

CLASSROOM COMPLEXITY TEACHER

Portfolio:	Education
Reports Directly to:	School Administration
Indirectly Reports to:	Learning Services Consultant(s)
Department/Location:	School Based
Salary Grid:	STF Salary Grid
Last Updated:	May 30, 2025

Profile

The Complexity Teacher is a school-based educator whose purpose is to support student learning in the classroom, school or intervention setting as determined by the school team.

Through a collaborative, student-centered approach, the Complexity Teacher works in close partnership with the Student Services Teacher, classroom educators, school administrators and caregivers. Their goal is to foster an inclusive and equitable learning environment where students feel a sense of belonging and are empowered to make meaningful academic and personal growth.

The Complexity Teacher demonstrates a trauma-informed, strengths-based, and culturally responsive approach, while remaining flexible, creative, and committed to meeting the diverse needs of students and staff.

They are committed to integrating First Nations and Métis ways of knowing across curricula, ensuring that teaching, content, and assessment practices reflect these perspectives and accurately represent the histories and contributions of First Nations and Métis peoples.

Qualifications

- Bachelor of Education
- Professional "A" Saskatchewan Teaching Certificate
- Demonstrated experience or strong interest in at least one of the core responsibility areas (EAL, SEL, credit attainment, intervention and academic achievement)
- Commitment to ongoing professional learning
- Strong interpersonal, communication and collaborative skills

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*.

Key Responsibilities

- Collaborate with student services teachers and classroom teachers to co-plan, co-teach, and model effective strategies that build teacher capacity, support differentiated and inclusive instruction, and promote student engagement, self-regulation, and academic growth.
- Support classroom teachers with integrating digital tools, programs and resources to enhance student learning.
- Advance equity for First Nations and Métis learners through intentional actions and inclusive practices. Design and implement targeted supports for multilingual learners using the Common Framework of Reference and collaborate with teachers to co-develop instructional strategies, track student progress, and provide resources that promote language acquisition.
- Support Social Emotional Learning in alignment with the school's SEL framework.
- Work collaboratively with classroom teachers to support high school students who are at risk for credit attainment.
- Deliver and coordinate early literacy intervention, using data-informed practices and division-directed resources aligned with the assigned intervention time, when no other designated literacy interventionist is in place.
- Support Tier 2 intervention using a push-in/pull-aside model within classrooms.
- Actively participate in Response to Intervention (RTI) meetings and other student services meetings as requested.
- Participate in professional development and contribute to school capacity building.
- Adhere to Division policies and confidentiality expectations while maintaining detailed, accurate, and timely documentation.