



Northern Lights Special Education Cooperative

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General Job Description for Paraprofessional

Description of paraprofessional role:

The role of the paraprofessional in special education is to work under the supervision of professional service provider to directly or indirectly assist and support in the provision of services to students with disabilities. The role and assignments of a paraprofessional are not defined by a particular student, setting or program but rather by students' needs as determined by the IEP.

Description of paraprofessional duties:

The duties of the paraprofessional may vary based upon specific assignment. Duties may also change at any time based upon administration or teacher reexamination of student or program need. What follows is a non-inclusive list of duties which all paraprofessionals must be able to perform.

Supporting academic development:

- Carry out the instructional programs and lessons as developed by the supervising teacher in all learning environments
- Assist individual students or groups of students in performing activities initiated by the teacher
- Individually or in small groups, reinforce concepts and skills introduced by the teacher in all learning environments
- Keep students on task
- Implement assistive technology
- Implement accommodations indicated by the IEP (read tests aloud, take notes, enlarge materials, etc.) as directed by the special education teacher.

Supporting social integration:

- Redirect behavior and implement behavior management plans
- Facilitate interaction between students with disabilities and classmate
- Teach and model strategies to peers about how to interact with the student with a disability.
- Support the development of communication skills

Supporting functional skills:

- Assist the student with daily living skills and needs, such as eating, toileting, grooming, dressing, etc.
- Assist in transferring, positioning and mobility needs as directed by physical therapist, occupational therapist, or other special education or related service providers
- Act as job coach

Serving as a communication link:

- Provide the special education teacher/staff with information about general education assignments, activities and student participation and behavior
- Inform general education staff about student programs and adaptations
- Observe, record and collect data as directed
- As directed, share information with other paraprofessionals or family
- Attend IEP meetings at the request of administrator, teacher or parent

General support:

- Assist special education teacher with clerical tasks, correcting of student work, and material or room preparations, and equipment maintenance
- Intervene with other students about inappropriate behavior, language or actions
- Provide supervision and assistance on play grounds, in lunch room, at assemblies, in swimming pool, on field trips or other locations as directed for special education students.

Supporting medical needs:

With training and under the supervision of the appropriate professional personnel, be willing to:

- Administer tube feedings
- Administer medications
- Recognize and respond to critical symptoms
- Use instruments and procedures specifically related to the disability or medical condition
- Accompany and assist medically fragile students in all settings where the district is responsible

Minimal expectations of a paraprofessional:

- Demonstrates knowledge of the curriculum content for classes in which s/he assists
- Willingly participates in skill and competency trainings and in-services
- Is discreet and respectful of confidential information matter
- Possesses physical and emotional health necessary for effective job performance
- Examples:
 - Independently lift 40 pounds
 - Capable of transferring and positioning students
 - Work with physically aggressive students
 - Structure teaching for low incident disabilities

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