

Instructional Assistant (SC - Substitute)
South Orange County Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=262565>

Downloaded On: Sep. 16, 2025 2:57pm

Posted Sep. 16, 2025, set to expire Jan. 28, 2026

Job Title Instructional Assistant (SC - Substitute)

Department

Institution South Orange County Community College District
Mission Viejo, California

Date Posted Sep. 16, 2025

Application Open until filled

Deadline

Position Start Available immediately

Date

Job Categories Professional Staff

Academic Field(s) Administration - Other

Job Website <https://www.schooljobs.com/careers/socccd/jobs/5081021/instructional-assistant-sc-substitute>

Apply By Email

Job Description

Application Instructions:

- Complete all sections and fields on the application and attach all required documents – incomplete applications may not be considered.

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- Include all relevant education, training, and/or experience on the application.
- Do not include any personally identifiable, confidential, or otherwise unrequested information that does not pertain to job related factors (e.g., social security number, date of birth, pictures, etc.) on your application or attached documents.
- For job postings with a close date, all applications received by 11:59 PM (Pacific Time) on the job posting close date, will receive consideration.
- For job postings with an initial screening date, all applications received by 11:59 PM (Pacific Time) on the job posting initial screening date, will receive priority consideration; however, typically the job posting will remain open, and continue to accept applications, until the position is filled.
- For job postings requiring professional references, include at least three (3) professional references from the following categories:
 1. Current department chair(s) (for faculty) or supervisor(s);
 2. Previous department chair(s) (for faculty) or supervisor(s) (from within the past five (5) years);
 3. Master's thesis or Doctoral Dissertation advisor or supervisor (for faculty);
 4. Colleague(s) or co-worker(s) who can address professional competency and skills relevant to the position; and/or
 5. Other professional references.

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Please note, professional references are typically contacted when a candidate is selected for, or as a finalist for, a position.

Description

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION

Under general supervision from the appropriate level manager or administrator, performs a variety of responsible instructional assistance and support functions; assesses, evaluates, and assists students with instructional guidance in a variety of academic subjects and settings; provides training and support for students, tutors, lab assistants, faculty, and others within assigned area.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

Interview student learners, evaluate needs, and provide general learning assistance to students on a variety of course related matters; review student work in progress and assist in resolving

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learning problems; assign appropriate tutor or support, as necessary.

Provide continuous training and support for students, tutors, and faculty within the assigned area, such as labs, classrooms, or centers.

Evaluate operations and activities of the assigned area; recommend improvements and modifications.

Answer questions and provide information to students and the public regarding services and operations within the assigned area.

Participate in the recruitment of tutors and other support personnel.

Collaborate with others in promoting student success initiatives and resources; participate in orientation sessions, workshops, or student outreach events; provide information and referrals to campus support services.

Provide basic technical assistance to students in utilizing instructional technologies, learning management systems, and other software applications; troubleshoot basic technical issues and provide basic training on technology-related tools.

Assist in the setup, maintenance, and cleanup of equipment and supplies; ensure the safe and proper use of equipment and supplies; assist with technical aspects of experiments, projects, or assignments.

Assist in the setup and maintenance of classrooms, labs, or other assigned areas; prepare and follow through on work orders; order and maintain equipment, materials, and supplies.

Prepare and/or update study guides, instructional materials, procedure manuals, and other related materials for area of assignment.

Prepare various reports and correspondence regarding operations and activities of assigned area.

Engage in ongoing professional development opportunities, including workshops, trainings, or conferences related to instructional support, technology, or discipline specific knowledge; stay updated on emerging trends and best practices in supporting learning.

Perform related duties as required.

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QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

Pertinent federal, state, and local laws, codes, rules, regulations, policies, and procedures related to area of assignment.

Principles, practices, and application of subject matter related to area of assignment.

Principles, methods, and procedures of instructing and providing learning opportunities to students.

Modern laboratory equipment, materials, and supplies used in an educational setting.

Current office practices, procedures, methods, and computer equipment, software, devices, peripherals, and applications related to the work.

Principles and practices used to establish and maintain files and information retrieval systems; principles and practice of recordkeeping.

Work organization principles and practices.

Effective written and oral communication skills including correct English usage, grammar, spelling, punctuation, and vocabulary.

Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Techniques for providing a high level of customer service.

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Interpersonal skills using tact, patience, and courtesy.

Techniques to facilitate effective interaction with people on an individual or group basis.

Confidentiality requirements when dealing with personal and sensitive student information.

Occupational hazards and standard safety policies and procedures.

District and College organization, operations, policies, and objectives.

Principles and practices of providing training and guidance to lower-level staff and student workers.

Ability to:

Assess student needs and provide appropriate instructional assistance and support functions within a variety of areas.

Monitor student progress, identify problem areas, and recommend an effective course of action.

Learn and understand the organization and operation of the assigned department as necessary to assume assigned responsibilities; understand, explain, and apply administrative and office policies and procedures as well as pertinent laws,

regulations, and ordinances; work within the policies, functions, and requirements of the area of assignment.

Communicate clearly and concisely, both orally and in writing in English; use correct English grammar, spelling, punctuation, and vocabulary; understand and follow oral and written directions in English; listen actively and effectively.

Develop, maintain, and foster effective working relationships involving interactions and communications personally, electronically, by phone, and in writing with a variety of individuals and/or groups from diverse backgrounds on a regular, ongoing basis.

Interact extensively with, and respond to requests and inquiries, from students, faculty, staff, and

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the public; effectively present information in person or on the telephone to students, staff, or the public; provide excellent customer service.

Operate office equipment including hardware, software, and devices supporting word processing, database management, and spreadsheets; type or enter data at a speed necessary for successful job performance; maintain accurate filing, record keeping, and tracking systems; apply excellent organization skills and attention to detail; compose and prepare correspondence and memoranda; maintain filing systems; prepare documentation, reports, and other written materials.

Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Work effectively under pressure with frequent interruptions and a high degree of public contact on a variety of tasks concurrently while meeting established deadlines and changing priorities; concentrate on detailed tasks for extended periods of time; work confidentially, independently, and collaboratively.

Exercise good judgment, discretion, and personal initiative in resolving confidential, difficult, and sensitive situations, according to established policies and procedures; use sound judgment in recognizing scope of authority; maintain critical and sensitive information, records, and reports confidentially.

Provide training and work direction to assigned lower-level staff and student workers.

Effectively utilize computer applications and equipment in the performance of duties; adapt to changing technologies and learn functionality of new equipment and systems.

Report to work on a regular and consistent basis, as scheduled, to assigned job.

Maintain the cleanliness, safety, and organization of assigned area; ensure adherence to safe work practices and procedures; monitor activities in assigned area and enforce policies for proper use and behavior.

Participate in trainings and meetings on-site and off-site as required.

EDUCATION AND EXPERIENCE GUIDELINES

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Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education/Training:

Equivalent to two years of college level coursework from an accredited college or university.

Experience:

Three years of experience instructing, tutoring, or assisting in the instruction of adults.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Working Environment: Work is performed primarily in a standard office setting. Duties are typically performed at a desk or computer terminal; subject to noise from office equipment operation; frequent interruptions and contact in person and on the telephone with students, academic and classified staff, and others. At least minimal environmental controls are in place to ensure health and comfort.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information. Vision: See in the

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normal visual range with or without correction. Hearing: Hear in the normal audio range with or without correction.

Supplemental Information

Work Schedule: **TBD** – Schedule and shift vary and are subject to change in accordance with the department's needs.

Hours per Week: Up to **20**

Employment Conditions and Information:

This is a short-term, temporary, hourly Non-Bargaining Unit (NBU) assignment, not to exceed 160 days and 960 hours per fiscal year (July 1st through June 30th). **Short-term, temporary NBU positions may only be used on an intermittent, seasonal, or project basis.** Education Code Section 88003 states "Short-term employee means any person who is employed to perform a service for the district, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis."

After successful completion of the onboarding requirements, an individual may be employed by

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the South Orange County Community College District (SOCCCD) as a short-term, temporary NBU employee. Employment will be on an “if and as needed” basis, as determined by the SOCCCD. The assignment may be shortened or extended at any time, due to departmental needs, with little to no notice. NBU employment is at-will, and either party may terminate this working relationship at any time. Neither party shall be required to provide any reason for the separation. NBU employees shall not have reemployment rights or recourse to petition to be reinstated.

NBU employees are limited to working in a single position for a single department and site (assignments are onsite only).

NBU employees are paid on a monthly basis. The payroll reporting period is from the 1st of the month to the last day of the month. NBU employees are paid on the 10th of the following month.

Example: For the following reporting period: January 1st through January 31st, the NBU employee will be paid on February 10th.

NBU employees who work more than 1000 hours per fiscal year are required to contribute to the California Public Employees Retirement System (CalPERS), through payroll deduction. The SOCCCD does not intend to employ NBU employees for more than 960 hours during any fiscal year.

Notice to all Candidates for Employment:

The Immigration Reform and Control Act of 1986, Public Law 99-603, requires that employers obtain documentation from every new employee which authorizes that individual to accept employment in this country. The South Orange County Community College District (SOCCCD)

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will not sponsor any visa applications.

Employees must reside in California while employed with the SOCCCD.

California Public Employees Retirement System and California State Teachers Retirement System:

A California Public Employees Retirement System (CalPERS) retiree may not accept employment until after the first 180 days of retirement. Anyone retired from CalPERS accepting permanent employment with the SOCCCD will be required to reinstate as an active CalPERS member. Please contact CalPERS for additional information regarding your retirement status.

Any active vested member of California State Teachers Retirement System (CalSTRS), who accepts employment with the SOCCCD to perform service that requires membership in CalPERS, is eligible to elect to continue retirement system coverage under CalSTRS

Disability Accommodations:

If you require special accommodations in the application and/or evaluation process, please notify Human Resources at least two (2) business days prior to the job posting close or initial screening date, by either calling (949) 582-4850 or sending an e-mail to hrrinfodesk@socccd.edu.

Attendance Requirement:

All SOCCCD employees are required to report to work on a regular and consistent basis, as scheduled, to assigned job.

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Campus Crime and Safety Awareness:

Information regarding campus crime and safety awareness can be found at www.ivc.edu or www.saddleback.edu. Paper copies are available in the Human Resources office upon request.

Non-Discrimination Notice:

The SOCCCD provides access to its services, classes, and programs without regard to national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, military and veteran status, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

California Fair Chance Act:

The SOCCCD will consider qualified applicants with a criminal history pursuant to the California Fair Chance Act. You do not need to disclose your criminal history or participate in a background check until a conditional job offer is made to you. After making a conditional offer and running a background check, if the SOCCCD is concerned about a conviction that is directly related to the job, you will be given the chance to explain the circumstances surrounding the conviction, provide mitigating evidence, or challenge the accuracy of the background report.

Diversity, Equity, Inclusion and Equal Employment Opportunity:

The SOCCCD is looking for equity and inclusion-minded applicants who represent the full diversity of California and who demonstrate a sensitivity to the understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds present within our community.

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The SOCCCD is committed to ensuring that all students have the opportunity to succeed in their classes and as such, to eliminating institutional barriers that disproportionately impact students of color. Irvine Valley College and Saddleback College are deeply committed to fostering an inclusive environment where students, staff, and faculty from diverse backgrounds can thrive academically and professionally.

Irvine Valley College (IVC) serves approximately 21,584 students, reflecting a rich diversity: 41% Asian, 2% Black/African-American, 21% Hispanic/Latino, 8% Southwest Asian and North African, 5% two or more races, and 21% White in Fall 2024.

Similarly, Saddleback College (SC) serves around 25,789 students, with demographics showing 12% Asian, 2% Black/African-American, 29% Hispanic/Latino, 5% two or more races, and 47% White in Fall 2024.

These numbers underscore the importance of our commitment to eliminating equity gaps across all student demographics through implementing dynamic, student-centered practices and policies. To support the academic and career success of our diverse student body, we seek a candidate who will actively contribute to our mission of inclusivity and support. The ideal candidate's values will align with SOCCCD's goals for Diversity, Equity, and Inclusion (DEI) and Equal Employment Opportunity (EEO).

THE SOCCCD IS AN EQUAL OPPORTUNITY EMPLOYER

Contact Information

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

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Contact

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