



IDENTIFICATION

Department	Position Title	
Beaufort Delta Education Council	Support Assistant	
Position Number(s)	Community	Division/Region(s)
12788, 12790, 11047, 11048, 11050, 11051, 11052, 11361 3063, 7255, 12786, 12787 6263 8223 3074, 13357, 13895 12785, 7578, 10609, 11698 NEW – Angik	Inuvik Aklavik Fort McPherson Tsilghetchic Tuktoykatuk Sachs Harbour Ulukhaktok Paulatuk	East Three Secondary East Three Elementary Moose Kerr Chief Julius Chief Paul Niditchie Inualthuyak Helen Kalvak Angik

PURPOSE OF THE POSITION

The Support Assistant (SA) is responsible for assisting with instruction and providing support and encouragement to students with diverse/complex needs and/or who require additional attention in order to ensure all students have the opportunity for a successful and meaningful learning experience. The SA operates under the Education Act and the policies and procedures established by the district, region and school.

SCOPE

At the discretion of the Principal, the Support Assistant reports to the Principal, Program Support (PST) Teacher and/or Classroom Teachers. He/she is responsible for assisting with implementing specialized and modified learning and education activities in order to provide a positive learning experience for students with diverse /complex needs or students who require additional support. The SA is responsible for working with diverse or complex needs/additional needs students either individually or in small groups to provide academic assistance in mainly core areas such as reading and math. The SA is also responsible for ensuring that diverse or complex needs/additional needs students are provided with positive learning environments and have an opportunity to learn effective listening and communications skills and good work habits. In particular, the SA is responsible for assisting with implementation of Individualized Education Plans (IEPs) and Student Support Plans (SSPs) so that students are provided with a learning environment that promotes a sense of accomplishment and self-confidence. Providing these services in an adequate manner will have a direct impact on diverse /complex needs/additional needs students and their families. It will increase the chances of having these students remain in the education system and gaining the skills required to be successful in life. It will also have a direct impact on the ability of the Classroom Teacher to maintain order in the classroom as many children with diverse / complex needs may become frustrated and demonstrate inappropriate or disruptive behaviors in the classroom without special or additional assistance. Providing these services will also have a direct impact on other students within the classroom who may not otherwise receive the required level of attention from the Classroom Teacher.

RESPONSIBILITIES

The specific duties of the Support Assistant will be determined by the Principal, Program Support Teacher and/or Classroom Teacher(s) based on the needs of students within the school. These duties vary from year to year and from time to time. In general, these duties will include, but may not be limited to, the following:

1. Deliver appropriate and general learning programs and activities based on students' needs in order to ensure students have an opportunity for a successful learning experience

Main Activities:

- Assist the Teacher in delivering specialized or modified programs and IEPs/SSPs
- Assist by tutoring individual students, working with small/large groups of students or in a team teaching situation with the teacher, always under the supervision of the teacher
- Provide assistance to designated students to ensure the highest possible degree of inclusion within the educational and social programs of the school
- Follow Program Support and Classroom Teacher manuals and instructions
- Provide appropriate learning activities in collaboration with classroom teacher and the Program Support Teacher
- Provide assistance to students based on individualized needs including assisting with transportation, wheelchair access, physical challenges, toileting, feeding, etc.
- Perform general classroom duties as assigned by the Classroom Teacher
- Reinforce classroom instruction with individuals and/or small groups
- Assist in the management of the classroom environment
- Ensure the safety of all students
- Promote the growth and independence of each student
- Assist the teacher with classroom discipline according to guidelines developed in cooperation with the teacher
- Assist in evaluating students' understanding of directions, concepts and/or progress
- Clarify teacher and school expectations, directions for students and vice versa
- Encourage students to develop independent skills in working, thinking and communicating
- Administer appropriate tests under supervision of Program Support Teacher/Teacher with appropriate training
- Operate equipment such as computers and media equipment
- Keep records and logs of activities and students
- Maintain prosthetic devices or aids such as wheelchairs and advise when repairs are required

2. Assist with preparing specialized learning activities including Individualized Education Plans (IEPs) and Student Support Plans (SSPs) for diverse / complex needs/additional needs students

Main Activities:

- Consult with Program Support Teacher and Classroom Teachers on student needs (i.e. medical condition, disability, learning delay, student at risk, etc.)
- Conduct research into area of disability, learning delay, risk, etc.
- Consult with Program Support Teacher and Classroom Teachers on lessons plans and appropriate learning activities
- Consult with Specialists (i.e. Speech Therapists, Occupational Therapists) on appropriate learning activities
- Plan regularly with the classroom teacher or other designated supervisor
- Assist in the development and signing of IEP forms with the parent/guardian
- Identify and help in developing strategies to assist diverse /complex needs/additional needs students
- Be aware of various learning styles and abilities
- Prepare and organize learning materials and resources

3. Prepare reports in consultation with the supervisor(s) concerning student achievements and limitations and communicate with parents in order to provide a realistic perspective on the abilities of each student

Main Activities:

- Maintain a record of student achievements and limitations
- Prepare anecdotal reports for the Classroom Teacher on student achievements and limitations, if requested
- Prepare reports for the Classroom Teachers on student behavior and behavioral problems as required
- Provide Classroom Teachers with summaries of test results in collaboration with Program Support Teacher
- Provide input for report cards
- Consult with Classroom Teachers on student progress
- Facilitate communication between the family, community, school and students in consultation with the Classroom Teacher and/or supervisor(s)
- Explain school policies and programs to parents in consultation with the Classroom Teacher and Program Support Teacher
- Attend parent teacher interviews when requested by the Classroom Teacher, Program Support Teacher or School Based Support Team

4. Participate in supervisory and extra-curricular activities in order to provide opportunities for all students to become active in cultural, sport and other activities and events

Main Activities

- Supervise students in the school, on the school ground and in other locations
- Patrol school grounds and halls at recess and lunch hour as per duty schedule
- Supervise students getting on or off the buses
- Monitor students on field trips and during extra-curricular activities
- Participate in the School-based Support Team upon request
- Attend committees (i.e. literacy, beautification, etc.)
- Participate in staff meetings during working hours
- Take advantage of personal skills that could benefit students through participation in extracurricular activities
- Seek out work to be completed as time permits

5. Participate in ongoing professional development activities

Main Activities

- Attend Teacher and Support Assistant workshops where possible
- Participate in school professional development and activity days
- Undertake professional development opportunities not provided by the employer such as the Teacher Assistant Certificate Program

6. Perform other related duties as required

WORKING CONDITIONS

(Working Conditions identify the unusual and unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent.)

Physical Demands

(This involves physical exertion produced by the incumbent in carrying out the responsibilities of the position beyond a standard office environment.)

The Support Assistant position is physically demanding. Special needs students often require physical lifting and/or manipulation such as dressing, feeding, toileting, etc. Students with behavioral or social/emotional disorders require monitoring and may require restraint or physical intervention to ensure the safety of the student and others. The SA spends a significant portion of time standing or walking in the school. He/she is expected to participate in student activities and must regularly lift or carry materials. In certain situations, he/she may be required to intervene in physical confrontations between students. He/she is required to spend a significant amount of time each day outside supervising children in cold and inclement weather.

Environmental Conditions

(This includes conditions in the work environment that have potential for negative physical impact on the incumbent.)

Certain students may display inappropriate behaviors such as abusive language or may have personal hygiene problems or lack of personal habits. The SA is exposed to cold and inclement weather on a daily basis. He/she is also must also deal with situations involving blood and injury and may need to provide basic medical attention. He/she may also encounter dogs and other animals in the playground.

Sensory Demands

(Sensory demands are an intense, combined used of 2 or more of the 5 senses required to accomplish activities.)

Sensory demands include use of the computer, which may cause eyestrain and occasional headaches. The classroom environment can also be noisy and stressful. The personal hygiene of some students may be offensive.

Mental Demands

(Mental demands indicate psychological impacts that are an unavoidable part of the job and place increased mental demands on the incumbent. This section includes travel required of the position as well.)

SAs work with students who require additional assistance and support and who do not generally achieve the same level of success in the classroom as other students. Many of these students have diverse / complex needs and may not react in a typical manner. The diverse / complex needs of the students may lead to frustration and emotional stress for the SA. In some cases, students may not attend regularly and/or make the anticipated progress, which can lead to frustration and emotional fatigue by the Support Assistant.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge

The incumbent must have the ability to provide instruction in core academic subjects (reading, writing, mathematics) to diverse/complex needs/additional needs students in a wide range of grade levels. He/she must have knowledge of the goals and objectives of inclusive schooling and requires the ability to read and comprehend appropriate materials including reading and mathematics textbooks at various grade levels. The incumbent requires an understanding of different learning styles and a basic understanding of teaching, instruction and classroom management techniques. He/she must have or be prepared to obtain First Aid and CPR Certification. The incumbent requires knowledge of the goals, objectives and operations of the school and the DEA as well as the local people and culture. An ability to speak the local Aboriginal language and knowledge of sign language is considered a strong asset for this position.

Skills

The incumbent must demonstrate the following skills:

- excellent interpersonal skills
- team building
- analytical and problem solving skills
- planning and organizational skills
- decision making skills
- effective verbal and listening communications skills
- effective written communications skills
- conflict management and resolution skills
- stress and anger management skills
- time management skills
- ability to deal with difficult situations
- basic computer skills
- project management skills
- ability to work in a multi-cultural setting with young people, staff and parents
- ability to work with students with special needs
- ability to speak the local language may be a requirement dependent on the students who have been identified with special needs
- ability to use sign language in special cases
- ability to read instructions, IEPs/SSPs minutes of meetings
- ability to write and maintain accurate student records

Personal Attributes

The incumbent must maintain strict confidentiality in performing the duties of the Support Assistant. The incumbent must also demonstrate the following personal attributes:

- be honest and trustworthy
- be empathetic to student needs and circumstances
- be positive and respectful
- possess cultural awareness and sensitivity
- be flexible
- be dependable, self-motivated, demonstrate sound work ethics and act as a role model for students
- demonstrate patience and self-control

Typically, the above qualifications would be attained by:

The incumbent would normally acquire the required knowledge and skills through completion of Grade 12 combined with related training in working with special needs students and experience in an educational environment. Equivalencies will be considered.

ADDITIONAL REQUIREMENTS

Position Security (check one)

- No criminal records check required
- Position of Trust – criminal records check required
- Highly sensitive position – requires verification of identity and a criminal records check

French language (check one)

- French required
- French preferred
- French not required