

OTTAWA CARLETON DISTRICT SCHOOL BOARD

Job Description

CLASSIFICATION: Educational Assistant

File Name: EdAsst

Date Prepared: 1999.03.12

Amended: 2000.05.15

SUMMARY:

Under the direction of the Principal, the Educational Assistant, as an integral member of the school team, is responsible for the provision of support to students with exceptional needs within the school. The position involves dealing with confidential information and requires ongoing flexibility and variability. The responsibilities are many and varied in support of teaching and other professional staff including instructing individual or groups of students in academic and/or integrated classes, implementing special programs, physio therapy exercises and stretches, behaviour management programs, supervising students, dealing with behaviour problems, signing, interpreting, braille, life skills, academic support, work experience and aquatics, where required.

CHARACTERISTIC RESPONSIBILITIES: (This is not an exhaustive list of the activities to be performed)

The role of an Educational Assistant will vary depending upon the assignment and, in consultation/collaboration with the teacher and other professionals, may include:

1. Administering medication and maintaining medication records when authorized to do so;
2. Responding to physical needs such as dressing, feeding including a variety of types of feeding tubes, toileting including catheterization, colostomy, ilyostomy, urostomy;
3. Responding to communication needs through sign language, braille, speech impediment exercises, augmentative communication methods and interpreting where required;
4. Gathering and maintaining data/records/forms such as regular reports of student progress, behaviour, implementation of special programs, attendance records, daily logs, field trip permission forms, medication records, emergency forms, media release permission forms, emergency contact numbers, medical information;
5. Assisting with program implementation for academic, work experience, and/or aquatic/water therapy programs either for individual or group activities including the hard of hearing and visually impaired;
6. Instructing students individually or in small groups;
7. Developing, implementing, reviewing, evaluating, revising and monitoring behaviour management programs for volatile and aggressive students;

8. Supporting/providing input in the evaluation of programs and student progress, including the Individual Education Plan;
9. Checking on students' homework assignments by checking on completion, correctness and understanding of instruction.
10. Preparing/modifying/adapting learning materials, programs and environment to meet needs of individuals and/or groups;
11. Maintaining equipment inventory including testing and monitoring of equipment needs such as FM systems, computer peripherals, wheel chairs, standing frames, Hoyer lifts, adaptive communication devices and arranging for necessary repairs or replacement of equipment;
12. Lifting/evacuating students in emergencies;
13. Restraining students in accordance with Board guidelines;
14. Communicating/liasing with students, teachers, employers, parents/guardians; agencies and other professionals regarding student progress, reporting on effects of implementation of special programs and strategies, identification and referral of changes in students' needs;
15. Organizing transportation for work placements, life skills training exercises, etc.;
16. Supervising of students on field trips, in classrooms, pool area, and school yards, work placements;
17. Providing feedback at parent-teacher interviews, IPRCs, etc. in concert with teachers;
18. Scheduling such as computer time, library, pool, extra-curricular activities, rehabilitation activities and speech therapy follow-up;
19. Providing leadership/in-service and interpretation of trends, techniques in aquatics, behaviour management, communication, visual impairment and other areas for students, teachers, parents/guardians as per expertise;
20. Researching and recommending the purchase and maintenance of program equipment in consultation with other staff;
21. Ensuring that work area is kept clean and in a safe condition for use by students and that recognized health and safety standards are maintained;
22. Attending meetings and providing input of a professional nature, where required;

23. Interact with/counsel students with behaviour, family, life skill, employment, and academic issues;
24. Coordinate implementation of conflict resolution, peer mediation programs and monitor/modify as required.
25. Performing administrative duties, as required.

SKILLS REQUIRED:

Formal Education: Community College diploma in DSW, CYW or equivalent program is required.

Experience: 1- 2 years of related experience.

Additional Skills: Knowledge and understanding of specific social/emotional and physical needs of students with learning disabilities, behavioural challenges, development disabilities or physical challenges. Qualifications in CPR and First Aid is an asset and required for a swimming pool assignment. Lifeguard and instruction certification as per current Red Cross Standards is required for a swimming pool assignment. Individual requirements for Sign Language, Braille, Non Violent Crisis Intervention and behaviour management including conflict resolution and behaviour modification skills may be required as a result of a specific placement. Knowledge of computers, applications, educational software and adaptive equipment may be required.

Equipment skills may include knowledge of how to operate standing frames and AFO, Hoyer Lift/Medi, feeding tubes, catheterization equipment, communication aides, i.e. touch talkers. Interpersonal skills required to communicate with, instruct, interact with/counsel, motivate, provide feedback and explanations to special needs students; provide information, feedback, and explanation concerning special needs students to parents/guardians, teachers, agencies and other professionals. Listening skills required to record classroom information, understand behaviour programs, interpret students' responses to a variety of situations, interpret input from teachers, parents/guardians, other professionals, and for active listening. Written skills required for notetaking, record keeping, instructing students.

Fine motor skills and precision required in catheterization, sign language, braille, hand over hand work, keyboarding, notetaking, and manoeuvring equipment. Gross motor skills required in maneuvering equipment, working with students in the pool, restraining students, changing position.

EFFORT:

Physical Fatigue resulting from: a requirement to lift or assist in lifting, restraining students. Assignments may include the requirement for physical effort such as pushing wheel chairs, signing, repositioning gurney, changing clothing, keyboarding, awkward physical positions leaning over for hand over hand, kneeling, squatting, and bending.

Mental Fatigue resulting from: concentration to ensure the safety, security of students under the Educational Assistants supervision, e.g. swimming pool, cafeteria, detention rooms, field trips, school yards, gym, library, kitchen, washrooms etc.; for active listening, signing, understanding students' speech, ensuring safety of students under unpredictable circumstances, listening in classroom, monitoring behaviour and programs, detecting fatigue in students, etc. Adaptation to constantly changing and/or unpredictable circumstances including the restraining of students. Effort to form relationships with students with very diverse needs. Mental effort to deal with unpredictable changes in work schedules, work locations, assignments, reporting, marking, assignment deadlines, student outbursts, end of day routines.

Visual fatigue resulting from: observing students, writing, marking, taking notes, reading computer screens.

WORKING CONDITIONS:

The Educational Assistant is a member of an inter-disciplinary team within a regular school, off site in workplaces and classroom environment. Attendance at meetings such as staff meetings or parent/teacher interviews may be required. The physical environment of a pool may require particular attention to safety and other issues such as chlorine. The physical environment may also include exposure to blood, human bodily waste, saliva, household garbage, chemicals-toxins, inclement weather, demanding/angry people, dirt, dust, noise, infectious and communicable diseases. Students with behavioural needs may expose staff to physical and verbal aggression. Some travel may be required. Exposure to the physical environment may result in back injuries, emotional stress, tripping and falling, bites, bruises, strains, pulls, cuts, burns. There may be a slight risk of loss of a limb, hearing damage.

End of file.