

Position: Educational Assistant

Department: School Based

Reports To: Principal, Resource Teacher, or Student Services Achievement Coordinator

JOB SUMMARY

The Educational Assistant provides support to students, particularly those with exceptional needs, under the direction of the educational team, including the classroom Teacher, Resource Teacher, Principal, Student Services Achievement Coordinator or Clinicians. The primary objective is to contribute to the overall goals of the school division by encouraging students to become independent and engaged learners in the classroom, school, and community, while also assisting teachers in managing the classroom and fostering a positive learning environment.

PRIMARY RESPONSIBILITIES

The roles and responsibilities of Educational Assistants encompass six main functions, with specific duties and time allocations varying based on student and school needs.

Instructional Support:

- Assist small groups or individual students in meeting educational outcomes of the curriculum and/or Student Specific Plans (SSP).
- Provide instructional, medical, and physical support to students with special needs.
- Encourage, motivate, and keep students on task, reinforcing concepts presented by the teacher.
- Locate, prepare, organize, and distribute instructional materials under the direction of the classroom teacher and/or Resource Teacher.
- Assist with the interpretation and students' completion of assignments.
- Create instructional material under the direction of the educational team.
- Monitor independent and group work, listen to and read aloud to students.
- Print, write, scribe, and calculate legibly, and act on opportunities for transfer of learning.
- Assist programming to students towards reaching SSP goals and developing life skills, including community transitions and work experience.
- Provide one-on-one and small group assistance, including specialized programs such as early years reading programs.

Social and Behavioural Support:

- Assist professional staff in the development of appropriate student behaviour and function as a positive role model.
- Model, encourage, and reinforce caring and helping attitudes and behaviours among students and with adults.
- Employ consistent daily student behaviour management skills and demonstrate efficient group management skills.
- Assist with classroom and student transitions in schedules, lessons, and subjects.
- Implement classroom and student specific behaviour management plans as directed by the educational team.
- Supervise, monitor, and intervene to implement individual, classroom, playground, lunchroom, library, lab, and school-wide behaviour management strategies.
- Redirect inappropriate student behaviour in a positive manner and recognize/reinforce positive behaviour.
- Report inappropriate student behaviour to the classroom teacher.
- Provide regulation support and co-regulation, helping students remain in class or return to class ready to learn.

Implementation of Student Specific Plans:

- Help the Teacher to plan, establish, record, implement, and report Individual Education Plan (IEP) outcomes and Behaviour Intervention Plan (BIP) goals.
- Assist in the preparation of specialized instructional aids, assistive technology, and materials.
- Where required, train for and manage specific and professionally prescribed medical, hygiene, safety, and therapeutic procedures (e.g., catheters, toileting routines, lifting, eating, dressing, speaking, exercising, mobility).
- Cooperate fully and implement recommendations provided by professionals, consultants, and special needs personnel.
- Implement exclusive practices and promote student interaction and independence whenever appropriate.
- Transport students with another staff member, as required, to activities and/or programming in locations other than the catchment school.

Team Support:

- Participate as a member of school-based teams, including supervision.
- Work effectively under the direction of qualified Teachers, accepting instruction, direction, and feedback constructively.
- Anticipate needs in the classroom, requiring minimal direction from the classroom

Teacher.

- Adapt quickly to unforeseen situations that may arise.
- Demonstrate effective communication skills with school staff, support personnel, administrators, and parents.
- Assist the classroom Teacher in developing a more complete and accurate picture of a student through observation and recording.
- Aid in the preparation and sharing of relevant information for team meetings, case conferences, and parent-teacher interviews when required.
- Contribute positively to classroom and school routines, occasions, activities, and celebrations.

Supervision and Duty:

- Conduct morning, recess, lunch, and afternoon bus duties.
- Supervise students in various areas including hallways, washrooms, library, lunchroom, and playground.

Library:

- Assisting students and staff in the use of reference tools, computer research, and in accessing and selecting materials and information from the library.
- Utilizing the division's library software for inventory, circulation, classification, and cataloguing of library and instructional materials.
- Promoting and maintaining the general appearance of the library.

Professional Performance:

- Demonstrate the principles of reflective practice and participate in professional development activities.
- Demonstrate respect for children and adults.
- Abide by educational policies, procedures, curricula, programs of study, and guidelines specified by educators, administrators, the Division, and the Department of Education.
- Demonstrate responsible use of time and resources, and responsible behaviour toward daily and timely attendance.
- Demonstrate ethical and confidential conduct at school and in the community.
- Manage concerns in the appropriate sequence: teacher first, administrator next, senior administration next, and school board last.
- Seek to participate in personal and professional development, training, in-services, conferences, and ongoing adult education.
- Other job-related duties as required and/or assigned by the Principal.

POSITION QUALIFICATIONS

Required Education and Experience:

- Graduation from Grade 12 or equivalent.
- Experience working with children aged 4 to 21 years.

Required Knowledge, Skills, and Abilities:

- Ability to work with children in a mature, caring, and confidential manner.
- Proficiency to communicate with people both orally and in writing.
- Effective organizational skills.
- Strong interpersonal skills and an ability to work effectively as a member of a team.
- Reliable and flexible, with the ability to adjust to changing work assignments.
- Ability to maintain confidential information.
- Experience in technology.
- Ability to work effectively under pressure, within defined timeframes, and with a variety of people in a team environment.
- Ability to work independently.
- Patience and understanding.
- Effective listening skills and appropriate, positive responses to student interactions.
- Ability to treat students respectfully, fairly, responsibly, and considerately.

Preferred Qualifications:

- Completion of a post-secondary program related to child/youth development, childcare, educational assistant, or health care.
- Valid First Aid and CPR certification.
- Valid driver's license and access to a reliable vehicle for student transport, as needed.

COMPETENCIES

Organizational

- Confidentiality: Consistently manages and maintains highly confidential information ethically both at school and in the community.
- Teamwork and Collaboration: Actively participates and contributes cooperatively as a member of the school team, working effectively under direction and adapting to unforeseen situations.

- **Communication:** Demonstrates strong oral and written communication skills, effectively interacting with internal and external stakeholders including staff, support personnel, administrators, and parents.
- **Adaptability:** Is flexible and adjusts quickly to changing work assignments and unforeseen situations.

Role Specific

- **Student-Centered Approach:** Functions as a positive role model, showing patience and understanding, treating students respectfully, and actively encouraging student independence and well-being.
- **Instructional Support:** Effectively assists students and small groups in meeting educational outcomes, reinforcing concepts, and adapting instructional materials as directed.
- **Behaviour Management:** Consistently employs effective student and group behaviour management skills, positively redirecting inappropriate behaviour and reinforcing positive actions.
- **Problem-Solving and Judgment:** Applies variable judgment to infer solutions based on established procedures and practices, handling routine and, at times, complex situations.
- **Professional Development:** Engages in self-evaluation, reflective practice, and seeks opportunities for ongoing personal and professional growth.

WORK CONDITIONS**Physical Demands:**

- Requires moderate to high intensity physical effort, potentially for more than two hours per day, which may include lifting, moving, assisting with mobility, and active supervision.

Environment:

- The role involves constant, regular, or recurring exposure to disagreeable elements, given the nature of working closely with children, particularly those with special needs.
- There is a minor to moderate risk of injury, harm, or illness. This can include exposure to infestations, contagious illnesses, and physical incidents.
- The work environment is dynamic, requiring flexibility and the ability to handle a variety of situations and interact constantly with people inside the school division, and sometimes outside.