

POSITION DESCRIPTION *(Please Read Instructions on the Back)*

1. Agency Position No.
S9255

2. Reason for Submission <input checked="" type="checkbox"/> Redescription <input type="checkbox"/> Reestablishment		3. Service <input type="checkbox"/> Hdqtrs. <input checked="" type="checkbox"/> Field		4. Employing Office Location Arlington, VA		5. Duty Station Various		6. OPM Certification No.	
Explanation <i>(Show any positions replaced)</i> Replaces PD S9008, GS-1702-04 Educational Aid (Special Education)		7. Fair Labor Standards Act <input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Nonexempt		8. Financial Statements Required <input type="checkbox"/> Executive Personnel Financial Disclosure <input type="checkbox"/> Employment and Financial Interests		9. Subject to IA Action <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		10. Position Status <input checked="" type="checkbox"/> Competitive <input type="checkbox"/> Excepted <i>(Specify in Remarks)</i> <input type="checkbox"/> SES (Gen.) <input type="checkbox"/> SES (CR)	
		11. Position is: <input type="checkbox"/> Supervisory <input type="checkbox"/> Managerial <input checked="" type="checkbox"/> Neither		12. Sensitivity <input checked="" type="checkbox"/> 1-Non-Sensitive <input type="checkbox"/> 2-Noncritical Sensitive <input type="checkbox"/> 3-Critical Sensitive <input type="checkbox"/> 4-Special Sensitive		13. Competitive Level Code 0002		14. Agency Use	

15. Classified/Graded by	Official Title of Position	Pay Plan	Occupational Code	Grade	Initials	Date
a. U.S. Office of Personnel Management						
b. Department, Agency or Establishment	Education and Training Tech Educational Aid (Special Education)	YB GS	1702	01 04	sj	6/9/04
c. Second Level Review						
d. First Level Review						
e. Recommended by Supervisor or Initiating Office						

16. Organizational Title of Position *(If different from official title)* _____ 17. Name of Employee *(if vacant, specify)* _____

18. Department, Agency, or Establishment Department of Defense Education Activity (DoDEA)		c. Third Subdivision School	
a. First Subdivision Area		d. Fourth Subdivision	
b. Second Subdivision District		e. Fifth Subdivision	

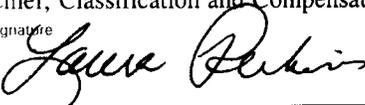
19. Employee Review-This is an accurate description of the major duties and responsibilities of my position.

Signature _____ Date _____

20. **Supervisory Certification.** *I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.*

a. Typed Name and Title of Immediate Supervisor _____ Signature _____ Date _____

b. Typed Name and Title of Higher-Level Supervisor or Manager *(optional)* _____ Signature _____ Date _____

21. Classification/Job Grading Certification. <i>I certify that this position has been classified/graded as required by Title 5, U.S. Code, in conformance with standards published by the U.S. Office of Personnel Management or, if no published standards apply directly, consistently with the most applicable published standards.</i>		22. Position Classification Standards Used in Classifying/Grading Position DoD Civilian Personnel Manual 1400.25-M, Subchapter 1920 OPM PCS for GS-1702	
Typed Name and Title of Official Taking Action LAURA J. PERKINS Chief, Classification and Compensation Section		Information for Employees. The standards, and information on their application, are available in the personnel office. The classification of the position may be reviewed and corrected by the agency or the U.S. Office of Personnel Management. Information on classification/job grading appeals, and complaints on exemption from FLSA, is available from the personnel office or the U.S. Office of Personnel Management.	
Signature 	Date 6/9/04		

23. Position Review	Initials	Date	Initials	Date	Initials	Date	Initials	Date
a. Employee <i>(optional)</i>								
b. Supervisor								
c. Classifier	4	10-25-05	Annex #1					

24. Remarks
This standardized position description for Education and Training Tech (Special Education), YB-1702-01 is appropriate for use in any DoDEA school.

INTRODUCTION

The Department of Defense Education Activity (DoDEA) is a major Department of Defense (DoD) field activity with worldwide scope and the critical mission of ensuring that high quality education programs, from preschool through grade 12, are provided for eligible dependents of DoD military service members and civilian employees stationed in 13 foreign countries, seven states, Guam, and Puerto Rico. DoDEA is comprised of the Department of Defense Dependents Schools (DoDDS), the overseas component, and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS), the “stateside” component. DoDEA currently operates over 223 schools which employ approximately 14,500 professional educators and support staff serving over 101,500 students. DoDEA is one of the largest, most diverse and geographically dispersed school jurisdictions. DoDEA schools are fully accredited by U.S. regional accreditation agencies, and the DoDEA educational program consistently rates at or near the top in comparison with other U.S. school systems.

This standardized position description for Education and Training Tech (Special Education), YB-1702-01 is appropriate for use in any DoDEA school. The purpose of the work is to assist the special education instructional program for students with disabilities.

MAJOR DUTIES

Performs a variety of duties in support of special education programs. Examples include but are not limited to the following:

Works with students individually or in small groups, in accordance with plans developed by the specialist and educator. Supports educational efforts in the special education classroom and the general education classroom as appropriate. Provides assistance and teaches skills in toileting, feeding, eating, and personal hygiene. Lifts, carries, transfers, and facilitates the motor development of students with physical disabilities. Sets up and operates instructional equipment (e.g., computers, software, listening centers, projectors, audio-video equipment, programmed instruction, and simulated matter). Provides first aid assistance to students who receive minor injuries.

Assists and observes playground and recreational activities during physical education and recess periods. These duties may extend to the student’s lunch period as appropriate. Assists students with disabilities to and from school while riding a school bus or van or walking to school. Observes and records students’ behaviors and activities.

Performs a variety of administrative tasks, such as maintaining attendance records, filing student evaluations, scheduling make-up work, assisting the organization of field trips, and reviewing assignments. Using a personal computer, prepares a variety of materials from rough draft.

May monitor students on playgrounds, in classrooms, hallways, restrooms, and cafeteria during recess and lunch periods, and in bus loading areas before and after school, to assist students in their activities, ensure proper behavior, and observation of safety rules.

Participates in parent-teacher conferences or other meetings as appropriate.

Interacts with school staff, students, and parents in a positive manner, and maintains confidentiality where the rights of children and parents are concerned.

Performs other duties as assigned.

FACTOR EVALUATION STATEMENTS

Factor 1, Knowledge Required by the Position

Knowledge of learning disabilities, mental retardation, emotional disabilities, and physical and other disabilities, and skill in working with children to provide meaningful assistance in Special Education classroom situations.

Knowledge of clerical procedures to be able to perform a variety of clerical tasks in support of the learning environment. Ability to keyboard and use a personal computer. A qualified typist is not required.

Knowledge of and skill with behavior control techniques sufficient to motivate students to good behavior, to assist students to maintain clean and safe school facilities, to assist students to perform orderly lunchroom activities (opening containers, using napkins and utensils, properly disposing of trash, washing hands, etc). Knowledge and skill in common games and play activities sufficient to encourage and promote appropriate behavior in recess areas.

Ability to administer basic first aid in the event of injuries. Must be able to acquire and maintain a first aid training certificate.

Must be physically capable of assisting physically impaired children in a variety of learning and other school-related situations.

Factor 2, Supervisory Controls

Administrative supervision is provided by the principal; however, assignments and work instructions are provided by the professional educator to whom assigned. The employee uses initiative in carrying out recurring assignments independently without specific instructions, but refers problems and unfamiliar situations not covered by instructions to the supervisor for decision. Work is reviewed for adequacy and effectiveness.

Factor 3, Guidelines

Procedures for doing the work have been established and a number of specific guidelines are available. The employee uses judgment in locating and selecting guidelines. Makes minor deviations to adapt the guidelines in specific cases. Refers to the teacher situations to which the

existing guidelines cannot be applied or in which significant deviation from guidelines is required.

Factor 4, Complexity

The work consists of duties that involve related steps, processes, or methods. Decisions regarding what needs to be done involve various choices requiring the employee to recognize the existence of and differences among a few easily recognizable situations. Actions to be taken or responses to be made differ in such things as the source of information, the kind of transactions or entries, or other differences of a factual nature.

Factor 5, Scope and Effect

The purpose of this position is to assist teachers in the instruction of students with disabilities. The work affects the well-being, learning, and performance of the students.

Factor 6, Personal Contacts

Contacts are with teachers, parents, students, administrators, and visitors to the school.

Factor 7, Purpose of Contacts

Contacts are made to provide assistance to teachers and students with disabilities.

Factor 8, Physical Demands

The work involves varied physical activity, including standing, bending, and possibly lifting of children with disabilities.

Factor 9, Work Environment

Work is primarily performed indoors in a classroom setting providing services for children with disabilities. There is adequate heating and ventilation. Work may also be performed in the immediate community when assisting students walking to and from school or being transported in a school bus or van or on field trips. Some positions are located overseas, requiring accommodation to foreign culture and adjustment to a variety of personal inconveniences, to include the possibility of exposure to terrorist attacks.

Other Significant Factors

Incumbent will be required to respect the privacy and sensitivity of students and parents by controlling and restricting personal information to those who “need to know.”