

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

TITLE: Education Assistant  
LOCATION: All Schools  
REPORTS TO: School Principal  
DATE: July 2021

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### **SUMMARY**

Provide support services to special education students in a classroom or school, to enable them to fully participate in instructional programs using available resources and learning materials. Participate as a member of the school based team for the assigned student.

### **DUTIES**

Working under the direction of the Director of Student Support Services, School Administrators and Teachers, duties include but are not limited to:

1. Supervise and assist students to meet the Learning Outcomes as described in their Individual Education Plans (IEP).
2. Implement proactive behavioural strategies to diffuse potentially volatile situations using Non-Violent Crises Intervention procedures. Use other techniques to shape/modify behaviour of students who exhibit noncompliance or disruptive behaviour.
3. Attend to student's medical response plans.
4. Help children into and out of wheelchairs, buses and cars.
5. Assist the students with acquisitions of social and academic skills across all areas of the educational environment.
6. Lift students into and out of wheelchairs, buses and cars; work with them in a swimming pool, gymnastics, and on the playground.
7. Assist with implementation of programs and follow physical care guidelines as designed by Occupational and/or Physical Therapists, Teacher of the Visually Impaired, and other outside agency support teams.
8. Maintain notes of student progress and activities.
9. On occasion attend to student's personal care and medical needs as necessary.
10. Assist in general supervision of all students in the school and on the school grounds.
11. Report any possible health problems to the teacher and/or parent and assist with first aid treatment when required.
12. May drive students in district vehicles, and where requested may drive students in personal vehicles
13. Other duties as assigned.

## QUALIFICATIONS

1. Regular Grade 12 graduation, and completion of the Human Services Worker program or an equivalent combination of experience and training that includes coursework such as; anger/behaviour management, child/youth/adolescent psychology, abnormal psychology, counseling, communication disorders, augmentation communication, autism, orientation/mobility.
2. A strong motivation to work with children.
3. Ability to build trusting relationships with students.
4. Ability to maintain the standard of discipline consistent with the policies and practices of the school and class as outlined by the Principal, Teachers and Parents.
5. Ability to operate computers and relevant office equipment.
6. Ability to implement effective behaviour management strategies to apply to a variety of student behavioural dysfunctions in all school activities.
7. Current Childsafe First Aid, Non-Violent Crisis Intervention (NVC), and Autism Certificate.
8. Physical ability to perform assigned duties.

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

TITLE: Personal Attendant  
LOCATION: Assigned Schools  
REPORTS TO: School Principal  
DATE: July 2021

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### **SUMMARY**

Provide support services to specific students, to enable them to fully participate in instructional programs using available resources and learning materials. Participate as a member of the school-based team for the assigned students.

### **DUTIES**

Under the direction of the School Principal, the Director of Student Support Services, classroom teacher and/or district specialists:

1. Supervise and assist students to meet the Learning Outcomes as described in their Individual Educational Plans (IEP).
2. Assist with personal hygiene, grooming and toileting male and female students ranging in age from five to twenty years old.
3. Help students with mobility; guide students about the school; assist with dressing and feeding.
4. Lift students into and out of wheelchairs, buses and cars; work with them in a swimming pool, gymnastics, and on the playground.
5. Assist with implementation of programs and follow physical care guidelines as designed by Occupational and/or Physical Therapists, Teacher of the Visually Impaired, and other outside agency support teams.
6. Assist in general supervision of all students in the school and on the school grounds.
7. Be aware of and report any possible physical, emotional, or mental health problems to the teacher and assist with first aid treatment when required. May be required to administer medication following doctor's orders and school district policy. May be required to advise parents of student's illness and arrange pick-up or provide transportation to student's home.
8. Maintain notes of student progress and activities.
9. Assist with other duties as assigned by school Administrator and/or Director of Student Support Services.

### **QUALIFICATIONS**

1. Regular Grade 12 graduation, and completion of the Human Services Worker program or an equivalent combination of recent experience and training that includes coursework such as; child/youth/adolescent psychology, abnormal psychology, counseling, anger/behaviour management techniques, communication disorders, augmentative communication, autism, orientation/mobility.
2. For some assignments, the Personal Attendant will be required to have completed specific

course work. Examples include particular medical training and knowledge of specific medical procedures, autism augmentative communication systems, cerebral palsy, spina bifida and deaf/blind intervention strategies.

3. A strong motivation to work with children.
4. Ability to build trusting relationships with students.
5. Ability to maintain the standard of discipline consistent with the policies and practices of the school and class as outlined by the Principal and Teachers.
6. Ability to operate computers and relevant office equipment.
7. Current Childsafe First Aid, Non-Violent Crisis Intervention (NVCI), and Autism Certificate.
8. Physical ability to perform assigned duties.

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

**Title:** Speech Language Pathologist Assistant  
**Section:** Student Services  
**Reports To:** Director of Student Services  
**Date:** February 2021

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### **Summary**

Provide speech and language support to students with communicative disorders. Participate as a member of the school-based team for the assigned students in the Alberni Valley and West Coast.

### **Duties**

Under the direction of the School Principal, Director of Student Services, classroom teacher and Speech-Language Pathologist:

1. Supervise and assist students to meet the goals and objectives as outlined in the students' Individual Educational Plans (IEPs).
2. Provide communication support to students who have speech and/or language delays/disorders.
3. Assist with implementation and programming of Alternate Augmentative Communication Systems (AAC).
4. Utilize behavioral techniques for students who exhibit inappropriate/antisocial behavior due to communication challenges.
5. Support students who are deaf or hard of hearing and assist with monitoring the students' hearing devices.
6. Maintain detailed progress notes of students' performance during the individual or group session.
7. Support the students' speech-language and/or educational needs with materials provided by the Speech-Language Pathologist/Classroom teacher.
8. Assist in general supervision of all students in the school and on the school grounds.
9. Assist with other duties assigned by the Director of Student Support Services, Principal, Speech-Language Pathologist, Teacher of the Deaf and Hard of Hearing, or Classroom Teacher.

### **Qualifications**

1. Grade 12 graduation in an academic program.
2. Completion of a Speech and Language Diploma.
3. A strong motivation to work with students with special needs.
4. Organizational skills.
5. Ability to work collaboratively with specialists, teachers, parents, and outside agencies.
6. Working knowledge of computer hardware and knowledge of current software provided for students requiring AAC support.
7. Basic signing ability.

8. Ability to troubleshoot hearing aid devices.
9. Level I First Aid and CPR.
10. A valid BC Driver's License.

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

TITLE: Youth Care Worker  
LOCATION: Assigned Schools  
REPORTS TO: School Principal  
DATE: July 2021

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### **SUMMARY**

Supervise and provide services to children and adolescents who face a variety of emotional, behavioural or physical problems, enabling them to participate in instructional programs.

Provide behaviour and emotional management programs to individuals or groups of students. Youth Care Workers focus on self-regulation for behaviour, social and emotional development with attention to communication and facilitate supportive community links for students.

Participate as a member of the school problem solving team for the assigned students.

### **DUTIES**

Under the direction of the Director of Student Support Services, School Administrators and teachers, duties include but are not limited to:

1. Monitor and assist students to meet the Learning Outcomes as described in their Individual Educational Plans (IEP) or identified goal areas in a learning plan.
2. Provide intervention, coaching and monitoring guidance for adolescents with self-regulation, communication, behaviour and social challenges.
3. Implement proactive behavioural strategies to diffuse potentially volatile situations using Non-Violent Crisis Intervention procedures.
4. Assist with implementation of plans and follow care guidelines as designed by counselors, mental health clinicians, psychologists, psychiatrists and other professionals.
5. Liaise with outside agency personnel in order to facilitate support for adolescents. Assist students to locate and access community support services.
6. Support students to be successful at work experience, life skills placements, recreation activities and field trips.
7. Under the direction of professional staff, monitor student attendance, visit homes and support students' return to classes and engagement with school.
8. Facilitate individual and group discussions with students on topics of physical, emotional and social well-being.
9. Assist in general supervision of all students both on and off school grounds.
10. Maintain notes of student progress and activities.
11. Report any possible health problems to the supervisor and assist with first aid treatment when required.
12. Drive students in district and personal vehicles.
13. Other duties as assigned.

## **QUALIFICATIONS**

1. Regular Grade 12 graduation and completion of a current recognized 2 year post-secondary program (i.e. Social Services Diploma Program; Child Youth Care Workers program, or equivalent) including training and experience in behaviour management. In addition, the incumbent should have recent experience and training in areas such as; FASD, behavioural management techniques, social and emotional skills development. Must have a demonstrated knowledge of Aboriginal culture and experience working with Aboriginal people in an education setting.
2. Knowledge of local community service providers; resources and services.
3. Ability to operate computers and relevant office equipment.
4. Current Childsafe First Aid, Non-Violent Crisis Intervention (NVCi), and Autism Certificate.
5. A Class V license and may require a class IV license and/or skills in equipment use such as power-saw or recreation skills such as swimming, skiing etc.
6. Physical ability to perform assigned duties.



# PACIFIC RIM SCHOOL DISTRICT

## JOB DESCRIPTION

TITLE: Youth Outreach Worker  
LOCATION: Assigned Schools  
REPORTS TO: Youth Outreach Manager  
DATE: June 2025

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### SUMMARY

Reporting to the Youth Outreach Manager, the Youth Outreach Worker is responsible for supporting School District initiatives including the Focused Intervention Team (FIT) to engage significantly in-risk students and families with the education system and community support systems to promote healthy life choices ~~in-risk students for~~ **and reduce organized** criminal activity, **negative peer interactions, sexual** exploitation and substance use.

### DUTIES

1. Implement on the ground support for students and families
2. Liaise with community agencies to identify students and families who are in need of support, make referrals and support students to access the supports
3. Transport students to school, home, community agencies (possibly out of town)
4. Respond to or collaborate around critical incidents involving in-risk students.
5. Implement programs and practices with existing staff to create self-sustaining support and referral processes for in-risk students
6. Work with youth who are attracted to gang related activity, negative peer interactions, harmful and violent behavior, and work with district staff and community service providers to address those influences
7. Implement student centered programs to create safe environments in order for students to learn strategies to avoid or change risky/harmful behavior
8. Assist with developing programs and education around reduction of harmful activities including substance misuse
9. Assist with the collection and analysis of data to assist with targeting specific peer groups, ~~and~~ specific harmful activities, and use subsequent data to assess impact of new programs/education
10. Assist the Manager with embedding strategies for developing resiliency and indigenous understandings with students in-risk
11. Work with community agencies to increase capacity in the community to support youth and families in-risk, collaborate with community partners to provide integrated and shared supports
12. Integrate Indigenous culture and language in programs and services for in-risk youth

13. Specifically, assist with the co-ordination with First Nations organizations and communities to jointly support in-risk youth and families
14. Follow up with identified students and families and community agencies to ensure ongoing support
15. Assist with connecting students who are non-attenders with schools and supports to attend school
16. Maintaining records and documentation while ensuring privacy and confidentiality.

## **QUALIFICATIONS**

1. A valid driver's license
2. Minimum of an HSW certificate
3. Standard First Aid and CPR C
4. CPR-C and Naloxone training
5. NVC
6. Recent experience working with in-risk students and families
7. Recent experience working with community partners to support youth and families in-risk
8. Knowledge of and experience with working with youth who are exhibiting substance misuse
9. Full understanding of Nuuchahnulth culture, protocols and teachings with the ability to teach that knowledge to youth
10. Recent experience working with Indigenous youth and their families to support attendance and success at school

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

TITLE: StrongStart Coordinator  
LOCATION: Assigned Schools  
REPORTS TO: Early Learning Lead//Principal  
DATE: July 2021

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### **SUMMARY**

Reporting to the School Principal and/or Early Learning Lead, the StrongStart Coordinator is responsible for establishing and operating the StrongStart program in accordance with Ministry of Education and School District 70 guidelines. The program concentrates on key aspects of family literacy, numeracy, parent support and education, stages of early childhood development and community resource sharing.

### **DUTIES**

1. Set up and establish the Parenting and Family Centre.
2. Establish and post a daily schedule for the program with participant involvement.
3. Ensure that the activities available for the children reflect the stages of child development and encourage creativity and language development.
4. Plan and prepare active, participant oriented, circle times once or twice daily that involve stories, songs, puppets and props.
5. Make connections with service providers in the community and facilitate referrals for families where necessary.
6. Make connections with the school personnel to facilitate a smooth transition for families into the formal school system.
7. Attend Parent and family Centre Steering Committee meetings.
8. Participate in training sessions as necessary.
9. Attendance and registration as determined by Ministry of Education.

### **QUALIFICATIONS**

1. A certificate, preferably a Diploma, in Early Childhood Education.
2. A Community Care Facilities Branch B.C. License to practice.
3. A valid Child Safe First Aid Certificate.
4. A clear Criminal Record Review, completed prior to hiring.
5. Experience in creating, planning, implementing and budgeting for a parent participation early learning program.
6. Strong verbal and written communication skills and interpersonal skills.
7. Good organizational and planning skills.

8. Ability to operate computers and relevant office equipment.
9. Thorough knowledge of spreadsheet and word processing software (MS Office).
10. An understanding of, and a commitment to, quality early learning.
11. Ability to work effectively with a variety of parents, children, volunteers, professionals, and community members.
12. Knowledge of child development, family dynamics, community resources and early learning.
13. A class 5 driver's license.
14. Such other qualifications, skills and abilities as may be required to meet Ministry requirements or terms of the StrongStart contract.

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

**TITLE:** Behaviour Intervention Coach  
**LOCATION:** District  
**REPORTS TO:** Director of Student Support Services  
**DATE:** May 2014

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### **SUMMARY**

To work as a member of a multidisciplinary team that consults and supports schools in the assessment of severe behaviours, collaborating in determining interventions and providing direction and coaching in the implementation of behavioural strategies.

### **DUTIES**

Under the direction of the Director of Student Support Services duties include, but are not limited to:

1. Interpreting reports, analysing data to understand behaviours and inform suitable interventions.
2. Recommending and supporting the implementation of ongoing, individually implemented social skills training and/or instruction in behavioural and learning strategies.
3. Recommending and supporting the implementation of a wide variety of environmental and behavioural adaptations to meet a range of needs.
4. Coaching staff to effectively implement behaviour strategies.
5. Completing Functional Behaviour Assessments and designing behaviour intervention plans.
6. Evaluating the efficacy of supports/interventions.
7. Provide training to staff on topics such as: Non-Violent Crisis Intervention (NVC), behaviour management, observational techniques/data gathering, supports for students with ASD, social skills instruction and other identified areas of need.
8. Participating as a member of interdisciplinary school and community teams to support student success.
9. Display a high degree of interpersonal skills in challenging situations; resolve conflict in emotional situations and work constructively with families and public agencies to support students and families where there is significant need.
10. Working flexible hours.
11. Other duties as assigned.

## QUALIFICATIONS

1. A diploma in a recognised two year post-secondary program providing qualifications in understanding and intervening in a broad range of behaviours, including the special education of:
  - a. behaviours caused by FASD, Autism, Mental Health etc.,
  - b. conducting Functional Behaviour Assessments,
  - c. current autism intervention certification
2. Current certification as NVC (CPI) trainer.
3. Demonstrated communication and collaborative skills in working with children, teachers, families and community service providers.
4. A minimum of two years' experience working in diverse settings implementing and coaching teams for behaviour intervention strategies.
5. A demonstrated ability to mentor and teach adults .
6. A demonstrated ability to work as a strong and effective member of a multi-disciplinary team.
7. A demonstrated ability to work with limited direction.
8. A minimum of two years' experience working as an Educational Assistant.

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

TITLE: Mental Health Worker  
LOCATION: Assigned Schools  
REPORTS TO: School Principal  
DATE: June 6, 2025

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### **SUMMARY**

Provide initial support to students experiencing mental health challenges as a result of personal trauma, generational trauma, anxiety or depression.

Support individuals and groups with strategies and techniques to support mental health challenges which may include substance misuse.

Liaise and support parents of students who are experiencing mental health challenges.

### **DUTIES**

Under the direction of the Director of Inclusive Education and School Administrators; duties include but are not limited to:

1. Works primarily as a school-based child and youth advocate-liaison to maintain or re-connect youth and families to school
2. Provide youth and families with family-centered, strengths-based, needs-driven mental health support and coaching.
3. Support short term crisis intervention, management and coaching.
4. Working with students who have witnessed or experienced physical or sexual abuse.
5. Manage referrals for students and families to school and community supports.
6. Participates in School Based Teams as required.
7. Support and coach school age children and youth in care.
8. Support the implementation of strategies to address student mental health.
9. Provides transportation of students as required.
10. Support teachers and counselling staff with resources as requested
11. Practicing a deep understanding of truth and reconciliation,
12. Other duties as required

### **QUALIFICATIONS**

1. Bachelor's degree in child and Youth Care or equivalent.
2. Coursework or training in supporting children experiencing or witnessing abuse.
3. Knowledge of local community service providers; resources and services and how to access these services.



4. Mental Health First Aid Certificate or equivalent.
5. Direct experience in providing service to indigenous, gender-diverse, LGBTQ+, and culturally diverse youth who are experiencing mental health concerns.
6. Direct experience in working with youth who experience sexual abuse and substance misuse.
7. Child Safe First Aid, CPR, and Non-Violent Crises Intervention (CPI).
8. Knowledge of and ability to use Microsoft Office Suite.
9. A Class V BC driver's license.

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

**TITLE:** Integrated Child & Youth Peer Support Worker  
**LOCATION:** All Schools  
**REPORTS TO:** ICY Clinical Counsellor  
**DATE:** February 2024

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### **SUMMARY**

Reporting to the ICY Clinical Counsellor, the Youth Peer Support worker participates as a core ICY team member. Drawing on their own lived experience, the Youth Peer Support worker offers peer-based mentoring and emotional support, and works collaboratively with youth, their families, and members of the care team. The Youth Peer Support worker acts as a role model and helps young people and their families work towards their self-identified goals by supporting them with systems navigation and connecting them with resources on ICY teams and in the community.

### **DUTIES**

1. Provide peer-based mentoring and emotional support to youth ages 10-21 with the following:
  - a. establishing a purposeful relationship based on respect with youth and their families and friends by encouraging informed decision-making and helping to create a non-judgmental environment by sharing experiences and insights;
  - b. Provide support that aligns with ICY practice principles: culturally safe, trauma-informed, child/youth/family-centered, Nation/community-centered, and inclusive of youth who identify as part of the LGBTQ2S+ community;
  - c. encouraging and supporting youth to become active and involved in their own health, promoting youth participation in activities, and encouraging membership in the school community;
  - d. advocating for youth, providing transportation, and accompanying youth to appointments when requested;
  - e. supporting systems navigation and resource distribution to youth;
  - f. supporting and co-facilitating groups for children, youth and families as needed;
  - g. carrying out treatment plan recommendations with youth, which have been created by the clinical counsellor;
  - h. recognize changes in youth and communicate those changes to others on the care team;
  - i. Promote positive change through a client centered strength-based framework.
2. Work in an integrated way within a multidisciplinary team and collaborate with organizational, community, and hospital-based teams to bring youth voice and perspective to the forefront of care planning conferences, team meetings, and case reviews.
3. Access supervision, from the ICY Clinical Counsellor, to support regular consultation, learning and reflections pertinent to the role of Youth Peer Support worker.
4. Participate in training opportunities through the ICY team and employer organization, and in evaluation, quality improvement and research activities as required.
5. Complete and maintain related records and documentation pertaining to the organization and ICY teams.
6. Provide outreach for youth participation in focus groups, workshops, surveys, and other activities.
7. Use of personal boundaries, understanding confidentiality, and maintaining self-care strategies.

8. Participate in a client's treatment plan alongside them by engaging in activities such as sports, physical exercise, fear ladder exposure work, cultural events, distress tolerance and/or self-regulation skills.
9. Work independently to problem-solve and make healthy decisions with a positive attitude, and able to advocate for self and others.
10. Organizational and time management skills, accountability, reliability, and punctuality.
11. Recognize opportunities for capacity building in youth and families.

## QUALIFICATIONS

1. Grade 12 Graduation Dogwood or Completion Certificate.
2. Lived understanding of mental illness and/or substance use.
3. Lived experience and/or understanding of equity, diversity, and inclusive practices (i.e. Indigeneity, anti-racism, LGBTQ2+) as it relates to the local population.
4. Recent experience supporting or participating in youth and/or family mental health and/or addiction groups.
5. Class 5 driver's license and access to a reliable vehicle.
6. Demonstrate knowledge of confidentiality and its restrictions, including duty to report.
7. Recent experience accessing or working with community service partners in the areas of mental health and addictions.
8. Recent experience understanding and respecting local Indigenous protocols.
9. Direct knowledge of systemic issues and risk factors facing minority groups including LGBTQ2S+ and Indigenous youth and young adults.
10. Ability to communicate the importance of a strong self-care plan and can speak to the practice of self-care in daily personal life.
11. Computer literacy with word processing, presentation software, virtual meetings, and use of email.
12. Physical ability to complete duties of this position.
13. Ability to clear a federal and local criminal record check.
14. Completion or near completion of the BC Campus Provincial Peer Training Curriculum. *Preference may be given to individuals who have also completed a recognized Peer Support Training course.*  
<https://bccampus.ca/projects/archives/provincial-peer-training-curriculum/>.
15. Willing to complete Naloxone certification, Non-Violent Crisis Intervention Training, and Child & Youth First Aid Certification.

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

TITLE: Land Based Learning Worker  
LOCATION: Various Schools/Outdoor Education Locations  
REPORTS TO: District Principal Learning and Innovation  
DATE: April 2024

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### **SUMMARY**

Reporting to the District Principal Learning and Innovation, the LBL Worker plays a supportive role in the planning, organization and delivery of the Land Based Learning Program which focusses on outdoor education, environmental stewardship and sustainability, Indigenous Learnings and Nuu-Chah-Nulth ways of being. The LBL Worker will support the teacher with program tasks, supporting student learning in both an indoor and outdoor environment, supporting outdoor activities (canoeing, harvesting, traditional skills, hiking, camping) and supporting students to stay connected to all educational opportunities in the school district.

### **DUTIES**

1. Assist the teacher with all aspects of outdoor learning including preparing, executing and debriefing outdoor experiences.
2. Support students with assignment completion including on-line learning.
3. Support students with attendance including, at times, picking up students from home.
4. When required, drive the bus or van to activities with equipment and students onboard.
5. Prepare equipment for outdoor learning activities.
6. Assist with preparation of learning materials.
7. Demonstrate harvesting, gathering and food preservation depending on skill level.
8. Be willing to learn harvesting, gathering and food preservation techniques on the job.
9. Monitor the safety of students during outdoor activities.
10. Inform the teacher and other participants of safety concerns during outdoor activities.
11. Assist with storage, inventory and maintenance of all program resources and equipment.

### **Qualifications**

1. Class 4 drivers licence or willing to obtain by September 30, 2024 (Valley)
2. Class 2 drivers licence or willing to obtain by September 30, 2024 (Westcoast)
3. Child and youth first aid
4. NVCi or willing to take the next available course provided by the school district
5. Significant knowledge of Nuu-Chah-Nulth culture and language to the level that the knowledge can be transferred to students
6. Significant experience with outdoor activities including hiking, canoeing, low angle climbing and others

7. Experience with harvesting local food and animals preferred
8. Non-Urban Emergency Care or equivalent
9. Preference given to candidates with certificates in outdoor education activities (ie. Canoeing, risk management etc.)

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

**TITLE:** Healthy Schools Program Assistant  
**LOCATION:** Alberni District Secondary School  
**REPORTS TO:** Healthy Schools Manager  
**DATE:** June 2025

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### **SUMMARY**

Pacific Rim School District (SD70) is seeking a dedicated Healthy Schools Program Assistant to join our team. Based at the tiičmis Wellness Centre at Alberni District Secondary School and reporting to the Healthy Schools Manager, this role supports wellness initiatives that foster student belonging, strengthen community connections, and promote equitable access to health and food programs. Key areas of responsibility include after-school programming, supporting service providers, and assisting with the delivery of school-based wellness initiatives. The successful candidate will bring strong organizational skills, the ability to build trusting relationships, and a passion for student and community well-being.

This is a 30 hours per week position. Schedule flexibility within these hours may be required to accommodate programming and special events.

### **DUTIES**

1. Cultivate student well-being, foster school connectedness, and promote a sense of belonging within the school community.
2. As directed by the Healthy Schools Manager, assist service providers, offer direction and information to students, promote awareness of available services, and support wellness-related initiatives at the tiičmis Wellness Centre.
3. Provide a range of clerical support functions, including scheduling, data entry, email correspondence, resource creation, report writing, and inventory tracking. This role requires strong digital literacy, attention to detail, and the ability to prioritize and manage multiple tasks in a fast-paced environment.
4. Collaborate with the Healthy Schools Manager to gather feedback from school administrators, teachers, support staff, and students for the development of relevant, inclusive, and age-appropriate after-school programs and special events.
5. Work alongside the Healthy Schools Manager, district staff, community partners, and volunteers to plan and directly implement after-school programming and special events across the district.
6. Support district food security initiatives, including volunteer coordination, inventory management, coordinating donations and deliveries, assist school-based garden program, and integration of school-grown food into wellness programs.
7. Assist in the preparation of grant applications and reports by compiling relevant data, drafting written content, organizing supporting materials, and maintaining accurate records to track deliverables and outcomes for funded programs.
8. Other duties as required.

## **QUALIFICATIONS**

1. Grade 12 or equivalent.
2. Post-secondary studies, equivalent to one year, in fields such as Community Development or Recreation, Public Health, Psychology, Social Work, Indigenous Studies, Child and Youth Care, or a related field will be considered an asset.
3. A minimum of 2 years of related community and/or youth-based program development.
4. A minimum of 2 years of experience supporting or leading grant applications, including written contributions, research, and submission processes.
5. Experience in community gardening, school garden coordination, or food systems education.
6. Current Standard First Aid and CPR-C/AED, or willingness to obtain.
7. Ability to exercise discretion and confidentiality when handling matters pertaining to staff and students.
8. Experience working with Indigenous partners.
9. Exceptional organizational, interpersonal, and collaborative skills.
10. Clearance from the Criminal Record Review Program.
11. Valid Class 5 driver's license; Class 4 will be considered an asset.

# **PACIFIC RIM SCHOOL DISTRICT**

## **JOB DESCRIPTION**

TITLE: Early Years Transition Facilitator  
LOCATION: District  
REPORTS TO: Director of Early Learning and Childcare  
DATE: November 2024

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### **SUMMARY**

Reporting to the Director of Early Learning and Childcare, the Early Years Transition Facilitator is responsible for supporting the various early learning programs, including Ready Set Learn, K Days, Pop Up Plays, StrongStart, SEY2K, Just B4, and 4-year-old programs. This role involves collaboration with district and school teams, community service providers, outreach to families, and active involvement in district-led programs. The facilitator will provide support to early learning initiatives across all district communities and serve as a liaison with the District Inclusion Department for children who may require additional assistance in their transition to kindergarten. Travel to the Westcoast will be required.

### **DUTIES**

1. Supporting Kindergarten Transitions
2. Oversee the everyday operations of the Family Hub.
3. Provide outreach services to families of pre-Kindergarten and Kindergarten students
4. Implement and support district early learning programs, including Pop Up Plays, StrongStart Outreach, Ready Set Learn, K days, Just B4 and 4year old programs.
5. Organize and deliver Pop-Up Play opportunities in community spaces, schools, and nations creating early connections to school environments that foster trust, familiarity, and comfort for children and families.
6. Work with Early Care and Learning professionals and community service providers to offer family support referrals, strengthening connections between families and local resources.
7. Assist the Director of Early Learning and Childcare in establishing childcare programs and maintaining communication with non-profit childcare centers on school properties.
8. Gather and distribute resources to families, including parenting guides and early literacy materials to support child development.
9. Supporting transitions from childcare to kindergarten.
10. May be assigned as designated manager in accordance with childcare licensing regulations.
11. Other duties as assigned

### **Qualifications:**

1. Diploma in Early Childhood Education (ECE), or Certificate.
2. A valid BC ECE Registry Certificate to Practice.



3. A minimum of one year experience in early childhood education and family engagement is essential.
4. Knowledge of the BC Early Learning Framework, First Principles of Learning, child development, family dynamics, community resources, and early learning.
5. A valid Child Safe First Aid Certificate.
6. A class 5 driver's license.
7. Demonstrated communication and organizational skills, with an ability to work collaboratively and effectively with families, children, school and district teams, service providers, and community members.