

SCHOOL DISTRICT NO. 62 (SOOKE)

TITLE: EDUCATION ASSISTANT - SOCIAL EMOTIONAL LEARNING

QUALIFICATIONS:

1. Completion of secondary school and additional specialized training.
 - Current Non-Violent Crisis Intervention (CPI)
 - Knowledge of Restitution and/or Ross Green's collaborative problem solving model
 - Stuart Shanker approach to Self-Regulation
 - Education Assistant Certification or equivalent in a related field.
2. A minimum three years of EA experience effectively supporting students with challenging behaviours and / or mental illness in schools.
3. Training and/or coursework in Proactive Behaviour Strategies including data collection, Self-Regulation, Mental Health Literacy, Trauma Informed Practice and Social Emotional Learning.
4. Demonstrated ability to understand and use adaptations to support students with challenging behaviours within a classroom setting. (i.e. visual schedules, timed timers, fidgets, movement breaks, expectations regarding work, etc.)
5. Demonstrated aptitude for the work to be performed, including patience with and care for all children.
6. Successful experience applying a Non-Violent Crisis Intervention Approach to support students.
7. Physical ability to respond to student needs (i.e. bolting).
8. Successful experience working as a member of a team including the ability to work independently or take direction as required.
9. The ability to communicate well, both orally and in written form.
10. Respect for the confidential nature of all information relating to pupils, parents and teachers.
11. A valid BC driver's license and personal vehicle for use on the job.

RESPONSIBLE TO: District Principal/Vice-Principal or designate

SUPERVISES: N/A

JOB GOAL: To guide students to be as available as possible for learning, and to support them during instructional hours, including between classes and before and after the school day, as needed to manage themselves safely and in a respectful manner.

PERFORMANCE RESPONSIBILITIES:

Under the supervision of the teacher:

1. Carries out the strategies identified in the student's Individual Education Plan as outlined by professionals eg. School Principal or Vice-Principal, Inclusion Support Teacher, Occupational Therapists, Speech Language Pathologists, etc.
2. Assists the teacher and/or administration in providing supports for students to be successful in the classroom and school setting.
3. Assists student(s) individually and in groups by implementing instructional plans and activities consistent with classroom activities.
4. Participates in staff discussions of individual students' programs, and acts as a member of a team to set individual goals.
5. Works with individual students in developing skill areas such as self-regulation skills, independence, and in reinforcing academic concepts not mastered.
6. Records and charts student behaviour and learning goals as requested.
7. Reports safety, unusual behaviour, and discipline concerns to the principal or designate, maintaining confidentiality when appropriate.
8. May be assigned supervision duties specific to each school.
9. May be required to work outside in inclement weather.

TERMS OF EMPLOYMENT: Ten months