

EDUCATIONAL ASSISTANT (EDA11)



PAY GRADE 32 (Certified) and PAY GRADE 30 (Non-certified)

Position/Title: _____ **Department/School:** _____

Reports to: _____ **Date:** _____

Incumbent: _____ **Supervisor:** _____

Function and Purpose of Position

Educational Assistants (EAs) assist teachers with many instructional and non-instructional tasks in the classroom and with other school activities. EAs work as members of the school and student support team. EAs are classified as “certified”, meaning that they have met EIPS mandatory educational requirements or “non-certified” meaning that they have not yet met these requirements. The minimum mandatory educational requirement is an Educational Assistant Certificate or comparable education (new employees must have or will attain within 5 years of hire date).

EAs may:

- Work under the supervision of one teacher or several different teachers
- Work independently with students or in the classroom with the teacher
- Work with a particular special needs student or a group of students within a class or in a special program
- Work as part of a multidisciplinary team
- Perform clerical tasks in the classroom or school

The EA provides routine and repetitive instructional support. Under the direction of the teacher, assists the student in acquiring the education and skills necessary for advancement in the educational setting. To reach this objective, the EA follows an individually prescribed learning program, through team planning and working one-on-one with the student(s). This involves routine recording, basic charting and logging of observations on anecdotal record sheets or data sheets. EAs may provide personal care to students.

Activity A: Instructional Support

- Provide assistance in all curriculum areas/one on one or in small groups as directed by teacher
- Help with organizing notebooks, timetables, agendas, and lockers
- Scribe notes from board, scribe and read exams for students as required

- Modify and adapt the program for individual students as directed by the classroom teacher
- Assist in the implementation of IPP goals and adaptive devices
- Assist students with computer access
- Provide support to students utilizing various educational software packages
- Providing assistance to communicate with peers and adults in the school (e.g. ASL, assistive tech. devices)

Activity B: Behaviour

- Under direction of the teacher, observes, charts and monitors individual student progress and behaviour
- Assist the teacher in maintaining a safe and secure environment for both students and staff through the application of de-escalation strategies and non-violent physical intervention techniques
- Provide behavioural management assistance for students with behavioural disorders (implementing predetermined non-aversive disciplinary methods and non-violent crisis intervention techniques to diffuse escalating negative behaviour patterns).
- Deal with student behaviour and assists with classroom discipline

Activity C: Student Assistance and Personal Care

- Assist student with personal care and hygiene, which may include food preparation, dressing, grooming, toileting
- Feeding assistance (can include spoon or tube feeding), lifting and handling of medically fragile students.
- Catheterization
- Respiratory therapy interventions, physiotherapy interventions and other medically related tasks
- Administer medication as required
- Toileting and diapering for students who are physically dependent
- Assist in exercising, implementing adaptive physical education, range of motion programs, fine and gross motor skills development, individualized or group communication techniques and life skills management
- Monitor feeding, tube feeding and breathing apparatuses, seizure management (e.g. monitor and assess severity of seizure through the use of medical equipment and administer oxygen if required), and catheterization
- Operate specialized equipment to support instruction for students with physical care needs (e.g. wheelchairs, mechanical lifts, walkers, FM and/or communications systems and hearing aid equipment)
- Lifting and carrying students into and out of specialized equipment (i.e., gym equipment, sensory equipment, walkers, wheelchairs, toilets, commodes) to carry out program requirements as well as personal hygiene care.

Activity D: Speech Therapy/Occupational Therapy/Physical Therapy

- Help student with speech language difficulties, as instructed by Speech Pathologist
- Update progress on a daily basis for Individual Program Plan purposes
- Provide physiotherapy program as directed
- Model and practise speech program
- Liaise with members of Assistive Technology Team to monitor student progress and use of devices

Activity E: Communication and Reporting

- As requested by the teacher, communicate observations regarding health and behaviours to the teacher (as gathered in logs, charts, and data sheets)
- Maintain accurate medication data sheets, record medical situations
- Participate in student team conferences when requested by the teacher
- Under the direction of the classroom teacher, maintain a home-school communication book

Activity F: Assist Teacher/Classroom Preparation

- Organize bulletin board display, photocopy material, laminate articles and prepare snacks
- Modify and prepare materials for special needs student
- Ensure equipment and facilities are kept in a clean, safe, orderly manner
- Assist in marking, testing, and filing of students work
- Prepare, set up, and dismantle displays, information areas and work areas

Activity G: Supervise Students

- Supervise and assist students in preparing for special activities (preparation for swimming lessons, skating, etc.)
- Supervise in playground, classroom and hallways
- Supervise small groups on field trips
- Assist students boarding and disembarking from buses

Activity H: Community Living and Vocational Skills

- Transport student to job placement, provide job training.
- Assist students to be integrated into the regular classroom
- Facilitate the development of social skills.
- Assist students in recreation activities (crafts, preparing meals).
- Transport individuals or small groups to community outings such as banking, and/or shopping.
- Journal and assist in choosing books

Activity I: Student Personal Development

- Assist in building the self-esteem and self-confidence of students
- Encourage students to participate in classroom activities to build social skills
- provide and encourage routine and repetitive personal care to students
- Administer first aid as required

Activity J: Other Duties

- May provide a minimum level of Braille to students starting to learn Braille
- May provide a minimum level of signing to students (ASL or SEE)
- Other duties as assigned

EDUCATION AND EXPERIENCE

- a) Education:
 - i) High School Diploma
 - ii) Teacher Assistant Certificate (new employees must have or will attain within 5 years of hire date)
 - iii) First Aid certificate would be an asset
 - iv) Courses related to working with students with special needs OR that are specifically related to the above-mentioned duties.
- b) Experience:
 - i) EAs should have 1 to 3 years of related experience.

Equivalencies will be considered.

KNOWLEDGE, SKILLS AND ATTITUDES

- Good oral and written communication skills
- Good interpersonal skills
- A good sense of humour
- Good health and physical fitness
- The ability to take direction and work independently
- Flexibility, patience, sensitivity, tolerance, enthusiasm, creativity and imagination
- The ability to deal with the emotional and mental stress of working with large groups of children who are sometimes active and demanding.
- First Aid Certificate

- Courses or training in Attention Deficit Disorder, Special Needs Disorders, ESL and Behaviour Management training and Crisis Prevention, Food Handling and Preparation, would be an asset
- Lifts and transfers
- G-tube feeding, catheterization
- Knowledge of office equipment
- Knowledge of computers
- Some assignments may require use of own vehicle

This work is most rewarding for those who enjoy working with people (especially physically, emotionally and behaviorally challenged children), having clear rules and guidelines for their work, and finding innovative ways to handle situations.

DECISION MAKING

EAs make decisions in order to assist the implementation of instructional plans as directed by the teacher. Examples: 1.) Once tasks are assigned the EA may decide on the sequence of events such as how to format and prepare classroom resources and educational materials to suit the needs of the student(s) (e.g. photocopying, and some word processing). 2.) A decision related to supervision of student's various activities and events under the direction of the teacher (e.g., group children for field trips in manageable groups). 3.) How to design and set up bulletin board displays and/or information areas to support instructional objectives of the teacher.

WORKING WITH OTHERS

Some of the usual contacts that EAs will have in this position are:

1. Employees in the same school as there will be an exchange of everyday information and may require explanation and interpretation of that information.
2. Employees in other schools will exchange factual or everyday information.
3. Daily communication with students will require explanation and interpretation of everyday information.
4. As directed by the teacher communicate observations regarding health and behaviours to the teacher (as gathered in logs, charts, and data sheets)

Work is performed under frequent or close supervision. Specific directions and instructions are provided during work process.

PHYSICAL DEMANDS

The EA may be required to routinely lift items weighting up to 10 kilograms. Sometimes, heavier lifting may be required to help children move into and out of wheelchairs. EAs may also use mechanical lifts for students.

Some of the unpleasant aspects of the work environment are:

- Contact with infectious diseases
- Noise level
- Dealing with uncooperative or difficult student.

WORKING CONDITIONS

Educational Assistants work indoors except when supervising children outdoors or going on field trips.

Educational Assistants may have the same holiday schedule as teachers, including a long summer break as well as winter and spring breaks. However, they work on a ten-month contract basis and therefore are not paid during the summer months.

The scheduled hours to be worked will be determined by each specific position.

This position may require the use of a personal vehicle to transport students to job placement or other community events.

ADDITIONAL INFORMATION

Educational Assistants must agree to respect the confidentiality and personal integrity of students, parents, teachers and other staff.