



MITCHELL'S PLACE
UNLOCKING POTENTIAL

Responsibilities (Include but not limited to)

1. Planning and Preparation
 - a. Aides in preparing needed materials and supplies for the classroom under the direction of the lead teacher.
 - b. Aides in planning the learning environment and setting up interest centers for targeting student's skills.
 - c. Updates and prints needed materials for data collection.
2. The Learning Environment
 - a. Implements the daily program under the direction of the lead teacher by following the lesson plan and daily schedule.
 - b. Takes behavioral and skill acquisition data daily.
 - c. Enters IEP (Individual Education Programs) or IPP (Individuated Preschool Program) data for student's graphs weekly.
 - d. Leads assigned activities or providing support to students during activities and transitions.
 - e. Helps maintain classroom organization and cleanliness by carrying out general housekeeping tasks of returning materials to designated areas, organizing cabinets and shelves, cleaning various classroom surfaces, and removing excess trash or diapering waste.
 - f. Is self-directed and prioritize duties based on the needs of the classroom.
 - g. Approaches learning and maladaptive behavior under the supervision and guidance of the lead teacher.
 - h. Administers typical peer assessments 3 time yearly for progress monitoring.
 - i. Functions as a "facilitator" working directly with one child who needs additional support to be able to participate in the classroom activities. When a teacher assistant is placed in the facilitator role, all staff in the classroom share or rotate that role as to prevent that child's dependency on one person.
3. Communication and Relationships
 - a. Is in continuous communication with the second assistant and lead teacher to maintain the organization of the classroom, assigned duties, and to meet student's needs.
 - b. Attends weekly feedback meetings with the lead teacher.
 - c. Completes a daily note for each student through Brightwheel.
4. Professionalism
 - a. Maintains professional attitudes and loyalty to Mitchell's Place by supporting planned fundraising events, sharing Mitchell's Place posts on social media, and openly supporting the policies, philosophy, and procedures at Mitchell's Place.
 - b. Attends all necessary staff meetings and recommended training programs and conferences.



MITCHELL'S PLACE
UNLOCKING POTENTIAL

Hours

7:30 a.m.-3:30 p.m.

FLSA

Non-exempt

Reports to

Sama Pate, Director of Education

Qualifications

Bachelor's Degree in Child Development, Education, or related field.

OR

Associate in Applied Science in Child Development/Early Care or Education

OR

Associate in Arts/Science in Child Development/Early Childhood Education

A passion for helping other

Willingness and openness to learn

Strong interpersonal skills

Time management skills

Effective communication with children and adult

About the Facility

Mitchell's Place is a cutting edge, evidence-based center that opened in 2005 and has become one of the premier providers of therapeutic interventions for ASD in the Birmingham area. Mitchell's Place is committed to providing a nurturing environment aimed at improving the quality of life for clients and families. The Mitchell's Place team includes speech therapy, occupational therapy, applied behavior

(205) 957-0294 • 4778 Overton Road • Birmingham, AL • 35210



MITCHELL'S PLACE

UNLOCKING POTENTIAL

analysis (ABA) therapy, psychiatry, and an ABA-based preschool. This allows for frequent collaboration and a multidisciplinary approach when needed for clients. Mitchell's Place has a well-developed reputation across the state of Alabama for providing services that improve the quality of life for our clients and their families.

How to Apply

Interested candidates should submit a resume and bio to Sama Pate, Director of Education. spate@mitchells-place.com We are accepting applications and conducting interviews until the position is filled.

Diversity, Equity, and Inclusion Statement

Mitchell's Place values diversity, equality, equity, and inclusion. We believe that no student, staff, family member or visitor should be treated differently based on their race, ethnicity, national origin, sex, sexual orientation, gender identity, age, ability status, socioeconomic status, political opinions, or religious affiliation. We are committed to making diversity, equality, equity, and inclusion a cultural norm by creating a climate of mutual respect within and outside the walls of Mitchell's Place.