# STUDENT SUPPORT TEACHER

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| **Portfolio:** | Education |
| **Reports Directly to:** | School Administration |
| **Indirectly Reports to:** | Student Services Consultant(s) |
| **Direct Reports:** | None |
| **Department/Location:** | School Based |
| **Salary Grid:** | STF Salary Grid |
| **Last Updated:** | April 29, 2025 |

**Profile**
The Student Support Teacher (SST) is an educator who works to support student learning.

Student Support Teachers are employed in each school for the purpose of providing specialized support for students and are members of the Student Services team. These personnel consult and collaborate with school staff, caregivers, and community partners to support student learning. Through ongoing professional development, Student Support Teachers offer specific knowledge and strategies to support student needs and are a coordinating link among staff and families.

**Qualifications**
-   Minimum Bachelor of Education degree
-   Professional "A" Saskatchewan Teaching Certificate

**Confidentiality**
Maintain all student records in a secure location in accordance with all confidentiality, ethical and legal standards of the Division. These records shall not be made available to other persons or agencies without the signed and informed consent of the caregiver(s)/guardian(s).

At no time should an employee discuss in public information pertaining to other employees, students or the operation of the Division. Division employees are 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 Division. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act.*

**Competencies, Skills and Abilities**
   **COMMUNICATION: A respectful exchange of information to support a common vision**
   -   Ability to communicate effectively with students, staff, and caregiver(s) in a caring and compassionate manner.
   -   Adapts communication style to meet the needs of different audiences and written formats.
   -   Uses inclusive language and culturally responsive practices in communication.

- Guides communication of others with a positive, strength-based approach.

Communicates effectively in a professional manner with all members of the team.
- Engages in clear, concise, and respectful communication with colleagues, families and community partners.
- Actively listens and responds constructively in team discussions.
- Maintains confidentiality, objectivity, and professionalism in all communications.

In consultation with other school staff, initiates, co-ordinates, and facilitates meetings to address specific school or student needs with caregiver(s) and if applicable, student.
- Proactively schedules and leads student services meetings to discuss student or school needs.
- Ensures all relevant team members are included in the decision-making process.
- Provides clear follow-ups and action plans after meetings.

Works with classroom teachers to establish the best possible communication tool to share information with families, ensuring there is a single point of contact for families.
- Ensures consistency in messaging to avoid confusion among caregiver(s).
- Regularly reviews and refines communication strategies based on feedback.

Advocates for students and families.
- Ensures student and family choice and voice is valued and incorporated into the plan.
- Builds strong trusting relationships with students and families.

**COLLABORATION: Working together to proactively plan and problem solve**
Ability to collaborate effectively as a team member and work independently when needed.
- Demonstrates self-motivation in independent tasks.
- Contributes to team goals while managing individual responsibilities efficiently.
- Demonstrates effective time management skills.

Adapts to and works effectively within a variety of situations and environments with various individuals or groups.
- Adjusts approach based on the needs.
- Remains effective and professional in changing circumstances.

Understands and recognizes different and opposing viewpoints and perspectives.
- Actively listens and acknowledges diverse perspectives in discussions and decision-making.
- Engages in respectful dialogue when opinions differ.

Is flexible in one's approach and is willing to learn from others.
- Is open to feedback and incorporates new ideas into practice.
- Adjusts strategies as needed to meet evolving student and school needs.
- Actively seeks input from Professional Service Providers (PSPs) and families.

Utilizes and incorporates a strong solution focused approach to problem-solving.
- Identifies challenges and proactively seeks constructive solutions.
- Focuses on positive, forward-thinking strategies to resolve challenges.

Demonstrates an ability to apply professional judgement in complex, highly sensitive situations.
- Maintains confidentiality and discretion in sensitive matters.
- Uses ethical decision-making to navigate difficult situations.

Regularly supports teachers and support staff with implementing classroom strategies to address student needs and monitor student programming.
- Meets with staff regularly to provide guidance and resources to meet the needs of staff and students.
- Actively monitors and adjusts strategies/interventions based on student progress.

Displays a positive and respectful attitude toward their work, their schools, the division, and families.
- Upholds a solution-oriented and supportive approach in the workplace.

Coordinates the development and writing of student specific plans.
- Leads the creation and revision of strength based individualized student plans.
- Ensures plans align with student needs and specific goals.
- Documents and updates plans in relevant Clevr templates.

Connects students and caregivers with community partners.
- Identifies appropriate community resources and facilitates referrals.
- Maintains relationships with external agencies to support student well-being.

**CAPACITY BUILDING: Enhancing abilities to overcome obstacles and achieve results**
Extensive knowledge and/or experience related to the area of assignment.
- Demonstrates and actively seeks knowledge to develop a deep understanding and expertise in addressing student needs.
- Applies knowledge effectively to support students, staff, and families.

Commits to professional learning to enhance professional skills and knowledge to perform required tasks.
- Actively participates in ongoing professional development.
- Integrates new learning into daily practice.

Collaborates with others (Division consultants, PSPs, families, & community partners) to lead effective and relevant professional development opportunities.
- Plans and delivers PD sessions aligned with staff and student needs.
- Engages in co-facilitation and knowledge-sharing with colleagues.
- Encourages collaboration and skill development among team members.

Seeks feedback regarding how professional development/capacity building opportunities meet the needs of participants.
- Regularly gathers input from participants to improve future sessions.
- Adjusts content and delivery based on feedback.

Understands student programming and effectively communicates it to staff, families, and relevant stakeholders.
- Selects appropriate assessment and intervention strategies.
- Uses current, evidence-based practices to support student success.
- Effective and efficient data collection

Models flexible approaches to supporting students within all learning environments.
- Adapts strategies to meet diverse student needs.
- Encourages inclusive and responsive teaching practices.
- Direct teaching and modelling of best practices for Educational Assistants and teachers.
- Coordinates community and work-based education.

Promotes and models school and community inclusive practices.
- Advocates for and demonstrates inclusive teaching and learning strategies.
- Supports a culture of equity and belonging within the school.
- Ensures an equitable school and home community presence for students with intensive needs.

**CONSISTENCY OF PRACTICE: Adherence to effective practices and equitable services across the Division**
Adheres to Good Spirit School Division policies and procedures pertaining to Student Services.
- Follows all division policies and procedures related to Student Services.
- Ensures compliance with guidelines in all student support practices.
- Utilizes the guidelines for effective meetings.
- Accesses division portal for procedures and guidelines.

Monitors and supports student plans.
- Coordinates and supports the RTI process.
- Dedicates and schedules time to work with students who have IIPs.
- Consistently reviews and shares student plans.
- Regularly checks in with classrooms to maintain integrity and program effectiveness.
- Supports students in the least restrictive environment.

Represents the division in a positive professional way.
- Demonstrates professionalism in all interactions.
- Upholds the division's values, vision and motto.

Documentation is consistently completed and accurate within expected timeframes.
- Submits required documentation on time with accuracy and completeness.
- Maintains organized records that align with division expectations.

Commits to the completion of a yearly Professional Growth Plan connected to the Division's strategic plan and student priorities.
- Engages in ongoing reflection and goal setting for professional improvement.

As a professional, accepts their obligations, are sensitive to others, and conducts themselves in an ethical manner.
- Demonstrates integrity, respect, and professionalism in all interactions.

Meets with administration on a regular basis to coordinate scheduling to address in class support, facilitates meetings, connects with caregivers/PSPs, directs instruction for educational assistants completing administrative tasks.
- Shares student program plans and provides student services with updates.
- Discusses celebrations, concerns, or challenges.
- Plans for opportunities to share information at staff meetings when applicable.

Legal Reference: Section 85, 87, 108, 109, 175, 231 Education Act