

## APPLICATION FOR EMPLOYMENT IN A SUPPORT STAFF POSITION

### APPLICATION FORM

- Applicants are asked to submit a completed application/resume, “*Qualifications Checklist*” (reverse side) and the *Mandatory Records Check and Disclosure* form.
- Two appraisals or working references should accompany an application package.
- Receipt of applications will not be acknowledged. Only those individuals who meet screening requirements will be invited for an interview or for testing (where applicable).
- Applications will be retained for the balance of the school year in which they are received, as well as for the following school year. We ask that applicants only submit one application during that period of time.
- If your address or telephone number changes after the original application, please advise Human Resources Consulting of these changes.

### QUALIFICATIONS CHECKLIST

- The *Qualifications Checklist* must be completed. Please indicate with a check mark (✓) (those areas in which you are qualified and prepared to work. For Educational Assistants, select a maximum of five (5) under Special Needs Experience.
- Shaded areas are for office use only.

### MANDATORY RECORDS CHECK AND DISCLOSURE

- The *Mandatory Records Check and Disclosure* form must be completed and will be reviewed prior to an offer of employment.

### INTERVIEWS

- Applicants are selected for interviews on the basis of qualification and district staffing needs.

### SPECIAL NEEDS EXPERIENCE

<b>Autism</b>	Assisting students with Autism Spectrum Disorders who have difficulty with social relationships, behaviour and communication. Working one-on-one with a student in an inclusive setting.
<b>Interactions</b>	Assisting students with Autism Spectrum Disorders who have difficulty with social relationships, behaviour and communication. Working in a district centre or program.
<b>Behavior Disorders</b>	Assisting students with chronic, extreme, pervasive anti-social behaviors. Working one-on-one with a student in an inclusive setting.
<b>Behavior Disorders (Severe)</b>	Assisting students with chronic, extreme, pervasive anti-social behaviours. Working in a district centre or program with students who have significant behaviours.
<b>Blindness &amp; Visual Impairment</b>	Assisting students who are blind or have visual impairments.
<b>Deaf or Hard of Hearing</b>	Assisting students who have moderate to profound hearing losses using American Sign Language (ASL), total communication programming and other community school supports.
<b>Early Education</b>	Assisting children with severe developmental disabilities, aged 2 ½ to 5 ½.
<b>English Language Learners</b>	Assisting students whose ability to communicate in spoken and written English seriously impairs their ability to function in the classroom.
<b>Knowledge and Employability</b>	Assisting secondary students achieving at an elementary instructional level and who have vocational interests.
<b>Strategies</b>	Assisting students with learning disabilities who demonstrate average cognitive ability and significant academic delays.
<b>Literacy</b>	Assisting students who demonstrate low to average cognitive ability and significant academic delays focusing on literacy, numeracy, citizenship and employment.
<b>Opportunity</b>	Assisting students who demonstrate mild cognitive disabilities and significant academic delays focusing on literacy and numeracy skills, and the application of academic, social, work and life skills in the classroom, school and community.
<b>Community Learning Skills</b>	Assisting students with moderate cognitive disabilities and significant developmental delays focusing on academic, communication and personal skills in the classroom, school and community
<b>Individual Support Program/Medical Fragility K-6</b>	Assisting students with severe to profound developmental delays who may also experience physical, sensory or behavioural challenges or medical conditions. Support may include g-tube feeding, catheterization, suctioning, seizure management, lifting.
<b>Individual Support Program/Medical Fragility 7-12</b>	Assisting students with severe to profound developmental delays who may also experience physical, sensory or behavioural challenges or medical conditions. Support may include g-tube feeding, catheterization, suctioning, seizure management, lifting.
<b>Physical Health Disabilities K-6</b>	Assisting students who require personal support due to chronic health problems and physical disabilities. Support may include personal care including toileting and lifting.
<b>Physical Health Disabilities 7-12</b>	Assisting students who require personal support due to chronic health problems and physical disabilities. Support may include personal care including toileting and lifting.

	Form – Qualif.	
Emp. ID	Description	Signature

**PLEASE CHECK ONLY THOSE AREAS IN WHICH YOU ARE QUALIFIED AND PREPARED TO WORK.  
UNDER SPECIAL NEEDS EXPERIENCE, SELECT A MAXIMUM OF FIVE (5)**

### QUALIFICATIONS CHECKLIST - SUPPORT

POSITION APPLIED FOR			SPECIAL NEEDS EXPERIENCE (see listing)			LANGUAGES OTHER THAN ENGLISH		
Educational Asst (Special Needs)			Autism			American Sign Language Level _____ *		
Educational Asst (General)			Interactions			Arabic		
Food Preparer			Behaviours (Mild to Moderate)			Cree		
Interpreter (ASL)			Behaviours (Severe)			French Immersion		
Secretarial			Blindness & Visual Impairment			French as a Second Language		
Clerical			Deaf or Hard of Hearing			German		
Technician: Automotive			Early Education			Hebrew		
Beauty Culture			English Language Learners			Japanese		
Library			Knowledge and Employability			Mandarin (Chinese)		
Science			Strategies			Punjabi		
			Literacy			Spanish		
			Opportunity			Ukrainian		
<b>DIVISIONS</b>			Community Learning Skills			Other:		
Kindergarten			Individual Support Program K-6					
Div. 1 Grades 1-3			Individual Support Program 7-12					
Div. 2 Grades 4 - 6			Physical Health Disabilities K-6					
Div. 3 Grades 7-9			Physical Health Disabilities 7-12					
Div. 4 Grades 10-12								
Central Services								
<b>CERTIFICATION</b> (Indicate year of certification)			<b>EXPERIENCE</b>			<b>COMPUTER SOFTWARE/TECHNOLOGY</b>		
Child and Youth Care			Braille			Accounting: _____ *		
Disability Studies			Catheterization			Desktop Publishing: _____ *		
Early Child Development			Diapering			E-mail		
Special Needs Educational Asst.			Lifting			Internet		
Therapy Asst. (OTA, PTA, SLPA)			Restraint			Library System: _____ *		
Other:			Seizure Management			Microsoft Access		
			Signing Exact English			Microsoft Excel		
			Speech Language			Microsoft PowerPoint		
<b>TRAINING</b>			Toileting			Microsoft Word		
Applied Behavioural Analysis			Tube Feeding			QuickBooks		
First Aid			Other:			Oracle		
Non-violent Crisis Intervention						Other:		

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\* Please indicate the level or type of software used.

Name: \_\_\_\_\_  
(Last Name) (First Name)

Date: \_\_\_\_\_