



# Val Verde Unified School District Employment Opportunity

## CLASSIFIED VACANCY

**POSITIONS:** Instructional Aide – Severely Handicap  
**LOCATION:** To be determined  
**RECRUITMENT NUMBER:** CL1112104  
**APPLICATION DEADLINE:** February 9, 2012  
**SALARY RANGE:** \$16,857.15 - \$23,044.05 Annually (7 steps)  
\$13.71 - \$18.74 Hourly  
**WORK YEAR:** 200 days, 6 hours per day

**TESTING DATE/TIME:** A-L February 16, 2012 9:00 am to 1:00 pm

M-Z February 17, 2012 9:00 am to 1:00 pm

**TESTING LOCATION:** [Human Resources Classified Testing Center](#)  
25100 Red Maple Lane, Moreno Valley, CA 92555

**Note:** All applicants must submit their application by the deadline to be able to take the exam. Testing is conducted by your last name. Please see times listed above for your testing group and time. In order to ensure fairness to all participants, testing will begin promptly at the scheduled time. Applicants that arrive late will not be allowed to take the exam. Please arrive **30 minutes** prior to testing, bring picture I.D. and park in the main parking lot on the Val Verde Academy Campus and walk along the outer sidewalk to the HR Classified Testing Center. (DO NOT WALK THROUGH THE MAIN CAMPUS.) **ONLY APPLICANTS WHO MEET MINIMUM QUALIFICATIONS FOR THE POSITION WILL BE CONSIDERED.**

### EMPLOYMENT STATUS:

Classified Bargaining Unit Position within the Val Verde Unified School District.

### HOW TO APPLY:

Qualified and interested candidates should submit their classified applications to Human Resources, Val Verde Unified School District, 975 West Morgan Street, Perris, CA. 92571-3157. Applications are accepted Monday through Friday between the hours of 8:00 a.m. to 4:30 p.m. Please visit our website at [www.valverde.edu](http://www.valverde.edu) and click on "Employment" for postings and applications. All applications must be submitted no later than 4:30 p.m. on the application deadline.

❖ **This recruitment may be used for future vacancies and substitute vacancies.**

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### JOB DESCRIPTION

#### DEFINITION

Under general supervision of certificated personnel, provide instructional assistance, behavioral supports/supervision, personal care, and learning activities for students with academic, behavioral, cognitive, communicative, emotional, physical, and/or social needs; to assist students individually and/or

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### **DEFINITION (continued)**

in small groups in classroom, campus, and/or community settings; to perform clerical and para-professional work both outside and in the classroom; and to do related work as may be required.

### **CLASS CHARACTERISTICS**

Personnel assigned to this assignment primarily work in a special day class (SDC) setting designed for special education students identified as autism spectrum disorder (ASD), emotionally disturbed (ED), Intellectual Disability and/or multi-handicapped; may also provide support to and/or supervision of students in mainstream classes, during school activities, and/or on community outings. With the guidance of the teacher, the instructional aide is expected to assist students in any aspects of academic, behavioral, communication, emotional, physical/personal care, and/or social skills that may arise.

### **EXAMPLES OF DUTIES AND RESPONSIBILITIES**

- Incumbents may perform any combination of the essential functions listed. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements. Essential functions:
- Use a team approach to confer with teachers, parents and/or appropriate personnel regarding strategies for implementing students' IEP goals/objectives, positive behavioral support plans, and/or evaluation of students' progress.
- Assist teacher by tutoring individuals and groups in academic subjects, adapting classroom work and behavioral strategies to meet the needs of individual students.
- Provide a safe learning environment through continuous supervision of assigned students in classrooms, cafeteria, on school grounds, at/from/to bus loading zones, on community outings, and/or into mainstream classes.
- Employ various instructional and behavior modification techniques and methods to assist teachers in implementing IEP goals, behavior support plans, and lesson plans.
- Employ nonviolent crisis prevention strategies, including physically redirecting and/or restraining students as necessary and as trained.
- Assist students with personal health care needs (e.g., picking up meals, eating, hand and face washing, brushing teeth, toileting, using a lift, moving from wheelchair to other setting) as needed and as trained. Provide clerical support for data collection, grading papers, selected test administration, organization and duplication of materials, and record keeping.
- Set up and operate audiovisual equipment and bulletin boards upon request.
- Assist in maintaining the cleanliness of the classroom and school learning environment.
- Participate in meetings and staff development programs as assigned.
- Maintain the same high level of ethical behavior and confidentiality of information about students as expected of teacher.
- Perform related duties as assigned.

### **KNOWLEDGE AND ABILITIES**

**Knowledge of:** basic concepts of child growth and development; academic, behavior, cognitive, communication, health/physical, and social-emotional characteristics of students with special needs; behavior management strategies and techniques to use with students experiencing atypical control problems; basic concepts of core and functional life skills curriculum and the use of supporting instructional materials (i.e., language arts, mathematics, social science, science); basic methods and techniques used in instruction to work effectively with students; record management; correct English usage, spelling, grammar and punctuation.

**Ability to:** demonstrate an understanding, patient, and receptive attitude toward students of varied ages with and without special needs; communicate effectively in oral and written form; establish and maintain effective communications and a personal relationship with students, parent/guardians, and staff members; project a mature, constructive, stable attitude in a learning environment; understand and apply the basic concepts of child growth and development in relation to children with moderate to severe disabilities; understand and apply behavior management strategies and techniques used with individual students; ability to move around

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### **KNOWLEDGE AND ABILITIES**

#### **Ability to: (continued)**

and sit on the floor to assist students; learn to utilize a variety of appropriate instructional materials and procedures in the enhancement of the learning environment; operate all necessary equipment to assist in daily instructional and personal needs; understand and follow oral and written directions; establish and maintain effective working relationships with those contacted in the course of work.

### **EDUCATION AND EXPERIENCE:**

Equivalent to the completion of the twelfth grade, supplemented by training, experience, and/or education equivalent to one year of working with students requiring a specialized learning environment. Completion of post high school courses in child development, psychology or special education and/or experience in working with students with severe disabilities is desirable.

### **LICENSES AND OTHER REQUIREMENTS:**

Applicants will be required to pass a Basic Skills test to be eligible for employment in this classification. Willingness to learn and apply “best practices” when working with students with special education needs (e.g., Crisis Prevention Institute [CPI] certificate, Applied Behavior Analysis, CPR (cardiopulmonary resuscitation) and First Aid certificate or Red Cross Community First Aid and Safety certificate, and other certificates of training in areas associated with responsibilities).

02/02/12