

JOB DESCRIPTION

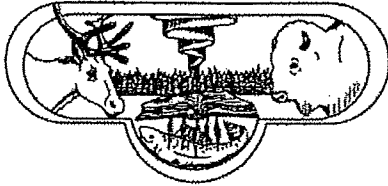
1. IDENTIFICATION

Position No 99 6843	Job Title SPECIAL NEEDS ASSISTANT	Fin. Code
Department SSDBE	Division/Region Fort Smith, NT	Location Fort Resolution, NT

NOTE: This information must be compatible with the Organizational Chart attached to this position.

2. PURPOSE

Briefly describe the role of this position in the office, eg, "provides secretarial support to the XYZ Division" or "inspects construction projects and provides progress payments".
To implement and assist in the development of the goals and objectives of the Individual Education Programs (IEP) and Modified Program Plans (MPP's) developed for those special needs students to which she/he is assigned. Goals and objectives will be set once a student's needs have been identified and specific job descriptions are submitted.



SOUTH SLAVE DIVISIONAL BOARD OF EDUCATION

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3. DUTIES AND RESPONSIBILITIES

Duty #	% of Time	List the duties and responsibilities assigned to this position in descending order of importance.
1.	90%	- Assists/instructs, under the direction of a classroom teacher, special needs students in order to achieve IEP goals and Modified Programs and objectives by: - - preparing daily/monthly work plans for each student served - - keeping accurate records of students achievements and behaviour (daily) - - preparing materials and implementing daily work plan - - preparing, with assistance of teacher, individual student progress reports as required by Program support team/principal - - providing physical assistance to special needs students as required - - delivering specialized programs to special needs students as assigned and written in the IEP and Modified Programs

Duty #	% of Time	List the duties and responsibilities assigned to this position in descending order of importance.
	10%	Performs other duties as requested or required such as; - participating in playground monitoring - providing physical assistance to students to cope with school facilities and orientation to school schedules - assisting teachers in the monitoring of students and the delivery of in service training programs for parents, friends and advocates of students experiencing difficulties - participating in program support teams upon request - undertaking training to work effectively with specific children
A 1.		To implement specific lesson objectives and methodologies set by the teacher and assist the teacher to prepare them for presentation to the student.
2.		To implement appropriate behaviour observation and record keeping strategies (anecdotal, work samples, check lists as required).
3.		To recommend and review lesson plans and report progress and activities to the supervising teacher, on a daily basis.
4.		To seek help when not confident in coping with a student, or working with other teachers.
B 1.		Records student progress and effectiveness of plans and strategies for data collection, evaluation purposes. If records are not accurately kept, student progress and program costs cannot be determined.
2.		Teacher is able to determine if the IEP or Modified Program as developed is appropriate, to provide next objectives and sequence skills to be learned, to share professional expertise, and to plan for Special Needs Assistant (SNA Training).
3.		Problems are identified and resolved quickly. Positive interpersonal relationships are facilitated.

4. SKILLS AND ABILITIES

a) Describe the skills and abilities needed to perform the duties and achieve the goals or results expected of this position.

Demonstrated ability to work with children identified as Special Needs is a definite asset.

Local languages may be a requirement dependent upon the students who have identified special needs.

In specific cases, the ability to use Sign Language (Basic/Advanced) and/or Braille may be required.

Training in child care or pediatrics is an asset.

b) What training/education and experience would most usually produce these skills? Where would these skills and abilities most usually be obtained? Include any licenses or certifications/designations that are legally required to perform this work.

Grade 11/12 or equivalent life experience/aptitude - must be able to read instructions, IEP's , minutes or meetings and educational directives as well as be able to write and maintain accurate student records.

Previous experience working with primary children.

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7. CONTACTS

Describe the contacts required to be made in this position. Who are you likely to contact? Why are they contacted and how often? Do they contact you or you contact them? Are there any contacts as required and frequency determined by the reason for the contact. In such cases, it is essential to describe the reason for the contact and its frequency.

Classroom Teacher/Student School Team - To review daily work plans and acquire input for IEP. This is a daily contact.

Principal/Special Needs Teacher - For the purpose of review. This contact is on a monthly basis.

8. ENVIRONMENT

All work entails some degree of discomfort and/or difficulty. Describe the work environment, mental or physical demands of the job, exposure to disagreeable conditions, stress and hazards that may be encountered as a part of the work situation. Don't forget to describe the frequency and nature of each feature and the degree of control the incumbent has in controlling his/her exposure to it.

Disabled students often require physical lifting and/or manipulation such as dressing, feeding, toileting, etc. Students with behavioural or social/emotional disorders require monitoring and sometimes restraint. Certain students may have abusive language, personal hygiene problems, or the lack of personal habits.