Educational Assistant - Braillist

Position Description | Qualifications

FAB - 4

Supports student with visual impairment in a wide variety of educational assistive technology programs and equipment in consultation with TSVI

EAB - 5

Maintains and organizes specific classroom items such as materials, supplies and equipment, including materials and equipment on loan, used by and for the student with visual impairment in consultation with classroom teacher and TSVI

FAB - 6

Supervises and supports student with visual impairment, when necessary, to foster independence during recess, noon-hour or during the temporary absence of the teacher.

EAB - 7

Prepares, supports and may supervise student on field trips, PE activities, work experience and other special events to ensure safety and foster independence and peer interactions.

EAB - 8

Provides assistance to student(s) in the case of injury or illness; performs assigned duties during fire/earthquake/lockdown drills and other emergent situations including supporting the safe travel and orientation of the student with a visual impairment.

EAB - 9

Transcribes printed material into formatted UEB Braille and/or alternative formats including, but not limited to, worksheets, tests and supplementary reading; prepares tactile graphics of maps, diagrams and graphs for use by students who are blind in accordance with Braille standards (BANA).

FAB - 10

Edits and proofreads all braille materials in accordance to braille standards (BANA) to ensure accuracy.

EAB - 11

Interlines (writes print above the braille) all braille materials used in classroom (i.e. student copy, teacher worksheets, student work that needs to be read/marked by the teacher) for use by sighted teachers, peers and other members of the school community.

EAB - 12

Produces tactile diagrams and maps through manual and/computerized means using CorelDRAW, OmniPage or specialized software that is age appropriate in accordance to braille standards (BANA).

EAB - 13

Duplicates, binds and labels copies of braille books or e-text as required, uses braille embossers, PIAF machine, tactile image enhancer.

EAB - 14

Reports and directly consults with TSVI regarding materials production and needs of student.

KNOWLEDGE	Knowledge of Braille codes including Unified English Braille (UEB) Code including use of Duxbury (braille translation and braille embosser
	Knowledge of production of Tactile Graphics and using braille standards (BANA) using PIAF, CorelDRAW, Omnipage, or specialized software
	Knowledge of braille proofreading
	Knowledge of digital technology, adaptive equipment and related educational applications, e.g. Duxbury, Corel Draw, JAWS, Magic, Zoomtext, Windows and iOS, etc.
	Knowledge of learning styles and support requirements for learning in order to adapt materials for students
	Knowledge of support requirements for behaviour management, social and life skills programs
	Knowledge of non-conflict resolution methods
	Knowledge of inclusion principles
SKILLS AND	Knowledge of inclusion principles Knowledge of school systems, District policies and procedures,
SKILLS AND ABILITIES	Knowledge of inclusion principles Knowledge of school systems, District policies and procedures, as they relate to the position
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INTERPERSONAL REQUIREMENTS

Ability and willingness to learn new technology and maintain up to date professional development related to technology used by the student

Effective written and oral communication skills including the ability to relate to students, staff, parents, professionals and other members of the public and to request and convey information in an appropriate manner

Patience

Ability to maintain an effective professional working relationship within a collaborative school team

Ability to work independently with minimal supervision

PROBLEM SOLVING REQUIREMENTS

Ability to supervise students in instructional and noninstructional activities

Ability to determine and select an appropriate course of action within established methods, procedures and policies

Desk-top self-sufficiency in order to communicate through digital technology

Physically able to work with students at their level, (squatting, kneeling and sitting on the floor)

Physically able to lift up to 22 kgs (50 lbs) and operate related equipment, on an occasional basis

Able to perform related physical and mental activities

Able to work in a highly active physical environment

Reviewed: December 2020