
Position: Instructional Aide III– ASES Site Leader

Department: ASES After School Program

Reports To: ASES Coordinator **Pay Grade:** 13

SUMMARY

Leads the daily operation of an ASES site program. Provides leadership for the program. Under minimal supervision, guides the learning environment and activities to develop children’s skills academically, socially, and physically. Maintains safety and accountability for daily site program operation.

NATURE AND SCOPE

Under general supervision, maintains daily implementation of ASES program at one site. Is required to work independently supervising the site in absence of coordinator. Meets regularly with program coordinator to develop the group’s scheduled activities. Required to have a broad range of general level skills and knowledge in order to assist with basic instruction, clerical and support services. Maintains group behavior management procedures. Orients substitute leaders when necessary.

DISTINGUISHING CHARACTERISTICS

Level III instructional aides have well-developed skills working with program staff and children. Instructional Aide III requires knowledge and skills in behavior management, student motivation, organization of required paperwork (attendance, snack tally, early release forms, etc.) that are specific to the ASES program. This position requires a minimum of a two-year degree or specialized training or certificate in after school or other youth services programs.

ESSENTIAL TYPES OF DUTIES (Examples)

- Plan all student activities regularly with program coordinator. Lead staff in implementing the daily activity plans. Be the contact person for the site principal as needed. Order materials as needed for the program with coordinator.
- Collate daily attendance. Make required follow-up calls on student absences. Contact program coordinator or assistant director immediately with any attendance concerns. Turn in weekly attendance for accurate percentage reporting.
- Organize snack procedure. Monitor safe food handling protocol by staff. Maintain up-to-date roster and ordering procedures.
- Facilitate staff meetings as directed by program coordinator.
- Lead staff in documentation of student progress on homework completion, behavior, and skill development, as required by grant. Share observations and data with ASES coordinator for required grant reports.
- Provide daily assistance to after school group leaders. Support the children on homework tasks, including those who have been identified as in need of intervention. Use strategies that support English

learners. Make appropriate contacts with school day teacher as needed to provide targeted support for students. Document issues and bring to program coordinator.

- Maintain order among the children in the classroom and on the school grounds. Supervise after school students and staff inside, on the playground, in the multi-purpose room, and at various program-wide activities such as field trips and assemblies.
- Prioritize tasks and exercise good time management and organizational skills.
- Assists staff and students by providing proper examples, emotional support, a friendly attitude, and general guidance. Assure the health and safety of students by monitoring implementation of prescribed health and safety rules of the District.
- Plan curriculum, staff meetings and conferences with coordinator.

QUALIFICATIONS

Knowledge, Skills and Abilities

Ability to be a team leader, implement ASES academic and enrichment activity plans, and monitor safe routines for students. Understanding of and use of active leadership skills with staff and students.

Basic knowledge of child development principles and practices. Knowledge of basic subjects taught in the District's schools, including mathematics, literacy, and physical education sufficient to assess with individual or group studies. Strong communication skills with students, teachers, and parents. General knowledge of basic clerical and recordkeeping processes.

Abilities: Ability to perform the essential responsibilities and work tasks of the position. Requires the ability to balance emotional support and discipline to deal with behavior problems. Ability to perform clerical and group support duties with minimal supervision.

Physical Abilities: Requires sufficient arm, hand, finger dexterity in order to operate keyboard, and other office equipment. Requires visual acuity to read words, numbers. Requires lifting of light to moderate objects on an occasional basis. Requires ambulatory ability to go to different locations. Requires the ability to take precautions against a nominal exposure to health and safety risks. Requires speaking and hearing to communicate in person or over the phone.

Experience and Training: Completion of High School or equivalent (GED) with additional training in education or related field. Specific experience in working with children in an educational setting is desired. Bilingual is highly desirable. (Spanish/English)

Licenses or Certificates: First aid and CPR certificates desired.