

SCHOOL DISTRICT NO. 62 (SOOKE)

TITLE: EDUCATION ASSISTANT LOW INCIDENCE MENTOR

QUALIFICATIONS:

1. A recognized education assistant certificate or equivalent.
2. Three years of experience required.
3. Completion of secondary school and additional specialized training supplemented by a Word Processing course.
4. Ability to communicate with courtesy, tact and discretion.
5. Self-assurance and a well modulated voice with the ability to speak fluently and communicate well.
6. Ability to perform diversified tasks under minimum supervision.
7. An ability to work well with others.
8. Self-assurance and a well modulated voice with the ability to speak fluently and communicate well.
9. Appreciation of the confidential nature of all information relating to pupils, parents and teachers.
10. Communicate using Signed English.
11. Recognized CPI, or alternate Non-violent Crisis Prevention Certificate.
12. Recognized certificate in Autism and successful experience working with students with Austic Spectrum Disorder from K-12
13. Training and experience in implementing programming using Behaviour Modification techniques.
14. Knowledge and experience with assessment and teaching tools used with a variety of learners, including Assessment of Basic Language and Learning Skills (ABLBS).
15. Experience and facility with technology using Boardmaker, Writing with Symbols, Clicker, Kurzweil and Co-Writer.
16. Experience working with and implementing the recommendations of other agencies and partners (CAFCA, POPARD, SETBC, and Interventionist).

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RESPONSIBLE TO: District Principal – Student Support Services

SUPERVISES: N/A

JOB GOAL: District Education Assistant Mentor
To support students in a variety of classrooms, including student(s) who are physically dependent; students with multiple disabilities; students with Autistic Spectrum Disorder; and students with Behavioural difficulties. To support and mentor education assistants under the guidance of the curriculum advisors and district team (therapists)

PERFORMANCE RESPONSIBILITIES:

Under the supervision of the teacher; curriculum advisors or district team staff (therapists)

- Perform lifts and transfers.
- Be physically able to support students in a variety of learning environments (sitting on the floor, halls and stairways, table and chair, carpet time, etc.).
- Facilitate students in attaining independent daily living skills (dressing, feeding, toileting).
- Implement daily exercise program under direction of a physiotherapist and occupational therapist.
- Be physically able to participate in community resources (swimming, riding, music therapy or other community programs).
- Understand ways to modify and adapt curriculum.
- Understand effective components of Lifeskills programs.
- Demonstrate understanding of developmental milestones in language acquisition.
- Demonstrate understanding of social skills development, social interaction and peer relationships.
- Demonstrate understanding of behaviour strategies and have training in behaviour management skills.
- Demonstrate and practice proactive behaviour strategies and be able to work effectively with students who demonstrate challenging behaviour.
- Successfully implement functional behaviour assessments and positive behaviour support plans.
- Understand and apply the concepts to assist students in achieving sensory regulation under the direction of the occupational therapists.
- Implement and integrate materials and strategies necessary for technical communication systems.
- Prepare visual supports and implement low technical communication systems.
- Work collaboratively as a member of a team and use initiative to implement the student program as directed in the student's IEP (Individual Education Plan).
- Demonstrate initiative and good judgment.

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- Facilitate development of students self-monitoring skills and building student independence.
- Respect the confidentiality of all correspondence and discussions.
- Retrieve messages left by school staff regarding absence from work.
- Contact and assign qualified substitutes for absent employees.
- Compile statistics on trends
- Demonstrate initiative and good judgement.

TERMS OF EMPLOYMENT: Maximum of six (6) hours per day during the school year of September through June. Teaching days, September through June or when assigned students are normally in class.

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EVALUATION

DATE: December 15, 2016

JOB TITLE: Education Assistant ASD Mentor

	Factor	Degree	Points	Substantiating Data
1.	Knowledge	5	75	High school Grade 12 graduation plus an additional program(s) of over one and up to two years or equivalent.
2.	Experience	6	90	Three years and over.
3.	Judgement	4	40	The job requires adapting established methods or procedures. Work involves a choice of methods or procedures.
4.	Concentration	3	30	Almost continuous periods of short duration; OR Frequent periods of intermediate duration; OR Occasional periods of long duration.
5.	Physical Effort	3	18	Light activity of long duration; OR Medium activity of intermediate duration; OR Heavy activity of short duration.
6.	Dexterity	4	24	Job requires tasks that demand coordination of coarse and fine movements, where speed is a major consideration; OR Coordination of fine movements, where speed is a moderate consideration.
7.	Accountability	4	40	Actions could result in serious loss of time or resources; OR cause significant embarrassment within the organization and have limited impact on its public image.
8.	Safety of Others	4	32	High degree of care required to prevent injury or harm to others.
10.	Interpersonal Skills	5	50	Tact, diplomacy and human relations skills are required for frequent contacts of a difficult, specialized or sensitive nature for such purposes as influencing, persuading or securing the co-operation of others.
11.	Disagreeable Conditions	4	40	Minor conditions of almost continuous exposure; OR Major conditions of frequent exposure.
	TOTAL POINTS		439	

APPROVED

On behalf of C.U.P.E., Local 459

On behalf of School District No. 62

Date Signed: _____

Date Signed: _____