

Job Posting: Posting Detail

**Posting:** C2425/170                      **Description:** Specialized EA  
**Start Date:** Jan 8, 2025                      **End Date:** Jun 27, 2025  
**Posting Date:** Dec 12, 2024                      **Closing Date:** Jan 5, 2025 – 4:00pm

Location	Position	Assignment Type	Hours
Children’s Development Centre	Specialized EA	Continuing	27.5

**Current Shift:** 8:30am- 2:38pm Monday to Friday

Daily start and end times may vary slightly to align with specific school needs

(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

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

This position is supporting vulnerable elementary and/ or middle school students. The location may be at CDC/ ALP or at neighborhood schools. The applicant must have experience working with students presenting extremely challenging, aggressive, or other complex behaviours. The applicant must have a vehicle and be able to transport children on occasion.

**JOB DESCRIPTION**

**CLASSIFICATION**

School Support Worker

**POSITION**

Specialized Education Assistant (Alternative Programs)

**SUMMARY**

Under direction of a teacher or Administrator, provides support to students with behavioral and/or mental health needs in alternative educational settings or neighbourhood schools.

**DUTIES**

- Implements Individual Education Plans (IEPs) by assisting the team with planning, researching, adapting and collecting materials for students with moderate and severe behaviour designations as identified by the District Screening Committee
- Facilitates student social, emotional and academic development
- Assists students in carrying out programs as set out by school and district staff (e.g. Occupational Therapist, Physiotherapist, Speech and Language Pathologist and Psychologist)
- Coaches and reinforces students in prepared exercises in academic and non-academic program components
- Provides liaison between members of students' school-based support team

- Facilitates the inclusion of a student in their neighbourhood school environment
- Transports and supports students at community-based activities and at their neighbourhood schools
- Co-leads student support groups (e.g. Zones of Regulation, Social Skill Development, Restitution)
- Develops professional therapeutic relationships with students, parents and staff
- Models commitment to open, responsible action.
- Guides students in life skills training (e.g. communication, social skills, problem solving and conflict resolution, assertiveness training, self-regulation skills)
- Monitors student work and assists students with work completion.
- Uses computers and specialized equipment to provide support and instruction
- Dispenses medications and carries out procedures as outlined in the Health Care Plan or the Medication Administration Form
- Provides preventative and emergency response care for students as outlined in the Health Care Plan (e.g. seizures, choking, other health problems)
- Monitor and supports students' behaviour during daily arrival, class changes, dismissal, in lunchroom and playground, on field trips and a variety of settings in the community
- Takes initiative in supporting students in a variety of situations and settings using empathy and understanding
- Models and demonstrates restitution skills and methods for restorative practices
- Supports students with restitution and pro-active regulation
- Collects student learning and behavioural data (eg. records, reports, plans including functional assessment data)
- Consistently monitors student behavior levels to support and promote successful regulation
- Assists students during times of dysregulation using non-physical crisis intervention strategies
- Provides intervention and safe support for students during times of significant dysregulation
- Models and builds capacity for staff in neighbourhood schools (eg. regulation strategies, routines and interventions)
- Follows District Policy and Procedures related to privacy and confidentiality

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

### **QUALIFICATIONS**

- Grade 12
- Two years' related experience in the field of mental health
- Equivalent of a two year level of post-secondary education in a related field (e.g. Child and Youth Care, Counseling, Psychology, Mental Health)
- Specialized skills to support students presenting with mental health and behavior needs
- Level 1 First Aid and CPR Certificate
- Valid B.C. Class 5 Driver's License
- Working knowledge of computer hardware and software
- Ability to work independently
- Demonstrated ability to be quick thinking and extremely flexible when de-escalating physical and verbal and conflicts

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

### **DESIRABLE QUALIFICATIONS**

- Restitution levels 1, 2, and 3, and
- Non-Physical Crisis Intervention Training

### **DATE**

January 2022  
June 2008