

Job Title: Privately-Hired, Part-Time Paraprofessional

Location: The College School at the University of Delaware, 459 Wyoming Road, Newark, DE 19716

Position Type: Part-Time (20-25 hours/week); the school year runs from early September to early June with holiday breaks throughout the year. The hiring family may request summer hours as well. Hours would be daily from 9:30-2:30 (subject to change and/or decrease once the school year schedule is determined).

About The College School:

The College School (TCS) is dedicated to providing a dynamic and inclusive learning environment for bright students who learn differently in grades 1-8. TCS' approach emphasizes personalized learning, creativity, and holistic development to nurture the unique talents and abilities of each student.

Job Description:

The parents of a TCS student are in pursuit of private support services for their rising fourth-grade child; the School will serve as an intermediary to assist the family in evaluating suitable candidates for this pivotal role. It is imperative to emphasize that the chosen individual will be in the employ of the parents, not TCS.

A one-on-one paraprofessional plays a crucial role in supporting a student within the classroom environment. In this case, the paraprofessional will work closely with teachers to provide individualized assistance to the student with diverse learning needs, ensuring that he receives the attention and guidance he requires to succeed academically, socially, and emotionally. The paraprofessional may need to provide one-on-one instruction, a supervised private setting for working, and/or additional accommodations as necessary to support his social-emotional growth. Beyond academics, the paraprofessional will need to offer constant support, coaching, and encouragement, fostering a sense of belonging and confidence in the student.

Goal: Provide individualized support for a single student to help the student regulate behavior and fully engage in classroom lessons/activities.

Supporting a student within the classroom requires a tailored approach to meet the child's individual needs. Responsibilities include and are not limited to the following:

- **Develop a Relationship:** Building a strong rapport with the child is crucial. This helps in understanding triggers, preferences, and effective communication strategies.
- **Behavioral Management:** Work closely with the child's support team (teachers, school counselor, parents, and in some cases the child's therapist) to implement behavioral management strategies. This would involve helping to implement a behavior plan tailored to the child's needs.
- **Emotional Regulation Techniques:** Teach and coach the child to use techniques to manage emotions such as deep breathing exercises, mindfulness activities, or using a "calm down" space, sensory space, or other location in the school where he can go when feeling overwhelmed.
- **Provide Structure and Routine:** Help the child understand the daily schedule and assist in transitions between activities.
- **Preparation for Transitions:** Prepare the child in advance for any changes or transitions in the classroom routine to minimize anxiety or stress.
- **Monitor and Manage Stress Triggers:** Identify potential triggers for the child's mood changes and help the child develop/use coping strategies to deal with these triggers effectively.
- **Provide Academic Support:** Offer academic support tailored to the child's needs. This might involve overseeing his work, breaking tasks into smaller, manageable steps, providing him with extra time to complete assignments in an alternate setting, or using different methods/tools to accomplish tasks.
- **Encourage Peer Interaction:** Facilitate positive social interactions with peers by encouraging cooperative activities and providing guidance on appropriate social behavior.
- **Communicate with Teachers and Parents:** Maintain open communication with the child's teachers and parents to share information about the child's progress, challenges, and strategies that are effective.
- **Self-Advocacy Skills:** Reinforce skills needed to practice self-advocacy, such as politely asking for breaks when needed or expressing his feelings in a constructive manner.
- **Model Positive Behavior:** Serve as a role model by demonstrating calm patience, empathy, and positive behavior in interactions with the child.



The College School
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- Professional Development and Training: Engage in professional development opportunities that the school offers to enhance skills in supporting children who learn differently.

Application Process:

To apply for the Privately-Hired, Part-Time Paraprofessional position at The College School, please submit a cover letter via email to the director of The College School at tcs-ud@udel.edu and copy your email to theppsfamily@gmail.com. Please include "Paraprofessional Application" in the subject line. Applications will be reviewed on a rolling basis until the position is filled.