

**SCHOOL DISTRICT NO. 63
(SAANICH)**

JOB DESCRIPTION

CLASSIFICATION

School Support Worker

POSITION

Complex Needs Specialized
Education Assistant

SUMMARY

Under the direction of a teacher, School Administrator, or District Administrator, provides extensive support to students with complex needs, including significant behavioural, medical, communication, and/or developmental support requirements.

DUTIES

- Implements Individual Education Plans (IEPs) and provides direct educational support to students with complex needs, assisting school and district Learning Services teams with planning, and preparation of materials.
- Provides support and coaching to students with respect to their social, emotional, behavioural, and academic needs across different learning and social environments.
- Supervise and assist students' safety during transitions (e.g. arrival, dismissal, breaks, emergency evacuations) and activities in different environments (e.g. classroom, playground, and community settings).
- Monitors students' behaviour and emotional regulation using proactive behaviour strategies, collecting data for functional behaviour assessments, and implementing behaviour support plans and Risk Reduction Plans.
- Supports students' emotional regulation, including responding to dysregulation using non-violent crisis intervention strategies.
- Provide personal care (e.g. toileting, menses, clothing, catheterization, oral and tube feeds, diapers), health support, and administer medications in accordance with care plans, safety procedures, and the Medication Administration Form.
- Provides preventative and emergency response care for students as outlined in the Health Care Plan (e.g. seizures, diabetes, choking, other health problems)
- Participates as a member of the School-Based Team; collects, monitors, documents and communicates student learning, behavioural, and health data to support assessment and evaluation of student progress.
- Assists students in carrying out specialized programs established by consultants (e.g. behaviour consultant, occupational therapist, physiotherapist, speech-language pathologist, psychologist), including sensory strategies, AAC, adaptive equipment, self-regulation techniques, social stories, and visual supports.
- Adheres to District policies and Administrative Procedures

** Performs other assigned duties that are within the area of knowledge and skills required by the job description.*

QUALIFICATIONS

- Completion of Grade 12
- Education Assistant Certificate or related field
- At least three years related experience
- Current certificate in Autism (minimum 30 hour course) from a recognized agency, as well as additional professional development that has transferred into successful experience working with a variety of students (K-12) with Autism Spectrum Disorder
- Current Non-Violent Crisis Intervention Certificate (within last 3 years) from a recognized organization (CPI, Mandt, SIVA)
- Formal and/or district training in positive behaviour interventions and proven success implementing a behaviour plan and Risk Reduction Plan.
- Formal and/or district training and experience in implementing programming using Applied Behavioural Analysis (ABA).
- Experience using assistive technologies (e.g. Boardmaker, Read&Write programs) and language facilitation techniques (e.g. Picture Exchange Communication System).
- Level One First Aid and CPR Certificate
- Excellent communication skills in written and spoken English

Notes on defining students with “Complex Needs”

K-12 students who have serious emotional, mental health, developmental or behaviour needs that:

- Persist for six months or more (chronicity);
- Cause functional impairment in the home, school and community;
- Involve multiple sectors/child serving systems/agencies; and
- Require a specialized treatment/plan that is individualized and integrated

The Service System response to meeting the students’ needs may be characterized by one or all of the following:

- All currently available resources in the child/youth’s home community have been used with limited success
- Fiscal and human resources required are straining or exhausting the capacity of one or more ministries/sectors
- The child/youth is at risk of placement in residential care, juvenile correctional care or psychiatric hospital (increased risk of restrictive institutionalized settings)

DATE

September 2026