

PARAPROFESSIONAL EDUCATION SUPPORT SPECIALIST

DISTINGUISHING FEATURES OF THE CLASS: The incumbent provides comprehensive support and empowerment for BOCES Teacher Aide's and School Monitors, both critical members of the special education team, to ensure that all students have the opportunity to be successful. The work involves conducting training courses, building team pride, providing guidance on activities designed to support and enhancing BOCES paraprofessional workforce, and developing new strategies and plans for an improved learning experience and to better serve the students. Work is performed under the general supervision of the Assistant Superintendent with leeway allowed for the exercise on independent judgment. Does related work as required.

TYPICAL WORK ACTIVITIES:

Creates goals and encourages teamwork for paraprofessional employees;

Performs new employee onboarding and orientation;

Coordinates and facilitates required training, including but not limited to, Acceptable Use Policy (AUP), Non-Crisis Intervention and Non-Crisis Intervention Advanced Physical Training;

Develops and implements ongoing professional development programs, workshops, training procedures, and resources tailored to the unique needs and challenges faced by paraprofessionals;

Holds and conducts monthly Building Team meetings to review students;

Consults with Principals about process for highly aggressive students;

Interviews potential paraprofessionals, attends job fairs and recruitment events for BOCES;

Offer trainings to paraprofessionals for social emotional learning;

Conducts studies to determine training needs, establishes criteria and evaluates results;

Meets with building leadership to develop plans for high-needs and high-risk physical students;

Identifies and debriefs staff on success and improvements;

Prepares and maintains a variety of reports.

PARAPROFESSSIONAL EDUCATION SUPPORT SECIALIST-cont'd

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Good knowledge of principles, practices and techniques of developing, supervising and evaluating training programs;
Good knowledge of the principles and practices of conducting a staff development program;
Ability to analyze jobs, functions and problems;
Ability to assist in implementing training programs;
Ability to write clear and accurate reports and records;
Ability to establish and maintain effective relationships with others;
Ability to communicate both orally and in writing;
Ability to operate a computer terminal;
Ability to prepare and deliver presentations in a clear, concise and articulate manner.
Resourcefulness, Initiative; Patience; Tact.

MINIMUM QUALIFICATIONS:

- A) Possession of an Associate's Degree* and two years of experience working as a Teacher's Aide or School Monitor in a public school; OR
- B) Graduation from high school or possession of a general equivalency diploma and four years of experience working as a Teacher's Aide or School Monitor in a public school; OR
- C) An equivalent combination of training and experience as defined by the limits of A) and B) above.

***NOTE:** Your degree must have been awarded by a regional, national, or specialized agency recognized as an accrediting agency by the U.S. Department of Education/U.S. Secretary of education.

SPECIAL REQUIREMENT: Per regulations of the Commissioner of Education, to be employed in a position designated by a school district involving direct contact with students, a clearance for employment from the State Education Department is needed.