Tłı̨chǫ Community Services Agency
Dǫ Nàke Lanì Nàts'etso • Strong Like Two People

IDENTIFICATION

Department	Position Title	
Tłı̨chǫ Community Services Agency	Support Assistant	
Position Number	**Community**	**Division/Region**
94-12174	Whatì	Education / Tłı̨chǫ

PURPOSE OF THE POSITION

The Support Assistant is responsible for assisting with instruction and providing support and encouragement to students diagnosed with exceptional needs and/or who are identified as needing additional services and resources. Operating under the *Education Act* and the policies and procedures established by the district, region and school, this position exists to ensure all students have the opportunity for a successful and meaningful learning experience.

SCOPE

Located in Whatì, the Support Assistant (SA) reports to the Principal and takes direction from the Program Support Teacher and/or Classroom Teachers. This position 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 and complex needs. The Support Assistant works with designated students either individually or in small groups to provide academic assistance, and may work in the classroom or in other areas of the school. 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.

This position assists teachers and students by implementing techniques and strategies, and monitoring and reporting progress to the teacher to ensure that individual needs of students are met. The SA is also responsible for ensuring that 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 students and their families, and 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 and complex needs may become frustrated and demonstrate inappropriate or disruptive behaviors in the classroom without 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 or another adult in the room.

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 individualized and developmentally appropriate learning programs and activities based on students' needs in order to ensure students have an opportunity for a successful learning experience.**
   - Assist identified students to participate in teacher planned activities.
   - Assist the Teacher in delivering specialized or modified programs and IEPs under supervision of the teacher.
   - Deliver teacher prepared programs with individual students or groups of students.
   - Provide assistance to designated students to ensure the highest possible degree of inclusion within the educational and social programs.
   - Follow Program Support and Classroom Teacher manuals and instructions.
   - Reinforce language, literacy and numeracy skills.
   - Carry out general classroom duties to facilitate the teacher working with individual students.
   - Communicate student progress and challenges to the teacher.
   - Consult with and assist with observing and documenting student's progress and behaviour using methods communicated to you by the teacher or PST.
   - Provide assistance to students based on individualized needs including assisting with transportation, orientation/mobility training, wheelchair access, physical challenges, etc. and follow activities and exercises recommended by rehabilitation team (e.g. toileting, feeding, etc.), behaviour management, travel and/or mobility assistance and administrating of medical procedures as appropriately trained.
   - Use alternative communications strategies where appropriate.
   - Scribe for students and read to students where appropriate.
   - 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.
- Report condition of all equipment and resources.
- 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.
- Operate equipment such as computers and media equipment.
- Keep records and logs of activities and students.
- Prepare activities and resources based on the teacher's plans.

2. **Assist with preparing specialized learning activities including Individualized Education Plans for special needs/additional needs students.**
   - 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, Psychologists) on appropriate learning activities.
   - Plan regularly with the classroom teacher or other designated supervisor.
   - Assist in the development and signing of SSP/ IEP and other documents with the parent/guardian.
   - Identify and develop strategies to assist students who have complex/diverse needs.
   - Be aware of various learning styles and abilities.
   - Prepare and organize learning materials and resources.

3. **Consult with teachers, administrators and Program Support Teachers on student progress, achievements and limitations to ensure that all are kept informed of student success and challenges during the school day.**
   - Monitor and report student progress.
   - Maintain a record of student achievements and challenges.
   - Prepare anecdotal reports for the Classroom Teacher on student achievements and limitations as requested for use in report cards or SSP/IEP planning.
   - Prepare reports for the Classroom Teachers on student behavior and behavioral problems as required.
   - Provide input for report cards.
   - Consult with Classroom Teachers on student progress.
   - Participate in Parent/Student/Teacher conferences on request.
   - Communicate with health care and other professionals on request from the Program Support Teacher or Administration.

- Maintain a record of student progress as directed by the teacher or Program Support Teacher.
- Maintain a log of daily routine/schedule as directed by Administration.
- Use established communication systems to share information.
- Maintain confidentiality in all communication.

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.**
   - Supervise students in the school, on the school ground and in other locations as scheduled by the administration.
   - Supervise students getting on or off the buses as scheduled.
   - Promote and model inclusionary practices on the playground, in the school community and while participating in extra-curricular and school activities.
   - Monitor students on field trips and during extra-curricular activities.
   - Participate in the school team upon request.
   - Participate in school committees (i.e. literacy, school based support team, Indigenous Education, beautification, etc.).
   - Participate in staff meetings.
   - Take advantage of personal skills that could benefit students through participation in extra-curricular activities.
   - Seek out work to be completed as time permits.

5. **Participate in ongoing professional development activities.**
   - Attend teacher workshops where possible.
   - Participate in school professional development and activity days.
   - Seek out and share with administration opportunities for professional development that may be offered by agencies or online.

6. **Perform other related duties as required during working hours.**
   - Attend school wide special events as appropriate.
   - Perform assigned responsibilities during emergency drills and evacuations.

WORKING CONDITIONS

Physical Demands

The physical demands for this position include 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; there may be times when the SA will be required to intervene in physical confrontations between students. The SA spends a significant portion of time standing or walking in the school, and the incumbent is expected to participate in student activities and must regularly lift or carry materials. The incumbent will be required to spend a significant amount of time each day outside supervising children in cold and inclement weather.

Environmental Conditions

The SA is exposed to cold and inclement weather on a daily basis. The incumbent must also deal with situations involving blood and injury and may need to provide basic medical attention. As well the incumbent may encounter dogs and other animals in the playground.

Sensory Demands

The classroom environment can be noisy and stressful. Moderate listening and observing body language and student behaviours are required when ensuring their safety, monitoring their progress, and when assisting with instruction and providing support and encouragement to students diagnosed with special needs and/or who require additional attention.

Mental Demands

The SA continuously supports and manages the high needs of the students, and in some cases students may not attend regularly and/or make the expected progress. Certain students may display inappropriate behaviors such as abusive language, inappropriate physical behaviour or lack of personal habits. Incumbent will be exposed to unpleasant / challenging situations.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of, and /or the ability to acquire knowledge of child development; formal and informal learning strategies; and inclusive school philosophies.
- Knowledge of and/or the ability to acquire knowledge of disabilities and other challenges faced by students, as well as the effects of living with a disability or challenge.
- Knowledge of community resources and services.
- Ability to provide instruction in core academic subjects (reading, writing, mathematics) to students in a wide range of grade levels.
- Ability to read and comprehend appropriate materials including reading and mathematics textbooks at a basic understanding of teaching, instruction and classroom management techniques.
- Ability to acquire knowledge of the goals, objectives and operations of the school and Tlicho Community Services Agency (TCSA) as well as the local people and culture.
- Interpersonal skills as well as verbal and listening communication skills
- Planning, organization, time management skills and the ability to work independently.
- Ability to read and understand instructions, SSP/IEPs, meeting minutes, and communications.
- Written communication skills including the ability to write and maintain accurate student records.
- Analytical, problem-solving and decision making skills.
- Conflict management and resolution skills.
- Ability to keep one's emotions under control and able to apply special techniques or plan activities ahdead of time to manage emotions or stress.
- Computer skills including the ability to operation work-processing, email and internet applications.
- Ability to work in a multi-cultural setting with young people, staff and parents.

- Ability to work with students with exceptional needs.
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.

Typically, the above qualifications would be attained by:

The completion of Grade 12 and related experience in an educational environment.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

Possess or ability to obtain First Aid/CPR and non-violent crisis intervention (NVCI) (or equivalent) certification within a reasonable timeframe.

Position Security

☐ 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 if applicable)

☐ French required (must identify required level below)
Level required for this Designated Position is:
ORAL EXPRESSION AND COMPREHENSION
Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐
READING COMPREHENSION:
Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐
WRITING SKILLS:
Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☐
☐ French preferred

Indigenous language: Tlicho

☐ Required
☒ Preferred