional Recognition

Licenses/Special Requirements

DEL MERIT Account; Satisfactory DEL Portable Background Check (fingerprinting required); proof of ability to work in the United States; Valid Washington State driver's license; Infant /Child CPR & first aid cards; Negative Mantoux TB test and Washington State Department of Health food worker card..

Complete training on: Right Response – de-escalation; disaster plans and emergency procedures; universal precautions for prevention of transmission of blood borne pathogens; preventing, identifying and reporting child abuse and neglect.

Requires excellent record of attendance to maintain continuity in student support programs

WORKING RELATIONSHIPS

Reports to building principal and Executive Director of CTE and Student Services; works with ECEAP staff, students, parents, and interagency representatives.