SAANICH SCHOOLS
SCHOOL DISTRICT 63 (SAANICH)
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Job Posting: Posting Detail

Posting: C2627/105 **Description:** Complex Needs Specialized EA
Start Date: Sep 8, 2026 **End Date:** Jun 29, 2027
Posting Date: Aug 27, 2026 **Closing Date:** Sep 2, 2026 – 4:00pm

Location	Position	Assignment Type	Hours
Children's Development Centre	Complex Needs Specialized EA	Temporary	27.5

This is an itinerant position with a base of 27.5 hours per week. Hours may increase depending on school placement and student need.

Expected schedule for 2026-2027 school year:

Stelly's Secondary, 28.67 hours per week

Monday, Tuesday, Thursday: 8:30am to 3:05pm

Wednesday, Friday: 8:30am to 2:35pm

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

Additional minutes per day will be included in the shift, 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: $32.08 (any continuing employee awarded a temporary position will receive the continuing rate of pay for the position)

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

End Date: June 29, 2027

This student's IEP recommends that a male EA provides support.

This position provides extensive support to student(s) with complex needs who have very serious emotional, mental health, developmental, and behavioural needs involving multiple sectors/child-serving systems. This requires specialized treatment and a service plan that is individualized and integrated.

JOB DESCRIPTION

CLASSIFICATION
School Support Worker

POSITION
Complex Needs Specialized EA

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