



Commission scolaire francophone Territoires du Nord-Ouest

L'école francophone, l'avantage par excellence.

IDENTIFICATION

Department	Position Title	
Commission scolaire francophone des Territoires du Nord-Ouest	Program Support Assistant	
Position Number	Community	Division/Region
95-17805	Hay River	École Boréale

PURPOSE OF THE POSITION

The Program Support Assistant assists with developing academic and extracurricular activities to provide students with an optimum learning environment that will allow them to achieve their full potential.

SCOPE

The Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) is the governing education body for French first-language schools as legislated under the *Education Act*. The CSFTNO provides schooling for approximately 245 students in two schools. CSFTNO employs approximately 45 administrators, teachers and support staff and has an annual budget of over \$5M.

Located in Hay River, the Program Support Assistant reports to the Principal, and will take direction from either the Principal, the Program Support Teacher or the teaching staff. The Program Support Assistant assists with the provision of high-quality program activities both inside and outside the classroom. The Program Support Assistant's duties may also include the provision of assistance to students who are experiencing academic, physical, social or behavioural challenges. The incumbent may also be required to take part in extracurricular activities related to culture and sports, and in fundraising, for example.

The Program Support Assistant will be required to assist with classroom/workspace/teaching material preparations to create a positive learning environment, and may also assist with

delivering language program courses and with incorporating appropriate culture and language learning activities into the curriculum. The incumbent assists with recording student academic outcomes and communicating them to parents, as directed by the teacher.

While the following activities are not routine components of the position, the Program Support Assistant may occasionally be required to provide personal care (including toileting assistance) or implement approved physical intervention and prevention strategies when these supports are necessary for a student's health, safety, dignity, or educational participation. Such duties are undertaken only when identified in an individualized student support plan, after appropriate training has been provided, and with the guidance and support of school administration and qualified professionals. The CSFTNO is committed to ensuring that employees are adequately prepared and supported before undertaking these responsibilities. Any physical intervention must follow approved procedures, use the least restrictive approach possible, and be limited to situations where there is an immediate risk of harm.

The Program Support Assistant must comply with the *Education Act* and with the policies and procedures established by the Commission scolaire francophone and the school.

The Program Support Assistant position has a direct impact on the teachers' ability to provide high-quality programs to students. Support services greatly increase the chances that every student will succeed and that the student educational experience will be positive and rewarding.

RESPONSIBILITIES

The principal, the Program Support Teacher and the teaching staff establish the Program Support Assistant's duties. These duties may vary from year to year and from period to period, depending on student/school needs. Generally these duties include the following:

1. Assist in implementing the curriculum to provide students with an optimum learning environment, and support the teacher in this process.

- Assist with the delivery of the program, courses and lesson plans, as directed by the teacher.
- Assist students who are having difficulty with reading and/or math.
- Teach students, either individually or in groups, course material prepared by the teacher.
- Provide additional assistance to special-needs students.
- Plan and conduct learning activities for groups of students as directed by the teacher.
- Help the teacher maintain discipline in the classroom, following guidelines established with the teacher.
- Provide assistance by tutoring individual students, working with students in small or large groups and doing team teaching with the teacher under his or her direction.
- Assist with assessing students' progress and their understanding of instructions and concepts.
- Clarify the teacher's and the school's expectations and instructions to the students and vice versa.
- Encourage the students to work, think and communicate independently.

- Help designated students take part as much as possible in the school's educational and social programs.
 - Take over the class from time to time in the teacher's absence.
 - Assist with correcting student assignments and providing feedback on student achievement.
 - Provide students with additional exercises for skill areas and concepts they need to improve upon.
 - Set an example in the classroom and help students build their self-esteem.
 - Listen to students read and practice languages, math and other skills.
 - Help implement individual or modified education plans for special-needs students.
 - Help any students who have limitations or physical needs.
 - Keep a record of activities and student files.
 - Engage in planning with the teacher/other designated supervisor.
- 2. Take part in extracurricular/supervisory activities so that all of the students can engage in culture and sports activities/events, for example.**
- Supervise students in the school, on the school property and in other locations.
 - Supervise students on the school grounds and in the hallways at recess and lunchtime, in accordance with the work schedule.
 - Supervise students entering and exiting buses.
 - Supervise students taking part in outings and in extracurricular activities.
 - Attend committee meetings (e.g., literacy, beautification).
 - Attend staff meetings.
 - Put own skills to good use in extracurricular activities for the benefit of students.
 - Perform other duties, time permitting.
- 3. Take part in continuing professional development activities.**
- Attend workshops intended for teachers, where possible.
 - Take part in professional development days and other professional activities.
 - Take advantage of professional development opportunities not provided by the employer, e.g., certificate program.
- 4. Assist with preparing students' report cards, taking care to communicate their achievements and challenges to their parents so they have a realistic picture of their children's progress.**
- Administer tests, as directed by the teacher.
 - Provide the teacher with test result summaries.
 - Consult with the teacher and help the teacher to observe and track student progress and behaviour.
 - Prepare students' report cards and enter comments about their academic outcomes and behaviour, if applicable.
 - Help explain school policies and programs to parents at the teacher's request.
 - Forward parental concerns to the teacher/principal.
 - Attend parent-teacher meetings at the teacher's request.

5. Participate in the process of identifying and preparing appropriate language and culture documents and help set up the classroom to ensure that the necessary educational resources are ready for use.

- Prepare, arrange and tidy up the classroom/workspace every day.
- Prepare and organize teaching materials, look after the bulletin board, make photocopies/plasticize materials, prepare arts and crafts materials, write lessons on the blackboard, hang up photos and other items in the classroom/workspace.
- Prepare illustrations.
- Provide administrative support at the teacher's request.

WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

No unusual conditions.

Sensory Demands

The classroom environment can be noisy and overstimulating, where work activities involve two or more sensory inputs several times daily. Moderate listening and observing body language and student behaviours are required when supervising for safety, monitoring their progress, and assisting with instruction, and/or with students whose diagnosis requires consistent multi- sensory awareness.

Mental Demands

No unusual demands.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of and/or the ability to acquire and apply knowledge of different learning styles, and of teaching and classroom management methods.
- Knowledge of and/or the ability to acquire knowledge of the goals, objectives and operation of the Commission scolaire francophone and the school.
- Knowledge of standard office administration protocols, procedures and best practices.
- Knowledge of confidentiality protocols and the ability to ensure privacy compliance.
- Interpersonal communication skills; both written and verbal.
- Skilled at building harmonious relationships and trustful connections with others.
- Organization and time management skills.
- Computer skills including Internet and Microsoft Office programs.
- Ability to acquire and apply knowledge of GNWT / CFSTNO policies and processes.
- Ability to read and understand relevant documents, including reading math textbooks from different grade levels, in order to provide explanations in core subjects (reading, writing, math) to students at different grade levels.

- Ability to acquire a respectful understanding of the northern cultural environment.
- Ability to actively seek to understand others by asking questions and reiterating the responses to check understanding before drawing conclusions and/or opinions.
- Ability to work cooperatively as a team member with the ability to encourage staff and ensure they work together as a team.
- Ability to build and maintain positive and respectful relationships with families, children, staff and volunteers.
- Ability to model patience, compassion and calm engagement behaviors.
- 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 High School 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 and CPR 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: Select language

- ☐ Required
- ☐ Preferred