

Essex Westford School District ("EWSD")

Job Description

JOB TITLE	GR 6-12 SUBSTITUTE SUPPORT SPECIALIST
PAY GRADE	8
FLSA STATUS	Non-exempt
UPDATED	August 10, 2021
EFFECTIVE DATE	August 10, 2021
WORK SCHEDULE	up to 8 hours/day including before and/or after school, assigned times may vary

POSITION OBJECTIVES: The role of this position is to support the district vision to help every child succeed through the following essential roles:

- Support school and student needs by serving in a variety of paraeducator roles throughout the school to cover for short-term and long-term absences or vacancies.*
- Provide substitute coverage for a variety of teaching and special educator positions in the school as needed.
- Provide student supervisory duties to ensure a safe, inclusive and respectful environment for all students and to enable planning time for teachers.
- Serve as a school-wide resource.

*Note: Assigned students may include students on the spectrum of autism, multi-handicapped students, students with intensive special needs, emotionally and behaviorally challenged students, ELL students as well as other students on Individual Educational Programs, 504 Plans and Act 230 Plans.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Essential duties and responsibilities include the following. Other duties may be assigned:

Substitute Duties:

- Provide long-term and short-term substitute coverage for a variety of paraeducator positions (e.g, Mainstream IA, Individual Assistants, Interventionists, Job Coaches, etc.) as outlined in the corresponding job descriptions:
 - [Mainstream Instructional Assistant](#)
 - [Individual Assistant](#)
 - [Interventionist](#)
 - [Job Coach](#)
- Provide short-term coverage for a variety of licensed educator positions as needed.

Student Supervision and Learning Environment

Help ensure the physical, social and emotional safety of students; and help to create and maintain a respectful and inclusive learning environment in the performance of the following duties:

- Supervise students during lunch, recess or other non-instructional times as requested.
- Supervise student(s) when the teacher is absent from the room.
- Facilitate social and inclusive interactions among the student and his/her peers in the regular student environment.
- Supervise students in the classroom, gymnasium, playground, cafeteria or other common areas before school begins and/or while they are waiting for transportation home.
- Supervise students and monitor student behavior on the bus by performing bus aide duties as requested.

- Assist with implementing safe routes to school by serving as a crossing guard in the morning and/or after school as requested.

School-Wide Resource:

- Provide orientation to new substitute paraeducators for the building so that new substitutes feel welcomed and prepared to sub in the building. Serve as the designated individual for new substitutes to job shadow.
- Assist with the coordination of substitute coverage in the building when absences/vacancies are unfilled as requested.
- Assist in classrooms, library/learning center, media/computer lab, or other instructional settings as requested
- Provide general administrative support to classroom teachers and/or the school administrative staff as requested
 - Enter student grades and/or assessment data in the Student Information Systems.
 - Help prepare the classroom environment and hallway displays to create a welcoming, inclusive, safe and respectful environment.
 - Generate reports, make photocopies, order supplies, take meeting notes and other administrative support functions.
 - Collect and process forms and reports

Other Professional Obligations

- Attend and participate in all relevant training sessions, meetings and professional growth activities as requested and/or required. These meetings/training may take place during non-student days (e.g., during teacher in-service days) and/or before/after school hours.
- Participate in team meetings upon request to assist in developing student plans, and assessing and evaluating student needs and progress. Confer with teachers, parents and administrators as appropriate concerning various matters pertaining to the students.
- Keep up-to-date with best practices in the field to support continuous growth and development.

SUPERVISION RECEIVED:

Direct to moderate technical supervision is received from a classroom or special education teacher. General supervision is received from the school principal or director of special education services.

PROFESSIONAL EXPECTATIONS:

To perform the job successfully, an individual should demonstrate the following:

- Before and/or After School Support: Must be available to work before and/or after school hours to perform the following duties. These duties may vary on a daily, weekly or monthly basis:
 - Supervise students in the classroom, gymnasium, playground, cafeteria or other common areas before school begins and/or while they are waiting for transportation home.
 - Perform administrative support duties as outlined above.
 - Prepare instructional materials under the direction of the classroom teacher or special education teacher.
 - Meet with new paraeducators to provide mentoring services.
 - Perform other professional obligations as outlined above.
- Communication Skills. Excellent oral and written communication skills (clear, accurate, articulate, concise, proper grammar). Communication is timely, courteous, respectful and tactful. Excellent listening skills (listens for understanding, seeks clarification as needed).
- Interpersonal Skills. Interacts with others in a friendly, tactful and positive manner. Treats others with dignity and respect. Keeps emotions under control. Effectively works with others, including those with opinions or beliefs different from their own. Helps to create an inclusive work environment. Works through differences in a respectful manner without drama. Sensitive to the feelings of others.

- Team Player. Contributes to building a positive team spirit. Builds constructive and supportive relationships with peers. Proven ability to work cooperatively and effectively as part of a team.
- Organizational/Planning Skills. Uses time efficiently. Able to prioritize effectively.
- Flexibility/Adaptable: Versatile and capable of handling diverse assignments. Open to new ideas and tasks without resistance; able to deal with new situations well. Remains open to others' ideas and tries new things. Effectively accepts constructive criticism. Maintains composure when faced with stressful situations that require flexibility and adaptability.
- Emotional Maturity: Able to effectively handle conflict and stress; able to remain calm and professional when challenged or when others disagree.
- Attitude/Personality/Style: Friendly, helpful and positive disposition; patient and understanding; takes pride in work; responsive to the needs of others; enthusiastic; honest and transparent.
- Attendance/Punctuality: Is consistently at work and on time. Ensures work responsibilities are covered when absent. Arrives at meetings and appointments on time. Available to work before and/or after school to complete assigned duties. Schedules appointments so as to minimize impact on work. Follows established leave requesting and reporting protocols.
- Problem Solving Skills: Approaches problems in a positive manner. Able to identify practical solutions to problems. Able to resolve issues in a fair, equitable and timely manner.
- Professionalism: Presents a professional image; remains calm and focused in stressful situations; treats others with courtesy and respect regardless of their status or position; maintains a professional appearance for the position in both dress and manner; approaches others in a tactful manner; reacts well under pressure; accepts responsibility for own actions; follows through on commitments.
- Organizational Support: Follows district policies and procedures, rules of conduct, and behavior expectations. Promotes/presents a positive image of the school/district.
- Quality of Work: Performs duties consistent with District standards and performance expectations.
- Quantity of Work: Completes work in a timely manner. Manages to stay productive even during relatively slow times with minimum direction.
- Safety and Security: Observes safety and security procedures. Reports potentially unsafe conditions.
- Dependability: Follows instructions and responds to supervisor direction. Responds to requests for service and assistance. Takes responsibility for own actions.
- Job Knowledge: Demonstrates a working knowledge and understanding in the areas of responsibility. Acquires needed skills and knowledge with little reluctance.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty and professional expectations satisfactorily, in addition to the following:

- Education and Experience. One year of directly relevant experience in a school setting is desirable and possibly required. Good working knowledge of children. Knowledge of children with disabilities of special education students, and special education teaching methods preferred.
- Language Skills. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively. Demonstrated broad knowledge of academic subject matter being taught to students desired. Able to effectively support students in the area of literacy.

- Mathematical Skills. Good basic math skills. Able to effectively support students in the area of mathematics. Ability to apply concepts of basic algebra and geometry **may be required**.
- Computer Skills and Experience. Good technical skills. Able to effectively and efficiently use Google applications including gmail, Google Doc and Google Sheets. Good data entry skills.
- Reasoning Ability/Mental Requirements. Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Qualifications. Experience working with children/adolescents. Ability to assist students physically as required. Available to attend required or requested training, meetings, and professional growth activities outside of school hours (e.g., summers, teacher in-service days and after-school). Ability to remain calm and efficient in responding to medical emergencies.
- Travel Requirements. Must have reliable transportation to and from work.
- Attendance. Reliable attendance at work and punctuality is required for the position. Employee must be able to work before and/or after school hours to complete assigned duties and to attend meetings.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS.

Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>		<i>Essential</i>	<i>Not Essential</i>
SITTING	F		X	
STANDING	F		X	
WALKING	F		X	
SEEING	C		X	
HEARING	C		X	
TALKING	C		X	
DEXTERITY (hands/fingers)	C		X	
USE OF COMPUTERS AND EQUIPMENT	F		X	
LIFTING				
up to 10 lbs.	F		X	
10-25 lbs.	O		X	
25-50 lbs.	O		X	
50-100 lbs.	O			X
100+ lbs.	O			X
CARRYING				
up to 10 lbs.	O		X	

10-25 lbs.	O		X	
25-50 lbs.	O		X	
50-100 lbs.	O			X
100+ lbs.	O			X
BENDING/SOOPING	O		X	
PUSHING/PULLING	O		X	
TWISTING	O		X	
CLIMBING	O			X
BALANCING	O			X
CROUCHING	O		X	
KNEELING	O		X	
CRAWLING	O			X
REACHING (i.e., overhead)	O		X	
HANDLING	F		X	
DRIVING	O			X
REPETITIVE MOVEMENTS (hands, feet)	O			X
MANAGING STRESS	F		X	
RESOLVING CONFLICTS	F		X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS:

All conditions common to a school building including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	C
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	NA

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a workstation without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

OTHER DUTIES AND QUALIFICATIONS:

This general outline illustrates the type of work, which characterizes the Job Classification. It is not designed to cover or contain a comprehensive listing of activities, duties, responsibilities and qualifications that are required of the employee. Other duties, responsibilities and activities may change or be assigned at any time with or without notice. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

NON-DISCRIMINATION:

EWSD is committed to maintaining a work and learning environment free from discrimination. Employment decisions are based on merit and business needs, and not on the basis of race, color, ancestry, religion, gender, age, marital/civil union status, national origin, sexual orientation, place of birth, citizenship, veteran status, disability, gender identity, genetic information or other protected class as defined and required by state and/or federal laws.