

2.0. Human Resources

2.B. Position Descriptions

EDUCATIONAL ASSISTANT/LIBRARIAN

Policy Reference: EL-1.2

Reviewed by Committee: September 27, 2022, October 8, 2024

To reflect changes in the division, the Educational Assistant/Librarian will replace the previous job descriptions of Educational Assistant and Librarian. In the remainder of this description and in other communication this position description will be referred to as Educational Assistant. Under the supervision of professional staff, such as teachers or clinicians, the educational assistant shall undertake a number of duties to provide appropriate educational programming for students including those with special needs. The educational assistant also must be able to assist with a number of tasks to provide adequate reading and reference materials for the students and staff.

Further, an educational assistant will work as a collaborative member of the school team, providing support for students and general supervision aligned with programming design. An educational assistant will be supervised directly by the principal or a teacher designated by the principal. The principal will be responsible for the evaluation of the educational assistant.

This position requires an individual who fosters respect, caring and good communication within and outside the school division. The major goals and tasks of employees of the division are to honor these values in the daily interactions with staff, students and the public and to assist in the development and implementation of a quality education system. Confidentiality is an expectation of these positions of trust in our public-school system.

RESPONSIBILITIES and DUTIES

1) Professional Behavior

- a) Demonstrates ethical and confidential behavior, respecting professional and personal boundaries with students.
- b) Dependable: regular and punctual attendance to assigned schedule.
- c) Strictly adheres to codes of conduct as outlined in divisional policy, e.g., confidentiality, acceptable use of technology, respectful workplace.
- d) Demonstrates appropriate and independent use of time.
- e) Effective communication skills: written and oral language.

2) Rapport with students

- a) Shows enthusiasm, patience and understanding when working with students.
- b) Demonstrates an understanding of fostering independence and self-determination with students with exceptional needs.
- c) Maintains effective and cooperative relationships with students and avoids provoking confrontations and power struggles.
- d) Provides a positive role model for students.

3) Team support

- a) Carefully follows instructions from supervisors regarding tasks and assignments.
- b) Demonstrates effective communication with all personnel and shares relevant information for team meetings.
- c) Uses established communication systems and procedures with teachers through required documentation (e.g., communication books, log entries).
- d) Assists with school supervision duties e.g., bussing, recess/lunch duty as required.

4) Instructional Support

- a) Demonstrates general knowledge and use of technologies (software and hardware) including communication and assistive technology when instructed.
- b) Assists students with assigned academic tasks and class work, reinforcing concepts presented by the teacher and demonstrates a variety of instructional strategies.
- c) Monitors individual and small group work.
- d) Demonstrates a sense of when a student needs assistance, i.e., discriminates when and how much to assist, being aware of students need for independence and self-determination.
- e) Adapts materials, as directed by teacher. Teachers are responsible for all instructional decisions.
- f) Records required information on student activities as directed by the teacher
- g) Any changes in programming for a student must be **pre-approved** by the classroom teacher, learning support teacher or principal.

5) Implementation of Individual Educational Plans (IEPs, AEPs, BIPs, etc.)

- a) Carries out teacher directed activities to reach the student's established outcomes on an individual basis or within a group.
- b) After appropriate student-specific training by clinicians, e.g., occupational therapy, physiotherapy, speech language pathology, deaf/hard of hearing, carries out recommendations provided by consultants.
- c) Implements and follows through with recommendations and instructions given by professional consultants or clinicians.
- d) Any changes in programming for a student must be **pre-approved** by the classroom teacher, learning support teacher, clinician or principal.

6) Social and Behavioral Support

- a) Uses a consistent behavior support system and strategies when working with students.
- b) Provides feedback and reinforcement on performance to students, consistent with the teacher/classroom behavior management plan.
- c) Redirects inappropriate or detrimental behavior in a positive manner and reinforces and encourages appropriate behaviors in a group or among individuals.
- d) Observes and records behavior in accordance with school plan.
- e) Encourages and models caring and helping behaviors among students.
- f) Facilitates opportunities and activities for student to participate with peers.

7) Specialized Support

- a) Assists and supports individual students with physical care needs, e. g., feeding, lifting, mobility, dressing, toileting, personal hygiene, after appropriate training is provided
- b) Performs health care duties as outlined on a student's individual health care plan (IHCP) including specific medical procedures as outlined on the IHCP, e.g., catheterization, gastro-intestinal tube feeding, blood sugar testing, after appropriate training is provided.
- c) When directed and within divisional policy, administers medication and documents appropriately, after appropriate training is provided.
- d) At times, the EA may be asked to supervise a classroom.
- e) Volunteering for extra duties resulting in additional time worked must be **pre-approved** by the superintendent.

8) Librarian Duties

- a) Purchasing and management of library books, periodicals, magazines, supplies, etc.
 - i) Record, receive and file all orders for the purchase of books and materials as authorized by the school principal
 - ii) Ensure that reading material is quality, diverse, inclusive, represents students and community populations, deepens global awareness and is free from harmful stereotypes.
 - iii) Prepare and catalogue all books, periodicals, magazines and media materials
 - iv) Maintain inventory records of books purchased and books borrowed.
 - v) Stamp all books, materials, etc. with the school identification stamp and date stamp
 - vi) Shelve and organize books on an ongoing basis
 - vii) Repair books as needed
- b) Provide assistance to students
 - i) Conduct library orientation classes in September where applicable
 - ii) Assist with class research projects under the direction of classroom teacher
 - iii) Supervise exam and test writing for students where applicable
 - iv) Supervise students assigned to library
 - v) Assist and supervise students with technology in the library
 - vi) Maintain an inviting atmosphere in library, conducive to enjoyable reading and browsing for books.
 - vii) Encourage a love of literacy
 - viii) Host events and activities to nurture a lifelong love of reading
 - ix) Promote wide reading across genres through book talks, read alouds and reading campaigns such as I Love to Read Month.
 - x) Create book displays and change monthly
- c) Other general duties
 - i) Shop for books when required, under the direction of the principal and/or other staff.
 - ii) Organize and promote school book fair at the discretion of the principal
 - iii) Maintain a library schedule where applicable

4.0 Regularly check e-mail and enter information in Atrieve as required

9.0 Other related and reasonable duties as assigned

EMPLOYMENT REQUIREMENTS

Education requirements:

- High School Diploma/equivalent or enrolled in an educational institution and complete a high school diploma within one calendar year of beginning employment.
- Para Educator or Educational Assistant training through recognized diploma or certificate program is an asset

Skills and qualifications:

- Genuine commitment to helping children learn
- Ability to provide academic support to students with academic and / or behavioral challenges
- Ability to develop strong relationships with children
- Ability to de-escalate situations, problem solve and act independently
- Knowledge of the basic principles of educational practices, the function of support services, and the role of EA's as part of an educational team;
- Experience working as a team member;
- Ability to work effectively with a diverse population of children and youth
- Ability to meet the physical demands of position
- Ability to work with a wide range of relevant software and hardware
- Ability to support students with literacy and numeracy

Physical requirements:

Physical requirements of the job include:

- extended periods of time standing and walking
- hallway and field trip supervision
- assisting with personal care and mobility of students with physical limitations
- assisting with physiotherapy and occupational therapy as required
- lifting and transferring students using applicable equipment work on this wording (how do we combine with third bullet)
- assistance on and off the school bus

Specialized training as required:

- Training is provided for any specific additional technical skill, depending on the situation by the URIS nurse, the Occupational Therapist, Physiotherapist, Speech and Language Pathologist, etc.
- Additional training will be provided to EAs as required to work effectively with students with specialized needs. This training may include: CPR, First Aid. specific medical interventions, such as catheterization, gastro-intestinal tube feeding (GI tube feeding), as directed and supervised by a licensed medical practitioner or URIS nurse.

- Additional skills may include computer skills (hardware and software) and use of augmentative assistive communication devices. Speech and Language Pathologists and Occupational Therapists direct the utilization of these devices.