

# WINOOSKI SCHOOL DISTRICT WINOOSKI, VT 05404

## Job Description

**TITLE:** PRESCHOOL CLASSROOM ASSISTANT

**REPORTS TO:** IMMEDIATE SUPERVISOR AS ASSIGNED

**JOB GOALS:** TO ASSIST CLASSROOM TEACHER IN ESTABLISHING AN INSTRUCTIONAL ENVIRONMENT THAT FOSTERS STUDENT SUCCESS & INDEPENDENCE

**WORK YEAR/DAY:** TBD (depending on position)

### **POSITION OBJECTIVES:**

Assists the classroom teacher in the education of students including management of student behavior; record keeping; instructional assistance; classroom safety, security, set-up and organization; and interaction and communication with students, support staff, parents/guardians, and other internal and external constituents.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Essential duties and responsibilities include the following.

- Implement instructional plans and programs for assigned students, under the general direction of the classroom teacher(s), working with students in specific program areas.
- Adapt general classroom material/methods as appropriate to meet the needs of students in consultation with the classroom teacher(s).
- Assist with administering tests to an individual or small groups of students.
- Develop, compile and organize appropriate instructional materials, with teacher guidance.
- Implement behavior management plans for individual students.
- Supervises student(s) when the teacher is absent from the room for short periods.
- Play a key role in evaluating students' progress, problems, and needs, developing formats for student instruction and teaching strategies, and so forth. Conduct task analysis on student performance.
- Correct papers, record grades and gather a variety of data related to student performance.
- Make photocopies, order supplies, and perform related office work.
- Attend and participate in all relevant training sessions, meetings, and professional growth activities as requested and/or required such as CPR, First Aid, data collection, entry, and graphing.
- Process routine communications, such as parent logs, permission slips, meeting reminders, and/or staff meeting notes.
- Assist with special events, field trips, etc.
- Additional duties as assigned.

### **SUPERVISION RECEIVED:**

Direct to moderate technical supervision is received from a classroom or special education teacher. General supervision is received from the assigned Director of Early Learning.

### **SUPERVISORY RESPONSIBILITIES:**

No formal supervisory duties. May train, assist, and occasionally direct junior co-workers and parent volunteers, but generally works along with those persons.

### **PROFESSIONAL EXPECTATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Communication Skills**. Listens and gets clarification; Responds well to questions. Excellent oral and written communication skills (clear, accurate, articulate, concise, proper grammar). Communication is timely, courteous, respectful and tactful. Excellent listening skills.
- **Interpersonal Skills**. Keeps emotions under control; Remains open to others' ideas and tries new things. Effectively works with others, including those with opinions or beliefs different from their own. Interacts with others in a friendly, tactful and positive manner. Works through differences in a respectful manner without drama. Sensitive to the feelings of others. Treats others with dignity and respect. Builds constructive and supportive relationships with peers. Helps to create an inclusive work environment. Attempts to understand others points of view.
- **Team Player**. Contributes to building a positive team spirit. Proven ability to work cooperatively and effectively as part of a team. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies.
- **Organizational/Planning Skills**. Uses time efficiently. Able to multitask and prioritize effectively.
- **Flexibility/Adaptable**: Open to new ideas and tasks without resistance; able to deal with new situations well. Versatile and capable of handling diverse assignments. Effectively accepts constructive criticism. Maintains composure when faced with stressful situations that require flexibility and adaptability. Performs essential duties where needed including different work sites.
- **Motivation/Initiative**: Asks for and offers help when needed. Proven ability to work effectively without specific direction, and with minimal supervision. Able to identify and implement improvements to systems and practices to increase efficiency and effectiveness.
- **Emotional Maturity**: Able to effectively handle conflict and stress; able to remain calm and professional when challenged or when others disagree.
- **Attitude/Personality/Style**: Friendly, helpful and positive disposition; patient and understanding; takes pride in work; responsive to the needs of others; enthusiastic; good sense of humor; able to see the good in every situation; honest and direct; transparent.
- **Attendance/Punctuality**: Is consistently at work and on time. Ensures work responsibilities are covered when absent. Arrives at meetings and appointments on time. Commits to long hours of work, including before and after school, when necessary to reach goals. Schedules appointments so as to minimize impact on work. Follows established leave requesting and reporting protocols.
- **Problem Solving Skills**: Approaches problems in a positive manner. Views impediments as solvable challenges. Able to identify practical solutions to problems. Able to resolve issues in a fair, equitable and timely manner.
- **Professionalism**: Presents a professional image; remains calm and focused in stressful situations; treats others with courtesy and respect regardless of their status or position; maintains a professional appearance for the position in both dress and manner; approaches others in a tactful manner; reacts well under pressure; accepts responsibility for own actions; follows through on commitments.
- **Organizational Support**: Follows district policies and procedures, rules of conduct, and behavior expectations. Promotes/presents a positive image of the school/district.

- Quality of Work: Performs duties consistent with District standards and performance expectations.
- Quantity of Work: Completes work in a timely manner. Manages to stay productive even during relatively slow times with minimum direction.
- Safety and Security: Observe safety and security procedures. Reports potentially unsafe conditions.
- Dependability: Follows instructions and responds to supervisor direction. Responds to requests for service and assistance. Takes responsibility for own actions.
- Job Knowledge: Demonstrates working knowledge and understanding in the areas of responsibility. Acquires needed skills and knowledge with little reluctance.

### **QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty and professional expectations satisfactorily, in addition to the following:

- Education and Experience. One year of directly relevant experience in a school setting is desirable and possibly required. Good working knowledge of children. Knowledge of children with disabilities of special education students, and special education teaching methods preferred. Associate degree is required.

The preschool teacher assistant is at least eighteen (18) years of age, is a high school graduate or has completed a GED, is able to comprehend basic written format, and meets one (1) of the following Qualifications:

- At least a Vermont Early Childhood Career Ladder Level One (1) or Two (2) Certificate; or
  - At least a current CDA (Child Development Associate) and at least twelve (12) months of experience working with groups of children from grade three (3) or younger; or
  - At least a State Board of Education approved Human Services Program Certificate that emphasizes child development or early childhood education and at least twelve (12) months experience working with groups of children from grade three (3) or younger; or
  - At least successful completion of the Fundamentals for Early Childhood Professionals' course or the Vermont Afterschool Essentials Certificate and at least twelve (12) months experience working with groups of children from grade three (3) or younger; or
  - At least successful completion of a three (3) college credit course in child or human development or a three (3) college credit course for school-age care and education and at least twelve (12) months of experience working with groups of children from grade three (3) or younger.
- Language Skills. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively. Demonstrated broad knowledge of academic subject matter being taught to students desired.
  - Mathematical Skills. Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. The ability to apply concepts of basic algebra and geometry **may be required**.
  - Computer Skills and Experience. Good basic computer skills and experience with word processing programs are required. Experience with Microsoft Office preferred.
  - Reasoning Ability/Mental Requirements. Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

- **Communication & Interpersonal Skills.** Ability to communicate courteously, efficiently, and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to show patience, respect, and compassion in working with students. Ability to effectively resolve conflicts and handle stress.
- **Other Qualifications.** Experience working with children/adolescents. Ability to assist students physically as required. Available to attend required or requested training, meetings, and professional growth activities outside of school hours (e.g., summers, teacher in-service days, and after-school). Ability to remain calm and efficient in responding to medical emergencies.
- **Travel Requirements.** Must have reliable transportation to and from work.
- **Attendance.** Reliable attendance at work and punctuality is required for the position. Employees must also be able to participate in required meetings and/or trainings that are held outside of the normal workday or work hours.

<b>Frequency</b>	<b>Code</b>	<b>Description</b>
<b>Sometimes</b>	<b>S</b>	activity may exist sporadically, but not on a consistent basis.
<b>Occasionally</b>	<b>O</b>	activity exists on a consistent basis for less than 1/3 of the time
<b>Frequently</b>	<b>F</b>	activity exists from 1/3 of the time up to 2/3 of the time
<b>Constantly</b>	<b>C</b>	activity exists for 2/3 or more of the time
<b>Not Applicable</b>	<b>NA</b>	activity is not present in the position

**PHYSICAL EFFORT AND STRESS.**

Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	O	X	
STANDING	C	X	
WALKING	C	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	F	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	O		X
CARRYING			
up to 10 lbs.	O	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X

100+ lbs.	O		X
BENDING/STOOPING	F	X	
PUSHING/PULLING	O	X	
TWISTING	O	X	
CLIMBING	O		X
BALANCING	O	X	
CROUCHING	F	X	
KNEELING	F	X	
CRAWLING	O	X	
REACHING (i.e., overhead)	O	X	
HANDLING	F	X	
DRIVING	N/A		
REPETITIVE MOVEMENTS (hands, feet)	O		X
MANAGING STRESS	F	X	
RESOLVING CONFLICTS	F	X	

**WORKING CONDITIONS/ENVIRONMENTAL FACTORS:**

All conditions common to a construction site for residential housing include, but are not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	C
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	F
OUTDOOR WEATHER CONDITIONS	F
VIBRATION/NOISE	C
HEIGHTS	NA

**Definitions - Physical Demands**

**Sitting:** Remaining in a seated position

**Standing:** remaining on one's feet in an upright position at a workstation without moving about

**Walking:** Moving about on foot

**Seeing:** Perceiving with the eye

**Hearing:** Perceiving or listening to sound by ear

**Talking:** Articulating, speaking or discussing using spoken words

**Dexterity:** Skill in the use of hands and fingers

**Lifting:** Raising or lowering an object from one level to another (includes upward pulling)

**Carrying:** Transporting an object, usually holding it in the hands or arms or on the shoulder

**Bending/Stooping:** Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

**Pushing:** Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

**Pulling:** Exerting force upon an object so that the object moves toward the force (includes jerking).

**Twisting:** Rotating; moving to face in alternate direction.

**Climbing:** Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet, legs, and/or arms and hands.

**Balancing:** Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

**Crouching:** Bending the body downward and forward by bending the legs and spine.

**Kneeling:** Bending the legs at the knees to come to rest on the knee or knees.

**Crawling:** Moving about on the hands and knees or ha

**Reaching:** Extending the hands and arms in any direction

**Handling:** Seizing, holding, grasping, turning, or working with hands

### **OTHER DUTIES AND QUALIFICATIONS:**

This general outline illustrates the type of work, which characterizes the Job Classification. It is not designed to cover or contain a comprehensive listing of activities, duties, responsibilities, and qualifications that are required of the employee. Other duties, responsibilities, and activities may change or be assigned at any time with or without notice. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Other additional duties may include but are not limited to recess, lunch and bus support.

### **NON-DISCRIMINATION:**

WSD is committed to maintaining a work and learning environment free from discrimination. Employment decisions are based on merit and business needs, and not on the basis of race, color, ancestry, religion, gender, age, marital/civil union status, national origin, sexual orientation, place of birth, citizenship, veteran status, disability, gender identity, genetic information or other protected class as defined and required by state and/or federal laws.