

Special Needs Assistant

Kapapamahchakwew - Wandering Spirit School
Supporting First Nations, Métis, and Inuit Students
CUPE Local 4400, Unit C
\$31.56 per hour

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

The Toronto District School Board invites applications for the permanent position of Special Needs Assistant at Kâpapâmahchakwêw – Wandering Spirit School within Learning Centre 1, Family of Schools 24.

Reporting to the Principal under the day-to-day direction of the Classroom Teachers and/or the Special Education Teacher, the Special Needs Assistant will assist Classroom and/or Special Education Teacher by providing additional staff support in regular and special education classrooms where students with moderate to severe special needs are present.

Special Needs Assistants will be placed in a region and assigned according to student needs within that region.

The goal of Kâpapâmahchakwêw – Wandering Spirit School is to generate an education delivery model that will improve educational outcomes for First Nations, Métis, and Inuit students by centering Indigenous cultures histories and perspectives. The program model allows students to work at their own pace with individualized instruction in a non-competitive environment. The program's foundation and success are based on traditional practices while offering "wrap around" services that meet the special needs of at-risk students and foster positive Indigenous identity, academic success, and overall well-being.

Summary of Duties:

- Assist the teacher(s) in monitoring, intervention and support to meet the physical/personal care needs of exceptional students, e.g. lifting, movement and positioning, feeding, toileting, diapering and changing;
- Assist the teacher(s) in meeting the medical/health care needs; these needs may include approved administration of medication/medical procedures, with appropriate training provided;
- Assist the teachers(s) in addressing and meeting the physical safety needs of student(s), e.g., BMS techniques, behaviour shaping, prompting strategies, proximity control, etc. for the purpose of ensuring effective and safe student learning;

- 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 teacher(s) in the academic instruction, as well as the delivery of alternative curriculum for students with special needs;
- Assist the teacher(s) with the administration of appropriate assessment tools;
- 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 in the regular and special education classrooms;
- 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, behavior management, BMS training, ABA training, etc.) for the purpose of acquiring and/or conveying information relative to job functions;
- Participate in team meetings, IEP development, IPRC Reviews and transition planning meetings, as required;
- 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;
- Assist the special education teacher(s) in data collection;
- Assist students with adaptive/assistive technology;
- Assist the special education teacher(s) with the implementation of PPM140, as required;
- Assist the teacher with students on field trips, etc.;
- 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 (e.g. ECE, DSW) with 3 months related experience providing intensive support to children/adolescents with moderate to severe special needs, or an equivalent combination of education and experience;
- Ability to communicate effectively in a sensitive, courteous manner with students, parents, staff and the general public;
- Current First Aid and CPR certification;
- Ability to support students who have physical/mobility/behaviour/health/personal care needs using appropriate strategies and interventions and/or lifting/transferring and/or BMS techniques;
- Proven ability to follow directions, policies and procedures in an appropriate and timely manner;
- Understanding of and commitment to confidentiality, and

- Proven ability to work as a team player.

Special Requirements:

- Some classrooms/schools may require incumbent to take special training to meet student needs.

Assets:

- Prior experience using related computer supports and adaptive/assistive technology;
- Familiarity with the curriculum;
- BMS training/certification or equivalent;
- ABA training.

Special Provisions:

- As a position requirement, the successful candidate will self-identify as First Nations, Métis, Inuit, and will have a strong understanding of Indigenous ways of knowing and being; working within First Nations, Métis, Inuit communities;
- Knowledge of current education issues and barriers as well as an awareness of available supports is required to effectively support First Nations, Métis or Inuit students and families;
- Knowledge of the Truth and Reconciliation Commission of Canada Calls to Action

Hours: 6 hours & 50 minutes per day, scheduled according to operational needs

Work Year: School Year

Location: Kapapamahchakwew-Wandering Spirit School-Elementary, 16 Phin Ave. Toronto

Posting #: **CUPE C-24-4079EX-LC1**

Application Process:

1. Ensure you review the posting details and include all relevant documents in your submission.
2. Quote posting number **CUPE C-24-4079EX-LC1** 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. Deadline for submissions is 4:30pm on September 25, 2024.

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.

Only applicants selected for an interview will be contacted.

We are unable to acknowledge or confirm receipt of applications.