



## Student Support Teacher

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**Position Profile:** The Student Support Teacher is an educator who works to support student success in learning.

Student Support Teachers are employed in each school for the purpose of providing specialized support for students with intensive/exceptional needs. These personnel consult and collaborate with teachers, administrators, parents and other personnel and agencies to support student success. Through their professional training, Student Support Teachers can offer specific knowledge and strategies regarding student diversity and represent a coordinating link among staff.

**Directly Reports To:** Principal

**In-Directly Reports:** Superintendent of Student Services & Student Services Co-ordinator

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### Duties & Responsibilities

- Participate as an active member of the Student Services team in carrying out the GSSD Student Services Vision.
- Develop strong practical and theoretical expertise with regard to programming and instruction for students with intensive/diverse needs.
- Advocate for the student.
- Support the Classroom Teacher(s) through sharing expertise and assisting with systematic instruction; particularly with accommodating diversity and multi-level learning.
- Support the Educational Assistant(s) through sharing expertise and assisting with instruction.
- Liaise with GSSD Professional Service Providers and outside support agencies as needed.
- Meet with parents, invite their participation and support, work to make parents feel comfortable and valued as part of the educational team.
- Gather information through a variety of assessment strategies and tools, including formal and informal assessments and classroom observations.
- Coordinate the development and writing of the Personal Program Plan.
- Establish a system of files, records and documentation that is professional, efficient and accountable (e.g., PPP, Impact Assessment, Intensive Supports referral forms, documentation and reports).
- Provide documentation and reports to the Student Services Co-ordinator as required.
- Maintain professional competency through on-going professional development.

- Acquire and maintain information, research, current intervention strategies and/or resources to address various learning needs and areas of exceptionality to share with school team.
  - Establish and maintain effective working relationship with team members.
  - Encourage a visible community presence for all students with intensive/diverse needs.
  - Provide individual or small group intervention &/or tutorial when required.
  - Coordinate community-based education and work education as required.
  - Ensure each student's transition plan is carried out effectively.
  - Perform additional duties as requested by the Student Services Co-ordinator or the Superintendent of Student Services.
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## **Education & Qualifications**

- Minimum Bachelor of Education degree
  - Professional "A" Saskatchewan Teaching Certificate
  - Successful completion of a minimum of eighteen (18) credit hours of specified courses in special education
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## **Competencies, Skills and Abilities**

- **Quality & Organization of Work**  
The Student Support Teacher must demonstrate his or her ability to pay attention to detail and ensure work is consistently completed and accurate within expected timeframes.
- **Adaptability & Flexibility**  
The Student Support Teacher must adapt to and work effectively within a variety of situations, and with various individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue and adapting one's approach as the requirements of a situation change. Strong problem solving skills and demonstrated ability to apply judgement in complex, highly sensitive and sometimes ambiguous situations is essential.
- **Communication**  
The Student Support Teacher must communicate effectively to students, school administration and staff. Excellent interpersonal skills along with proven written and oral communication and computer and presentation skills are required.
- **Job Knowledge**  
The Student Support Teacher must be committed to professional learning towards enhancing his or her skills and knowledge to perform the required tasks
- **Student Support Teacher Timetabling**  
Effective utilization of time is a vital competency for a Student Support Teacher. As such, the Student Support Teacher is required to utilize 70% of their time be dedicated to the following:
  - Specifically supporting students within the least restrictive environment. Least restrictive environment means that a student with a disability &/or intensive learning needs should have the opportunity to be educated with non-disabled peers, to the

- greatest extent possible. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers.
- Students with intensive learning needs may require support in a variety of domains (ie. Academic, social/emotional, transition, safety, etc...). Students with intensive learning needs may or may not require a personal program plan (PPP). As a rule of thumb, it is advised that an Impact Assessment Form be completed on any student the school team suspects has intensive learning needs.
  - Pullout or small group intervention is always done for short periods (6 to 8 weeks consecutively as a rule of thumb) with a very specific and predefined purpose as identified in a student's PPP and data gathered to inform and support the plan.
  - Pullout or small group intervention should occur during the 70% of the SST time dedicated to instruction of students with a disability &/or intensive learning needs.
  - Leveled Literacy Intervention should be considered as a pullout or small group intervention. Please note that the duration of the Leveled Literacy Intervention is longer than 6 to 8 weeks. SSTs are advised to follow the system requirements.
  - Parental permission is required to do pull out support.

The Student Support Teacher is required to dedicate 20% of their time to the following:

- Planned time coordinated with classroom teachers to co-plan and to discuss students of need (this must be scheduled and timetabled in order to ensure that it happens consistently). One period of time per week should be minimum. PLC time within the school would be considered optimal time for discussions to occur between the SST and the classroom teacher about student learning.
- Planned time to meet with EA's to discuss student progress, plans and needs (bi-weekly is recommended but based on each school/student needs).
- Planned time to meet with administrators to keep them informed of needs and developments (bi-weekly is recommended but based on each school's needs).
- Completing formal and informal student assessments. This would include standardized assessments.
- Development and revision of a student's personal program plan (PPP) may be completed during this time.

The Student Support Teacher is required to dedicate 7 to 10% of their time following:

- Preparation time facilitates good instruction. Therefore, we are encouraging that preparation time be formally scheduled. Time for completing phone calls with other agencies, parents, etc... to set up team meetings may be completed during this time.

- **Cooperation & Teamwork**

This position involves working collaboratively with in-school administration, division level personnel, professional service providers and other school personnel on a daily basis. The Student Support Teacher must have the ability to work as a team player and work independently with minimal supervision.

- **Attitude**

The Student Support Teacher must display a positive attitude toward others, their work, schools and the division.

- **Confidentiality**

Maintain confidential student records in a secure location in accordance with all confidentiality, ethical and legal standards. These records shall not be made available to other persons or agencies without the consent of the Director or designate and the informed consent of the parent. A notice that counseling services have been provided to the student, along with appropriate information can be inserted into the student cumulative folder.

At no time should a Student Support Teacher discuss in public information pertaining to employees, students or the operation of the division. A Student Support Teacher is expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the school division. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act*.