



## IDENTIFICATION

| Department                          | Position Title             |                 |
|-------------------------------------|----------------------------|-----------------|
| Dehcho Divisional Education Council | Literacy Support Assistant |                 |
| Position Number                     | Community                  | Division/Region |
| 96-17102                            | Fort Simpson               | Dehcho          |

## PURPOSE OF THE POSITION

The Literacy Support Assistant is primarily responsible for assisting with the implementation, provision, and instruction of literacy interventions to students, who require it, to provide an optimal and meaningful learning environment for the acquisition of literacy (reading & writing) skills. This position operates under the *Education Act* and the policies and procedures established by the district, region and school.

## SCOPE

Located in Fort Simpson the Literacy Support Assistant (Literacy SA) reports to the Principal, and is responsible for assisting with implementing specialized and modified learning and literacy activities in order to provide a positive learning experience for students. The Literacy SA is responsible for working with students either individually or in small groups to provide academic assistance in areas such as reading and writing.

Providing these services in an adequate manner will have a direct impact on students and their families. It will increase the chances of having these students succeed in the education system by helping them to become more independent readers and in gaining the literary skills required to be successful in life.

The specific duties of the LSA will be determined by the Principal, Program Support Teacher and/or Literacy Coach based on the needs of students within the school.

## **RESPONSIBILITIES**

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.**

- Assist the Literacy Coach, PST and Classroom Teacher in delivering specialized or modified literacy programming.
- 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 Classroom Teacher, Literacy Coach or PST.
- Provide assistance to designated students to ensure the highest possible degree of inclusion within the educational and social programs of the school.
- Follow Literacy Coach, Program Support and Classroom Teacher manuals and instructions.
- Provide appropriate learning activities.
- Provide assistance to students based on individualized needs.
- Perform general duties as assigned by the Literacy Coach or PST.
- 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.

**2. Assist with preparing specialized learning activities.**

- Consult with Literacy Coach, Program Support Teacher and Classroom Teachers on student needs (i.e. disability, learning delay, student at risk, etc.).
- Conduct research into area of disability, learning delay, risk, etc.
- Consult with Literacy Coach, Program Support Teacher and Classroom Teachers on lessons plans and appropriate learning activities.
- Plan regularly with the Literacy Coach, PST and Classroom Teachers.
- 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, including the literacy classroom and work areas.

**3. Prepare reports in consultation with the supervisor(s) concerning student achievements and limitations.**

- Maintain a record of student achievements and limitations.
- Prepare anecdotal reports for the Literacy Coach, PST and/or Classroom Teacher on student achievements and limitations.
- Prepare reports for the Classroom Teachers on student behavior and behavioral problems as required.
- Provide Literacy Coach, PST and Classroom Teachers with summaries of test results.
- Provide input for reporting to parents.
- Consult with Literacy Coach, PST and Classroom Teachers on student progress.
- Facilitate communication between the family, community, school and students in consultation with the Classroom Teacher and/or Literacy Coach/PST.

**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 grounds and in other locations according to the duty schedule.
- Patrol school grounds and lunch rooms at lunch hour.
- 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 committee meetings (i.e. literacy, school improvement, 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.
- 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**

Works within the school and classroom environments where considerable movement is required. There may be requirements to stoop, lift and carry light material.

**Environmental Conditions**

Incumbent will be exposed to colds/contagious illnesses within the school environment.

## **Sensory Demands**

Moderate listening and observing body language and student behaviours are required when assisting with instruction and providing support and encouragement to students.

## **Mental Demands**

The classroom environment can be noisy and active.

## **KNOWLEDGE, SKILLS AND ABILITIES**

- Knowledge relating to child development.
- Knowledge of formal and informal learning strategies.
- Ability to provide guidance in literacy (reading and writing) to students in a wide range of grade and ability levels.
- Ability to collaborate with school staff and consultants to create effective timetables for students.
- Ability to actively participate in DDEC literacy initiatives and training.
- Ability to maintain accurate attendance records
- Ability to read and comprehend appropriate materials, including a basic understanding of teaching instruction and classroom management techniques.
- Ability to acquire knowledge of the goals, objectives and operations of the school, and DDEC and DEA, as well as the local people and culture.
- Ability to apply verbal, written and listening communication skills.
- Ability to maintain organization of reading materials, record-keeping and time management skills.
- Ability to read and understand instructions, SSPs, meeting minutes and communications.
- Interpersonal skills, dealing effectively with staff, students, parents and the public.
- Ability to maintain strict confidentiality of records and information.
- Ability to commit to 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:**

Secondary School (Grade 12) diploma and related experience in an educational environment.

Equal 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:** Select language

Required

Preferred