

**Position:** Tier 3 Educational Assistant

**Department:** School Based

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

## **JOB SUMMARY**

The Tier 3 Educational Assistant provides support to students, particularly those with exceptional needs, under the direction of the educational team, which includes the classroom Teacher, Resource Teacher, Principal, Student Services Achievement Coordinator, and/or Clinicians. The primary objective of this role is to encourage 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. A Tier 3 Educational Assistant specifically supports students and assists teachers with various tasks, including personal care, teaching, and behavior management.

## **PRIMARY RESPONSIBILITIES**

### **Instructional Support:**

- Assisting small groups or individual students in meeting educational outcomes of the curriculum and/or Student Specific Plans (SSP).
- Providing instructional, medical, and physical support to students with special learning or exceptional needs.
- Encouraging, motivating, and keeping students on task, reinforcing concepts presented by the teacher.
- Locating, preparing, organizing, and distributing instructional materials under the direction of the classroom teacher and/or Resource Teacher.
- Assisting with the students' completion of assignments.
- Creating instructional material under the direction of the educational team.
- Monitoring independent and group work.
- Printing, writing, scribing, and calculating legibly, and acting on opportunities for transfer of learning.
- Assisting programming to students towards reaching SSP goals and developing life skills, including community transitions and work experience.
- Providing one-on-one and small group assistance.

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**Social and Behavioral Support:**

- Assisting professional staff in the development of appropriate student behavior and functioning as a positive role model.
- Modeling, encouraging, and reinforcing caring and helping attitudes and behaviors among students and with adults.
- Employing consistent daily student behavior management skills and demonstrating efficient group management skills.
- Assisting with classroom and student transitions in schedules, lessons, and subjects.
- Implementing classroom and student-specific behavior management plans as directed by the educational team.
- Supervising, monitoring, and intervening to implement individual, classroom, playground, lunchroom, library, lab, and school-wide behavior management strategies.
- Redirecting inappropriate student behavior in a positive manner and recognizing/reinforcing positive behavior.
- Reporting inappropriate student behavior to the classroom teacher.
- Providing regulation support and co-regulation, helping students remain in class or return to class ready to learn.
- Monitoring students during recess and other activities.

**Implementation of Student Specific Plans:**

- Helping the Teacher to establish, record, implement, and report Individual Education Plan (IEP) outcomes and Behavior Intervention Plan (BIP) goals.
- Assisting in the preparation of specialized instructional aids, assistive technology, and materials.
- Where required, training for and managing specific and professionally prescribed medical, hygiene, safety, and therapeutic procedures (e.g., catheters, toileting routines, lifting, eating, dressing, speaking, exercising, mobility).
- Cooperating fully and implementing recommendations provided by professionals, consultants, and special needs personnel.
- Implementing exclusive practices and promoting student interaction and independence whenever appropriate.
- Transporting students with another staff member, as required, to activities and/or programming in locations other than the catchment school.
- Supporting students with special needs through specialized training and experience.
- Assisting in areas of personal care and hygiene.

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**Team Support:**

- Participating as a member of school-based teams, including supervision.
- Working effectively under the direction of qualified Teachers, accepting instruction, direction, and feedback constructively.
- Anticipating needs in the classroom, requiring minimal direction from the classroom Teacher.
- Adapting quickly to unforeseen situations that may arise.
- Demonstrating effective communication skills with school staff, support personnel, administrators, and parents.
- Assisting the classroom Teacher in developing a complete and accurate picture of a student through observation and recording.
- Aiding in the preparation and sharing of relevant information for team meetings, case conferences, and parent-teacher interviews when required.
- Contributing positively to classroom and school routines, occasions, activities, and celebrations.

**Supervision and Duty:**

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

**Professional Performance:**

- Demonstrating the principles of reflective practice and participating in professional development activities.
- Demonstrating respect for children and adults.
- Abiding by educational policies, procedures, curricula, programs of study, and guidelines specified by educators, administrators, the Division, and the Department of Education.
- Demonstrating responsible use of time and resources, and responsible behavior toward daily and timely attendance.
- Demonstrating ethical and confidential conduct at school and in the community.
- Managing concerns in the appropriate sequence: teacher first, resource teacher, administrator next, senior administration next, and school board last.
- Seeking to participate in personal and professional development, training, in-services, conferences, and ongoing adult education.
- Performing 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 in communicating 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 Competencies:**

- **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 Competencies:**

- **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.
- **Behavior Management:** Consistently employs effective student and group behavior management skills, positively redirecting inappropriate behavior 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.
- 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 exceptional needs.
- There is a minor to moderate risk of injury, harm, or illness, including 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.