



KELOWNA CHRISTIAN SCHOOL

POSITION JOB DESCRIPTION

POSITION TITLE: Student Support Services Teacher – Middle School

DEPARTMENT: Student Support Services

LOCATION: Lakeshore Campus, Middle School

REPORTS TO: Director of Student Support Services

EMPLOYMENT CLASSIFICATION

- | | | | |
|--------------------------|--|--|------------------------------|
| 1. Job Category: | Teaching Faculty | | |
| 2. Continuity: | <input type="radio"/> Regular | <input checked="" type="radio"/> Temporary (Maternity Leave) | |
| 3. Fiscal Year: | <input checked="" type="radio"/> 12 Month | <input type="radio"/> 10 Month | |
| 4. Work Arrangement: | <input checked="" type="radio"/> Full-Time, Short-Term | <input checked="" type="radio"/> Temporary | FTE: 1.00 |
| 5. Compensation: | <input checked="" type="radio"/> Salary | <input type="radio"/> Hourly | <input type="radio"/> Other: |
| 6. Benefits Eligibility: | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

ROLE SUMMARY

The Student Support Services Teacher is responsible for collaborating with and supporting teachers to ensure they are best able to meet the needs of the diverse learners within the classroom setting. The Student Support Services Teacher also supports the implementation of differentiated instruction and support strategies for students both inside and outside of the classroom setting. The Student Support Services Teacher is also responsible to co-create and support the implementation of the Individual Education Plans (IEPs) created for designated students.

POSITION REQUIREMENTS/QUALIFICATIONS

1. Education & Experience

- Bachelor of Education or equivalent
- Successful classroom teaching experience
- Special education training and/or equivalent experience is highly valued in:
 - meeting the needs of students with specific exceptionalities/designations (e.g., Learning Disabilities, Chronic Health, ADHD, FASD, Gifted, ASD, etc.)
 - meeting the diverse behavioural and social/emotional needs of students
 - Multi-tiered Systems of Support, Universal Design for Learning, Response to Instruction
 - Assessment and Evaluation Practices

2. Skills & Competencies

- Strong interpersonal, communication and collaborative skills
- Proven strengths in the areas of fostering student learning, differentiation, collaboration, shared decision-making, parent, and teacher engagement
- Strong problem-solving, organizational and time management skills

POSITION REQUIREMENTS/QUALIFICATIONS - continued

3. Commitment

- Committed follower of Jesus Christ
- Committed to the Mission, Vision and Values of Kelowna Christian School
- Committed to the Kelowna Christian School Code of Conduct
- Agreement with KCS Statement of Faith

KEY CONTACTS/RELATIONSHIPS:

1. **Internal:** Head of School, Director of Student Support Services, Site Vice/Principals (Campus Leaders), Director of Teaching and Learning, Teachers, Education Assistants, Support Staff, Students
2. **External:** Parents, Support Services Personnel (e.g., SLP, OT, PT, BC, Psychologist, etc.) and SCSBC.

KEY MANDATED RESPONSIBILITIES:

Below are the primary responsibilities of the **Student Support Services Teacher**:

- In-class support of differentiation of learning to meet the needs of all learners
- Develop and implement IEPs for students on caseload
- Coordinate and/or carrying out any necessary data collection
- Collaboration with Teachers, EAs, and Administration as well as outside consultants/support services
- Facilitate IEP meetings and reviews
- Member of the School-Based Team
- Facilitate Class Review meetings, as needed
- Create a culture of inclusivity and helping all children meet their God-given potential
- Schedule student support both internal (Educational Assistants) and externally (Support Services)
- Communicate to all stakeholders on an ongoing basis
- Organize and maintain student support services files, documentation, and assessment information
- Assist teachers with development and implementation of strategies and structures for differentiation
- Proactively plan and collaborate with teachers and other student support services personnel to assist with meeting the needs of all learners
- Attend regular team meetings with **Student Support Services Teachers**, Director of Student Support Services, and Campus Leaders, as scheduled

KEY POSITION EXPECTATIONS:

1. With Students

- a. act as an advocate for the students, both individually and collectively, in school decision-making
- b. familiarize self with and understand individual student needs
- c. observe students in their classroom and other instructional settings
- d. prepare, in consultation with the school-based team, the students' IEPs
- e. determine, in consultation with the school-based team, the supports required for each child (EA time, technology, program adaptations, and modifications, etc.)
- f. conduct standardized and informal testing with students, as required
- g. ensure the necessary documentation is obtained and support services are delivered to ensure a student qualifies for eligible special education funding and/or ministry designation
- h. assist with and support course selection and/or class placements for students
- i. communicate/arrange for necessary adaptations during exams/assessments
- j. directly teach students requiring individualized and/or small group instruction within the classroom and/or in an alternate setting outside of the classroom
- k. develop and/or co-create replacement (modified) curriculum for students, as needed

KEY POSITION EXPECTATIONS - Continued:

2. With Education Assistants (EAs)

- a. review individual student needs with EAs who work with each child
- b. provide ongoing support and resources for EAs
- c. communicate with EAs on a regular and scheduled basis
- d. observe and support EAs in teaching situations, as requested

3. With Teaching Staff

- a. consult regarding individual student needs
- b. consult in preparation and ongoing review of the students' IEPs
- c. assist in developing and implementing behaviour support plans
- d. provide ongoing support and resources for teaching staff
- e. provide input into classroom placement for students with diverse learning needs
- f. plan and facilitate in-service professional development opportunities for EAs, in consultation with other **Student Support Services Teacher** and Director of Student Support Services
- g. make recommendations for staffing, resource and program needs in consultation with Director of Student Support Services

4. With Administration

- a. collaborate and consult regarding individual student needs
- b. provide ongoing support and resources for staff
- c. provide input into classroom placement for students with diverse learning needs

5. With Parents

- a. develop strong partnership and facilitate ongoing communication between school and home, in collaboration with classroom teachers and other school staff
- b. consult and involve parents in the creation, review and updating of the students' IEP
- c. consult with parents about support services and programming
- d. inform parents of psycho-educational testing requirements/timelines and/or other assessment information that will support their child

6. With Record Keeping

- a. maintain neat, accurate and up-to-date records on individual students, including testing and other background information, ongoing progress reports, conference and meeting notes, IEPs, and any other relevant information
- b. ensure teachers accurately document adaptations and/or universal supports for students with diverse learning needs on report cards
- c. ensure accurate documentation regarding modifications for students with diverse learning needs is reflected on report cards
- d. ensure sufficient documentation is present in special education student files for those students who will require provincial exam adjudication

7. With Professional Development

- a. stay current of trends and issues in inclusive education
- b. engage in regular and ongoing professional development (beyond the requirements of the teaching contract) through activities such as:
 - participation in SCSBC specialist program days/networking days
 - membership in professional organizations such as Teachers of Inclusive Education BC (TIE BC)
 - ongoing course work in inclusive education
 - professional reading and professional learning communities