Skills for Life Teacher

This unique position is an opportunity for teachers with current training and experience in working with ungraded students who are severely cognitively and behaviourally challenged. Students attending this program will have been identified as being moderately mentally handicapped, physically handicapped, severe/profound cognitive disability and/or are dependent handicapped. Students enrolled in this program have the potential to be aggressive/ violent when frustrated.

Functions	The main responsibility of the Skills for Life Teacher is to provide an individualized program for each student with particular emphasis on communication, a functional curriculum, behavioural support, inclusionary education and community involvement. Therefore, the Skills for Life Teacher will be responsible for: - Coordinating an interdisciplinary team which frequently includes therapists, speech/language pathologist, education assistants and others. - Developing individual programs (IEP) for each student including student behaviour support plans (BSP) and staff safety plans (SSP). - Collaborative consultation with regular education teachers, parents and community agencies. - Adapting/modifying curriculum to meet the needs of each student, which includes life skills and pre-employment activities.		
Employment Requirements	**Professional Certification**	Certified through the BC Teacher Regulation Branch Professional teaching certificate.	

	Education and Training	Degree recognized by the BC College of Teachers in Special Education or in a related discipline with a focus on successful interventions for students who have complex learning and behavioural challenges.
		
		Level B assessment credential
		
		Current training and/or experience in the use and application of:
		    ○ Adaptive technology (computer hardware and software),
		    ○ Augmentative communication systems, and
		    ○ Special education equipment (wheelchairs, standing frames, switches, etc.)	

	Additional Requirements	- Demonstrated ability to work successfully with those students who have complex and challenging learning and behavioural needs. - Demonstrated ability to build effective teams around students who have significant educational and behavioural needs.	