


WSÁNEĆ SCHOOL BOARD 	JOB DESCRIPTION Job No. 9
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POSITION TITLE	Education Assistant
CLASSIFICATION	
DEPARTMENT	ŁÁU,WELNEW Tribal School WSÁNEĆ Leadership Secondary School Saanich Adult Education Centre
SALARY	

SUMMARY

Level 1: Responsible for supporting the planning, implementation, and evaluation of the social, emotional, physical, and academic needs of students including special needs students. Incumbents are assigned to support a classroom or individual students as the incumbent's qualifications and requirements dictate and may be reassigned throughout the year in accordance with operational requirements.

Level 2: Responsible for providing intensive/directed educational support to students with serious disabilities (multiple physical or development challenges and needs such as autism or cerebral palsy) and/or providing specialized assistance such as speech therapy to address the special needs of multiple students. Incumbents are assigned to support students as the incumbent's qualifications and requirements dictate and may be reassigned throughout the year in accordance with operational requirements.

SCOPE

Works under the direction of the ŁÁU,WELNEW Tribal School/WSÁNEĆ Leadership Secondary School Principal or Saanich Adult Education Centre Director and in accordance with the BC legal framework, and the WSÁNEĆ School Board policy/procedures, to provide support to teachers and students. As a member of the Learning Support Team, the position supports the safety, health, academic, emotional, and social needs of students from Nursery to grade 12 in and outside the classroom in order that students may take full advantage of the instructional program and available resources.

DUTIES

Classroom Assistance


- Demonstrate leadership by taking responsibility for recognizing and developing potential within our WSÁNEĆ school community.
- Provide input into modifying and evaluating the effectiveness of IEP and occupational programs in addressing social, emotional, physical, and academic requirements of students and students of special needs.
- Provides direct educational classroom support to students and students of special needs in various classrooms, adapt/modify academic and life skill curriculum as appropriate to address specific student needs.
- Participates as a member of the School Based Team to plan for, implement and evaluate the social, emotional, physical and academic needs of students.
- Collects student learning and behavioral data (records, reports, plans)
- Assists students during emotional outburst using non-violent crisis intervention strategies.

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- Monitors students' behavior during daily arrival, class changes, dismissal and in lunchroom and playground
- Assists professional staff in evaluating students for social, emotional, physical, and academic progress.
- Observes, assess, builds on and/or reports social academic or behavioral changes or milestones such as improvements in language acquisition.
- Review and integrate occupational programs designed by Occupational Therapist, Physiotherapist, and Speech/Language Pathologists into daily routines, liaising with these professionals as required.
- Uses computers and specialized equipment to provide support and instruction.
- Dispenses medications and carries out procedures in health care plan as set out in health care plan.
- Acts as an advocate for student(s) and assists with communication, advises supervisor of any unusual comments or behavior patterns.
- Encourages and supports students and special needs students in the development of self-esteem, personal skills, hobbies and interests and life skill training such as hygiene, cooking, shopping, and banking.
- Encourage students and special needs students in the development of self-esteem, personal skills, hobbies and interests and life skill training such as hygiene, cooking, shopping, and banking.
- Provides personal care (e.g., toileting, menses, clothing, catheterizes, oral and tube feeds, diapers, mobility, lifts, and transfers. Assists with the behavior management of students (e.g., clarify appropriate behavior, develop social skills)
- Marks student work and assists students with corrections.
- Monitors class/students when teacher is out of the room, monitors student peer helpers.
- Monitors the safe arrival according to scheduling, departure and emergency evacuation and care of students by maintaining site, road, and traffic safety procedures.
- Provides preventatives and emergency response care for students (e.g., seizures, choking, other health problems)
- Compiles information and materials for meetings with parents and relevant personnel and participates in same
- Provides information to relevant staff.
- Responsible for spot cleaning daily as requested by supervising teacher and/or Principal.
- Participates in training as required by the employer.

Individual Assistance

- Assist with the development of directed Individual Educational Plans for seriously disabled students, research, modify and collect materials.
- Design/or adapt and use specialized instructional strategies to address specific student needs.
- Advise on ways to adapt or modify classroom activities to include special needs students.
- Initiate, schedule, and implement occupational routines such as speech or physiotherapy exercises and swimming lessons.
- Plan, organize and provide specialized instruction for a group of students with the same special needs such as speech therapy activities.
- Provide advice and expertise to teachers and staff on special needs issues and conditions.

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- Apply specialized knowledge of special needs to address the needs of, or issues with, individual students or multiple students with similar needs.
- Set up and operate/use special needs teaching or complex augmentative aids and supports such as visual aids and low technical communications systems (i.e., computers, FM, and switches) and trouble shoots problems.
- Observe, assess, build on and/or report social, academic, or behavioral changes or milestones such as improvements in language acquisition.
- Design/or adapt and use behavior and disability management strategies to address special need challenges.
- Assist with communications (speaking and scribing) for students using Sign Language, Braille and/or Oral Interpretative Skills and report unusual comments or behavior.
- Compile information and materials for meetings with parents, parent/teacher conferences and other professionals, and participate in meetings as required.
- Foster communication with students, parents, and families in the community through participating in community events, familiarization with culture and involvement of community in the school
- Accompany special needs students on local field trips.
- Act as a liaison between students and parents/professionals/peers
- Perform other related duties and participate in work related training as required.

Education, Training and Certification

- EA Level 1: Grade 12 dogwood certificate or GED
- EA Level 2: Grade 12 and teaching assistant, certificate, or diploma in a related area such as teaching assistant, or community support and one-year related experience, family support worker, or early childhood education certificate supplemented by a special needs or community support worker certificate or an equivalent combination of education and experience, such as a diploma or degree in a directly related field.
- EA Level 3: Grade 12 dogwood certificate, certificate, or diploma (as above), plus a special need's certification
- Valid Level 1 & 2: First Aid Certificate, CPR Certificate and Criminal Record Check
- Valid Level 1 & 2: May require BC Class 5 Drivers License
- Valid Level 1 & 2: May require an appropriate level of First Aid certification.

Knowledge and Abilities

- Basic knowledge of child development: physical, emotional, intellectual, and social
- Support and assist students with a range of academic, social, and emotional needs.
- Physical ability to support students (i.e., dress, feed, toilet, lift, and transfer) as required.
- Assess situations and make appropriate decision and act quickly.
- Communicate clearly and professionally with teachers, students, parents, and colleagues.
- Follow direction and implement programs or procedures as directed.
- Work as part of a team to plan, implement and evaluate student learning plans.
- Organize workload and take on new assignments with limited notice.
- Use computers and standard software applications.

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Note: Qualified candidates of First Nations ancestry preferred
Lesser-qualified candidates may be appointed at a lower salary level.

DATE

April 2021