**Instructor SDAEP**

**Employee Name (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reports To:** Principal

**Dept/Campus:** SDAEP **Paygrade**: Pro-1

**Wage/Hour Status:** Exempt **Date Revised:** December 2014

**This job description reflects management’s assignment of essential functions; it does not prescribe or restrict the tasks that may be assigned.**

**PRIMARY PURPOSE:**

Provide behavioral support and instructional services for the students and staff of the assigned campus or department. Serve as the primary provider of social skills, instruction and character development to students on the assigned campus.

**QUALIFICATIONS:**

**Education/Certification:**

Bachelor’s degree from accredited university

Valid Texas paraprofessional certificate

Coursework in education, psychology, or social work preferred

**Special Knowledge/Skills:**

Knowledge of child development with an emphasis on adolescent needs

Ability to work effectively with students and manage their behavior

Ability to instruct students and manage their behavior

Ability to work with minimal supervision

Ability to work well with others

Excellent organizational, communication, and interpersonal skills

General knowledge of curriculum and instruction

**Experience:**

2-3 years instructional experience with middle and high school age youth in a classroom setting

**MAJOR RESPONSIBILITIES AND DUTIES:**

1. Comply with all federal and state laws, district and campus guidelines, regulations, routines, and operating procedures.
2. Assist in the enforcement of rules, expectations, consequences, and operating procedures through collaborative means with other campus personnel.
3. Effectively communicate the rules, expectations, consequences, and operating procedures to students.
4. Employ effective strategies to promote student compliance with rules, expectations, and operating procedures.
5. Appropriately address student violations of the rules, expectations, and operating procedures by using approved methods for the assigned campus.
6. Redirect inappropriate classroom behaviors.
7. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
8. Document and file reports on student behaviors and classroom incidents.
9. Conduct student orientation as required by the campus supervisor.
10. Participate in and schedule students’ release meetings as required by the campus supervisor.
11. Participate in parent conferences, faculty and staff meetings, and professional development opportunities as requested and approved by campus supervisor.
12. Manage student behavior in accordance with Student Code of Conduct and student handbook.
13. Provide adequate student supervision at all times.
14. Monitor and prevent student misbehavior during classroom instruction by using proximity control, redirection, frequent movement among students, and direct one-on-one approaches.
15. Follow the Individualized Educational Plans and Behavioral Intervention Plans of assigned special needs students.
16. Remove students from the classroom setting as necessary.
17. Suggest behavioral intervention methods to other campus personnel.
18. Implement approved behavioral intervention strategies.
19. Plan and deliver the approved character education curriculum on the assigned campus.
20. Provide individual academic assistance to students.
21. Assist in obtaining and returning students’ assignments via the approved methods for the assigned campus.
22. Notify the student’s home campus of his/her release per the approved procedures for the assigned campus.
23. Make requests for the involvement of a counselor, principal, diagnostician, or other TISD professional per the approved procedures for the assigned campus.
24. Share information regarding successful behavioral intervention strategies with the student’s home campus personnel per the approved procedures for the assigned campus.
25. Address concerns regarding student transition with the campus supervisor.
26. Maintain a positive and effective relationship with co-workers, supervisor, district personnel, community members, volunteers, and district partners.
27. Effectively communicate with supervisor, colleagues, district personnel, students, and parents.
28. Request campus police assistance, when necessary, using the approved procedures for the assigned campus.

**EQUIPMENT USED:**

Computer, printer, calculator, fax machine, copier, multi-line telephone system, and other modern office equipment.

**WORKING CONDITIONS:**

**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 will be made if necessary:**

**Mental/Physical Demands:**

Maintain emotional control under stress. While performing the duties of this job, the employee is regularly required to sit; stand and move throughout the facility. Duties also typically include walking, standing, stooping, bending, and moderate lifting. Physical intervention may be required at times to manage student behavior; normal classroom environment as well as inside and outside duties.

The foregoing statements describe the general purpose and responsibilities assigned to this job, and are not an exhaustive list of all responsibilities, duties and skills that may be required.

Employee Date

Supervisor Date