



Tłıchǫ Community Services Agency
Dı Nıke Lani Nıts'etso • Strong Like Two People

IDENTIFICATION

Department	Position Title	
Tłıchǫ Community Services Agency	Relief Support Assistant	
Position Number	Community	Division/Region
94-15601	Behchokǫ-Edzo	Education / Tłıchǫ

PURPOSE OF THE POSITION

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

SCOPE

At the discretion of the Vice Principal, the Relief Support Assistant (SA) reports to the Vice Principal, Program Support Teacher and/or Classroom Teachers. The 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 special needs or students who require additional support. The SA is responsible for working with special 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 special 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) 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 special needs/additional needs students and their families. It will increase the chances of having these students remain in the education system and gain 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 special 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

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.

- Assist the Teacher in delivering specialized or modified programs and IEPs.
- 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.
- 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 teachers' 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.
- 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 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) 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 develop strategies to assist special 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.**
- Maintain a record of student achievements and limitations.
 - Prepare anecdotal reports for the Classroom Teacher on student achievements and limitations.
 - Prepare reports for the Classroom Teachers on student behavior and behavioral problems as required.
 - Provide Classroom Teachers with summaries of test results.
 - 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 Teacher.
 - Attend parent teacher interviews when requested by the Classroom Teacher.
- 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.
 - 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 team upon request.
 - Attend committees (i.e. literacy, beautification, etc.).
 - Participate in staff meetings.
 - 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.**
- Attend teacher 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

Physical Demands

The physical demands for this position include physical lifting and/or manipulation such as dressing, feeding, toileting, etc. Students with behavioural 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 is 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 also must also deal with situations involving blood and injury and may need to provide basic medical attention. The incumbent may also 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 assisting with instruction and providing support and encouragement to students diagnosed with special needs and/or who require additional attention. The personal hygiene of some students may be unpleasant..

Mental Demands

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 a high level of needs and may not react in a typical manner. 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 behaviours such as abusive language or may have personal hygiene problems or lack of personal habits.

KNOWLEDGE, SKILLS AND ABILITIES

- Ability to provide instruction in core academic subjects (reading, writing, mathematics) to special needs/additional needs students in a wide range of grade levels.
- Knowledge of the goals and objectives of inclusive schooling and the ability to read and comprehend appropriate materials including reading and mathematics textbooks at various grade levels.
- Knowledge and understanding of different learning styles and a basic understanding of teaching, instruction and classroom management techniques.

- Ability to learn and apply knowledge of the goals, objectives and operations of the school and the DEA as well as the local people and culture.
- Interpersonal, conflict management and resolution skills
- Team building skills.
- Analytical and problem solving skills.
- Planning, time management and organizational skills.
- Decision making skills.
- Verbal and listening communications skills.
- Written communications skills and the ability to maintain accurate student records.
- Stress and anger management skills
- Ability to deal with challenging situations.
- Computer 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, minutes of meetings.
- 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.

The incumbent must maintain strict confidentiality in performing the duties of the Support Assistant, and:

- 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 completion of Grade 12 combined with related training in working with special needs students and experience in an educational environment.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

The incumbent must have or be prepared to obtain First Aid and CPR Certification

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