

DIXON UNIFIED SCHOOL DISTRICT
Job Description

TITLE: Aspire Paraprofessional	CLASSIFICATION: Classified (SEIU)
REPORTS TO: Aspire Administrator	RANGE: 240
WORK YEAR: 9 Month	CLASS: Instructional Support
BOARD APPROVAL:	
BOARD REVISION:	

PRIMARY FUNCTION: Under the management of the Aspire administrator and general supervision of the Aspire Coordinator, to assist in the daily operation of the Aspire after-school program at an assigned school site; and to do related work as required.

RELATIONSHIP TO STUDENT ACHIEVEMENT: This position supports student achievement by providing a structured environment for students after school in which they are able to complete homework under supervision and participate in enrichment and physical education activities.

SUPERVISION OVER: Students.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but to accurately reflect the primary job elements. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.

- Performs all skillsets and responsibilities that are required for the Paraprofessional position.
- Works independently with individual students and groups of students to implement Aspire activities/curriculum.
- Assists the Aspire Coordinator and other Aspire staff with taking and recording daily attendance.
- Escorts students to the program after school and assists parents with student sign-out.
- Supervises all students enrolled in the program until they are safely off the campus.
- Encourages student adherence to school/program rules and policies as necessary by observing, interrupting, and redirecting inappropriate behaviors
- Provides tutoring and homework assistance for all students enrolled in the program; keeps a record of student homework assignment completion.
- Implements lessons and supervises students during the instructional component of the Aspire program.
- Implements lessons and supervises students during the physical education component of the Aspire program.
- Assists the Aspire Coordinator with the implementation of additional learning support activities and educational enrichment offerings.
- Assists other Aspire staff with the serving and clean-up of a snack for all participating students.
- Cares for, supervises, controls, and protects students in a manner commensurate to assigned duties and responsibilities.
- Completes other reasonable duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

- High school diploma or the equivalent; community college and/or vocational training certificate preferred.
- NCLB compliance via two years of study (48 semester units) at an accredited institution of higher education, an Associate's (or higher) degree, or a formal District assessment of knowledge and ability to assist in instructing reading, writing, and mathematics.

- One year experience in clerical, office, or instructional support work OR an equivalent combination of experience and education from which comparable knowledge, skills, and abilities have been achieved.
- Prior experience working in a public school setting preferred.

LICENSES AND OTHER REQUIREMENTS:

- May require a valid California Driver's License, insurable status by the District's carrier, and access to a personal vehicle in some cases.
- Fingerprint/criminal justice clearance.
- Possession of a negative TB risk assessment certificate and, if risk factors are identified, a negative TB examination, that is no more than 60 days old and renewable at least once every four years.

KNOWLEDGE AND ABILITIES: The following outline of essential knowledge, abilities, and physical requirements is not exhaustive and may be supplemented as necessary in accordance of the job.

KNOWLEDGE OF*:

- General concepts of child growth, development, and behavior characteristics.
- Subject area content relevant to job assignment.
- General methods and procedures to be followed in instructional settings.
- Correct English usage including, vocabulary, composition, grammar, spelling, and punctuation.
- Basic mathematical skills.
- Routine record-keeping practices.
- Computer procedures, software, and applications.
- Student behavior modification and motivation techniques.
- Program standards and code of conduct.
- Policies and objectives of the assigned program and activities.
- Basic record-keeping techniques.

ABILITY TO*:

- Work independently with individual students and groups of students to implement Aspire activities/curriculum.
- Demonstrate skill and knowledge in the subject area(s) relevant to job assignment.
- Learn about and provide instructional support for the District's adopted curricula.
- Communicate clearly and effectively both orally and in writing.
- Monitor and report student progress regarding behavior and performance.
- Identify and redirect inappropriate student behavior.
- Perform a variety of clerical and supportive duties related to tutoring and instructional activities.
- Develop rapport with students, being fair, consistent, and respectful.
- Maintain a positive, encouraging, patient, and empathetic attitude toward students.
- Operate and assist students in the use of computers and classroom technology.
- Operate standard office machines.
- Assume responsibility for supervising students.
- Take and record accurate daily student attendance.
- Assist students with academic and enrichment activities.
- Maintain confidentiality of privileged information obtained in the course of work.
- Exercise caution and comply with health and safety regulations.
- Provide service and assistance to others using tact, patience, and courtesy.
- Give, understand and carry out multi-step oral and written instructions.
- Form and maintain cooperative and effective working relationships with others.
- Sustain productivity with frequent interruptions.
- Maintain consistent, punctual, and regular attendance.
- Work both independently with little direction and as a part of a team.
- Meet District standards of professional conduct as outlined in Board Policy.

**Candidates should have fundamental working knowledge of these concepts, practices, and procedures, and the ability to apply them in varied situations.*

WORKING CONDITIONS:

PHYSICAL DEMANDS (*With or without the use of aids*)*:

- Work is performed while in a stationary position for extended periods of time.
- Work is performed while moving about the office/campus to utilize equipment, technology, etc.
- Work is performed while positioning self to assist student, access supplies, etc.
- May require traveling in a vehicle to job assignments.
- Work is performed while moving supplies weighing up to 20 pounds across the classroom or office.
- Requires the ability to communicate effectively with staff, students, parents, and community members.
- Requires the ability to detect information displayed on a computer screen and read documents.
- Requires the ability to operate a computer keyboard or standard office equipment.

**Consideration will be given to qualified disabled persons who with reasonable accommodation can perform the essential functions of the job.*

SAMPLE ENVIRONMENT: Indoor classroom setting where employees are protected from weather conditions or contaminants; occasional temperature changes; exposure to usual classroom sounds, dust, and possible odor of perfume or room deodorizer; Outdoor environment on campus in variable weather conditions; in vehicle traveling to job assignments.