

SCHOOL DISTRICT NO. 62 (SOOKE)

TITLE: NA'TSA'MAHT CLASSROOM PROGRAM ASSISTANT

QUALIFICATIONS:

1. Minimum of grade 12 plus at least one years thorough training in an Aboriginal family support program or equivalent. Knowledge of Aboriginal life styles and cultures and experience with First Nation or Aboriginal communities demonstrated by experience of two years or more with Aboriginal communities or equivalent.
2. A commitment to assisting Aboriginal students achieve success in school programs.
3. A demonstrated aptitude and ability to work cooperatively with principals, teachers, First Nation and partner groups to support student success.
4. The ability to communicate in such a way that ensures the interests of Aboriginal students and parents, as well as that of the school, are well represented both verbally and in writing.
5. Knowledge of available school and community resources for Aboriginal students and a demonstrated ability to work with appropriate school personnel.
6. Demonstrated respect for the confidential nature of all information relating to students, parents and teachers.
7. An ability to work well in an intercultural setting, using a high degree of tact and diplomacy.

RESPONSIBLE TO: DISTRICT PRINCIPAL – NA'TSA'MAHT INDIGENOUS EDUCATION

SUPERVISES: N/A

JOB GOAL: To support aboriginal students and/or non-aboriginal students, by working within schools. To assist and encourage students in achieving their greatest potential in an intercultural environment. To be a liaison between the Aboriginal student's home, community and the school. To maintain regular contact with all Aboriginal students in the school and to assist teachers in meeting the needs of Aboriginal students. To perform role as a district employee.

Ministry of Education Aboriginal Student is: A student who has self-identified as being Aboriginal ancestry (First Nations: status and non-status, Metis or Inuit).

TITLE: NA'TSA'MAHT CLASSROOM PROGRAM ASSISTANT

Page 2

PERFORMANCE RESPONSIBILITIES:

1. To assist Aboriginal (First Nations) students during classroom activities and to assist (First Nations) Aboriginal students in achieving goals as identified by their teachers.
2. To maintain appropriate records of the students on the Aboriginal 1701 list.
3. To advise teachers and administrators of any personal or education issues regarding Aboriginal students.
4. To assist Aboriginal students with school-related problems and give assistance in matters affecting their education.
5. With the knowledge of the principal, confer with partner groups directly related to individual students.
6. To gather, develop or promote materials, which relate to the Aboriginal Education Enhancement Agreement and local First Nations culture as well as that of the broader Aboriginal community for use in curriculum.
7. To be involved in the planning of cultural programs within the schools by working with school staff, First Nations and Aboriginal partner groups.
8. To act as a resource person in an advisory capacity for Aboriginal events and programs in the district and to present to parent meetings and participate in school planning councils as requested.
9. To perform other assigned comparable or transient duties that are within the area of knowledge and skills required by this job description.

TERMS OF EMPLOYMENT: Ten months.

TITLE: NA'TSA'MAHT CLASSROOM PROGRAM ASSISTANT
Page 3

EVALUATION

DATE: November 17, 2017 JOB TITLE: Na'tsa'maht Classroom Program Assistant

	Factor	Degree	Points	Substantiating Data
1.	Knowledge	4	60	High school Grade 12 graduation plus an additional program of up to one year or equivalent.
2.	Experience	5	75	Two years and over.
3.	Judgement	4	40	The job requires that changes be recommended to established methods or procedures. Work involves a choice of methods or procedures or sequence of operation.
4.	Concentration	2	20	Almost continuous periods of intermediate duration; OR Frequent periods of long duration.
5.	Physical Effort	2	12	Light activity of intermediate duration; OR Medium activity of short duration.
6.	Dexterity	3	18	Job requires tasks that demand coordination of coarse movements, where speed is a major consideration; OR Coordination of coarse and fine movements, where speed is a moderate consideration; OR Coordination of fine movements, where speed is a minor consideration.
7.	Accountability	3	30	Actions could result in significant loss of time, resources; OR cause some embarrassment within the department or organization.
8.	Safety of Others	2	16	Some 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	3	30	Minor conditions with frequent exposure; OR Major conditions with occasional exposure.
	TOTAL POINTS		351	

APPROVED

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

On behalf of School District No. 62 (Sooke)

Date Signed:

Date Signed: