**NORTHAMPTON COUNTY SCHOOLS JOB DESCRIPTION**

**JOB DESCRIPTION: BEHAVIORAL ASSISTANT**

**STATEMENT OF JOB**

Under the direction of the classroom teacher, the Behavioral Assistant will provide support to one student with behavioral needs. The Behavioral Assistant will implement comprehensive positive behavioral support plans and effective behavior management strategies; deliver instructions; participate as a member of the educational team, and help design and implement all components of the student's individual program. Reports to the School Principal and the Director of Whole Child and Exceptional Children Services.

# SPECIFIC DUTIES AND RESPONSIBILITIES

**ESSENTIAL JOB FUNCTIONS**

Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, and varied disabilit ies.

Model appropriate behavioral interventions. Communicate effectively in oral and written form.

Perform routine clerical tasks and operate a variety of educational and office related machines and

equipment.

Learn to create, modify and utilize a variety of appropriate instructional materials and procedures in the enhancement of a training and educational environment.

Understand and carry out oral and written directions.

Establish and maintain cooperative working relationships with students and adults.

Work with the IEP team in the development and implementation of data collection systems, as well as assist in the analysis and interpretation of the results of the data collection in order to evaluate student performance and progress, the eff ectiveness of intervent ions, strategies and support, and contribute to future plans.

Assist students in the aspects of classroom instruction and behavior support.

Implement the Behavior Intervention Plan and prescribed behavior strategies.

Ability and willingness to work with a student who has special needs and/or aggressive behaviors (i.e. biting, kicking, hitting, emotional outburst, etc.)

Support student throughout the school day including class changes, lunch, etc.

Supervise and provide assistance to the student in special education, general education and community settings throughout the school day, including transportation from school.

Must be able to meet and interact with employees and parents/guardians in routine situations, which requires tact, discretion and courtesy.

Consult and collaborate with site and district staff as needed.

**QUALIFICATION / REQUIREMENTS**

High school diploma or equivalent. Preferred experience working in an educational setting implementing intensive behavioral int ervention programs for students with complex and/ or severe behavioral problems.

Must possess a valid North Carolina driver' s license and evidence of insurance. Must be willing to participate in training to receive a certification in non-violent crisis interventions as utilized by the district.

Performs related work as required.

# MINIMUM TRAINING AND EXPERIENCE

Graduation from high school with at least 10 years of progressively responsible experience in secretarial and administrative work, including office management with experience in the operation of computer-driven word processing, spreadsheet and file maintenance programs preferred; or completion of an associate's degree program in secretarial science or business administration with at least 6 years of experience in secretarial and administrative work, including office management; or graduation from a four-year college or university, preferably with a major in business administration, public administration or a related field and 1 - 3 years of experience in a related field; or an equivalent combination of experience and training.

# MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

**Physical Requirements:** Must be able to use a variety of automated office equipment such as computers, copiers, typewriters, calculators, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. While performing the duties of this job, the employee is regularly required to stand, walk, bend, kneel, talk or hear. The employee is occasionally required to sit, climb or balance; and crawl. The employee must occasionally lift, carry, push, pull, and/or move up to 75 pounds, such as students. Speci fic vision abilities required by this job include close vision, distance vision, and peripheral vision. The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc. Requires the ability to prepare correspondence, reports, forms, charts, etc., using prescribed format.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Does not require the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

# KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of the operations and activities of the department.

Ability to work with students with disabling conditions.

Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff and the community y and work as a team.

Ability ty to perform duties with awareness of all district, State and Federal requirements and Board of Education policies.

Knowledge of basic concepts of child growth and development and developmental behavior characteristics particularly pert aining to pupils with special learning needs; behavior management strategies and techniques relating to pupils experiencing behavioral difficulties, positive behavioral interventions and applied behavioral analysis.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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| **ACKNOWLEDGEMENTS** | |
| The following signatures acknowledge that the supervisor has verified the accuracy of the position description, has discussed position requirements with the employee, and has advised the employee of work performance expectations | |
|  |  |
| *Reviewed by: Employee's Signature* | *Date* |
|  |  |
| *Approval by: Supervisor's Signature* | *Date* |
|  | |
| The completed and signed position description shall be maintained at the employee’s work location, shall be reviewed with the employee by his or her immediate supervisor, should be revised as required, and shall serve as the basis for all required evaluations. | |

# DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.