

Position no. 99-10241	Position title Special Needs Assistant	Name of present employee
Department Education	Division / Region Fort Smith	Position location Fort Smith
Supervisor - Position no.	Supervisor - Position title Principal	Supervisor's name Fort Smith
CLASSIFICATION USE ONLY		

2 Describe, in a brief paragraph, the purpose or main function of this position. This statement should answer the question: ' WHY does this position exist?'

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 s/he is assigned.

3 Describe the duties of the position, starting with the area of major responsibility. Describe WHAT each duty is, WHY it is done and HOW it is done. Use extra blank sheets as required.

Major Duties
duty no. % time

1. 70 Assists the classroom teacher in meeting the I.E.P. 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 modelling 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. 20 Maintains classroom records on designated Special Needs Students by:
 - keeping a written daily diary of activities and observations;
 - keeping statistical records of students' daily work; and,
 - documenting specified student behaviour.

Minor Duties Describe briefly only WHAT is done.

1. 10 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, i.e. stairs;
 - participating in the school team upon request; and,
 - undertaking training to work effectively with specific students.

Total

(USE EXTRA BLANK SHEETS IF NECESSARY)

- 4 Using the format below, explain the following:
- What is the minimum level of education and training required to perform these duties ? (specify certificates, licences or necessary appointments)
 - Describe why this education and training is necessary (rationale) .
 - Identify duties which support this level of education and training (duty number) .

MINIMUM LEVEL	RATIONALE	DUTY NO.
Grade 11/12 or equivalent life experience/aptitude	Must be able to: - read instructions, IEP's minutes of meetings and educational directives - write and maintain accurate student records.	A11

- 5 Using the format below, complete the following:
- Name the skills and knowledge necessary to perform these duties which must be gained through experience (knowledge of regional problems, skill in planning) .
 - What is the minimum length of time required to develop each skill and knowledge ?
 - Identify duties which support each requirement.

SPECIFIC SKILL OR KNOWLEDGE	LENGTH OF TIME	DUTY NO.
Demonstrated ability to work with children 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.		1 1 A11

NOTE: The minimum levels of education, training and experience, when rated in the classification process, constitute the requirements that must be met when hiring a new employee for this position, or when promoting the incumbent on a reclassification of this position. Desirable levels may be included in staffing requests.

- 6 a) What final decisions are made REGULARLY, for which the employee is held accountable ? Describe, using specific examples (eg. signing authority delegated).

- When to seek or offer help in program interventions.
- When to request additional assistance and direction from the classroom teacher when needed.
- What information is significant and should be recorded.

- b) What is the direct impact of those decisions (eg. on groups, resource utilization and program delivery)?

- If program intervention is adequate, the probability of student success will be increased.
- If problems are identified and resolved quickly, positive interpersonal relationships are facilitated.
- If records are significant and accurate, student progress can be readily determined.

- c) What recommendations does the employee make; to whom are they made and how often ? Describe using specific examples.

To Classroom Teachers:

- recommendations that might improve the learning environment of students with identified Special Needs on an ongoing basis, ie. classroom seating; choice of learning materials.

(USE EXTRA BLANK SHEETS IF NECESSARY)

7

- a) List the directives, manuals, regulations, ordinance or other written guidelines used REGULARLY, and specify how they are used (eg. follow procedures in manuals, explain or interpret regulations).

Understanding the Special Needs Directive
Understanding manuals such as Hearing/Lost/Hearing Gained.

- b) What controls are exercised over selection of methods and procedures, and the work performance either by the supervisor or other persons, either directly or indirectly ? Give specific examples (eg. information sources specified by client, supervisor checks and approves completed work).

The Special Needs Assistant is supervised by the principal. The Instructions are given by the teacher or principal.

- c) How is the work assigned to the employee (eg. verbal direction from supervisor, written instructions with work request) ?

Written and/or oral instructions are given by the teacher and/or principal. The Individual Education Program for each student is a written instruction that has been prepared under the direction of the School Team.

- d) List the major tools, equipment and machinery used in the work, and the percentage of time spent using each.

May be required to use specialized equipment according to the specific needs of children; eg. wheel chair, lifts, braces, Brailier, FM auditing system, Optiscan etc.
Regular uses of media equipment and other teaching aids such as projector, tape recorder, overhead projector, microcomputer, etc.

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NOTE : Attach a copy of the authorized organization chart to this form which shows the title, position number, group and level for this position and its immediate superior, and any positions over which this position exercises supervisory authority, either directly or through subordinate supervisors.

- a) Specify the positions which report directly to this position, including indeterminate, term, seasonal and casuals. Use the format below.

POSITION TITLE	POSITION NO.	EMPLOYEE NAME
None.		

- b) Indicate by yes or no which of the following tasks are performed when supervising employees in positions listed above. Add additional tasks if necessary.

- | | yes | no | |
|------|--------------------------|--------------------------|--|
| I | <input type="checkbox"/> | <input type="checkbox"/> | Assigns and reviews work on a day to day basis; |
| II | <input type="checkbox"/> | <input type="checkbox"/> | Recommends work schedules, staff allocation, etc., to immediate supervisor; |
| III | <input type="checkbox"/> | <input type="checkbox"/> | Schedules and assigns work priorities and allocates staff to activities or projects; |
| IV | <input type="checkbox"/> | <input type="checkbox"/> | Trains new employees and explains new work methods and procedures to subordinates; |
| V | <input type="checkbox"/> | <input type="checkbox"/> | Monitors adherence of subordinates to policies, regulations and procedures; |
| VI | <input type="checkbox"/> | <input type="checkbox"/> | Writes letters of warning and reprimand and recommends further disciplinary action; |
| VII | <input type="checkbox"/> | <input type="checkbox"/> | Plans, schedules and implements work programs; |
| VIII | <input type="checkbox"/> | <input type="checkbox"/> | Establishes quality and quantity standards for work; |
| IX | <input type="checkbox"/> | <input type="checkbox"/> | Exercises signing authority. Specify (eg. appraisals, leave forms) ; |
| X | <input type="checkbox"/> | <input type="checkbox"/> | Recommends changes to position duties and writes job descriptions; |
| XI | <input type="checkbox"/> | <input type="checkbox"/> | Identifies staffing needs and interviews potential employees; |

(USE EXTRA BLANK SHEETS IF NECESSARY)

9 a) To what extent are contacts necessary? Give specific information for each contact, using the format below.

TITLE AND ORGANIZATION OF CONTACT	REASON FOR CONTACT	METHOD OF CONTACT	FREQUENCY
Classroom Teacher/Student School Team Principal/Special Needs Teacher.	Review daily work plans Input for IEP Review	Personal Personal Personal	Daily Qrtly Monthly

b) Which of the contacts are most difficult? Explain why.

Classroom teachers and administrators may experience communication difficulties in the initial stages of implementation.

10 Specify any features of the work which create unusual demands on the employee, or which create physical or mental stress (eg. performing precision work, lifting heavy weights, working in obnoxious odours or hazardous conditions).

Disabled students often require physical lifting and/or manipulation such as dressing, feeding, toileting, etc. Students with behavioral or social/emotional disorders require monitoring and sometimes restraint. Certain students may have abusive language, personal hygiene problems, or the lack of personal habits.