



Paraprofessional

Job Summary:

The role of the paraprofessional is to provide additional support in the Head Start classrooms where preschool children with pre-diagnosed moderate to severe disabilities are enrolled. The paraprofessional's goal is to assist in providing a well-organized, smooth functioning classroom environment in which all children can take full advantage of the instructional program and available resource materials.

Responsibilities:

- Assist the Lead Teacher and Assistant Teacher with instructing and supervising children in classroom activities, especially those children identified as having a moderate to severe disability.
- Work with individual children or small groups of children to reinforce new skills initially introduced by the teacher.
- Assist the Lead Teacher and Assistant Teacher in devising and implementing special strategies for reinforcing skills based on the special needs and abilities of each child.
- Assist with critical daily activities such as classroom transition times, mealtimes and toileting.
- Utilize appropriate language, interactions and positive discipline.
- Model positive behavior.
- Implement age appropriate activities that support the Head Start standards, the NAEYC standards and the Creative Curriculum.
- Implement and model family style eating during meal times.
- Assist with field trips or day trips such as neighborhood walks under the supervision of the Lead Teacher.
- Continuously monitor children to ensure safety at all times.

Mandatory Job Qualifications:

High School Diploma or Equivalence Certificate.

Experience with children preferred.

Must be at least 18 years of age.

Cooperates successfully as a member of a team.

Communicates effectively with others, including giving and receiving feedback on the quality of services.

Meet any specific content area requirements.

Ability to maintain confidentiality.

Salary and Benefits: Competitive and Comprehensive

How to Apply: Please forward resume to Beth Rivera brivera@marycrane.org or Fax 773-242-2881.

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