

**RIVER DELTA UNIFIED SCHOOL DISTRICT  
INSTRUCTIONAL ASSISTANT III SPED**

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.*

**DEFINITION**

To assist a certified teacher by providing instructional support to students in the classroom; to assist in maintaining a safe environment in the classroom and on the playground; and to perform related duties as required.

**DISTINGUISHING CHARACTERISTICS**

This is the advanced journey level class in the Instruction Assistant series. This class is distinguished from the Instructional Assistant I by the performance of the tasks and duties assisting students in the classroom and providing support to teachers which require ability to work with written materials and prepare written reports. This class differs from the Instructional Assistant II in that the latter does not require additional training for assisting students that have a learning or physical disabilities.

**SUPERVISION RECEIVED AND EXERCISED**

Receives general supervision from assigned Teacher or Principal.

**ESSENTIAL AND MARGINAL FUNCTION STATEMENTS** -- *Essential and other important responsibilities and duties may include, but are not limited to, the following:*

**Essential Functions:**

**Special Ed and Ortho Aide**

1. Provide instructions to students with learning disabilities or special education students; work with students in small groups or individually in the regular classroom; modify activities or lessons to meet needs of students. Assist teachers in the classroom; circulate in the classroom and work with students requiring assistance.
2. Work with students on different subject matters, including spelling, reading and written language; tutor students in study skills, test taking, homework preparation, and other study techniques; motivate students.
3. Collaborate with teachers and student performance; provide information on achievements and challenges. Provide information on student performance, as appropriate; may attend IEP meetings.
4. Perform record keeping functions in the classroom, including taking attendance and lunch counts; record absences and accept notes from parents.
5. Collect student homework and test papers; collect papers and record grades; assist in preparing progress reports.
6. Provide clerical assistance to teachers, including copying, typing, filing and related clerical functions; compile material for lesson plan.
7. May supervise students during the lunch hour, on the playground and meeting the school bus; enforce school and district rules and regulations; recommend disciplinary actions, as necessary.
8. May contact parents for teachers; set up conferences or provide information on student behavior.

**Marginal Functions:**

1. Ensure a safe and clean learning environment for students.
2. Prepare displays.
3. Attend in-service training as directed by site administrator.

4. May assist physically disabled students by changing diapers or providing other specialized assistance, upon completion of appropriate training.

## **QUALIFICATIONS**

### **Knowledge of:**

Effective methods of controlling student behavior  
Basic English, grammar, and arithmetic  
Modern office methods, procedures, and equipment  
Basic first aid and CPR  
Behavioral disorders and proper intervention.  
Specialized instructional techniques for students with learning disabilities, including phonics, touch math and related material.

### **Ability to:**

Supervise students.  
Work effectively with students  
Follow oral and written instructions  
Communicate effectively with adults and students  
Maintain emotional control in difficult situations; effectively react to emergencies  
Encourage positive learning patterns or behaviors  
Perform routine clerical work  
Establish and maintain effective working relationships with those contacted in the course of work  
Maintain effective audio-visual discrimination and perception needed for successful job performance.

## **EXPERIENCE AND TRAINING GUIDELINES**

*Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

### **Experience:**

Two years of responsible experience working with children.

### **Training:**

Completion of the twelfth grade, supplemented by specialized training working with children with learning disabilities or behavior disorders. Supplemental course work in child development or a related field is desirable.

### **License or Certificate:**

Possession of, or ability to obtain, an appropriate, valid CPR and First Aid Certification.

## **WORKING CONDITIONS**

### **Environmental Conditions:**

Classroom/field environment; work closely with others.

### **Physical Conditions:**

Essential and marginal functions may require maintaining physical condition necessary for successful job performance.