

**Educational Assistant
Intensive Support-Deaf and Hard of Hearing (Oral)
(Deaf/Hard of Hearing Intensive Support Programs)**

Northern Secondary School

CUPE Local 4400, Unit C - Grade J (School Year)
\$31.56 per hour

The Toronto District School Board adheres to equitable hiring, employment, and promotion practices.

NOTE: The Board is not permitted to offer this position to an employee if the time reasonably needed to travel to the location of this position from another position held by the employee -- and/or from this position to the location of another position held by the employee -- or the starting/ending times of the position would interfere with the employee's one half hour lunch break as required by the Collective Agreement.

The Toronto District School Board invites applications for the position of Educational Assistant Intensive Support - Deaf and Hard of Hearing (Oral) at Northern Secondary School within Learning Center 1.

Reporting to the Principal under the day-to-day direction of the Teacher(s), the Educational Assistant – Deaf/Hard of Hearing (Oral) will assist teacher(s) in Intensive Support Programs to facilitate the delivery of the curriculum to students who are deaf/hard of hearing with moderate to severe needs (multiple exceptionalities). The curriculum may be extensively modified due to the intensive needs of the students in the areas of speech and language.

Summary of Duties:

- Assist teacher(s) of the deaf by working with students (individually and in small groups);
- Assist in personal care and health needs of students with deaf/hard of hearing needs (e.g., toileting, lifting and transferring, feeding, approved administration of medication - with training provided);
- Assist the special education teacher(s) in developing self-advocacy skills for students to direct their own personal care and to foster independence;
- Assist the special education teachers(s) in addressing and meeting the physical safety needs of student(s), e.g. BMS techniques, behaviour shaping, prompting strategies, proximity control, etc.;
- Assist the teacher(s) with the administration of appropriate assessment tools;
- Assist the special education teacher(s) in the academic instruction, as well as the delivery of alternative curriculum for students with special needs;
- Assist the teacher(s) in the integration of these exceptional students into the regular classroom programs within the school and community, as appropriate;
- Provide student and class support to facilitate integration (e.g. prompting) under the direction of the classroom teacher and teacher of the deaf in the regular and special education classrooms;

- Participate in team meetings, IEP development, IPRC Reviews and transition planning meetings, as required;
- Assist the special education teacher(s) in data collection;
- Assist students with adaptive/assistive technology;
- Assist the teacher(s) with preparation activities to meet the instructional needs of individual students and small groups;
- Adapt classroom activities, assignments and/or materials under the direction of the teacher for the purpose of supporting and reinforcing classroom objectives on a daily basis;
- Monitor, supervise and assist students during non-instructional periods within a variety of school environments (e.g. lunch, recess/breaks/spares, bus loading/unloading, playground, classroom, washroom, field trips, public transportation, assemblies, etc.) for the purpose of maintaining a safe and positive learning environment;
- Attend meetings, training, professional learning sessions (e.g. first aid, CPR, emergency procedures, behaviour management, BMS training, ABA training, etc.) for the purpose of acquiring and/or conveying information relative to job functions;
- Communicate with school staff and professional support personnel for the purpose of assisting in the effective implementation of the IEP and for sharing information about students and their needs;
- Accompany/supervise students off school site [e.g. field trips, TTC training, life skills training, experiential learning opportunities (secondary students), etc]; and
- Other related duties as assigned.

Qualifications:

- Two-year community college diploma in related field (e.g., ECE, Educational Assistant, DSW) with 3 months related experience working with students with language delays, or an equivalent combination of education and experience;
- Knowledge of hearing aid use and management and speech training communication;
- Knowledge of various exceptionalities;
- Ability to use technological devices for the deaf (e.g., FM systems, cochlear Implant Processors, hearing aids, Sound Field Systems);
- Ability to support students who have deaf/hard of hearing//health/personal care needs using appropriate strategies and interventions and/or lifting/transferring and/or BMS techniques;
- Ability to communicate effectively in a sensitive, courteous manner with students, parents, staff and the general public;
- Proven ability to follow directions, policies, and procedures in an appropriate and timely manner
- Understanding of and commitment to confidentiality; and
- Ability to work as a team player; and
- Strong interpersonal and problem-solving skills.

Assets

- Knowledge of Deaf Culture;
- Familiarity with the curriculum;
- Current First Aid and CPR certification;
- BMS training/certification and/or equivalent; and
- Working knowledge of related Board policies and procedures.

Shift: Full time
Hours: **6 hours and 50 minutes** per day to be scheduled according to operational needs
Work Year: School Year
Location: Northern Secondary School
851 Mount Pleasant Road

Application Process:

1. Please ensure you review the posting including the special provisions and include all relevant information in your submission.
2. When submitting your application, quote posting number **CUPE C-24-4157EX-LC1** in the subject line.
3. Attach a detailed résumé and covering letter as **one file in PDF format** and submit to: Resume.Submission@tdsb.on.ca.
4. Apply no later than 4:30pm on **December 4, 2024**.

Notes:

- It is anticipated that interviews will take place within two weeks after the closing date of this competition.
- It is anticipated that the successful candidates will commence on December 18, 2024.
- Only applicants selected for an interview will be contacted.
- Applications will not be acknowledged in writing.
- Information regarding [Wheelchair accessibility](#) is available online.

We strive to meet the accommodation needs of persons with disabilities. Applicants are encouraged to make their needs for accommodation known in advance during the application process.

We are unable to acknowledge or confirm receipt of applications.