SAANICH SCHOOLS
SCHOOL DISTRICT 63 (SAANICH)
2125 Keating Cross Road, Saanichton, BC Canada V8M 2A5
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Job Posting: Posting Detail

Posting: C2627/163 **Description:** Behaviour Analyst
Start Date: Nov 10, 2026 **End Date:** Jun 29, 2027
Posting Date: Oct 30, 2026 **Closing Date:** Nov 5, 2026 – 4:00pm

Location	Position	Assignment Type	Hours
Diversity & Inclusion	Behaviour Analyst	Temporary	14

Current Shift: 8:00am- 3:40pm **Tuesday, Wednesday**

Schedule may be flexible based on needs of the department

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: $37.38 (any continuing employee awarded a temporary position will receive the continuing rate of pay for the position)

End Date: June 29, 2027

JOB DESCRIPTION

CLASSIFICATION
School Support Worker

POSITION
Behaviour Analyst

SUMMARY

Under the Direction of the District Inclusive Education Administrator, The Behaviour Analyst provides expert, district-wide consultation and support to school teams, educators, and families in the areas of Applied Behaviour Analysis (ABA), positive behaviour support, and student well-being. Working collaboratively within a multi-disciplinary Learning Services team, the Behaviour Analyst conducts comprehensive functional behaviour assessments, collaboratively develops individualized behaviour support plans, and builds staff capacity through coaching and professional learning.

This role serves students from Kindergarten through Grade 12, with a particular focus on students with autism spectrum disorder (ASD), complex support needs, and significant behavioural challenges. The Behaviour Analyst brings a strengths-based, trauma-informed, and culturally responsive lens to all aspects of their work.

DUTIES

Consultation and Assessment

- Conduct comprehensive Functional Behaviour Assessments (FBAs) using indirect, direct, and experimental methods
- Develop and monitor individualized Positive Behaviour Support Plans (PBSPs) and Behaviour Intervention Plans (BIPs) grounded in the principles of ABA
- Provide targeted consultation to school teams, teachers, education assistants, and support staff regarding students with complex behavioural and support needs

- Collaborate with school-based teams in the development and review of Individual Education Plans (IEPs) for students with significant behavioural goals
- Maintain accurate and timely case documentation, progress notes, and reports in accordance with district and Ministry requirements

Capacity Building and Professional Learning

- Design and deliver professional learning for educators and support staff on topics including ABA principles, positive behaviour support, de-escalation strategies, and crisis response
- Provide coaching, modelling, and performance feedback to school staff implementing behaviour support plans
- Support the development of district-wide frameworks and resources related to behaviour support and inclusive education
- Mentor and support other Learning Services staff in understanding and applying behaviour analytic principles

Collaboration and Communication

- Build and maintain collaborative relationships with students, families, school teams, and community partners
- Participate in case conferences, school-based team meetings, and District Learning Services planning
- Liaise with external agencies, including MCFD, CLBC, community-based behaviour consultants, and health authorities, as appropriate
- Communicate sensitively and clearly with families regarding assessment findings and support planning

Program Development and Compliance

- Stay current with research and best practices in the fields of ABA, positive behaviour support, autism, and inclusive education
- Ensure all behaviour support practices adhere to ethical standards, district policies, and the BC Ministry of Education and Child Care guidelines
- Contribute to the development, implementation, and evaluation of district behaviour support programs and services
- Perform other related duties as assigned by the District Principal of Inclusive Education

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

QUALIFICATIONS

- Current Board Certified Behaviour Analyst (BCBA) certification, or a Master's degree in a closely related field (i.e Applied Behaviour Analysis, Psychology, Special Education, Educational Psychology) with enrollment in a BACB – Approved course sequence and active pursuit of BCBA Certification.
- Minimum of five (5) years of experience providing behaviour analytic services to children and/or youth with ASD and/or other developmental or complex support needs
- Demonstrated experience conducting Functional Behaviour Assessments and developing function-based Positive Behaviour Support Plans
- Excellent interpersonal, written, and verbal communication skills, including the ability to communicate assessment findings and recommendations clearly to a variety of audiences
- Valid BC driver's licence and reliable personal vehicle (travel between schools is required)

- Experience providing professional development and modelling strategies to educators and support staff
- Training and/or experience in crisis intervention, trauma-informed practice, or non-violent crisis intervention (e.g., CPI)
- Knowledge of Community Living British Columbia (CLBC) policies and community-based behaviour support services
- Experience working with Indigenous students and families, and a commitment to culturally safe and responsive practice

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

DATE
September 2026