

Job Posting: Posting Detail

Posting: T2425-006

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|---------------------|-------------------|----------------------|-----------|---------|-------|
| School Psychologist | Learning Services | Temporary Assignment | 0.2000 | | |

Unique Position Descriptors:

Effective September 1, 2024 until June 30, 2025; or return of incumbent.

Requirement(s):

The School Psychologist will be responsible for the psycho-educational assessment of students in the district and interpretation up to and including Level C Educational, Psychological and Behavioural tests. The School Psychologist will demonstrate outstanding communication and interpersonal skills with other professionals and be able to work as part of a strong collaborative team.

- Be qualified to administer and interpret up to and including Level C Educational, Psychological, and Behavioural Tests.
- Have demonstrated ability in collaborating with school-base and/or district personnel to gather classroom-based data, and design or implement instructional and/or behavioural support strategies.
- Demonstrate outstanding communication and interpersonal skills with other professionals including school-based teams and is able to work as part of a strong collaborative team.
- A Master’s Degree in school/educational psychology or a related field with a focus on school psychology.
- Qualifications that meet the standard for membership in the British Columbia Association of School Psychologists.

Additional Information:

Job Posting: Posting Detail

Posting: T2425-005

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|---------------------|-------------------|----------------------|-----------|---------|-------|
| School Psychologist | Learning Services | Temporary Assignment | 1.0000 | | |

Unique Position Descriptors:

Effective September 1, 2024 until June 30, 2025; or return of incumbent.

Requirement(s):

The School Psychologist will be responsible for the psycho-educational assessment of students in the district and interpretation up to and including Level C Educational, Psychological and Behavioural tests. The School Psychologist will demonstrate outstanding communication and interpersonal skills with other professionals and be able to work as part of a strong collaborative team.

- Be qualified to administer and interpret up to and including Level C Educational, Psychological, and Behavioural Tests.
- Have demonstrated ability in collaborating with school-base and/or district personnel to gather classroom-based data, and design or implement instructional and/or behavioural support strategies.
- Demonstrate outstanding communication and interpersonal skills with other professionals including school-based teams and is able to work as part of a strong collaborative team.
- A Master's Degree in school/educational psychology or a related field with a focus on school psychology.
- Qualifications that meet the standard for membership in the British Columbia Association of School Psychologists.

Additional Information:

Job Posting: Posting Detail

Posting: T2425-439

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|---------------------------------------|----------------------|-----------|------------|-------|
| Teacher | Laity View Elementary | Temporary Assignment | 0.8000 | Elementary | K-7 |

Unique Position Descriptors:

This is a co-teaching/collaborative/prep teaching position supporting K through grade 7 until June 30, 2025. Assignment works Monday to Thursday.

Requirement(s):

Additional Information:

[Close](#)

Job Posting: Posting Detail

Posting: T2425-441

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|---------------------------------------|----------------------|-----------|------------------|---------|
| Teacher | Laity View Elementary | Temporary Assignment | 1.0000 | French Immersion | Grade 1 |

Unique Position Descriptors:

Effective **January 1, 2025** to June 30, 2025 or return of incumbent. Must be proficient in French communication.

Requirement(s):

Additional Information:

[Close](#)

Job Posting: Posting Detail

Posting: T2425-437

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|-----------------------|----------------------|-----------|------------------|--------------|
| Teacher | Laity View Elementary | Temporary Assignment | 1.0000 | French Immersion | Kindergarten |

Unique Position Descriptors:

Effective December 16, 2024 to June 30, 2025 or return of incumbent. Must be proficient in French communication.

Requirement(s):

The successful applicant should possess: Early Childhood Education training and experience. A clear understanding of the characteristics of the Kindergarten learner. Training, background and knowledge in the implementation of early literacy and early intervention programs.

Additional Information:

Job Posting: Posting Detail

Posting: T2425-441

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|---------------------------------------|----------------------|-----------|------------------|---------|
| Teacher | Laity View Elementary | Temporary Assignment | 1.0000 | French Immersion | Grade 1 |

Unique Position Descriptors:

Effective **January 1, 2025** to June 30, 2025 or return of incumbent. Must be proficient in French communication.

Requirement(s):

Additional Information:

[Close](#)

Job Posting: Posting Detail

Posting: T2425-469

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------------------|------------------------|-----------------|-----------|------------------|-------|
| Teacher/Support/SPED | Harry Hooge Elementary | Continuing | 0.6000 | Support Teaching | K-7 |

Unique Position Descriptors:

Effective as soon as possible. Workdays to be determined.

Requirement(s):**The successful candidate will possess the following:**

- *Successful teaching experience and coursework in special education that includes: assessment, adapting and modifying curriculum and teaching students with special needs;*
- *A Degree or Diploma in Special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.*

*Prospective candidates for this position must be willing to undergo a pre-screening by Student Support Services.

This assignment will involve supporting a group of students with the following range of designations:

- *severe behaviour;*
- *physically dependent;*
- *moderate to profound intellectual disabilities;*
- *physical disabilities and chronic health impairments;*
- *autism;*
- *mild intellectual impairment.*

Skills should include:

- *designing, adapting and modifying curriculum;*
- *writing, implementing and evaluating positive behaviour support plans and strategies;*
- *writing, implementing and evaluating IEP's;*
- *assessment (including level B tests);*
- *teaching function life skills; collecting behavioral and education baseline and progress data;*
- *using technology to support student needs and coordinating and facilitating the work of EA's.*
- *Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.*

Additional Information:

Job Posting: Posting Detail

Posting: T2425-468

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|------------------------|----------------------|-----------|------------|-----------|
| Teacher | Harry Hooge Elementary | Temporary Assignment | 0.4000 | Elementary | Grade 5/6 |

Unique Position Descriptors:

Effective as soon as possible until return of incumbent, but not beyond June 30, 2025 and may include a graduated return. Assignment is for Tuesday and Thursday.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2425-470

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|------------------------|-----------------|-----------|--------------------|------------------|
| Teacher | Harry Hooge Elementary | Continuing | 0.4000 | Physical Education | Intermediate 4-7 |

Unique Position Descriptors:

Effective as soon as possible. Workdays to be determined.

Requirement(s):

Additional Information:

Job Posting: Posting Detail

Posting: T2425-464

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|-------------------|------------------------|-----------------|-----------|---------|-------|
| Teacher Librarian | Maple Ridge Elementary | Continuing | 1.0000 | Library | K-7 |

Unique Position Descriptors:

Starting January 1, 2025. Must be proficient in French communication.

Requirement(s):

- Experienced classroom teacher, adept with a wide range of pedagogies and at selecting appropriate resources
- Strong literacy background
- Fully versed in the inquiry process
- Ability to support cross-curricular initiatives
- Strong communication, leadership, collaboration and management skills
- Willingness to work with a variety of technologies including: websites, online learning resources, and technology resource management
- For dual-track schools, proficiency in both English and French languages
- Certification and experience as a Teacher Librarian or a commitment to taking formal library coursework would be an asset

Additional Information:

Job Posting: Posting Detail

Posting: T2425-440

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|---------------------------------------|----------------------|-----------|----------------|----------|
| Teacher | Maple Ridge Secondary | Temporary Assignment | 1.0000 | Social Studies | Grade 9 |
| | | | | Social Studies | Grade 10 |
| | | | | History | Grade 12 |
| | | | | First Nations | Grade 12 |

Unique Position Descriptors:

Effective December 9, 2024 until return of incumbent, but not beyond June 30, 2025; may include a graduated return.

Requirement(s):

Additional Information:

[Close](#)

Job Posting: Posting Detail

Posting: T2425-429

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------------------|-----------------------------|----------------------|-----------|------------------|--------------------|
| Teacher/Support/SPED | Websters Corners Elementary | Temporary Assignment | 0.6000 | Support Teaching | K-3 Primary Grades |

Unique Position Descriptors:

Effective as soon as possible until return of incumbent, but not beyond June 30, 2025 and may include a graduated return. Assignment works Wednesday to Friday.

Requirement(s):**The successful candidate will possess the following:**

- *Successful teaching experience and coursework in special education that includes: assessment, adapting and modifying curriculum and teaching students with special needs;*
- *A Degree or Diploma in Special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.*

*Prospective candidates for this position must be willing to undergo a pre-screening by Student Support Services.

This assignment will involve supporting a group of students with the following range of designations:

- *severe behaviour;*
- *physically dependent;*
- *moderate to profound intellectual disabilities;*
- *physical disabilities and chronic health impairments;*
- *autism;*
- *mild intellectual impairment.*

Skills should include:

- *designing, adapting and modifying curriculum;*
- *writing, implementing and evaluating positive behaviour support plans and strategies;*
- *writing, implementing and evaluating IEP's;*
- *assessment (including level B tests);*
- *teaching function life skills; collecting behavioral and education baseline and progress data;*
- *using technology to support student needs and coordinating and facilitating the work of EA's.*
- *Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.*

Additional Information:

Job Posting: Posting Detail

Posting: T2425-459

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|-------------------------------------|----------------------|-----------|------------|-----------|
| Teacher | Whonnock Elementary | Temporary Assignment | 0.2000 | Elementary | Grade 4/5 |

Unique Position Descriptors:

Effective January 1, 2025 until return of incumbent, but not beyond June 30, 2025; may include a graduated return. Assignment is for Tuesdays.

Requirement(s):

Additional Information:

[Close](#)

Job Posting: Posting Detail

Posting: T2425-458

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|-------------------------------------|----------------------|-----------|--------------------|-------|
| Teacher | Whonnock Elementary | Temporary Assignment | 0.4000 | Physical Education | K-7 |

Unique Position Descriptors:

Effective January 1, 2025 until return of incumbent, but not beyond June 30, 2025; may include a graduated return. This prep assignment works Thursday and Friday.

Requirement(s):

Additional Information:

[Close](#)

Job Posting: Posting Detail

Posting: T2425-222

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------------------|---------------------|-----------------|-----------|------------------|-------|
| Teacher/Support/SPED | Yennadon Elementary | Continuing | 1.0000 | Support Teaching | K-7 |

Unique Position Descriptors:

Effective September 1, 2024.

Yennadon is a school of 700+ students with a Main Building, Annex and three classrooms in portables. For this position, case management and area of focus will be reviewed in collaboration with the successful applicant.

Requirement(s):**The successful candidate will possess the following:**

- *Successful teaching experience and coursework in special education that includes: assessment, adapting and modifying curriculum and teaching students with special needs;*
- *A Degree or Diploma in Special education would be preferred, as would additional coursework in behaviour, learning disabilities, or other specific areas of special education and/or experience working with students with special needs.*

*Prospective candidates for this position must be willing to undergo a pre-screening by Student Support Services.

This assignment will involve supporting a group of students with the following range of designations:

- *severe behaviour;*
- *physically dependent;*
- *moderate to profound intellectual disabilities;*
- *physical disabilities and chronic health impairments;*
- *autism;*
- *mild intellectual impairment.*

Skills should include:

- *designing, adapting and modifying curriculum;*
- *writing, implementing and evaluating positive behaviour support plans and strategies;*
- *writing, implementing and evaluating IEP's;*
- *assessment (including level B tests);*
- *teaching function life skills; collecting behavioral and education baseline and progress data;*
- *using technology to support student needs and coordinating and facilitating the work of EA's.*
- *Applicants should have the ability to work as part of a strong collaborative team and have excellent interpersonal, communication and collaborative skills.*

Additional Information:

Job Posting: Posting Detail

Posting: T2425-465

| Position | Location | Assignment Type | Hours/FTE | Subject | Level |
|----------|---------------------|----------------------|-----------|------------|----------------------|
| Teacher | Yennadon Elementary | Temporary Assignment | 1.0000 | Elementary | Kindergarten/Grade 1 |

Unique Position Descriptors:

Effective **February 1, 2025** to June 30, 2025 or return of incumbent.

Requirement(s):

The successful applicant should possess: Early Childhood Education training and experience. A clear understanding of the characteristics of the Kindergarten learner. Training, background and knowledge in the implementation of early literacy and early intervention programs.

Additional Information: