



South Slave Divisional Education Council

IDENTIFICATION

Department	Position Title	
South Slave Divisional Education Council	School Wellness Worker	
Position Number	Community	Division/Region
99-17180	Fort Smith	Education / South Slave

PURPOSE OF THE POSITION

The School Wellness Worker provides students and families with information and support that encourages them to be emotionally and socially successful at home, at school and in the community, and works with the school team to ensure holistic supports for students within the school.

SCOPE

Located in Fort Smith, the School Wellness Worker reports to the Principal, and works closely with the Inclusive Schooling team at the District and School level, to provide a variety of individual, family, group and mental health and referral services to help students and families. The School Wellness Worker works with the school team to create, establish, and promote preventative measures to promote positive mental health and help promote positive healthy lifestyles. The School Wellness Worker is familiar with many of the challenges facing students and families at home, school and in the community, and works with them to encourage full and healthy participation in school and in the community. This position is also familiar with current research about the issues facing students and families and effective strategies and practices to address these issues. The incumbent will need to be informed about community services, programs, and resources so that effective and efficient referrals and placements can be made when required.

The School Wellness Worker provides services and referrals to students, families and staff services that encourage emotional and social health and well-being. These support services may

result in some students and families experiencing more success at home, at school and in the community.

Operating in the fast paced school environment, the School Wellness Worker must be flexible and responsive to prioritizing needs. The incumbent will have exposure to clients who exhibit aggressive and explosive behaviours and may be expected to respond to crisis situations at any time throughout the school or community, and must be able to respond effectively and efficiently.

RESPONSIBILITIES

- 1. Provide teaching and learning opportunities for students and the school community that support social and emotional well-being, academic and life skills development necessary for students to achieve competency and self-efficacy.**
 - Model and relay skills and strategies for promoting healthy lifestyles.
 - Deliver evidence-based programming to whole class, small group, and individuals to promote positive mental health.
 - Support student learning in targeted groups for social/emotional learning.
 - Promote and establish routines and practices, including the sharing of information, that support transitions:
 - Class to class
 - Elementary to high school
 - High school to post-secondary
 - School to work programming.
 - Keep abreast of research, current programs and recommend an assist with the organization of staff training that supports students in being full participants in school.
 - Work with the school teams to identify barriers that prevent students from fully participating in school.
 - Engage in collaborative planning with school teams to address school, class and/or small group specific issues.
- 2. Provide social supports that allow student opportunities to observe, experience, rehearse and internalize positive behaviours they have learned about and employ them in the real life setting of school.**
 - Model and reinforce school and classroom routines.
 - Model respectful and caring behaviours; build up trusting and non-judgmental relationships with students, families, and community.
 - Support, and implement territorial and school-wide programs and approaches:
 - Health promotion
 - Mental health initiatives
 - Bullying prevention programs
 - Collaborate with community partners and agencies.
 - Celebrate student success and support attendance initiatives.
 - Implement and support peer mentoring and peer support groups within the school.
 - Support mentorship initiatives within the school community.

- Promote inclusion of all students within the school community (GSA, HR, HR+).

3. Ensure students requiring more intensive supports have access to school and community partnerships, and assist students and families in connecting with community agencies to help where needed.

- Act as a mentor for students and teach existing school programming in the areas of coping strategies, anger management, and social-emotional development for individuals and small groups, ensuring they are culturally appropriate.
- Liaise with families and provide feedback on student wellness supports.
- Provide equal and open access to all students and families.
- Provide opportunities/modeling to promote conflict resolution skills.
- Research specific challenges and strategies on request and recommend appropriate resources and activities to school staff.
- Advocate for students and families as a member of the school's Student Based Support Team.
- Assist students, staff, and administrators to recognize the needs of individual students.
- Refer students and families to community agencies and services when required.
- Liaise with school nurse/health practitioners when necessary.
- Participate in school team to develop strategies to support students.
- Collaborate with community agencies and access community resources.
- Assist and advocate for students who are marginalized as a member of the school's Student Based Support Team.
- Contribute to a warm and welcoming environment that promotes healthy communication between home and school and community and school.
- Adhere to the School Handbook for Suspected Child Abuse and/or Neglect.
- Attend school meetings and other relevant meetings, as required.
- Follow prescribed role as a member of the school and district emergency response teams.
- Sit as a member of the Safe and Caring school committee.

4. Work to ensure that decision-making processes, rules, procedures, and policies at all levels promote health and well-being and shape a respectful, welcoming, and caring environment.

- Maintain and secure confidential, current, and accurate student files.
- Maintain appropriate confidentiality on all communications and ensure limits to confidentiality are explained to all students and families.
- Provide activity reports to the Supervisor as requested.
- Ensure adherence to the departmental directive on the Management of Information in the Student Record and Other Records Pertaining to Students for the creation, storage and transmission of student files.
- School personnel follow and adhere to legislation including:
 - *Child and Family Services Act*
 - *NWT Education Act*
 - Canadian Charter of Rights and Freedoms

- *Access to Information and Protection of Privacy Act*
- Canadian Counselling and Psychotherapy Association Code of Ethics and Standards of Practice.
- Ensure there is appropriate supervision and consultation in respect to supporting students.
- Participate in district and school PD initiatives.
- Participate in PD activities that may be available through community partners or available in the community.
- Stay abreast of current research and best-practices and provide information on these topics to staff.
- Maintain the necessary education, training, and supervision to engage in their responsibilities, and limit their involvement to such competencies.

5. Performs other related duties as required during working hours.

- Attend school wide special events.
- Perform assigned duties during emergency drills and evacuations.
- Perform assigned supervision duties.

WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

No unusual conditions.

Sensory Demands

No unusual demands.

Mental Demands

The School Wellness Worker may be exposed to information about the situations that students and families discuss. Wellness Workers often experience vicarious trauma given the information they are exposed to from their students and families.

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of child and family development.
- Knowledge of current student wellness best practices and approaches.
- Knowledge of trans-generational impact of residential schooling.
- Knowledge of cultural factors that impact learning, school success and social/emotional development.
- Knowledge of social issues and community challenges experienced by students/ families.
- Knowledge of and/or the ability to acquire knowledge of community resources and services, and how to access.

- Knowledge of universal supports to promote positive mental health and well-being.
- Knowledge of applicable Standards of Practice and Codes of Ethics for School Staff.
- Ability to interact in a non-judgmental, culturally sensitive, and empathetic manner.
- Organizational and time management skills.
- Written, verbal and listening communication skills.
- Ability to work independently and as part of a team.
- Interpersonal, conflict management and resolution skills
- Computer skills
- Ability to identify personal stress and apply stress management skills.
- Ability to work in a multi-cultural setting with young people, staff and parents.
- Ability to maintain confidentiality in performing the duties of the School Wellness Worker.
- 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:

A post-secondary program in the Social Sciences field and one (1) year of experience providing support programs for children and families.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

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