



JOB DESCRIPTION

Position: Program Support Assistant

Reports to: Principal

Employee Group: SEIU

Qualifications and experience:

- High school completion certificate
- Recognized diploma or certificate program from a recognized post-secondary institution, including a formal practicum placement
- Bona fide occupational requirements as identified in the job posting (ex. American Sign language, Braille, etc)
- First Aid and CPR certification
- Specific health care support training or certification as required (i.e Non Violent Crisis Intervention, etc.)
- Ability to perform physical requirements of the position
- Possess basic computer skills and have training in assistive technology

Characteristics:

- Highly motivated, self-starter
- Demonstrates ability to cope with multiple responsibilities and projects
- Possess skills to effectively interact and develop a positive rapport with children and youth
- Possess problem solving skills
- Ability to maintain confidentiality and privacy protocols
- Ability to demonstrate sensitivity and respect for diversity
- Team player

Task Dimensions:

- Provides personal care functions as determined through the program planning process and under the direction of the teacher(s) when a student cannot, or should not, perform these activities independently. For example:
 - Assisting students with physical and mobility challenges by lifting and positioning, exercising, transferring from or to transportation, as specified in their program plan
 - Ensuring a safe and respectful environment when meeting personal care needs of students.
 - Assisting students with routines (i.e. toileting, dressing, feeding, personal hygiene)

- Administering medication and oral inhalant according to the Guidelines for the Administration of Medication to Students
 - Carrying out medical procedures (e.g. catheterization) when trained and authorized, according to Board policies and procedures
 - Assisting with program support when specifically directed and monitored by the teacher(s).
- Supports the implementation of identified behaviour management outcomes under the direction of the teacher(s) when a student is unable to self-regulate his/her own behavior. For example:
 - Using appropriate physical interventions in accordance with the Non Violent Crisis Intervention Training program, the student's plan and board policies
 - Encouraging students to respect the school's code of conduct guidelines and PEBS initiative
 - Modeling and encouraging respect for self and others
 - Promoting and facilitating positive interactions among all students
 - Recording data and observations as directed (e.g. the frequency of a particular behaviour or off-task data)
 - Assisting with program support when specifically directed and monitored by the teacher(s)
- Working collaboratively as members of the school community. For example:
 - Demonstrating ethical behaviours by addressing conflicts, first with teachers, second, the administrative level, and third at the board staff level, according to board policies and procedures
 - Respecting and promoting the rights of students
 - Understanding the role of the program support assistant
 - Modeling appropriate problem solving and conflict resolution
 - Referring all requests for information to appropriate personnel
 - Relaying information regarding the student to the teacher(s)
 - Participating in training and certification required to support the implementation of interventions
 - Respecting privacy and confidentiality
 - Communicating effectively with teachers, appropriate personnel and students
 - Being knowledgeable of and following board and provincial policies and administrative procedures
- Develops and maintains a positive rapport with students. For example:
 - Treating students in a respectful, dignified and fair manner with due consideration to the student's physical, social and psychological development
 - Promoting independence and self-advocacy through appropriate wait time, prompting, reviewing and reinforcing
 - Respecting the strengths and challenges of students
 - Maintaining effective and collaborative relationships
 - Demonstrating patience and understanding towards students
 - Demonstrating appropriate responses to student-initiated interactions