

## 1. IDENTIFICATION

<b>Position No.</b> 09-11386	<b>Job Title</b> Student Support Assistant	<b>Supervisor's Position</b> Principal	
<b>Department</b> Education	<b>Division/Region</b> Qikiqtani School Operations	<b>Community</b> Pond Inlet	<b>Location</b> Nasivvik

## 2. PURPOSE

<p><b>Main reason why the position exists, within what context and what the overall end result is.</b></p> <ul style="list-style-type: none"> <li>As a member of the Student Support Team the Student Support Assistant assists in program adaptations or accommodations as planned with the teacher;</li> <li>Specific duties are assigned by the Principal in consultation with the designated Student Support Teacher to assist the student(s) in accessing educational programs in classrooms, the school, and the school community;</li> <li>The Student Support Assistant will work with an individual student or small group in an inclusive manner fostering the greatest degree of independence possible.</li> </ul>
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## 3. SCOPE

<p><b>Describe the impact the position has on the area in which it works, or if it impacts other departments, the government as a whole, or the public directly or indirectly. How does the position impact those groups/individuals, the organization and/or budgets? What is the magnitude of that impact?</b></p> <ul style="list-style-type: none"> <li>Under the direction of the classroom teacher and/or the Student Support Teacher the Student Support Assistant:</li> <li>Assists the designated student(s) to ensure the highest possible degree of inclusion within the educational and social programs of the school;</li> <li>Impacts current and future independence of students.</li> </ul>
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## 4. RESPONSIBILITIES

<p><b>Describe major responsibilities and target accomplishments expected of the position. List the responsibilities that have the greatest impact on the organization first and describe them in a way that answers <i>why</i> the duties of the position are being performed. For a supervisory or management position, indicate the subordinate position(s) through which objectives are accomplished.</b></p> <p><b>WORKS TOWARD:</b> Under the direction of the classroom teacher and/or the Student Support Teacher the Student Support Assistant:</p> <ul style="list-style-type: none"> <li>Assists in the delivery of educational programs;</li> <li>Is included in Student Support Team meetings when input is appropriate or required;</li> <li>Works toward developing independence skills and attitude in the students with whom they work;</li> </ul>
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- Assists with other students as directed by the Student Support Teacher;
- Assists in the transportation, personal care and movement of the designated student(s);
- Checks and cleans prosthetic devices or aids, such as wheelchairs, and advises when repairs are required;
- Provides interpretive help as required (Inuktitut/Inuinnaqtun, English and/or French, as necessary).

**ASSISTS WITH PLANNING AND ORGANIZING BY:**

- Planning regularly with the classroom teacher(s);
- Participating, when appropriate, at Individual Education Plan team meetings;
- Providing information in the preparation of Individual Education Plan(s);
- Providing information in the evaluation of student progress to the classroom teacher;
- Promoting the inclusion of designated student(s) with the staff and the student body;
- Keeping a written daily record of activities and observations;
- Keeping qualitative and quantitative records of students' daily work;
- Documenting specified student behaviour.

**DEMONSTRATES KNOWLEDGE OF THE EDUCATION SYSTEM BY:**

- Having general knowledge of inclusive schooling and IEP process;
- Having general knowledge of the goals, objectives and operations of the school, District Education Authority, Regional School Operations Office and the Department of Education's Curriculum and School Services Division.

**ASSISTS IN FACILITATING A COMMUNICATION LINK TO FACILITATE COMMUNICATION BETWEEN THE CLASSROOM, FAMILY, COMMUNITY AND STUDENTS BY:**

- Participating in student support team meetings;
- Supporting parents to help them understand and participate in IEP process;
- Participating in parent/teacher meetings and/or accompanying teachers on home visits;
- Discussing student progress with teachers;
- Helping with assistive communication devices when necessary.

**DEMONSTRATES A COMMITMENT TO LIFE LONG LEARNING BY:**

The candidate already has, or will participate in, when available, the following:

- Training in Non-Violent Crisis Intervention;
- Training in First Aid;
- Enrolling in appropriate courses such as those offered by Nunavut Arctic College, or other training as determined by the needs of the designated student(s);
- Participating in school based in-service activities.

## 5. KNOWLEDGE, SKILLS AND ABILITIES

<p><b>Describe the level of knowledge, experience and abilities that are required for satisfactory job performance.</b>  <i>Knowledge</i> identifies the acquired information or concepts that relate to a specific discipline. <i>Skills</i> describe acquired measurable behaviours and may cover manual aspects required to do a job. <i>Abilities</i> describe natural talents or developed proficiencies required to do the job.  <b>These requirements are in reference to the job, not the incumbent performing the job.</b></p>
<p>The Student Support Assistant must have:</p> <ul style="list-style-type: none"> <li>• A patient, caring, student-centred attitude;</li> <li>• Good communication and interpersonal skills;</li> <li>• Ability to work as a member of a cooperative team;</li> <li>• May be required to have specific skills or is willing to receive training in the area of need of the designated student(s);</li> <li>• Basic computer literacy and/or willingness to acquire computer skills;</li> <li>• Good written and oral skills in Inuktitut/Inuinnaqtun, English and/or French may be required in assisting designated student(s).</li> </ul>
<p><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 certification/designations that are legally required to perform this work.</b></p>
<p>The Candidate already has, or will participate in, when available, the following training:</p> <ul style="list-style-type: none"> <li>• Completion of Adult Basic Education equivalent to Grade 10 or higher;</li> <li>• Competence in oral and written Inuktitut/Inuinnaqtun, English, and/or French, as required by the position and community;</li> <li>• Attended or completed, or willing to attend and complete, courses or workshops in methods and strategies for students requiring support (Student Support Assistant Certification Program – NTEP);</li> <li>• First Aid;</li> <li>• Non-Violent Crisis Intervention.</li> </ul>
<p><b>What decisions and recommendations are required to be made in this job? To whom are these recommendations made? What is the impact or effect of the decision or recommendation?</b></p>
<p>The position of Student Support Assistant is not a decision-making position. The Student Support Assistant works as part of the student support team and may make:</p> <ul style="list-style-type: none"> <li>• Suggestions regarding program development, content and delivery and evaluation;</li> <li>• Suggestions that focus on factors that create and preserve a positive and effective learning environment;</li> <li>• Suggestions are made to the Student Support Team made up of the Classroom Teacher, Student Support Teacher and the Principal;</li> <li>• The impact of these suggestions is that they contribute to the successful inclusion and independence of the student in the school and community.</li> </ul>
<p><b>How is the work assigned? What latitude does the incumbent have to achieve objectives/outcomes? What constraints are placed on the incumbent in terms of regulations, procedures, policy, past practices, etc.?</b></p>
<p>Duties are student specific, and are based upon goals and outcomes as outlined in the student's educational plan:</p> <ul style="list-style-type: none"> <li>• Specific duties are assigned by the Principal in consultation with the classroom teacher and/or the Student Support Teacher;</li> <li>• Student Support Assistants are not assigned to teachers or classes, but are assigned to a student or group of students;</li> <li>• The Student Support Assistant receives consistent and regular direction from the Student</li> </ul>

- Support Teacher and/or the Classroom Teacher;
- Duties are consistent with the current Education Act and Guidelines.

## 6. WORKING CONDITIONS

List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent. Express frequency, duration and intensity of each occurrence in measurable time (e.g. every day, two or three times a week, 5 hours a day).

- Community and/or family relationships that create stress;
- Implementing instructions from the Student Support team and other colleagues;
- Personal care may include but is not limited to feeding, toileting, changing diapers, dressing, catheterizing.

### Physical Demands

Indicate the nature of physical demands and the frequency and duration of occurrences leading to physical fatigue or physical stress.

The frequency and durations of physical demands are varied and student specific. Specific Student Support Assistant positions may require:

- Training in lifting techniques if needed;
- Assisting individuals daily with exercise programs, physiotherapy;
- Assisting with mobility;
- Moving frequently among various locations including but not limited to within the school building, playground, and field trips.

### Environmental Conditions

Indicate the nature of adverse environmental conditions to which the jobholder is exposed, and the frequency and duration of exposures. Include conditions that increase the risk of accident, ill health, or physical discomfort.

- Potential for personal injury in assisting designated students in their transportation or safety needs.

### Sensory Demands

Indicate the nature of demands on the jobholder's senses. These demands can be in the form of making judgements to discern something through touch, smell, sight, and/or hearing. It may include concentrated levels of attention to details though one or more of the incumbents' senses.

- Understanding student needs, and responding appropriately to them;
- Exposure to sights and smells.

**Mental Demands**

<p><b>Indicate conditions within the job that may lead to mental or emotional fatigue that would increase the risk of such things as tension or anxiety.</b></p> <ul style="list-style-type: none"> <li>• Contact with parents, as misunderstandings may occur between parents and school staff;</li> <li>• Acting as an interpreter in cross-cultural situations imposing demands on the Student Support Assistant;</li> <li>• Working closely as a member of the Student Support Team;</li> <li>• Assisting designated student(s) with their personal hygiene needs such as washroom assistance;</li> <li>• Adapting to students’ needs as they arise.</li> </ul>
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**7. CERTIFICATION**

<p>_____</p> <p>Employee Signature</p>	<p>_____</p> <p>Supervisor Title</p>
<p>_____</p> <p>Printed Name</p>	<p>_____</p> <p>Supervisor Signature</p>
<p>_____</p> <p>Date:</p>	<p>_____</p> <p>Date</p>
<p>I certify that I have read and understand the responsibilities assigned to this position.</p>	<p>I certify that this job description is an accurate description of the responsibilities assigned to the position.</p>
<p>_____</p> <p>Deputy Head Signature</p>	
<p>_____</p> <p>Date</p>	
<p>I approve the delegation of the responsibilities outlined herein within the context of the attached organizational structure.</p>	

**8. ORGANIZATION CHART**

Please attach Organizational Chart indicating incumbent’s position, peer positions, subordinate positions (if any) and supervisor position.

**“The above statements are intended to describe the general nature and level of work being performed by the incumbent of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of this position”.**

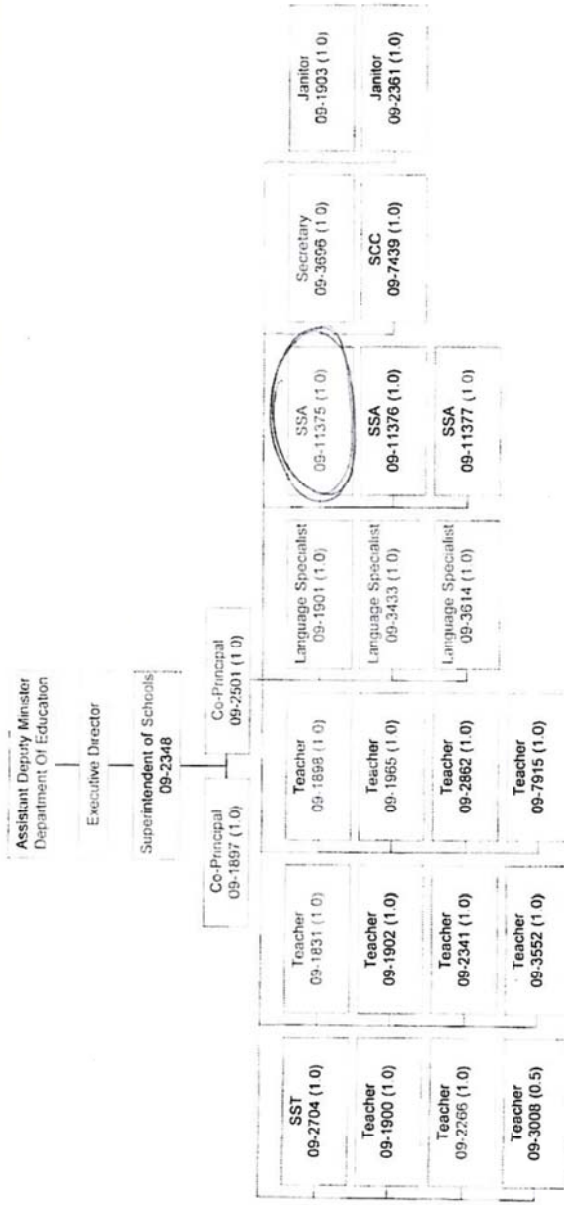
Government Of Nunavut  
 Department Of Education  
 Qikiqtani School Operations

Organizational Chart  
 Attagoyuk Iisavik -  
 Pangnirtung, NU  
 School Year 2009 - 2010

*Paula Peterson*  
 Executive Director

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 Superintendent

*Sept 22/09*  
 Date



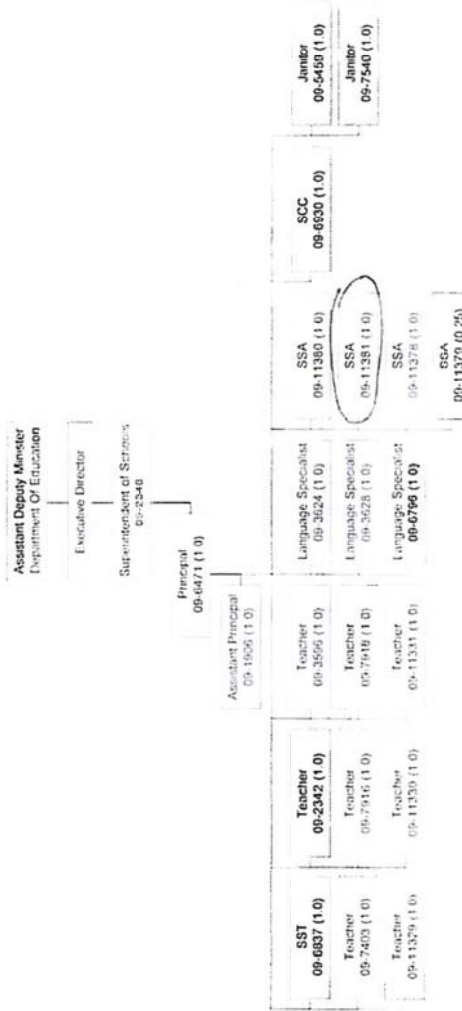
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Organizational Chart  
 Aloukie School -  
 Pangnirtung, NU  
 School Year 2009-2010

*Leah Letty*  
 Executive Director

Supernumerary  
*Sept 22/09*  
 Date



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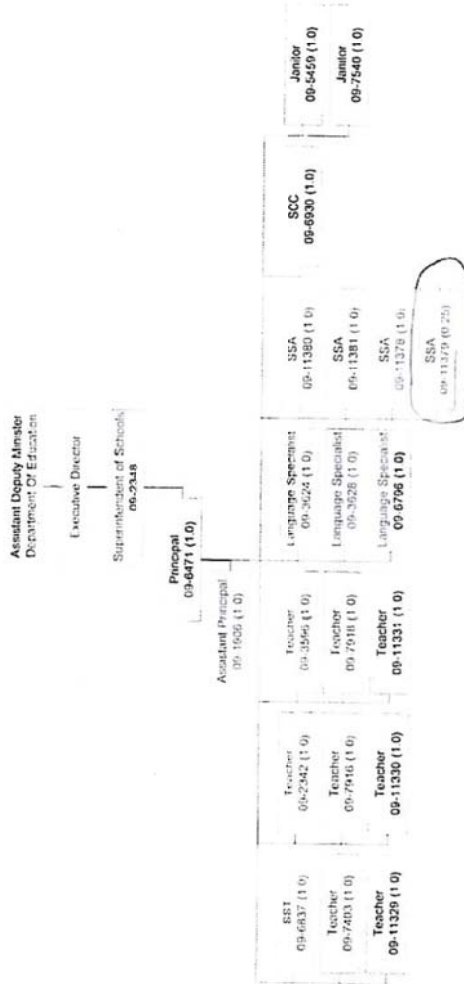
Organizational Chart  
 Aloukie School -  
 Pangnirtung, NU  
 School Year 2009-2010

Executive Director

Superintendent

Date

*[Signature]*  
 2009-09-01



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