

**Val Verde Unified School District**  
**Job Analysis**  
**BILINGUAL INSTRUCTIONAL AIDE**

**Employee's Name:**     [Employee Name](#)

**Location/Department:** [Location/Department of Employee](#)

<b>IDENTIFICATION OF JOB FUNCTION</b>
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Under general supervision, to assist tutor and train students individually or in groups in a classroom or similar learning situation, following a prescribed course of study; to oversee and supervise students; to perform clerical and para-professional work both outside and in the classroom and to do related work as may be required.

<b>GENERAL INFORMATION</b>
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Positions in this class work in regular classrooms and are established principally to relieve teachers of certain instructional tasks and routine details in order to bring intensive and more concentrated study or learning opportunities to students. Incumbents perform their tasks with initiative and independent judgment within a limited number of standardized procedures. The duties below are representative of the collective duties of positions in this class and no one position will normally perform all of these duties and the individual activities and duties of these positions may vary with the particular assignment. Positions in this class are distinguished from other Instructional Assistant classes by assignment to assist teachers in a bilingual-bicultural program where the ability to speak, read, tutor and assist in the instruction of children of Spanish or another non-English language is necessary to attain the goals and objectives of the program.

**Staffing:**

The number of employees varies by site and grade level, depending on the enrollment of English Language Learners - students.

**Hour Structure:**

The hours of employment vary significantly depending on the needs of the school and the District. The school District employs Bilingual Instructional Aides that work 4.5 hours schedules per day.

<b>EDUCATION AND EXPERIENCE</b>
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**Education/Experience:** Completed two years of higher education study, or possess Associate's degree or higher, or pass a formal state or local academic assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness; applicants will be required to pass a Basic Skills test and be NCLB compliant to be eligible for employment in this classification. Display a willingness to learn and apply "best practices" when working with students.

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#### KNOWLEDGE AND ABILITIES

**Knowledge of:** basic concepts of child growth and development; academic, behavior, cognitive communication, health/physical, and social-emotional characteristics of students with special needs; behavior management strategies and techniques to use with students experiencing atypical control problems.

**Ability to:** demonstrate and understanding, patient and receptive attitude toward students of varied ages a with and without special needs; communicate effectively in oral and written form; establish and maintain effective communications and a personal relationship with students, parents/guardians, and staff members; project a mature, constructive, stable attitude in a learning environment; understand and apply the basic concepts of child growth and development. Project a mature, constructive, stable and positive attitude in a learning environment; read and effectively communicate in Spanish or other foreign language and English.

#### EXAMPLES OF DUTIES AND RESPONSIBILITIES

- Using both the Spanish and English languages, provide translation and interpretation of Spanish or another non-English language in a variety of forms
- Assists the teacher by preparing bulletin boards and displays; operates a variety of audiovisual equipment.
- Administers scores and records such achievement and diagnostic tests as the teacher recommends for individual students.
- Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.
- Assists the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests and abilities.
- Guides independent study, enrichment work and remedial work set up and assigned by teacher.
- Checks notebooks, corrects papers and supervises testing and make-up work, as assigned by teacher.
- Alerts the regular teacher to any problem or special information about an individual student.
- Maintains the same high level of ethical behavior and confidentiality of information about students as expected of teacher.

#### ESSENTIAL FUNCTIONS AND TASKS

##### **Job Summary/Objective:**

Under the direction of an assigned supervisor, assists a certificated teacher(s) in providing instruction to small groups of students in a regular education classroom or other learning environment; monitor and report student progress regarding behavior and performance; tutor students in assigned areas.

##### **Identification of Job Functions:**

**Tutor:** Work with individuals or small groups reinforcing instruction as directed by the teacher; monitor and supervise student drills, practices and assignments; rephrase materials, explain instruction and words; 90-95% of the day.

**Preparation:** Prepare instructional material as directed by the teacher. This would include but is not limited to such things as charts & graphs, flash cards, number cards, etc.; 1 time weekly for approximately 10 minutes.

**Clerical:** May copy and/or score student papers; one time weekly for approximately 30 minutes.

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**Working Conditions/Environment:**

Public school work environment. Employee will work in a classroom with assigned students.

**Physical Demands to carry out Essential Functions:**

Hearing and speaking to accurately exchange information and make presentations; seeing to read a variety of materials and monitor student and their work; dexterity of hands and fingers to write, operate instructional equipment and use a keyboard; sitting at a desk and/or floor or standing for long periods of time; bending, crouching, stooping, twisting at waist to assist student; moving rapidly forward, backward and laterally; reaching in all directing and work with other standard school equipment; ability to occasionally lift/carry supplies, materials and equipment weighing up to 50 pounds. Ability to demonstrate mental acuity in the performance of job related duties and interactions with students, parents, and co-workers.

**PHYSICAL DEMANDS FREQUENCY KEY**

Denotes the frequency an activity is performed daily.

**Never**

**Infrequently** = Less than once per day

**Occasionally** = Less than 2 ½ to 5 hours per day

**Frequently** = 2 ½ to 5 hours per day

**Continuously** = More than 5 hours per day

**PHYSICAL DEMANDS**

**Postures/Movements:** (During Essential Functions)

Sitting	Frequently	Balancing	Infrequently
Standing	Frequently	Foot Controls	Infrequently
Walking	Occasionally	Pushing	Infrequently/Occasionally
Bending	Frequently	Twisting at Waist	Occasionally/Frequently
Stooping	Frequently	Reaching Above Shoulders	Occasionally
Squatting	Occasionally	Reaching At/Below Shoulders	Occasionally
Lying Down	Never	Neck Extension (up)	Infrequently
Kneeling	Infrequently	Neck Flexion (down)	Continuously
Crawling	Occasionally	Neck Rotation (turning)	Frequently
Climbing Stairs	Occasionally		

NOTE: \*To drive vehicle to other location.

**Lifting:** (During Essential Functions)

<b><u>Weight (Pounds)</u></b>	<b><u>Below Waist</u></b>	<b><u>Waist/Chest</u></b>	<b><u>Above Shoulders</u></b>	<b><u>Example of Objects Lifted</u></b>
Up to 10 lbs	Infrequently	Infrequently	Infrequently	Paperwork, general office Supplies, text books, playground equipment (i.e.: bicycles, scooters, wagons), art supplies, audio visual materials teaching supplies, backpacks, lunch trays or juice/milk trays.

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<b>PHYSICAL DEMANDS (continued)</b>
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**Lifting:** (During Essential Functions) - continued

<b><u>Weight (Pounds)</u></b>	<b><u>Below Waist</u></b>	<b><u>Waist/Chest</u></b>	<b><u>Above Shoulders</u></b>	<b><u>Example of Objects Lifted</u></b>
11 lbs – 25 lbs	Infrequently	Infrequently	Infrequently	Textbooks, playground equipment, art supplies
26 lbs – 60 lbs	Never	Never	Never	Students (in emergency situations)
61 lbs – 75 lbs	Never	Never	Never	Students (in emergency situations)
76 lbs – 90 lbs	Never	Never	Never	Students (in emergency situations)
Over 91 lbs	Never	Never	Never	N/A

**Carrying:** (During Essential Functions)

<b><u>Weight (Pounds)</u></b>	<b><u>Frequency</u></b>	<b><u>Distance</u></b>	<b><u>Example of Objects Lifted</u></b>
Up to 10 lbs	Occasionally	Variable	Paperwork, general office supplies, text books, playground equipment, art supplies, audio visual materials teaching supplies, backpacks
11 lbs – 25 lbs	Infrequently	Infrequently	Textbooks, playground equipment, art supplies
26 lbs – 60 lbs	Never	Never	Students (in emergency situations)
61 lbs – 75 lbs	Never	Never	Students (in emergency situations)

76 lbs – 90 lbs	Never	Never	Students (in emergency situations)
Over 91 lbs	Never	Never	N/A

**NOTE: \*Assistance is recommended for lifting over 25 pounds.**

<b>OBJECT MANIPULATION</b>
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<u>Type</u>	<u>Frequency</u>	<u>Tools &amp; Materials handled during essential Functions</u>
Fine Manipulation	Continuously	Paper, writing equipment
Simple Grasp	Occasionally	Office equipment, pamphlets
Gross Grasp	Occasionally	Ball, boxes, playground equipment, supplies
Power Grasp	Infrequently*	Student

**NOTE: \*To restrain or remove student from harm.**