Job Posting: Posting Detail

Posting: T2627-273

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/Support	SD42 Alternative (Connex)	Temporary Assignment	0.2000	Inclusive Education (Support)	Grades 8-12 Secondary

Unique Position Descriptors:

Effective December 14, 2026 until return of incumbent, but not beyond June 30, 2027; may include a graduated return. Assignment works Tuesdays.

A successful applicant would work from a positive strengths-based model: Plan, coordinate and deliver individualized student programs across curricular areas with a focus on social responsibility; develop and implement individual education plans and positive behaviour support plans; work as a member of a multi-disciplinary team that includes parents/guardians and community personnel (integrated case management); coordinate student involvement in a variety of diverse programs including trades training and work experience. Applicant would be familiar with trauma informed practice and be familiar with process and procedures for working with a wide variety of students with complex behavioural and learning needs (e.g. ASD, conduct disorders, mild intellectual disabilities, etc.)

Requirement(s):

The successful candidate will possess the following:

- Successful teaching experience and coursework in special education that includes assessment, adapting and modifying curriculum and teaching students with special needs.
- A Degree or Diploma in special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.

Prospective candidates for this position must be willing to undergo a pre-screening by Learning Services.

This assignment will involve supporting a group of students with the following range of designations:

- severe behaviour
- physically dependent
- moderate to profound intellectual disabilities
- autism
- physical disabilities and chronic health impairments
- mild intellectual impairment

Skills should include:

- Designing, adapting and modifying curriculum;
- Writing, implementing and evaluating positive behaviour support plans and strategies;
- Writing, implementing and evaluating IEP's;
- Assessment (including level B tests);
- Teaching functional life skills; collecting behavioral and educational baseline and progress data;
- Using technology to support student needs and coordinating and facilitating the work of EA's.

Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.

Additional Information: