

## JOB DESCRIPTION

<b>Position</b>	<b>Educational Assistant I &amp; II</b>
<b>Portfolio</b>	Instruction and School Operations
<b>Reports To</b>	School Administrator
<b>Location</b>	Assigned School
<b>Salary Range</b>	Educational Assistant I Conditions of Employment or CUPE Salary Grid

<b>JOB PURPOSE</b>
<p>Educational Assistants provide a range of support services that help students to achieve their academic, social, physical and personal potential. Educational assistants assist students with intensive needs in five key areas, providing personal care, life skills and experiences, academic support, communication, and behavioural support as required by students and directed by teachers, to promote engagement, participation and success in school.</p>
<b>PRIMARY RESPONSIBILITIES</b>
<p>The attached flowcharts provide guidance for EAs, teachers and principals.</p> <ul style="list-style-type: none"> <li>• Provide personal care to students to maintain their dignity and promote independence to the extent possible.</li> <li>• Assist and coach students to develop the skills and abilities they need to succeed in their daily lives and help prepare students for life after high school.</li> <li>• Work under the direction of the administrator, classroom teacher and learning supports teacher to promote student engagement in learning and provide academic support as defined by teachers, including small group/one on one reinforcement activities and clarifying/assisting with assignments.</li> <li>• Support up to date and complete student programming records by documenting progress on target goals in the Inclusion and Intervention Plan and other reporting, and participate in parent-student-teacher interviews when requested by the parent.</li> <li>• Promote, facilitate and model positive behaviour interventions and supports to encourage, support, reinforce and facilitate appropriate and positive student behaviour and social interactions, guided by Safety and Behaviour Plans where applicable.</li> <li>• Work in collaboration with the students' team to ensure learning occurs in the least restrictive environment and encourage/facilitate peer group interaction and participation in learning and other school activities.</li> </ul>
<b>KNOWLEDGE, SKILLS AND ABILITIES</b>
<ul style="list-style-type: none"> <li>• Excellent interpersonal skills to effectively and collaboratively work as part of a team and engage with a wide range of children with behavioural, cognitive and physical challenges</li> </ul>

- Ability to interact positively with students, staff and parents and work collaboratively in a team environment
- Excellent problem-solving skills and solution focused interaction in order to be responsive to students' needs
- Written communication skills through documentation and record keeping, as well as clear and professional verbal interactions
- Ability to be flexible with assignment duties based on student and school needs

#### **COMPETENCIES**

- Teamwork - Shares knowledge and experience with team members and others and solicits input and feedback from others to help the team problem solve and solution build. Respects contributions from all team members, demonstrating cooperation, and supports team decisions.
- Service Orientation – Giving superior service to both internal and external clients by displaying professional and respectful behaviours in all interactions. Demonstrates commitment to clients by providing timely and proactive service.
- Communication – Clearly convey information to a variety of audiences using the tools necessary, engaging the audience to ensure the message is delivered and understood, creating a positive first impression with confidence and respect.
- Accountability – Takes personal ownership and responsibility for the quality and timeliness of work commitments. Follows organizational guidelines, professional standards, regulations and principles. Demonstrates reliability and integrity on a daily basis.
- Confidentiality – Prairie Valley School Division employees are expected to respect the confidential nature of their positions and shall keep confidential any and all information they acquire during the course of their employment that would be reasonably considered to be personal or confidential.

#### **QUALIFICATIONS**

- Grade 12 or equivalent
- Educational Assistant Certificate or Diploma is a definite asset
- First Aid, CPR and AED training is an asset
- Specialized training in supporting students with differing abilities is an asset
- Non-Violent Crisis Intervention training (will be provided)
- Transfer, Lift and Repositioning training (will be provided)

#### **WORKING CONDITIONS**

- Educational Assistant I - 6.17 hours per day, 10 months per year
- Educational Assistant II - 6.5 hours per day, 10 months per year
- Conditions of Employment, CUPE
- Ability to lift 30 pounds (14 kg)
- Ability to work in a variety of environments and positions


<b>DIRECT REPORTS</b>
<ul style="list-style-type: none"><li>N/A</li></ul>




**Approved by:**

Supervisor Name: Lorrie Anne Harkness

Supervisor Title: Superintendent of Learning Supports

Signature: 

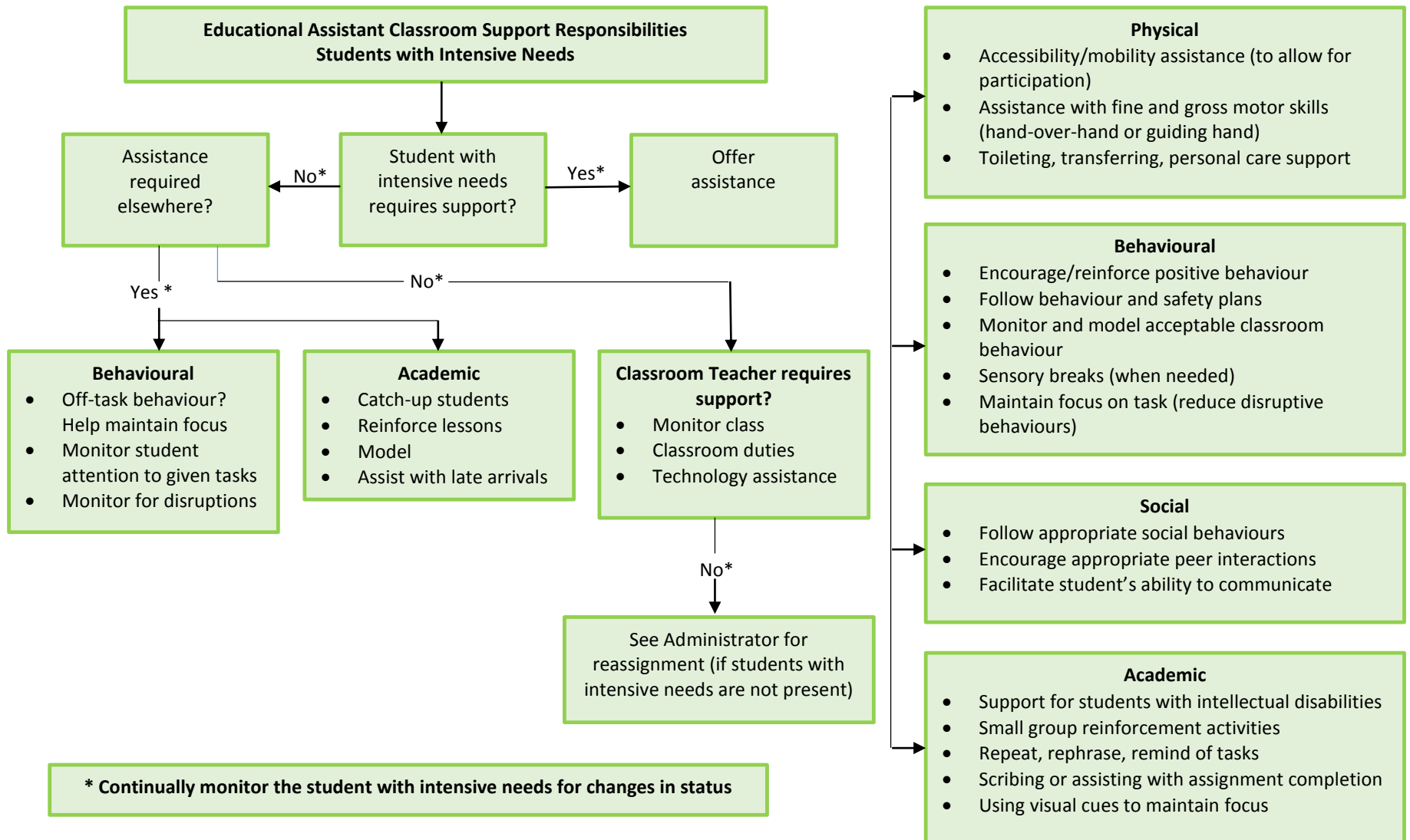
Date: June 29, 2017

Deputy Director Reviewed 

Last Updated: June 2017

# Students with Intensive Needs

## Educational Assistant Classroom Support Responsibilities Students with Intensive Needs



**Educational Assistant Classroom Support Responsibilities**  
Prekindergarten and Triple-Grade Classrooms

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graph TD; A["Educational Assistant Classroom Support Responsibilities  
Prekindergarten and Triple-Grade Classrooms"] --> B["Supervision of Students"]; A --> C["Behavioural"]; A --> D["Communication"];
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**Supervision of Students**

- Technology assistance
- Reinforce lessons
- Monitor class
- Assist with late arrivals
- Repeat, rephrase, remind of tasks

**Behavioural**

- Assistance with transitions
- Monitor for disruptions
- Encourage/reinforce positive behaviour
- Monitor and model acceptable classroom behaviour
- Reduce disruptive behaviours

**Communication**

- Facilitate student's ability to communicate
- Encourage appropriate peer interactions