

INTERNAL/EXTERNAL POSTING

POSTING DATE: October 14, 2025
POSITION: **PARAPROFESSIONAL III – Part-Time**
Autism Center Program
Clawson Middle School
HOURS: **6.75 hours per day/3 days per week**
REPORTS TO: Director of Special Education and Building Principal
STARTING DATE: November 24, 2025
SALARY: \$18.10 per hr. in accordance with Step 1 of the Paraprofessional III pay scale

Position Summary

Under the supervision of the classroom teacher and administrative team, provide assistance and support to Autistic students in grades K through 12

Essential Duties and Responsibilities

- Support students in completing classroom tasks, reinforcing instruction, and participating in class activities.
- Assist the classroom teacher in maintaining a safe, orderly, and productive learning environment.
- Implement individualized behavior and instructional plans with consistency and fidelity.
- Accurately record and track student progress and performance data as directed by the teacher.
- Utilize evidence-based practices for students with Autism Spectrum Disorder (ASD) in areas such as communication, behavior, academics, fine and gross motor skills, and adaptive living skills.
- Supervise and support students during transitions, lunch, assemblies, enrichment activities, swimming, and recess.
- Engage in ongoing professional development to enhance skills and knowledge related to supporting students with ASD.
- Perform other duties as assigned.

Required Certification

As defined by the No Child Left Behind Act of 2001, you must be “Highly Qualified” to work in this position. To be “Highly Qualified”, you must have **ONE** of the following:

- A four-year college degree **OR**
- A two-year associate’s degree **OR**
- A total of 60 college credits in ANY subjects **OR**

- Take and pass the WORKKEYS TEST for Assistant Teachers

Minimum Education and Experience

- 2 - 3 years related experience and/or training in the area of working with children with autism or other special needs children preferred
- Coursework in para-education, behavioral and crisis intervention beneficial

Knowledge, Skills and Abilities

- Excellent interpersonal skills
- Ability to communicate effectively (verbally and in writing)
- Ability to manage multiple projects
- Good organizational skills
- Ability to problem solve and manage multiple tasks

Essential Functions of the Job

Stamina and Agility

- Prolonged standing and walking: A paraprofessional is often required to be on their feet for long periods to supervise students in the classroom, hallways, playground, and other school areas.
- Repetitive motions: Continuous movements such as walking, bending, stooping, kneeling, and crouching are necessary to engage with and assist students, including interacting with students sitting on the floor.
- Balance and climbing: The job may require balancing and climbing, for example, on playground equipment or when assisting students with gross motor skills activities.

Lifting, Pushing, and Pulling

- Lifting and carrying: Paraprofessionals frequently need to lift and carry objects, and sometimes assist students with mobility. This can include lifting equipment, classroom materials, or in some cases, non-ambulatory students. The required weight capacity can range from 25 to 50 pounds or more.
- Pushing and pulling: Pushing and pulling actions are also common, such as moving equipment or assisting with specialized student devices like wheelchairs or Hoyer lifts.

Physical Intervention and Safety

- Restraining students: When necessary for safety, a paraprofessional may need to physically manage or restrain a student with challenging or aggressive behaviors, such as hitting or kicking. This requires the physical ability to control and de-escalate a situation safely for all involved.
- Physical interventions: To maintain a safe learning environment, an employee must be able to engage in physical interventions.

Fine Motor Skills and Sensory Needs

- Fine motor dexterity: Significant fine motor dexterity is needed to handle materials, assist students with writing or art, operate computer equipment, and manage any specialized tools.

- Assisting with sensory needs: In addition to movement-based activities, a paraprofessional assists with tasks related to sensory needs, such as helping a student with visual aids or calming exercises.

Communication and Perception

- Hearing and speaking: It is essential to hear and speak clearly to exchange information with students, teachers, and other staff. This includes communicating instructions and reading to students.
- Visual monitoring: The ability to see is necessary to monitor students and observe their activities in various environments.

Application Procedure – INTERNAL:

An internal candidate is considered to be an employee covered under the **Paraprofessional** bargaining contract. Please submit a letter of interest to Melanie.Post@clawsonschools.org by October 21, 2025, 4:00 p.m.

Application Procedure – EXTERNAL:

Clawson is a member of the **Oakland Human Resources Consortium**. Please apply via <https://www.oakland.k12.mi.us/careers>

Please **DO NOT** mail or bring copies of your application materials to the district or any school office unless specifically requested. The district no longer retains or utilizes paper documents in the initial screening process and unsolicited materials will not be retained.

DEADLINE: Until filled

Clawson is an equal-opportunity employer and fully subscribes to the principles of Equal Opportunity. The Civil Rights Act of 1964 and State and Local Laws prohibit discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, transgender status, age, marital status, disability, genetic information, or any other reason prohibited by applicable laws, in its programs, services, activities, or employment practices.

Affirmative Action/Equal Opportunity Employer

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex, (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, “Protected Classes”) that are protected by Federal civil rights laws (hereinafter referred to as “unlawful harassment”), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment, and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

The Board will take affirmative action to ensure that applicants are employed and promoted without regard to their race, religion, color, handicap, sex, national origin, age, height, weight, or marital status.

The Superintendent has been designated to handle inquiries regarding the nondiscrimination policies.