



# KELOWNA CHRISTIAN SCHOOL

## POSITION / JOB DESCRIPTION

**POSITION TITLE:** Classroom Support Teacher  
**DEPARTMENT:** Student Support Services

**REPORTS TO:** Director of Student Support Services  
**LOCATION:** High School, Benvoulin Campus

### EMPLOYMENT CLASSIFICATION

- |                                 |                                 |   |
|---------------------------------|---------------------------------|---|
| <b>1. Job Category:</b>         | Teaching Faculty                |   |
| <b>2. Continuity:</b>           | <input type="radio"/> Regular   | <input type="radio"/> Temporary (to be reviewed after one year) |
| <b>3. Fiscal Year:</b>          | <input type="radio"/> 12 Month  | <input type="radio"/> 10 Month                                  |
| <b>4. Work Arrangement:</b>     | <input type="radio"/> Full Time | <input type="radio"/> Part Time                                 |
| <b>5. Compensation:</b>         | <input type="radio"/> Salary    | <input type="radio"/> Hourly                                    |
| <b>6. Benefits Eligibility:</b> | <input type="radio"/> Yes       | <input type="radio"/> No  |

### ROLE SUMMARY

The Classroom Support teacher is responsible for coordinating and providing support to students with diverse learning needs as well as supporting classroom teachers as they provide differentiated instruction for all learners within their classrooms. While much of the Classroom Support Teacher role will require working alongside teachers and working with specific students, there will also be a large administrative portion that requires careful oversight and management. The Classroom Support Teacher will collaboratively develop Individual Education Plans (IEPs) with parents, classroom teachers and support staff as well as manage the coordination of support services for students on their caseload.

### POSITION REQUIREMENTS/QUALIFICATIONS

#### 1. Education & Experience

- Bachelor of Education or equivalent
- Successful classroom teaching experience
- Special education training and/or equivalent experience is recommended in the following areas:
  - Meeting the needs of students with specific ministry designated categories (e.g., Learning Disabilities, Autism, Chronic Health Conditions, Multiple Needs, Downs Syndrome, etc.).
  - Meeting the diverse academic, behavioural, and social/emotional needs of students.
  - Multi-tiered Systems of Support (MTTS); Tiered support.
  - Assessment (e.g., Level B assessment is an asset).

#### 2. Skills & Competencies

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

#### 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 (key):** Director of Student Support Services, Classroom Teachers, Principal/Vice Principals, Education Assistants, and Students
- 2. Internal (additional):** Head of School, Director of Teaching + Learning, and other Support Staff
- 3. External (key):** Parents/Guardians
- 4. External (additional):** Support Services Personnel (e.g., SLP, OT, PT, BC, Psychologist, etc.)

## **KEY MANDATED RESPONSIBILITIES:**

Below are the primary responsibilities of the Classroom Support Teacher:

- Create a culture of inclusivity and belonging helping all children meet their God-given potential
- Supports students to ensure differentiated learning is in place to meet their specific needs
- Supports teachers with identification and implementation of strategies for support
- Develop collaboratively and support the implementation of IEPs for students on caseload
- Collaborate regularly with classroom teachers and other student support services personnel
- Communicate to all stakeholders on an ongoing basis, as needed
- Schedule student support both internal (Educational Assistants) and external (Support Services)
- Participate as a regular member of the School-Based Team
- Facilitate IEP meetings, Transition meetings, and, additional meetings, as needed
- Coordinate and/or carrying out any necessary observations and data collection
- Organize and maintain student support services files, documentation, and assessment information

## **KEY POSITION EXPECTATIONS:**

### **1. With Students**

- a. directly teach students requiring individualized and/or small group instruction, as needed
- b. directly support students requiring behaviour support and/or support staff in determining strategies for working with students
- c. act as an advocate for the students, both individually and collectively
- d. familiarize self with and understand individual student needs
- e. observe students in their classroom and other instructional settings
- f. prepare the student's IEP, collaboratively with parents, school staff and support services personnel
- g. determine, in consultation with the school-based team, the supports required for each child
- h. conduct standardized and informal testing with students, as required
- i. 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
- j. assist with and support course selection and/or class placements for students
- k. communicate/arrange for necessary adaptations during exams/assessments
- l. support homebound students or remote learners, as needed

### **2. With Education Assistants (EAs)**

- a. review individual student needs with EAs
- b. provide ongoing support to EAs
- c. communicate with EAs on a regular and scheduled basis
- d. plan and organize EAs schedules
- e. plan and organize break or other coverage needs for EAs

### **3. With Teaching Staff**

- a. communicate regarding individual student needs
- b. communicate regarding preparation and ongoing review of the student's IEPs
- c. assist in collaboratively developing support strategies for students
- d. provide support and resources for supporting students to teaching staff, as needed
- e. provide input into classroom placement for students with diverse learning needs
- f. recommend resources and programs, as needed

**4. With Administration**

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

**5. With Parents**

- a. consult and involve parents in the creation, review and updating of the student's IEP
- b. discuss with parents the support services and programming needs for their child
- c. discuss with parents the assessment information that will support their child
- d. in collaboration with classroom teachers provide communication to parents, as needed
- e. provide reports or records of student progress, as per school reporting timeline

**6. With Record Keeping**

- a. maintain accurate and up-to-date records on individual students
- b. provide input for and/or create progress reports as per school reporting timeline
- c. ensure teachers accurately document adaptations and/or universal supports for students with diverse learning needs on report cards
- d. ensure accurate documentation regarding modifications for students with diverse learning needs is reflected on report cards
- e. ensure sufficient documentation is present in student files for those students who will require provincial exam adjudication or other essential adaptations

**7. With Professional Development**

- a. stay current of trends and issues in inclusive education
- b. engage in regular and ongoing professional development through activities such as:
  - participation in SCSBC professional development opportunities
  - membership in professional organizations such as Teachers of Inclusive Education BC (TIE BC)
  - ongoing course work in inclusive education
  - professional reading and researching