

## **BEDFORD COUNTY BOARD OF EDUCATION**

<b>TITLE</b>	<b>Special Education Assistant</b>
<b>QUALIFICATIONS</b>	<ol style="list-style-type: none"><li>1. Not less than a high school education or general equivalency diploma (GED).</li><li>2. Meets health and physical requirements.</li></ol>
<b>JOB GOAL</b>	To assist teachers in giving specialized academic and physical training to students with disabilities.
<b>ACCOUNTABLE TO</b>	School Principal
<b>ESSENTIAL FUNCTIONS</b>	<ol style="list-style-type: none"><li>1. Provide the special education students with accommodations according to the student's IEP.</li><li>2. Help students to walk, board buses, put on prosthetic appliances, eat, dress, and perform other physical activities as their needs arise.</li><li>3. Provide clerical assistance to teachers.</li><li>4. Assist with student management.</li><li>5. Set up and operate learning/development equipment and materials.</li><li>6. Work with individual student or small groups of students as directed by a teacher, to reinforce learning of material and skills.</li><li>7. Assume responsibility for knowing and following safety rules and proper procedures associated with the responsibilities of the job.</li><li>8. Perform other duties as assigned by the School Principal.</li></ol>

## **PHYSICAL DEMANDS**

This job requires lifting of objects that exceed 50 pounds, or the average weight of a child, if assigned to elementary grades, with frequent lifting and/or carrying of objects weighing up to 30 pounds or more. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping, kneeling, and/or crouching
4. Reaching
5. Talking
6. Hearing
7. Seeing

## **VOCATIONAL PREPARATION**

The required vocational preparation may come from any of the following:

1. Vocational education
2. Apprentice training
3. On-the-job training
4. Essential experience in other jobs

## **TEMPERAMENT (Personal Traits)**

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to make a generalization, evaluation, or decisions based on sensory or judgmental criteria.
3. Adaptability dealing with students.
4. Ability to work in different locations.

## **CAPACITY AND ABILITY REQUIREMENTS**

Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and ideas associated with them.
3. Manual Dexterity: Ability to move the hands easily and skillfully.
4. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
5. Color Discrimination: Ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

## **WORK CONDITIONS**

Normal working environment.

## **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

### **SALARY**

Per current schedule

### **CONTRACT LENGTH**

School year as defined by the Board of Education, not to exceed 185 days.

### **SICK LEAVE**

As per current Board Policy. Sick leave is not cumulative. Unused sick leave will be paid at the end of the fiscal year.

### **EVALUATION**

Performance will be evaluated annually by the School Principal.