

# ROLLING RIVER SCHOOL DIVISION REGULATION

## Educational Assistant Job Description

GDAAA/R

**Position Title:** Educational Assistant

**Reports to:** Principal

### Job Purpose and Objectives

To contribute to the overall goals of the Rolling River School Division

To provide support to students with exceptional needs under the direction of the classroom teacher, the Resource teacher, the Principal, Director of Student, Clinical, and Pre-Kindergarten Services or Clinicians.

### Education

Required:

- Graduation from Grade 12 or equivalent

Preferred:

- Completion of post secondary program related to child / youth development, child care, educational assistant, or health care
- Valid First Aid and CPR certification

### Additional Skills

- Ability to work with children in a mature, caring and confidential manner as needed
- Ability to communicate with people both orally and in writing
- Strong organizational skills
- Strong interpersonal skills, and an ability to work effectively as a member of a team
- Reliable and flexible
- Maintain a valid driver's license
- Must have access to a reliable vehicle for student transport, as needed
- Experience in technology and Windows applications

### Experience

- Working with children ages 5 to 21 years (i.e. school volunteer work, work with community organizations involving children)

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## Educational Assistant Job Description - continued

GDAAA/R

### Key Responsibilities

To provide support to students, classroom teacher(s), resource teacher, clinicians, and the principal; to encourage the student, in coordination with school administration, to become an independent learner and member of the classroom, school, and the community.

#### *Rapport with Students*

- Assist professional staff in the development of appropriate student behaviour; function as a positive role model for students.

#### *Instructional Support*

- Assist small groups of students or individuals in meeting the educational outcomes of the curriculum and/or individualized education plan.

#### *Team Support*

- Participate as a member of school based / special needs teams, including supervision.

#### *Implementation of Special Education Plans*

- Assist professional staff to plan, establish, record, implement, and report Individual Education Plans (IEP) and Behaviour Intervention Plans (BIP).

#### *Social and Behavioural Support*

- Model, encourage, and reinforce caring and helping attitudes and behaviours between students and between students with adults.

#### *Professional Performance*

- Demonstrate self-evaluation and principles of reflective practice and participate in professional development activities.

Other job-related duties as required and /or assigned by the Principal.

### Comments

The incumbent is required to work effectively under pressure, within defined timeframes and with a variety of people in a team environment. He/she must be able to work independently, be flexible, adjust to changing work assignments and deal with and maintain confidential information.

### Index Policy

**Regulation:** Educational Assistant Duty List

**Date Adopted:** June 15, 2006

**Date Revised:** April 21, 2010

# ROLLING RIVER SCHOOL DIVISION REGULATION

## Educational Assistant Duty List

Educational Assistants are hired to work with students under the direction of the educational team. Educational Assistants usually work on a program that has been developed by the classroom teacher, the Resource Teacher, and sometimes by specialists.

The roles and responsibilities of Educational Assistants can be separated into six main functions. These categories should not be considered absolute because there are always additions and deletions according to the needs of students and schools.

For the most part, training occurs "on the job", in collaboration with the classroom teacher(s), Resource Teacher, Principal, Speech-Language Pathologist, Social Worker, Psychologist, and/or Director of Student, Clinical, and Pre-Kindergarten Services.

Strategies for instructional programs and managing behaviour are in a binder which is available from the Resource Teacher.

### **A. Rapport with Students**

- provide a positive role model
- show patience and understanding
- encourage student independence
- listen effectively and demonstrate appropriate and positive responses to student interactions
- treat students respectfully, fairly, responsibly, and considerately
- maintain cooperative relationships with students across all grade levels
- demonstrate effective interpersonal support skills

### **B. Instructional Support**

- provide an effective role model of a learner
- provide a safe and comfortable environment for learners
- demonstrate awareness of student / group needs
- provide instructional / medical / physical support to students with special needs
- encourage, motivate, and keep students on task
- reinforce concepts already presented by the teacher
- locate, prepare, organize, and distribute instructional materials under the direction of the classroom teacher and / or Resource Teacher
- assist small groups or individuals with the interpretation and completion of assignments
- create and adapt instructional material under the direction of the classroom teacher(s), Resource Teacher, Principal, Speech-Language Pathologist, Social Worker, Psychologist, and/or Director of Student, Clinical, and Pre-Kindergarten Services. and / or related child care agencies.
- monitor independent and group work
- listen to students read aloud
- read aloud to students
- print, write, scribe and calculate legibly
- perceive and act on opportunities for transfer of learning throughout the day
- assist the classroom teacher and /or Resource Teacher in modified / adapted assessment

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## *Educational Assistant Duty List - continued*

### **C. Team Support**

- work effectively under the direction of qualified educators
- accept instruction, direction, and feedback constructively
- require minimal direction from the classroom teacher - can anticipate needs in the classroom
- adapt quickly to unforeseen situations that may arise
- participate cooperatively as an active member of school based / special needs teams
- demonstrate effective communication skills with school staff, support personnel, administrators, and parents
- through observation and recording, assist the classroom teacher in developing a more complete and accurate picture of a student
- assist in preparation and sharing of relevant information for team meetings, case conferences, and parent-teacher interviews when required by teacher
- provide means for ongoing school - home information and communication through a variety of methods: notes, charts, plan books, schedules, formal documentation, school agenda books, log books, communication books, and journals
- contribute positively to classroom and school routines, occasions, activities, and celebrations

### **D. Implementation of Special Education Plans**

- help the teacher to plan, establish, record, implement, and report individual education plan (IEP) outcomes and behaviour intervention plan (BIP) goals
- assist in preparation of specialized instructional aids, devices, and materials
- where required, train for and manage specific and professionally prescribed medical / hygiene / safety / therapeutic procedures such as: delivery of medications, catheters, needles, blood pressure tests, toileting routines, student hygiene, eating, dressing, speaking, lifting, exercising, and mobility
- cooperate fully and implement recommendations provided by professionals, consultants, and special needs personnel such as medical doctors, psychologists, therapists, and program facilitators
- implement exclusive practices and promote student interaction and student independence whenever appropriate
- transport students, as required, to activities and/or programming in locations other than the catchment school.

### **E. Social and Behavioural Support**

- employ consistent daily student behaviour management skills
- supervise time-out
- demonstrate efficient group management skills
- assist with classroom and student transitions in schedules, lessons, and subjects
- implement classroom behaviour management plans as directed by the educational team

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## **Educational Assistant Duty List - continued**

- supervise, monitor, and intervene in order to implement individual, classroom, playground, sidewalk, lunchroom, library, lab, and school wide behaviour management strategies
- redirect inappropriate student behaviour in a positive manner
- recognize and reinforce positive behaviour rather than administering consequences for negative behaviour
- report inappropriate student behaviour to classroom teacher
- facilitate student development of self-management and self-control
- provide consequences for inappropriate behaviour that are reasonable and administered with caring, guidance, and respect under the direction of the classroom teacher and / or Resource Teacher
- model, encourage, and reinforce caring and helping attitudes and behaviours between students

### **F. Professional Performance**

- demonstrate respect for children and adults
- abide by educational policies, procedures, curricula, programs of study, guidance, and guidelines specified by educators, administrators, school divisions, and provincial government department of education
- demonstrate responsible use of time and resources
- demonstrate responsible behaviour toward daily and timely attendance
- demonstrate ethical and confidential conduct at school and in the community
- manage concerns in the appropriate sequence, for example: consult with the teacher first, administrator next, senior administration next, school board last
- seek to participate in personal and professional development, training, inservices, conferences, and ongoing adult education
- demonstrate self-evaluation and principles of reflective practice

### **Index**

**Date Adopted:** June 15, 2006

**Date Revised:** April 21, 2010