

Paraprofessional (Grades K–8)

Role

Supports instructional staff by assisting with the implementation of classroom instruction, accommodations, and student supervision. The Paraprofessional plays a key role in ensuring inclusive, supportive learning environments for all students, especially those with IEPs, 504 Plans, or English Language Development (ELD) needs. This role reflects ALA's mission to cultivate academic excellence, strong character, and equitable access to high-quality education for every learner.

Authority Level:

Carries out assigned responsibilities under the supervision of the Special Education/ELL Coordinator and classroom teachers. While not responsible for leading instruction or designing curriculum, the Paraprofessional contributes directly to student learning and well-being by delivering small-group or one-on-one support and reinforcing the classroom environment.

Responsibilities

Paraprofessionals are essential contributors to ALA's inclusive educational model. Through direct support, relationship-building, and instructional assistance, paraprofessionals help meet the diverse academic, behavioral, and emotional needs of students while reinforcing classroom routines and individualized supports.

Instructional Support

- Assist teachers in delivering small-group or individualized instruction aligned with lesson plans and learning goals
- Reinforce key academic concepts in reading, writing, math, and content areas through guided practice and repetition
- Support students in completing assignments, using learning tools, and developing independent work habits
- Assist with the preparation and organization of instructional materials and classroom resources

Special Education and ELL Support

- Provide accommodations and support services for students with IEPs, 504 Plans, and ELL needs under the direction of certified staff
- Support the implementation of behavior intervention plans (BIPs) and other targeted behavior supports
- Record observational data on academic and behavioral progress, as directed by the Special Education Teacher or Coordinator

- Maintain confidentiality and uphold the dignity of all students with learning differences or support needs

Student Supervision and Safety

- Supervise students in classrooms, hallways, cafeterias, recess areas, and during transitions to ensure a safe and orderly environment
- Support teachers in managing behavior using schoolwide behavior expectations and positive reinforcement strategies
- Monitor student engagement and redirect off-task behavior in a calm, supportive manner
- Ensure that safety protocols are followed at all times, including during drills and emergency situations

Collaboration and Communication

- Maintain open communication with assigned teachers, SPED/ELL staff, and school leadership to support instructional alignment and student success
- Participate in team meetings, professional development, and planning sessions as requested
- Follow daily schedules and activity plans consistently, while remaining flexible to classroom needs
- Model respectful, responsible behavior and help reinforce ALA's character development goals in daily interactions

Alignment with ALA's Mission and Educational Philosophy

- Support ALA's three pillars: Academic Excellence, Character Development, and Physical Fitness by assisting in inclusive, well-structured learning environments
- Reflect Aristotle's view of education by helping all students realize their full potential through virtue, effort, and individualized support
- Reinforce essentialist foundations by supporting the mastery of core skills through structured routines and academic reinforcement
- Apply constructivist principles by helping students make personal connections to learning and encouraging independent thinking
- Promote perseverance, self-regulation, and confidence among students who require additional support

Reporting Structure

Reports To: Special Education/ELL Coordinator

Collaborates With: Special Education Teachers, Humanities Teachers, STEM Teachers, Instructional Coach, Academic Director

- **Receives Support From:** Student Support Team, instructional staff, and professional development in inclusive support practices

Special Education (SPED) Paraprofessionals

Minimum Qualifications

- High school diploma or equivalent
- 18 clock hours of Health and Safety Training
- CPR & First Aid Certification
- Safe Sport Certification
- Arizona IVP Fingerprint Clearance Card

Experience

- 1 year preferred

Core Competencies

- Supportive and inclusive classroom presence
- Implementation of IEP strategies
- Redirection and calm behavior support
- Confidentiality and ethics in documentation
- Observational insight and nonverbal response
- Consistency and reliability under supervision
- Supports project participation through adaptation and encouragement