

SANTA CRUZ COUNTY OFFICE OF EDUCATION

SENIOR INSTRUCTIONAL AIDE, EXTENSIVE SUPPORT NEEDS

DEFINITION

Under general supervision, to assist certificated teachers in the development and implementation of instructional and vocational programs for the specific needs of assigned students.

DISTINGUISHING CHARACTERISTICS

Positions in this class are distinguished from the Instructional Aide class in that they may work 50% or more of work time in the community without direct supervision from certificated staff. Program areas include working directly with developmentally-delayed or medically fragile students, working with individuals with disabilities to acquire public and vocational skills, and providing individual or small group instruction with individuals with disabilities in a special day class program.

SUPERVISION EXERCISED

Exercise no oversight over County Office staff.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Perform training and treatment activities in a variety of settings including community, classroom and/or vocational work sites, as per professional directives from certificated staff.

Assist students with disabilities in the support of therapies (speech, occupational, physical,) as well as vocational and community skills, as per professional directives and oversight from certificated staff and related service providers.

Teach students self-help skills including feeding, dressing, personal hygiene and/or independent living skills, including safety procedures, decision making, communication and appropriate work behavior.

Assist in teaching students Braille, sign language, Alternative Augmentative Communication, English and/or Spanish; communicate with them in the forms necessary.

Oversee and train students in community and job sites.

Assist students attending middle, high school and college classes.

Teach students cognitive and academic skills related to their developmental level as determined by a certificated professional.

Assist teachers in operating classrooms; support the assigned teacher's style of classroom management; set up facilities; prepare teaching materials as assigned; oversee and redirect students according to approved policies and procedures.

Work with teachers in reviewing students' work, assessing progress and/or giving tests.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES (CONTINUED)

Work with teachers in developing lesson plans and/or identifying student needs; collect, copy, sort, adapt, and dispense materials in order to implement students' goals. Take student data to monitor students' progress toward goals.

Recognize problems which may interfere with learning of students or the physical/emotional welfare of students and implement appropriate solutions in the learning environment.

Recognize potential of students and encourage their participation in educational programs and activities.

Assist in preparing and maintaining required paperwork for the assigned program area.

Prepare and maintain accurate and complete data records and logs.

Maintain confidentiality of student and school information.

Perform other duties necessary to ensure the health and safety of assigned students.

Work independently without direct oversight from certificated staff 50% or more of the time.

Act as a resource person, counsel and advise various aspects of caring for and educating children with disabilities.

Assist client families to locate appropriate educational facilities and community support services or resources as necessary.

Must have personal vehicle and insurance requirements to drive students to community outings under the direction of the teacher.

Perform related duties and responsibilities as assigned.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Academic and vocational areas of learning sufficient to instruct students at a specific developmental level.

Recreational activities involving sports, games, arts, and crafts.

Basic clerical procedures; basic mathematical principles.

Basic child development theory and principles.

Basic techniques to motivate students and manage student behavior including implementation of a student's Behavior Intervention Plan as appropriate.

Principles and procedures of record keeping.

Knowledge of (continued):

English usage, spelling, vocabulary, grammar, and punctuation.

Principles and methods of training and instruction.

First aid and CPR principles and practices.

Ability to drive students utilizing safe driving principles and practices.

Safe work practices.

Skill and Ability to:

Learn to operate equipment used as educational aids.

Operate modern office equipment including computer equipment.

Operate a motor vehicle safely.

Learn physical requirements and emotional needs of individuals with disabilities.

Learn the procedures and functions necessary to perform assigned duties.

Learn instructional terminology, program philosophies, concepts, materials, methods, and procedures.

Learn child guidance principles and practices.

Work effectively with students in a variety of situations.

Understand and follow specific instructions in regard to the care and handling of students with disabilities.

Deal constructively with conflict.

Respond appropriately in emergency situations.

Analyze situations carefully and adopt effective courses of action.

Perform accurate mathematical computations.

Read, write, and understand the English language.

Communicate clearly and concisely, both orally and in writing.

Read, interpret, and follow County Office rules, regulations, policies, and procedures.

Demonstrate an understanding, patient, and receptive attitude toward children.

Work under supervision within a broad framework of standard policies and procedures.

Skill and Ability to (continued):

Work independently in the absence of direct supervision 50% or more of the time.

Exercise good judgment, flexibility, creativity, and sensitivity in response to changing situations and needs.

Establish, maintain and foster positive and harmonious working relationships with those contacted in the course of work.

Be courteous and maintain a neat and clean appearance, and demeanor at all times.

EDUCATION AND EXPERIENCE

Any combination equivalent to experience and training that would provide the required knowledge, skills, and abilities would be qualifying. A typical way to obtain the knowledge, skills, and abilities would be:

Education:

Equivalent to the completion of the twelfth grade, supplemented by college level course work in psychology and child growth and development.

Experience:

Two years of experience working with children in a special environment.

License or Certificate:

Possession of, or ability to obtain, an appropriate, valid California driver's license and appropriate vehicle operation insurance.

Possession of, or ability to obtain, CPR and first aid certificates.

Qualification Requirements

To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

SPECIAL REQUIREMENTS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Essential duties require the following physical skills and work environment:

Ability to sit, stand, walk, kneel, crouch, stoop, squat, twist, reach, and lift 25 lbs.

Exposure to volatile and assaultive behavior; exposure to outdoors; and potential exposure to bodily fluids, blood-borne pathogens, and communicable diseases.

Ability to speak, write and read a second language may be required for certain positions.

Ability to frequently travel in personal or work automobile to school sites and throughout the community. Must complete and submit annual permissions to drive students in personal vehicles within three (3) weeks of the beginning of each school year.

Must meet requirements specified under Every Student Succeeds Act (ESSA). Satisfaction of special qualifications supported by Title I funds include: completion at least two years of study at an institution of higher education; conferral of an associate's or higher degree (college level); or meet a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in the instruction of reading, writing and mathematics.

Approval Date: June, 1994

Revised Date: June 21, 2022 (Previous Title: Senior Instructional Aide, Special Education)

Revised Date: May 20, 2025 (Previous Title: Senior Instructional Aide, Moderate/Severe)