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|  | <h1>Position Description</h1> |
| | Resource Teacher |

Reporting directly to the Principal, the Resource Teacher provides specialized support to students with diverse needs using inclusive, evidence-based educational programming.

Qualifications

- Valid Saskatchewan “Professional A” teacher’s certificate.
- Registered with the Saskatchewan Professional Teachers Regulatory Board.
- Post-graduate coursework in special education and/or equivalent experience in supporting diverse learners.
- Strong organizational and multitasking abilities.
- Excellent communication and interpersonal skills.
- Ability to work collaboratively with colleagues, parents, and students.
- Commitment to ongoing professional growth and development.
- Provide evidence of a criminal record check with vulnerable sector search that demonstrates no convictions that would impact the safety of the school community.

Preferred Skills

- In-depth knowledge of inclusive education practices and tiered intervention models.
- Experience developing/implementing student support plans outlining the student’s strengths, goals and needs/accommodations.
- Familiarity with diagnostic assessments, intervention strategies, and assistive technology.
- Ability to adapt instruction and resources to meet the diverse needs of students.
- Strong understanding of child and adolescent development.

Duties and Responsibilities

Collaboration and Classroom Support

- Collaborates with classroom teachers to identify student needs and develop responsive instructional strategies, ensuring equity of support and services.
- Provides coaching, modelling, and consultation to support inclusive classroom practices.
- Supports classroom teachers in planning and scheduling resource support team (educational assistants and reading teachers) to meet priority needs.
- Assists with securing appropriate adaptations, resources, and technology to support learning within classrooms.
- Provides direct support to students through small-group or individualized instruction within the classroom setting.

Assessment and Planning

- Assesses student learning and behaviour using formal, evidence-based tools and informal tools.
- Uses the tiered intervention model to identify and support students.
- Develops and monitors Inclusion and Intervention Plans (IIP) in collaboration with teachers, parents, and specialists.

- Maintains accurate student support files and documentation in accordance with Ministry and Division guidelines.
- Coordinates referrals to school-based specialists and outside agencies in consultation with school leadership.
- Collect and use qualitative and quantitative data to assess student abilities, design instruction, track progress, inform decision making, and collaborate with others.

Team Leadership and Communication

- Facilitates clear communication and coordinates professional development within the resource support team to ensure consistent, current, and effective student support.
- Works collaboratively with school leadership to allocate resources effectively and evaluate resource support staff performance.
- Chair and/or actively participate in student support team meetings as required.

Student Transitions and Advocacy

- Assists with transition planning for students entering, moving between grades, or leaving the school.
- Advocates for positive solutions to emerging academic, behavioural, and social-emotional concerns.
- Creates a safe, respectful, and inclusive learning environment where all students can reach their full potential.

Professional Growth

- Engages in professional learning to remain current with research and best practices in inclusive education.