INSTRUCTIONAL ASSISTANT

The Midwest Regional ESC is seeking a qualified candidate to fill the following position:

Position	Part-Time or Full-Time	Deadline to Apply	Start Date	Building/District Location	Special Requirements
Instructional Assistant	Full-Time 5 days/week (M-F) 7:45 a.m. to 3:15 p.m.	Until Filled	8/1/2026	Botkins Local School located in Shelby County	Must hold, or have the ability to obtain, a valid State Board of Education Educational Aide Permit.

If you have questions regarding the position and/or building assignment, please contact Connie Schneider, Director of Special Education at:

cschneider@mresc.org

To apply, please complete and submit an application by clicking the application link below. You may also upload any additional documentation (for example: resume, cover letter, licensure, etc.) during the application process.

MRESC Application

Please read below for a full job description for this position.

MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER
BELLEFONTAINE*OHIO

Title: **INSTRUCTIONAL ASSISTANT** **File 435**

Reports to: Building Administrator or Special Education Administrator and/or assigned Teacher

Job Objectives: Perform a variety of educational and support service functions to help students achieve productive learning experiences at an assigned district (non-MRESC Special Education Unit or Classroom). Provide guidance and encouragement to help students pursue their intellectual, social, and emotional potentials. Provide personal care assistance. Promote the inclusion of students with disabilities into regular classrooms and school activities. Recognize each contact with the public as an opportunity to promote a positive impression of the educational service center.

Minimum Qualifications:

- High school diploma or equivalent.
- Hold or be qualified to obtain an Educational Aide Permit.
- Valid State of Ohio Educational Associate License as an educational paraprofessional is preferred.
- Meet all health requirements mandated by law
- A clear record as determined by the Ohio Bureau of Criminal Identification and Investigation and/or the Federal Bureau of Investigation.
- Ability to learn appropriate skills for the position.
- Ability to learn and use basic sign language techniques.
- Demonstrated maturity and the ability to work with students and their families.

Responsibilities and Essential Functions:

The following skills and duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Be responsible for learning the functions and proper procedures for all assigned duties. When expectations are unclear, seek advice from the assigned teacher or supervisor.
- Work with individual and/or small groups of students. Receive instructions and follow a prescribed educational plan or procedural guidelines as directed by the teacher.
- Help maintain a learning environment that stimulates interest, enthusiasm, and inquisitiveness about subjects and events. Help students understand their personal responsibility for setting goals and achieving academic and vocational success.
- Help nurture students who require an alternative approach to education. Work with appropriate staff to ensure that services are provided in the least restrictive educational environment.
- Help a substitute teacher understand the regular classroom routine and the needs of individual students.
- Help with the preparation of classroom materials. Operate duplicating equipment. Maintain a supply of classroom forms. Distribute supplies. Help with bulletin boards and displays.
- Clean up and maintain safe and orderly storage and work areas.

- Perform routine clerical work and record keeping duties related to classroom activities as directed. Administer and grade tests as directed.
- Assist students with homework assignments and special projects. Help students who have been absent with makeup activities.
- Learn to operate classroom computers and other resource equipment. Prepare classroom equipment for use.
- Help keep the classroom orderly (e.g., store equipment, shelve books, clean spills, etc.).
- Communicate high expectations for students. Show an active interest in their progress. Offer help when students ask for or their behavior suggests they need assistance. Avoid being

intrusive. Allow students to seek their highest degree of independence. Solve student concerns discretely.

- Provide information that helps students change attitudes and behaviors (e.g., a positive outlook, cooperation, consistent attendance, punctuality, participation, accountability, dependability, etc.).
- Provide opportunities for inclusion of students with disabilities in their peer group when appropriate.
- Help students with personal hygiene, mobility, transferring, feeding, and other personal assistance needs. Learn the proper methods to assist students under the guidance of the assigned classroom teacher or licensed health care professional (e.g., toileting, catheterization, wheelchair transfers, mobility, lifting, carrying, positioning, operation of personal assistive devices, etc.).
- Help position students to take full advantage of each learning environment (e.g., line-of-sight, proximity to equipment, height of working surfaces, etc.).
- Help feed students. Observe all personal hygiene requirements for the preparation and handling of food.
- Actively participate in recreational, leisure, and community activities associated with the assigned student's educational program.
- Follow approved sanitation procedures to maintain safe classroom equipment.
- Supervise mandated rest periods when applicable.
- Be aware of the normal operation of personal assistive devices. Recognize when problems may be developing. Immediately correct and/or report suspected malfunctions and/or unsafe conditions.
- Monitor ill students until a parent/guardian arrives.
- Help students with clothing (e.g., shoe laces, boots, coats, etc.).
- Help with school bus loading and unloading (e.g., student supervision, physical assistance, operating the wheelchair lift, etc.).
- Provide close supervision and take reasonable precautions to ensure student safety. Do not leave students unsupervised.
- Monitor and control student behavior during assigned non-classroom activities (i.e., playground, indoor recess, lunchroom, field trips, etc.).
- Help communicate school rules to students. Maintain high standards for student conduct. Uphold the student conduct code according to local school district policy. Protect the due process rights of students.
- Attempt to develop rapport and maintain the confidence of students, parents, staff, and the community. Respond to requests and complaints promptly, accurately, and tactfully. Respect the personal confidences and privacy needs of individuals. Ensure the confidentiality of privileged information.
- Work cooperatively with the classroom teacher to address persistent behavior problems. Help carry out behavior modification plans necessary to achieve student performance objectives. Learn and carefully follow district policies and procedures when a student needs to be physically restrained. Exercise caution and good judgment.
- Report evidence of suspected child abuse to an appropriate authority and notify the building principal.
- Promote the proper use and care of school property. Help keep track of school supplies and equipment used by students.
- Seek and use resources that enhance educational activities (e.g., parent groups, volunteers, government programs, colleges/universities, community/service organizations, professional associations, businesses, etc.).
- Encourage parent organizations and support student activities as time permits.
- Attend school meetings and training programs as directed.
- Participate in after-school programs (e.g., open house, parent conferences, etc.) as directed.
- Serve as a role model for students. Demonstrate personal integrity, responsibility, impartiality, respect, and courtesy.

- Perform other specific job-related duties as directed.

Abilities Required:

- Demonstrating professionalism and exemplary personal conduct.
- Displaying an interest in students and enthusiasm for education.
- Using interpersonal skills to promote a favorable image of the educational service center.
- Maintaining a tactful disposition and dealing with people fairly.
- Working cooperatively to support a successful team effort.
- Expressing ideas effectively using verbal and writing skills.
- Carrying out prescribed actions efficiently with limited supervision.
- Maintaining a visual awareness of the learning environment and student interactions.
- Lifting, moving, and/or positioning children. Helping students using mobility devices (e.g., wheelchairs, walkers, crutches, etc.) and adaptive equipment.
- Performing activities that may require stooping, kneeling, crouching, and/or crawling.
- Displaying patience and flexibility with all individuals. Managing discipline by averting problem situations and resolving or diffusing conflicts. Restraining distraught students.
- Ability to travel to meetings and work assignments.
- Lifting, carrying, and/or moving classroom supplies and equipment.
- Being punctual and maintaining a consistent attendance record.
- Employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the Center.

Working Conditions:

Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens.
- Potential for interaction with agitated or upset individuals.
- Interaction with disruptive or unruly students.
- Exposure to student commotion.
- Exposure to adverse weather conditions and seasonal temperature extremes.
- Duties may require operating and/or riding in a vehicle.
- Duties may require working under stress to meet schedules and deadlines.
- Exposure to personal hygiene products and medications.
- Exposure to cleaning solvents and chemical vapors.
- Duties require wearing protective clothing and/or safety equipment.