

**IDENTIFICATION**

Position Number	Position Title		
96-12563	SPECIAL NEEDS ASSISTANT -		
Department	Division/Region	Location	
DEHCHO DIV. ED. COUNCIL	DEHCHO	FORT PROVIDENCE, N.T.	

PURPOSE OF THE POSITION

(Main reason why the position exists, in what context and what is the overall end result)

Under the day-to-day direction of the classroom teacher carry out tasks designed to implement the goals and objectives of the Individual Education Plans (IEP) for those Special Needs students to which he/she is assigned.

SCOPE

(Describe in what way the position contributes to and impacts on the organization)

Incumbent is required to work, under the direction of a teacher, with students who may have a variety of physical, social and emotional challenges within the regular classroom.

RESPONSIBILITIES

(Describe major responsibilities and target accomplishments expected of the position. Describe the typical problems encountered in carrying out the responsibilities. For management positions, indicate the subordinate position(s) through which responsibilities are accomplished)

1. Assist the classroom teacher in meeting the IEP goals and objectives of Special Needs students to ensure that the students reach their full classroom potential by:
 - carrying out general classroom duties to facilitate the teacher working with individual students
 - reinforcing classroom instruction with individuals and/or small groups
 - operating media equipment
 - demonstrating and modeling a caring attitude within the classroom that fosters positive self-images; and,
 - preparing materials to facilitate the delivery of the special programs within the classroom.

2. Maintains classroom records on designate special Needs Students by:

- keeping a written daily diary of activities and observations
- keeping statistical records of student's daily work; and,
- documenting specified student behavior

3. Performs other duties as requested or required such as:

- participating in playground monitoring
- providing physical assistance to students to help them cope with school schedules, ie., stairs
- participating in the school team upon request; and
- undertaking training to work effectively with specific students.

(INSERT EXTRA PAGE IF REQUIRED)

KNOWLEDGE, SKILLS AND ABILITIES

(Describe the level of knowledge, experience and abilities that are required for satisfactory job performance)

Grade 11/12 . Demonstrated ability to work with children with identified special needs. Local languages may be a requirement dependent upon the students who have identified special needs. In specific cases, the ability to use Sign Language (basic/advanced) and/or Braille may be required. Must be able to read instructions, IEP's , minutes of meetings and educational directives. Write and maintain accurate student records.

WORKING CONDITIONS

(List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent. Express frequency and duration of occurrence of physical demands, environmental conditions, demands on one's senses and mental demands)

Physical Demands

(Indicate the nature of physical effort leading to physical fatigue.)

Works within a classroom where considerable movement is required. There may be some stooping and lifting or carrying of light material.

Environmental Conditions

(Indicate the nature of adverse environmental conditions to which the incumbent is exposed)

Environment is generally comfortable with exposure to some children who may be suffering from colds and other contagious illness.

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Sensory Demands

(Indicate the nature of demands on the incumbent's senses to make judgments through touch, smell, sight and hearing and judge speed and accuracy).

Incumbent is to work, under the direction of a teacher, in a regular classroom and is able to meet the physical, emotional and academic needs of special needs students.

Mental Demands

(Indicate conditions that may lead to mental or emotional fatigue.

Required to work with children who have special needs requiring close attention.