

EARLY START PARAEDUCATOR/CLERK

Grade 5

Purpose Statement

The job of Early Start Paraeducator/Clerk is done for the purpose/s of providing assistance and support to staff and families in the center-based program, in homes and in community settings, under the general supervision of the Early Start teacher and as directed by the Early Start Program Specialist.

This job reports to Early Start Program Specialist

Essential Functions

- Assists with various program activities as assigned (e.g., planning and preparation of materials for classes, designing classroom environment, modeling teaching techniques, interactive playing, communication techniques, behavior management techniques, audiological evaluations, etc.) for the purpose of providing support to the implementation of the program as needed.
- Communicates in person, via e-mail, or telephone with stakeholders (e.g., staff, parents, other professionals, etc.) for the purpose of sharing and conveying information necessary to the performance of the job and the functions of the program.
- Coordinates support services as assigned (e.g., transportation, interpreter services, etc.) for the purpose of ensuring services are provided for children/families per their Individualized Family Service Plan (IFSP).
- Creates informational materials as assigned (e.g., meeting minutes, class schedules, family lists, informational flyers, etc.) for the purpose of meeting the needs of the program.
- Delivers documents, files, and records to a variety of stakeholders as assigned (e.g., school districts, SELPA Office, etc.) for the purpose of ensuring a smooth and efficient flow of information between parties.
- Maintains a variety of documents, files, and records (e.g., appointment schedules, contact logs, budget records, attendance, etc.) for the purpose of documenting and providing reliable information as assigned.
- Participates in program staff meetings and office staff meetings for the purpose of conveying and gathering information required to perform functions of the job.
- Performs a variety of clerical activities as assigned (e.g., copying, filing, collating, scanning, answering phones, etc.) for the purpose of supporting program functions.
- Prepares a variety of documents, files, and records for the purpose of providing written support, developing recommendations, and conveying information as assigned.
- Provides support to the program as assigned (e.g., child care for meetings/classes, in-home intervention under the direction of the certified staff member, appropriate physical care such as diapering, hygiene and feeding, etc.) for the purpose of ensuring services are delivered in

compliance with established guidelines.

- Responds to inquiries from a variety of stakeholders (e.g., other district staff, outside agencies, parents, etc.) for the purpose of providing information and direction as may be required and/or assigned.
- Supports preschool transition workshop activities as assigned (e.g., assists in setting up room for workshop and assists with child care during the workshop, etc.) for the purpose of completing activities in a timely fashion.
- Verifies a variety of financial information as assigned (e.g., invoices, time sheets, etc.) for the purpose of ensuring accuracy prior to submission for payment and completing monthly billing procedures and documentation of fiscal records.

Marginal 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 multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying pertinent laws, rules, and regulations; utilizing pertinent software applications; conducting verbal conversations; operating standard office equipment including pertaining software applications; preparing and maintaining accurate records; and communicating effectively when speaking or writing.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: infant and preschool development stages; parenting methods; community resources; business telephone etiquette; and office practices and procedures.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize specific, job-related equipment. Independent 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: being attentive to detail; communicating with persons with varied cultural and educational backgrounds; establishing and maintaining constructive relationships; maintaining confidentiality; transporting student files, records/reports; attending field trips within a 30-mile radius; and reading handwritten or typed documents.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. There is a continual opportunity to have some impact on the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally, the job requires 34% sitting, 33% walking, and 33% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Experience:

Job related experience is required in 30 units of Early Childhood Education coursework at the college level.

Education (Minimum): High school diploma or equivalent and 30 units of Early Childhood Education coursework at the college level.

Required Testing

None Specified

Insurability

Continuing Educ. / Training

Maintains Certificates and/or Licenses

Certificates and Licenses

CPR/First Aid Certificate

Valid Driver's License & Evidence of

Clearances

Criminal Background Clearance

Physical Capacities Test Clearance

Tuberculosis Clearance

FLSA Status

Non-Exempt

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.