

Sonoma County Office of Education

Classified

TEACHING ASSISTANT ADULT EDUCATION (CONSTRUCTION)

Definition:

To provide assistance to certificated staff in providing instruction and training to students in Adult Education Construction classes; perform a variety of instructional services within a well-defined framework of policies and procedures; provide a range of instructional training experiences in a variety of educational environments which may include specific classrooms, learning centers, vocational programs, the community and/or other instructional facilities, and to perform related duties as assigned.

Distinguishing Characteristics:

Incumbent works closely with the teacher and follows detailed instruction and/or established practices and procedures. Uses judgment and initiative in performing job and works with students from varied and diverse backgrounds. Incumbent in this job class may be assigned to a specific classroom or multiple classrooms; may serve students with any, or combination of, the following conditions: limited- or non-English population, communication disorders (including non-verbal); hearing/vision impairment, learning disorders, emotional disturbances, behavior disorders.

Supervision Exercised and Received:

General direction is provided by the Principal or Assistant Principal.

Examples of Duties and Responsibilities:

Duties and responsibilities may include, but are not limited to, the following:

- Assists in direct instruction, including:
 - Vocational skills, job- and work-related tasks
 - Safe work practices including Personal Protective Equipment, Tool usage and Equipment Operation
 - Academics—reading, writing, math concepts
 - Speech/language—communication skills
 - Community-based instruction
 - Specialized subject areas, based on individual needs
- Maintains an effective learning environment through student supervision, class management, and student discipline;
- Makes effective use of materials, media, audio-visual, equipment and supplies;
- Prepares bilingual instructional materials to include worksheets and manipulatives, and may translate instructional materials when assigned;
- Performs a variety of clerical tasks, including typing, making copies, collating, gathering resource information and materials, filing, food program record keeping, fundraising activities, answering phones, taking and relaying messages, word processing;
- Participates in job-related meetings as requested;
- Contributes relevant feedback/information on student progress through observation, interaction and maintaining accurate records;
- Maintains informational and operational records and files, including test/homework scores, student work, meal counts, incident reports, and other records related to student instruction;
- Monitors and assists students in using adaptive devices; i.e., electric wheelchairs, hearing aids, speech synthesizers, cassette players, VCRs, and various recreational equipment;
- Provides direction and support to peer tutors/student assistants including lifting of students, safe and healthful work habits;
- Maintains cooperative relationships with all parents/care providers, staff and students;
- May participate in Individualized Education Program (IEP) meetings to facilitate communication with parent(s) or guardians, when assigned.
- Performs related duties as assigned.

Employment Standards:

Knowledge of:

- General classroom procedures and equipment;
- Pertinent academic areas and learning situations;
- Basic Construction Techniques and Safety
- Standard English usage, spelling, grammar and punctuation;
- Standard office machines, including computers;
- Safe work practices and proper lifting techniques.

Ability to:

- Communicate effectively in both oral and written form, using standard English and provide instruction in English.
Respond promptly to request of internal and external clients; provide them needed information, assistance, training, materials and resources;
- Maintain student and classroom records;
- Establish and maintain cooperative working relationships with those contacted during performance of job duties;
- Work independently with general guidance as needed;
- Develop rapport with all students, being fair, consistent and respectful;
- Plan, organize and prioritize own work to meet deadlines and accomplish assigned tasks within established deadlines;
- Perform competently and demonstrate skills and knowledge in the area of responsibility;
- Establish an instructional environment to meet individual student need;
- Learn child and/or adolescent development and/or psychology;
- Learn assistant teaching strategies and behavior and anger management techniques;
- Work effectively with students during activities which require twisting, pushing, pulling, bending, lifting, climbing, kneeling and other physical activities as needed;
- Take appropriate action in emergency situations; follow procedures in a calm, responsible manner;
- Facilitate age-appropriate interactions, activities and instruction to all students regardless of disability or language skills;
- Analyze situations including instruction, class and behavior management and implement an effective course of action;
- Recognize, stimulate and solicit student interest, input and participation to the fullest extent of each student's potential;
- Maintain and improve professional skills and knowledge;
- Be flexible and receptive to change;
- Learn basic first aid and CPR.

Desirable Qualifications:

- Knowledge of adult learning theories;
- Knowledge of construction skills and trades.

Education and Experience:

Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- High School Diploma
- Safety Certificates in Personal Protective Equipment, CPR and First Aid, are preferred

Experience:

- At least one year paid or volunteer experience working in an instructional environment with second language learners.

Physical Demands (Level I):

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Note -Terms used in this section are defined as follows: Rarely: 1 to 10%; Occasionally: 11 to 33%; Frequently: 34 to 66%; and Continuously: 67 to 100% of the workday.

- Sitting: Rarely
- Standing/Walking: Frequently
- Waist Bending: Occasionally to Frequently
- Neck Bending: Occasionally to Frequently
- Squatting: Frequently
- Climbing: Occasionally
- Kneeling: Frequently
- Crawling: Rarely
- Neck Twisting: Occasionally to Frequently
- Waist Twisting: Frequently
- Pushing/Pulling: Frequently to Continuously – up to 100 to 150 lbs. at a time
- Running: Rarely
- Reaching:
 - Above Shoulder: Frequently
 - Below Shoulder: Frequently
- Lifting/Carrying:
 - 0-10 lbs: Frequently - weights carried 50 to 100 feet at a time
 - 11-25 lbs: Frequently- weights carried up to 100 feet at a time
 - 26-50 lbs: Frequently - weights carried 10 to 100 feet at a time
 - 51-75 lbs: Frequently - *with assistance* - weights moved several feet at a time for toileting and transfers
 - 76-150 lbs: Occasionally - *with assistance* - weights moved several feet at a time for toileting and transfers
- Hand Activities:
 - Repetitive Hand Use: Frequently
 - Simple Grasping: Frequently
 - Power Grasping: Occasionally
 - Fine Manipulation: Rarely
 - Hand and Arm Twisting/Turning: Occasionally to Frequently
 - Computer Operation/Writing: Rarely
- Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance.
- May be required to accompany students on field trips, which may require maneuvering into awkward positions at construction sites.
- Must be able to communicate and exchange information, effectively, discreetly, and accurately in a high activity environment with staff, students
- Must be able to express self effectively, verbally and non-verbally in classroom with staff and students.
- Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
- Must be able to monitor students and staff visually and non-visually to effectively assist in the management of an orderly and safe learning environment.
- Must have normal vision, corrected or uncorrected.

Work Environment:

The following conditions may be present:

- Walking on uneven ground when outdoors
- Exposure to student illnesses, injuries, infections, and bodily fluids
- Exposure to weather elements
- Exposure and use of power tools and heavy equipment
- May be exposed to chemicals contained in cleaning products
- May be required to maneuver into awkward positions

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.

Other:

Adopted:

Revised:

FLSA Status: Non-Exempt

Bargaining Unit: SEIU

Approved by: Personnel Commission