



School District 8  
Kootenay Lake

Group: CUPE

Title: Education Assistant

Dept.: Inclusive Education

Location: District Wide

### **Position Description:**

Education Assistants work under the general direction of a teacher in the school, and under the supervision of the principal/vice-principal or designate. Education Assistants build meaningful connections with students, fostering open communication and emotional well-being. Education Assistants working along with the school-based team to provide assistance in educational settings with behavioural intervention, academic progress and family dynamics for students with diverse needs. As part of the student support team, the Education Assistants promotes and maintains a safe, caring and inclusive school environment. They work primarily in an inclusive classroom/school setting, under the direction of the classroom teacher, to aid and support the students with diverse needs so they may accomplish their IEP (individual education plan) objectives. Assists with the supervision of the general student population.

### **Reports To:**

Principal or Designate

### **Direct Reports:**

N/A

### **Duties & Responsibilities:**

- Participates in the assessment, design, implementation, and monitoring of interventions for students in collaboration with the school-based team.
- Assists in the development, implementation and evaluation of behaviour programs in collaboration with the school-based team.
- Provides academic support.
- Assists with planning, implementing, and monitoring behaviour support programs including observation, record keeping and follow-up.
- Responds to emergent issues and concerns by assessing situations, identifying appropriate responses, and recommending resources and assistance.
- Intervenes in crisis situations and assists with the development and implementation of appropriate supportive strategies.
- Establishes and maintains regular communication with students in collaboration with the school-based team.

- Acts as a resource and team member to school-based team and committees (i.e. staff meetings, student reviews, IEP reviews, case management updates, critical incident teams, risk assessment, intake, and probation conferences).
- Assists in the planning and acquisition of life and social skills, as required in collaboration with the school-based team.
- Assists in planning and implementing behaviour supports. Monitors and reinforces behavior for students displaying moderate to intense behavior issues.
- Assists students with social-emotional learning, executive functioning, positive behaviour, and self-regulation.
- Collects data and maintains accurate records of individual and group programs in collaboration with the school-based team.
- Prepares written reports such as daily or weekly journals. Prepares classroom materials in collaboration with teachers.
- Provides input to the IEP and student progress reports and performs record keeping functions including student learning and behavior data collection.
- Assisting the teacher by providing general classroom support with regard to the progress of all students in the inclusive setting.
- Providing social guidance to students, including in non-structured environments.
- Provides personal care assistance such as toileting, feeding, diapering, and dressing; provides physical assistance such as wheelchair maneuvering, positioning, lifting, transferring, and motor skill development exercises.
- Implements the health care plan in collaboration with the school-based team, such as administering medication, monitoring seizure activity, diabetes management, and other complex medical needs.
- Implements educational support programs such as speech therapy, physical therapy and/or occupational therapy, and assists students using specialized equipment such as speech computer programs, personal communicators and wheelchairs.
- Assisting in administering minor first aid to students—e.g. applying bandages and dispensing ice packs.
- Ensuring the safe and orderly storage of special equipment and supplies.
- Participating in staff meetings as requested

*Where additional student specific supports such as a health care plan, speech and language therapy and/or physical or occupational therapy are involved, training and direction will be provided by the district.*

*The above job description reflects the principle functions of the job. Other comparable or transient duties which are within the area of knowledge and skills required by the job description may also be assigned.*

### **Job Requirements: Minimum Qualifications**

#### **Education & Experience:**

- Grade 12 diploma, or equivalent.
- Education assistant certificate (equivalent to one-year post-secondary) or related equivalent qualifications.
- One years' experience working with children with diverse needs.
- Current crisis intervention programs using non-violent communication
- Level 1 First Aid certification is an asset.
- POPARD (Provincial Outreach Program for Autism and Related Disorders) training is an asset.

- A valid Class 5 BC Driver's License.

## **Skills, Knowledge and Abilities**

### **SKILLS:**

- Proficiency in building relationships.
- Strong collaboration and teamwork abilities.
- Work in a dynamic setting with changing priorities.
- Strong conflict resolution skills and an ability to manage difficult situations with tact and diplomacy.
- Proactive and initiative-driven mindset.
- Effective communication, organizational and time management skills, along with attention to detail.

### **KNOWLEDGE:**

- Working knowledge of current office software programs, with the ability to learn other software programs/add-ons.
- Understanding and awareness of diversity.
- Working knowledge of WHMIS and WorkSafe BC occupational health and safety regulations and the demonstrated ability to work in a manner that recognizes personal safety and the safety of others.
- Working knowledge of the provincial and district child abuse, FIPPA, and Duty of Care protocol and reporting procedures.
- Working knowledge to provide educational support in academic subjects as per school level (i.e.: elementary, middle, and/or secondary).

### **ABILITY:**

- To multi-task, prioritize, self-motivate, and meet deadlines.
- To communicate effectively both orally and in writing.
- To establish and maintain positive, effective work relationships in a team environment at all times.
- To be flexible, adaptable, and resilient to change.
- To explain information clearly to others.
- To use office equipment (e.g.: printers, photocopiers, computers) at a basic level.
- Physical capabilities, stamina, and coordination suitable for working in a K-12 school setting.
- To use technology to assist students.
- To focus/concentrate for long periods of time.

### **RESPONSIBILITY:**

- Effectively interact and establish professional rapport with students.
- Maintain professional relationships with community partners, families, and School District staff.
- In collaboration with school-based team, support students to engage in education and other applicable resources.
- Maintain a high level of confidentiality.

### **WORKING CONDITIONS:**

- Relatively equal balance of standing/walking and sitting to accommodate students' needs.
- Briskly walk on occasion and participate in outdoor recreational activities in all types of weather and various terrain.
- Physically assist students using lifts and transfers.
- May be exposed to challenging behaviours as well as youth under the influence of substances.
- May be exposed to bodily fluids.
- Work may be within a climate-controlled indoor facility or outdoors in various weather conditions.
- Work in a variety of settings.

**SALARY:**

- Wages and employment benefits per CUPE collective agreement.

**Key Relationships:**

Good working relationships with:

- School District 8 Staff
- Students
- General Public

Next scheduled revision: Fall, 2028

Reviewed and agreed: June 13, 2024

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