

Job Description

San Ramon Valley Unified School District

Paraeducator - Lead Behavior Specialist

Purpose Statement

The job of Paraeducator - Lead Behavior Specialist is done for the purpose of performing lead, assigned duties related to the coordination of staff assignments, student schedules and services established to meet the specific behavioral needs of assigned students; facilitating the Center for the Early Intervention of Autism (CEIA) program; leading and training staff; modeling behavior techniques; scheduling, monitoring, and documenting student learning; providing support to the instructional program with specific responsibilities for guiding positive behavioral change for students; and complying with mandated policies, regulations and/or procedures.

This job reports to Assigned Supervisor

Essential Functions

- Advises staff on various topics (e.g. transition and scheduling difficulties, etc.) for the purpose of ensuring improved student learning and behavior.
- Assists with a variety of processes and maintains a variety of records and files for the purpose of enhancing programs and providing student progress documentation.
- Establishes necessary relationships with staff, students and parents for the purpose of ensuring individual student development goals.
- Facilitates social skill play groups for the purpose of supporting ongoing student development for future classroom participation.
- Manages scheduling for paraeducators assigned to CEIA for the purpose of ensuring optimal implementation of student learning.
- Observes student behavior for the purpose of enhancing programs for students and ensuring that program operations are in compliance with established guidelines.
- Participates in a variety of meetings, workshops and committees for the purpose of conveying and/or gathering information, guiding others, and maintaining required skills necessary to perform functions and remaining knowledgeable of program guidelines.
- Provides assistance to students, as needed (e.g. feeding, lifting carrying, assisting student mobility, implementing personal hygiene, etc.) for the purpose of developing independent living skills.
- Trains other paraeducators for the purpose of developing understanding and consistent application of program protocols.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adhering to safety practices and procedures; analyzing data; applying curriculum and instructional techniques; classifying data and/or information; comparing results; facilitating meetings; handling hazardous materials; planning and managing projects; preparing and maintaining accurate records; using pertinent software applications; effectively training staff; communicating and mentoring students; providing analysis; and interacting with parents, community groups, and District administrators.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: basic principles and practices of behavior techniques; techniques used in guiding and motivating students; child guidance principles and practices, especially as they pertain to students with learning disabilities; age appropriate activities/behaviors; business telephone etiquette; codes/laws/rules/regulations/policies; health standards; applied behavior techniques; community resources; school safety and security practices; and stages of child development.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: demonstrating understanding toward children with special needs; assisting students, teachers, staff in meeting educational goals of students with identified behavior need; implementing daily functions calmly and safely; responding professionally to emergency situations; solving problems; applying techniques for necessary physical restraint of student behavior; applying identified behavior processes; working confidentially; working as a member of a team; adapting to changing work priorities; meeting deadlines and schedules; setting priorities; and working with frequent interruptions.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; operating within a defined budget. Utilization of resources from other work units may be required to perform the job's functions. There is some opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 40% sitting, 30% walking, and 30% standing. The job is performed under conditions with some exposure to risk of injury and/or illness.

Experience: Two years experience working in an organized setting with school-aged children with special needs.

Education (Minimum): High school diploma or equivalent.

Required Testing

NCLB Compliance/Skills Proficiency Test

Certificates and Licenses

None Required

Continuing Educ. / Training

Maintains Certificates and/or Licenses
District Mandated Training

Clearances

Criminal Background Clearance
Tuberculosis Clearance

FLSA

Non Exempt

Approval Date

December 14, 2021

Revised Date

Salary Grade

Range K