

Job Posting: Posting Detail

Posting: T2425-491

Position	Location	Assignment Type	Hours/FTE	Subject	Level
District Helping Teacher	Learning Services	Temporary Assignment	0.6000		

Unique Position Descriptors:

Effective as soon as possible until June 30, 2025 or return of incumbent.

Reporting to the District Principal of Learning Services, the District Helping Teacher Secondary will work as part of a team focused on visioning, promoting and supporting success for all learners. The successful applicant will assist both school-based and district staff in maximizing resources and staffing to support the diverse learning needs of students through a collaborative approach. The assignment includes being an active member of a team of district helping teachers with a focus on providing coordinated support to schools.

- Supporting the work of school-based Support Teachers and Classroom Teachers with individual education program planning and implementation.
- Assisting staff and school teams with collaborative approaches to supporting classroom learning in an inclusionary model.
- Supporting schools and classroom teachers with implementation of strategies that address student learning at the universal, targeted and intensive levels.
- Supporting teachers in the area of differentiated instruction.
- Supporting teachers with communication models such as taking into consideration information from class reviews in the development of Individual Education Plans.
- Assisting Support Teachers and Classroom Teachers to develop and view Positive Behaviour Plans within a classroom context and for individual students.
- Facilitating the development and writing of safety plans for students.
- Working with schools to assess behavioural and social emotional needs within their school and possibly assisting schools with implementing school-wide plans.

Requirement(s):**Qualifications/Experience/Attributes:**

- Ability to actively listen, engage in dialogue and plan collaboratively.
- Experience collaborating with colleagues on various projects.
- Demonstrated ability to work effectively as part of a team requiring good interpersonal and organizational skills.
- Master of Education (preferred but not required); experience working in the role of school based Support Teacher.
- Experience working and teaching in a variety of areas/grades with a demonstrated ability to effectively plan, integrate and implement curriculum.
- Thorough understanding and demonstration in practice of differentiating instruction and implementing universal design principles in multiple ability classrooms.
- Thorough understanding of the use of technology to engage students and promote student learning and achievement.
- Experience working with adult learners including facilitating workshops, action research groups and inquiry groups.

Additional Information:

- Providing information to teachers regarding in-service and Pro-D opportunities.
- Working with teams to provide mentorship and appropriate resources and supports.
- Supporting staff with development of plans for students transitioning to Grade 8 and adulthood.
- Consulting and collaborating with SSS professional itinerant staff in supporting teaching and student learning.
- Facilitating professional learning opportunities such as the Support Teacher Meetings and both district and school-based Pro-D opportunities.
- Working with provincial programs (POPARD, POPFASD, PISP, SET BC) in supporting schools.

Job Posting: Posting Detail

Posting: T2425-470

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Harry Hooge Elementary	Continuing	0.4000	Physical Education	Intermediate 4-7

Unique Position Descriptors:

Effective as soon as possible. Workdays to be determined.

Requirement(s):

Additional Information:

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Posting: T2425-482

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/Support/SPED	Highland Park Elementary	Temporary Assignment	1.0000	Support Teaching	K-7

Unique Position Descriptors:

Effective as soon as possible until June 30, 2025 or return of incumbent.

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 Student Support 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;*
- *physical disabilities and chronic health impairments;*
- *autism;*
- *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 function life skills; collecting behavioral and education 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:

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Posting: T2425-495

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Fairview Elementary	Temporary Assignment	1.0000	Elementary	Grade 3/4

Unique Position Descriptors:

Effective March 31, 2025 to June 30, 2025 or return of incumbent.

Requirement(s):

Additional Information:

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Job Posting: Posting Detail

Posting: T2425-488

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Albion Elementary	Temporary Assignment	1.0000	Elementary	Grade 5/6

Unique Position Descriptors:

Effective **April 7, 2025** to June 30, 2025 or return of incumbent.

Requirement(s):

Additional Information:

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Job Posting: Posting Detail

Posting: T2425-483

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Alexander Robinson Elementary	Temporary Assignment	0.6000	Physical Education	K-7

Unique Position Descriptors:

Effective January 24, 2025 until return of incumbent, but not beyond June 30, 2025; may include a graduated return. Assignment works Wednesday to Friday.

Requirement(s):

Additional Information:

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Posting: T2425-464

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher Librarian	Maple Ridge Elementary	Continuing	1.0000	Library	K-7

Unique Position Descriptors:

Starting January 1, 2025. Must be proficient in French communication.

Requirement(s):

- Experienced classroom teacher, adept with a wide range of pedagogies and at selecting appropriate resources
- Strong literacy background
- Fully versed in the inquiry process
- Ability to support cross-curricular initiatives
- Strong communication, leadership, collaboration and management skills
- Willingness to work with a variety of technologies including: websites, online learning resources, and technology resource management
- For dual-track schools, proficiency in both English and French languages
- Certification and experience as a Teacher Librarian or a commitment to taking formal library coursework would be an asset

Additional Information:

Job Posting: Posting Detail

Posting: T2425-458

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher	Whonnock Elementary	Temporary Assignment	0.4000	Physical Education	K-7

Unique Position Descriptors:

Effective January 1, 2025 until return of incumbent, but not beyond June 30, 2025; may include a graduated return. This prep assignment works Thursday and Friday.

Requirement(s):

Additional Information:

[Close](#)

Job Posting: Posting Detail

Posting: T2425-222

Position	Location	Assignment Type	Hours/FTE	Subject	Level
Teacher/Support/SPED	Yennadon Elementary	Continuing	1.0000	Support Teaching	K-7

Unique Position Descriptors:

Effective September 1, 2024.

Yennadon is a school of 700+ students with a Main Building, Annex and three classrooms in portables. For this position, case management and area of focus will be reviewed in collaboration with the successful applicant.

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 Student Support 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;*
- *physical disabilities and chronic health impairments;*
- *autism;*
- *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 function life skills; collecting behavioral and education 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: