



TITLE OF JOB: **EDUCATIONAL ASSISTANT**

**PURPOSE OF JOB:**

All positions in the Kawartha Pine Ridge District School Board support the schools' priority of student achievement and the Board's mission to educate our students to excel in learning, to succeed in life and to enrich our communities.

The purpose of the Educational Assistant position is to provide instructional support in academic, social, physical, emotional and behavioural programs for students in a variety of learning situations. As well the Educational Assistant carries out personal care duties to meet the physical needs of students. As part of the student support team, the Educational Assistant promotes and maintains a safe, caring and restorative school environment.

Same as CYW

Unique to EA

**REPORTS TO:** School Principal with duties assigned by the teacher

**MAIN RESPONSIBILITIES:**

Program Support

- provides program support by assisting teachers with the delivery of academic and social/life skills programs for both individual and groups of students by implementing effective learning support strategies and using a variety of instructional support methods, techniques and learning aids: includes scribing, correcting, prompting, reading, keeping student on task, adapting language for re-delivery, reinforcing concepts, lessons and skills, providing information to teachers to assist in creation of student IEP, support students in the use of assistive technology, delivery of appropriate life skills and routine activities of daily living and the promotion of independence, self-advocacy and self-reliance;
- guides, prepares and assists students completing work (co-op) placements, as required;

Personal Care

- provides support and physical assistance to meet the established physical needs of students including toileting, diapering, changing clothes and/or teaching personal hygiene, toilet training, washroom routines, hand over hand feeding, food preparation, modified feeding tools, modeling and monitoring for choking as appropriate, physical transfer and positioning of student with or without equipment;

- implementing general maintenance exercises prescribed by a registered physiotherapist or occupational therapist;
- performs clean and intermittent catheterization, shallow and surface suctioning and provides assistance with Glucometer, Insulin Pump and other procedures related to diabetes, with training as required;

Behavioural Support

- supports and assists teachers in the effective management of student behaviour by promoting the development of appropriate social, communication and behavioural skills and expectations for students, including utilizing the strategies of Non-Violent Crisis Intervention (NVC);

Student Safety

- assists teachers with supervision on class trips, in the classroom, washrooms and hallways, on the yard, at lunch, during examinations, receiving and delivering students to and from transportation, in academic groups and with individuals;
- assists teachers with student safety issues including emergency evacuation, medical emergencies, mobility throughout the site, use of specialized equipment, organization and protection of student personal property and equipment;

Collaborative Team

- communicates effectively with all members of the school community including assisting teachers with record keeping, such as documenting student progress, behaviours, medication administration and physical status, as well as assisting in completion of home journals, incident reports, and office referrals; regularly shares observations with school/Board personnel, approved agencies and student parent/legal guardian;
- participates as a member of the school collaborative team, acting as a resource to other staff members and takes part in the discussion of students' progress, problems or needs while maintaining confidentiality;
- performs other duties as may be assigned by the teacher and principal.

**Supervision:**

No supervision of adults. May work alongside volunteers/college placement students and help guide them in their work. Supervision of students as outlined in student safety.

**Main Contacts:**

- Internal: students, staff and volunteers
- External: parent(s)/guardian(s), co-operative placement employers, professional and/or government agencies (Children's Aid Society, Access Centre etc.), the general public (taxi & bus drivers)

**Education & Experience:**

- 2 year college diploma in Educational Assistant Program or equivalent;
- up to six (6) months related experience

**Specialized skills:**

- Current Non Violent Crisis Intervention (NVC) Certification (Full Program)

**Effort and Working Conditions:**

- school environment; moderate exposure to bodily wastes and fluids, foul language and verbal abuse and infectious diseases;
- moderate amounts of dealing with difficult people, rational detachment, exposure to noise, attention to detail and interruptions;
- moderate amounts of lifting or positioning physically disabled students and lifting materials under 5 Kg; moderate amounts of bending and kneeling;

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**Expected Competencies**

**In order to fulfill this position with an acceptable degree of competency, the incumbent will be expected to exhibit:**

- Integrates the acquisition of knowledge or skills into day-to-day work
- Possesses skills and knowledge to perform the job competently
- Able to convince or motivate others to behave in the desired way
- Organizes and expresses ideas and information clearly, using appropriate and efficient methods of conveying the information
- Expresses alternative points of view in a non-threatening way. Knows when it is appropriate to compromise and when it is important to take a stand
- Is sensitive to the needs, feelings and capabilities of others. Approaches others in a non-threatening and pleasant manner, and treats them with respect
- Builds rapport with a variety of people, and develops alliances to work together toward common goals
- Works on projects as part of a team, exchanging ideas and contributing skills that complement those of the other team members. Fulfills commitments to team members
- Experienced with the use of the equipment. Uses equipment in a safe and efficient manner
- Can be relied upon to handle a fair workload, meet deadlines and commitments, and accept responsibility for actions. Demonstrates an ability to work independently
- Works with an aim to assist the system in achieving the Areas of Emphasis, including making decisions and taking actions that will positively affect student achievement and demonstrating our Character attributes
- Demonstrates concern for the accuracy and quality of work, and takes steps to correct mistakes and improve the overall product.

Revised: May 2, 2011



TITLE OF JOB: **EDUCATIONAL ASSISTANT - CYW**

**PURPOSE OF JOB:**

All positions in the Kawartha Pine Ridge District School Board support the schools' priority of student achievement and the Board's mission to educate our students to excel in learning, to succeed in life and to enrich our communities.

The purpose of the Educational Assistant - CYW position is to provide instructional support in academic, social, physical, emotional and behavioural programs for students in a variety of learning situations. As well the Educational Assistant - CYW carries out personal care duties to meet the physical needs of students. As part of the student support team, the Educational Assistant - CYW promotes and maintains a safe, caring and restorative school environment.

The Educational Assistant - CYW, as part of the student support team work collaboratively to assist in the delivery, development and implementation of social, emotional and behavioural programs to support the student, family and school personnel.

Same as EA

Unique to CYW

**REPORTS TO:** School Principal with duties assigned by the teacher

**MAIN RESPONSIBILITIES:**

Program Support

- provides program support by assisting teachers with the delivery of academic and social/life skills programs for both individual and groups of students by implementing effective learning support strategies and using a variety of instructional support methods, techniques and learning aids: includes scribing, correcting, prompting, reading, keeping student on task, adapting language for re-delivery, reinforcing concepts, lessons and skills, providing information to teachers to assist in creation of student IEP, support students in the use of assistive technology, delivery of appropriate life skills and routine activities of daily living and the promotion of independence, self-advocacy and self-reliance;
- guides, prepares and assists students completing work (co-op) placements, as required;

Personal Care

- provides support and physical assistance to meet the established physical needs of students including toileting, diapering, changing clothes and/or teaching personal

hygiene, toilet training, washroom routines, hand over hand feeding, food preparation, modified feeding tools, modeling and monitoring for choking as appropriate, physical transfer and positioning of student with or without equipment;

- implementing general maintenance exercises prescribed by a registered physiotherapist or occupational therapist;
- performs clean and intermittent catheterization, shallow and surface suctioning and provides assistance with Glucometer, Insulin Pump and other procedures related to diabetes, with training as required;

#### Behavioural Support

- supports and assists teachers in the effective management of student behaviour by promoting the development of appropriate social, communication and behavioural skills and expectations for students, including utilizing the strategies of Non-Violent Crisis Intervention (NVC);
- provides individual modeling to other staff on behavioural strategies, including in-service training, as directed by the principal;
- performs data collection and analysis of information including observation, tracking, graphing and maintaining logs, as directed through a student's IEP or case conference;
- identifies, designs and delivers programming on a range of strategies, programs and skill development that address student behaviour, social skills, communication, emotional development and safety;

#### Student Safety

- assists teachers with supervision on class trips, in the classroom, washrooms and hallways, on the yard, at lunch, during examinations, receiving and delivering students to and from transportation, in academic groups and with individuals;
- develops, in consultation with teachers and other Board personnel, the student's individual safety plan and behaviour plan;
- assists teachers with student safety issues including emergency evacuation, medical emergencies, mobility throughout the site, use of specialized equipment, organization and protection of student personal property and equipment;

Collaborative Team

- communicates effectively with all members of the school community including assisting teachers with record keeping, such as documenting student progress, behaviours, medication administration and physical status, as well as assisting in completion of home journals, incident reports, and office referrals; regularly shares observations with school/Board personnel, approved agencies and student parent/legal guardian;
- participates as a member of the school collaborative team, acting as a resource to other staff members and takes part in the discussion of students' progress, problems or needs while maintaining confidentiality;
- performs other duties as may be assigned by the teacher and principal.

**Supervision:**

No supervision of adults. May work alongside volunteers/college placement students and help guide them in their work. Supervision of students as outlined in student safety.

**Main Contacts:**

- Internal: students, staff and volunteers
- External: parent(s)/guardian(s), co-operative placement employers, professional and/or government agencies (Children's Aid Society, Access Centre etc.), the general public (taxi & bus drivers)

**Education & Experience:**

- 3 year college diploma in Child and Youth Worker Program;
- one (1) to three (3) years related experience

**Specialized skills:**

- Current Non Violent Crisis Intervention (NVCI) Certification (Full Program)

**Effort and Working Conditions:**

- school environment; moderate exposure to bodily wastes and fluids, foul language and verbal abuse and infectious diseases;
- moderate amounts of dealing with difficult people, rational detachment, exposure to noise, attention to detail and interruptions;
- moderate amounts of lifting or positioning physically disabled students and lifting materials under 5 Kg; moderate amounts of bending and kneeling;

### Expected Competencies

**In order to fulfill this position with an acceptable degree of competency, the incumbent will be expected to exhibit:**

- Integrates the acquisition of knowledge or skills into day-to-day work
- Possesses skills and knowledge to perform the job competently
- Able to convince or motivate others to behave in the desired way
- Organizes and expresses ideas and information clearly, using appropriate and efficient methods of conveying the information
- Expresses alternative points of view in a non-threatening way. Knows when it is appropriate to compromise and when it is important to take a stand
- Is sensitive to the needs, feelings and capabilities of others. Approaches others in a non-threatening and pleasant manner, and treats them with respect
- Builds rapport with a variety of people, and develops alliances to work together toward common goals
- Works on projects as part of a team, exchanging ideas and contributing skills that complement those of the other team members. Fulfills commitments to team members
- Experienced with the use of the equipment. Uses equipment in a safe and efficient manner
- Can be relied upon to handle a fair workload, meet deadlines and commitments, and accept responsibility for actions. Demonstrates an ability to work independently
- Works with an aim to assist the system in achieving the Areas of Emphasis, including making decisions and taking actions that will positively affect student achievement and demonstrating our Character attributes
- Demonstrates concern for the accuracy and quality of work, and takes steps to correct mistakes and improve the overall product.

Revised: May 2, 2011





TITLE OF JOB: ~~Personal Support Worker~~

Personal Care Assistant

#### PURPOSE OF JOB:

All positions in the Kawartha Pine Ridge District School Board support the schools' priority of student achievement and the Board's mission to educate our students to excel in learning, to succeed in life and to enrich our communities.

The purpose of the Personal Support Worker position is to enhance support and provide care to students with health-related, physical, mobility, and toileting needs. In addition, the Personal Support Worker will support students with alternative expectations and occupational, physical and communication goals. The Personal Support Worker will assist with the understanding and management of challenging behaviour associated with cognitive impairment.

Same as EA & CYW

Unique to PCA position

REPORTS TO: Principal/Vice-Principal

#### MAIN RESPONSIBILITIES:

- Provide identified students with support such as recommended by occupational, physical, and communication therapists
- Assist in occupational and physiotherapy strategies as prescribed by a registered physiotherapist or occupational therapist
- Transfer and lift students, using appropriate and safe techniques and devices to allow for toileting, changing, repositions, and dressing
- Assist students with mobility as required
- Assist in the operation of specialized equipment
- Assist in the implementation of Behaviour Support Plans under the direction of the classroom Teacher and/or School Principal/ Vice-Principal
- Performs clean and intermittent catheterization, shallow and surface suctioning and provides assistance with Glucometer, Insulin Pump and other procedures related to diabetes, with training as required;
- Hand over hand feeding, food preparation, modified feeding tools, modeling and monitoring for choking
- Administer routine medication needs as permitted under the Regulated Health Professions Act (RHPA)
- Monitor and track the health needs of the student
- Supports and assists teachers in the effective management of student behaviour by promoting the development of appropriate social, communication and behavioural skills and expectations for students, including utilizing the strategies of Non-Violent Crisis Intervention (NVCI);
- Assist in supervision needs as required

- Assists teachers with supervision on class trips, in the classroom, washrooms and hallways, on the yard, at lunch, during examinations, receiving and delivering students to and from transportation, in academic groups and with individuals;
- Assists teachers with student safety issues including emergency evacuation, medical emergencies, mobility throughout the site, use of specialized equipment,
- Participates as a member of the school collaborative team, acting as a resource to other staff members and takes part in the discussion of students' progress, problems or needs while maintaining confidentiality;
- Performs other duties as may be assigned by the teacher and principal.

**SUPERVISION:**

No supervision of adults. Supervision of students as outlined in Student Safety.

**MAIN CONTACTS:**

Internal: Students and staff

External: parent(s)/guardian(s), professional and/or government agencies

**EDUCATION & EXPERIENCE:**

*minimum education and experience required*

- Successful completion of Grade 12 education or equivalent
- Personal Support Worker Certificate
- Current Non Violent Crisis Intervention (NCVI) Certification – Full Program
- Up to six (6) months related experience

**SPECIALIZED SKILLS:**

- Related work experience with children with special needs
- Team player and the ability to work closely with students and staff
- Prior voluntary experience in a school setting is an asset

**EFFORT AND WORKING CONDITIONS:**

- School environment; moderate exposure to bodily wastes and fluids, foul language and verbal abuse and infectious diseases
- Moderate amounts of dealing with difficult people, exposure to noise, attention to detail and interruptions

- Moderate amounts of lifting or positions physically disabled students and lifting materials under 5kg; moderate amounts of bending and kneeling

**EXPECTED COMPETENCIES:**

In order to fulfill this position with an acceptable degree of competency, the incumbent will be expected to exhibit:

- Works on projects as part of a team, exchanging ideas and contributing skills that complement those of the other team members. Fulfills commitments to team member.
- Works independently to solve problems. Looks for opportunities to take on more responsibility.
- Meets standards of productivity as defined for the level and position.
- Demonstrates concern for the accuracy and quality of work, and takes steps to correct mistakes and improve the overall product.
- Possesses the technical skills and knowledge needed to perform tasks efficiently.
- Is able to take on a variety of different tasks and roles within the organization.
- Can be relied upon to handle a fair workload, meet deadlines and commitments, and accept responsibility for actions. Demonstrates an ability to work independently.
- Accepts changes and responds to setbacks with minimal disruption.
- Demonstrates a sense of responsibility and commitment to the public perception of the organization. Follows through on commitments, and admits to mistakes.
- Maintains organized records, and makes efficient use of resources. Always submits accurate reports, on time.
- Manages time and prioritizes tasks to ensure that deadlines are met.
- Works with an aim to assist the Planner in achieving the Areas of Emphasis, including making decisions and taking actions that will positively affect student achievement and demonstrating our Character Attributes.

O: May 16, 2018