



IDENTIFICATION

Department	Position Title	
Sahtu Divisional Education Council	Relief Support Assistant	
Position Number	Community	Division/Region
98-15664	Fort Good Hope	Sahtu

PURPOSE OF THE POSITION

The Relief Support Assistant (SA) 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. This position contributes to ensuring that all students have the opportunity for a successful and meaningful learning experience. The Relief SA operates under the *Education Act* and the policies and procedures established by the district, region and school.

SCOPE

At the discretion of the Principal, the Relief Support Assistant reports to the Principal, Program Support Teacher and/or Classroom Teachers. The Relief Support Assistant 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 needs. The position is responsible for working with designated students either individually or in small groups to provide academic assistance. The Relief SA may work in the classroom or in other areas of the school.

Support services provided will have a direct impact on students and their families. It will increase the likelihood of students remaining in the education system and gaining the skills required to be successful in life. Support services will have a direct impact on students within the classroom by ensuring that students receive the required level of attention from the Classroom Teacher or another adult in the room.

The Classroom Teacher maintains final responsibility for the organization and management of a classroom, the planning of teaching strategies, the direction of learning or reporting experiences of students, including the assessment of individual needs of students, the

selection of materials to meet student's needs, and the evaluation of student progress and/or the discussion of student's work, behaviours, and/or problems with parents.

The specific tasks of the Relief 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.

RESPONSIBILITIES

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 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
- Communicate student progress and challenges to the teacher using methods defined by the teacher or PST
- Based on individualized needs, provide assistance with transportation, orientation / mobility training, wheelchair access, physical challenges, etc.
- Provide assistance for activities and exercises recommended by rehabilitation team (e.g. toileting, feeding, etc.), behaviour management, travel and/or mobility assistance and administering of medical procedures as appropriately trained
- 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
- 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 identified 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 IEP forms 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. Communicate student progress, achievements and limitations to supervisor(s) and parents to ensure all stakeholders are kept informed in a timely manner.**
- Monitor and maintain a record of student progress, including achievements and limitations
 - Consult with Classroom Teacher on student progress
 - Prepare anecdotal reports for the Classroom Teacher on student progress as required
 - Prepare reports for the Classroom Teacher on student behavior and behavioral problems as required
 - Provide Classroom Teachers with summaries of test results
 - Provide input for report cards
 - 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/guardians in consultation with the Classroom Teacher
 - Participate in parent –teacher conferences as required
- 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
 - Supervise students getting on or off the buses as scheduled
 - Monitor students on field trips and during extra-curricular activities
 - Participate in the school team as requested
 - Participate in school committees (i.e. literacy, 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 when 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 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

This position is physically active and students with diverse/complex needs often require physical assistance, 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. The Relief SA spends a significant portion of time standing or walking in the school and is expected to participate in student activities and must regularly lift or carry materials. In certain situations, the incumbent may be required to intervene in physical confrontations between students.

Environmental Conditions

The Relief SA is exposed to a variety of weather on a daily basis. The Relief SA must also deal with situations involving toileting, 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

Watching and observing students to ensure their safety and monitor their progress requires a need to concentrate on a variety of sensory inputs.

Mental Demands

Relief SAs work with students who require additional assistance and support and who do not generally have the same targets of success in the classroom as the majority of students. Many of these students have diverse/complex needs and may not react in a typical manner. Certain students may display inappropriate behaviors such as abusive language and/or inappropriate physical behaviour.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge relating to child development, disabilities and other challenges faced by students and the effects of living with a disability or challenge.
- Knowledge of formal and informal learning strategies and inclusive schooling philosophies
- 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 DEA as well as the local people and culture.
- Ability to apply interpersonal and verbal, written, and listening communication skills.

- Ability to acquire knowledge relating to community resources and services.
- Planning and organization, and time management skills.
- Ability to read and understand instructions, IEPs, meeting minutes, and communications.
- Ability to write and maintain accurate student records.
- Ability to work independently.
- Analytical, decision making, and problem-solving skills.
- Conflict management and resolution skills.
- Stress management skills.
- Computer skills including word-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.

Typically, the above qualifications would be attained by:

High School / Secondary School diploma, and related experience in an educational environment. Equivalencies will be considered.

An ability to communicate using sign language would be considered an asset for this position.

ADDITIONAL REQUIREMENTS

Must have or be prepared to obtain First Aid and CPR certification.

Ability to speak a local language may be a requirement based on students who have been identified.

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: Indigenous Language - Not Specified

- ☐ Required ☒ Preferred