

Job Posting: Posting Detail

**Posting:** C2425/036      **Description:** Signing Education Assistant  
**Start Date:** Sept 3, 2024      **End Date:**  
**Posting Date:** June 21, 2024      **Closing Date:** June 27, 2024 – 4:00pm

Location	Position	Assignment Type	Hours
Brentwood Elementary	Signing Education Assistant	Continuing	27.5

**Current Shift:** 8:40am- 2:48pm Monday to Friday

(Includes 1/2 hour unpaid lunch) 10 months per year while regular classes are in session

Additional minutes per day are included in the ‘**Current Shift**’ schedule above, which staff are expected to work daily in lieu of the spring break closure week in order to allow employees in continuing and temporary assignments to be paid their regular pay during the spring closure week as per Letter of Understanding - Spring Closure Week.

**Pay Rate:** \$30.57 (July 1, 2024 rate)

This position is entitled to collaboration time as outlined in the 2022-2025 Letter of Understanding - Support Staff Learning Improvement Fund.

Successful candidate will receive Crossing Guard training in order to fill in when necessary.

**JOB DESCRIPTION**

**CLASSIFICATION**

School Support Worker

**POSITION**

Signing Education  
 Assistant - Learning  
 Services

**SUMMARY**

Under the direction of a School Administrator, Classroom Teacher, Teacher for the Deaf and Hard of Hearing and Inclusion Support Teacher supports learning needs and facilitates inclusion of students who are deaf or hard of hearing.

**DUTIES**

- Implements Individual Education Plans (IEPs) by assisting the team with planning, researching, adapting and collecting materials
- Provides direct educational classroom support to students in various classrooms
- Participates as a member of the School Based Team to plan for, implement and evaluate the social, emotional, physical and academic needs of students
- Collects student learning and behavioural data (eg. records, reports, plans, including functional assessment data)
- Assists students during dysregulation using non-violent crisis intervention strategies
- Monitor and supports students’ behaviour during daily arrival, class changes, dismissal, in lunchroom and playground and on field trips and a variety of settings in the community
- Assists school and district staff in evaluating students for social, emotional, physical and academic progress
- Observes, monitors and documents health, behavioural and academic changes/progress of student(s), emotional, physical and academic needs

- Assists students in carrying out programs as set out by District Staff (e.g. Occupational Therapist, Physiotherapist, Speech and Language Pathologist, Psychologist and Teacher for the Deaf and Hard of Hearing)
- Uses computers and specialized equipment to provide support and instruction
- Provides augmentative and alternative communication (AAC) to students using specialized equipment and resources (e.g. computers, F.M., switches, communication boards, basic sign language, oral interpretive skills); troubleshoots and programs such equipment
- Provides information to appropriate staff regarding student specific program needs (e.g. safety, health, academic, emotional and social needs)
- Dispenses medications and carries out procedures as outlined in the health care plan or the Medication Administration Form
- Acts as an advocate for student(s) and assists with communication
- Advises supervisor of any unusual student comments or behaviour patterns
- Supports students in the development of self-esteem, personal skills, hobbies and interests
- Provides life skills training (e.g. hygiene, cooking, shopping, banking, working)
- Provides support with mobility, lifts and transfers, and personal care (e.g. toileting, menses, clothing, catheterization, oral and tube feeds, diapers)
- Assists with the behavior support of students (e.g. clarify expected behaviour, support self-regulation, develop social skills)
- Assists students during times of dysregulation using non-physical crisis intervention strategies
- Monitors student work and assists students with work completion.
- Monitors class/students when teacher is out of the room for short periods of time
- Transports and supports student(s) at community-based activities
- Organizes and monitors the safe arrival, departure and emergency evacuation and care of students by maintaining site, road and traffic safety procedures
- Provides preventative and emergency response care for students as outlined in the Health Care Plan (e.g. seizures, choking, other health problems)
- Compiles information and materials for meetings with parents and school/district staff and participates in same
- Follows District Policy and Procedures related to privacy and confidentiality
- Provides language support and extensions for students who are deaf and/or hard of hearing to promote both receptive and expressive language skills and vocabulary reinforcement to support academic concepts.
- Provides communication opportunities and support in and out of the classroom, adjusting to the signed, educational and communicational levels required by the students; this may include scribing expressive and receptive ASL skills to written and spoken English and vice versa.
- Facilitates communication in educational situations such as classroom instructions, student-to-student dialogue, counselling sessions, tutorials, assemblies, parent/student meetings, field trips, and in any other situation as required.
- Prepares, in collaboration with the Classroom Teacher(s) and the Teacher of the Deaf and Hard of Hearing, as necessary for supporting the student by reviewing educational materials, vocabulary, concepts, sentence structure and plan for a variety of situations (e.g. non-closed-captioned videos, field trips, school assembly presentations).
- Addresses difference in auditory, perceptual, visual and memory abilities through augmentative communication by using a variety of communication and access tools. This may include using a computer and various applications, scanner, FM equipment and other augmentative communication devices as required by the student.

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

## **QUALIFICATIONS**

- Grade 12
- Education Assistant and Community Support Worker Certificate, or equivalent

- Certificate in ASL level 3 or higher and/or ASLPI (ASL Proficiency Index) assessment of 3 or higher
- Two years related experience in a supervised work environment with children/youth, including experience working with people who are Deaf or hard of Hearing
- Experience using hearing technology, such as cochlear implants, hearing aids, and RM systems
- Specialized relevant skills (e.g. POPARD Intro to ASD, Behaviour Support, Non-Violent Intervention)
- Level One First Aid and CPR Certificate
- Valid B.C. Class 5 Driver's License (where transportation of students is required)
- Working knowledge of computer software and hardware
- Demonstrated use of alternative communication strategies and effective behaviour intervention

### **DESIRABLE SKILLS**

- Ability to establish and maintain effective working relationships and work collaboratively as a member of the educational team
- Acquired or willingness to acquire an understanding of the learning and social needs of Deaf and Hard of Hearing learners in a mainstream education setting

*\* Or an equivalent combination of training and experience.*

### **DATE**

May 2024