

Christ the Teacher Catholic Schools

ADMINISTRATIVE PROCEDURES

SECTION:	400 – PERSONNEL & EMPLOYEE RELATIONS	CODE:	AP 478
PROCEDURE:	ROLE OF THE BEHAVIOUR AND LEARNING SPECIALIST		

BACKGROUND

1. The Behaviour and Learning Specialist plays a critical role in supporting student services teams that have students with behaviour and diverse learning needs. Working under the direction of the Coordinator of Student Achievement and Supports (Coordinator of SAS) as a member of the RTI team, the Behaviour and Learning Specialist will support school RTI teams to develop and implement intervention strategies, build positive relationships with team members and students, and contribute to fostering a supportive and inclusive learning environment. The Behaviour and Learning Specialist will work with students, particularly those with learning or behavioural challenges, to help them improve their social, emotional, and academic skills. They assess, plan, and implement strategies to address behavioural concerns and promote positive learning environments. The role aligns with the mission and values of Catholic education, emphasizing compassion, patience, and respect for the dignity of every learner.

JOB DESCRIPTION

1. Immediate Supervisor: The Behaviour and Learning worker reports directly to the Coordinator of SAS and indirectly to the Superintendent of Education.
2. Qualifications:
 - 2.1. Post-secondary degree in education, child and youth work, social work, psychology, or a related field. A master's degree in a related field is preferred.
 - 2.2. Experience in supporting students with behavioural and learning challenges is preferred.
 - 2.3. Knowledge of Inclusion and Intervention Plans (IIPs) is an asset.
3. Required Skills and Abilities:
 - 3.1. Experience working with children or youth in educational, behavioural, or social service settings.
 - 3.2. Knowledge of RTI frameworks, behaviour management techniques, and/or intervention strategies.

- 3.3. Strong communication and interpersonal skills to work effectively with students, staff, and families.
- 3.4. Patience, empathy, and a solution-focused mindset when addressing challenging behaviours.
- 3.5. Ability to adapt to the diverse needs of students and demonstrate cultural sensitivity.
- 3.6. Familiarity with Catholic education principles and practices is an asset.
- 3.7. Strong organizational and problem-solving skills.
- 3.8. A commitment to fostering an inclusive, supportive, and faith-based learning environment.
- 3.9. A genuine passion for helping students overcome challenges and achieve their full potential.
- 3.10. Promote the values of Catholic education by fostering a sense of compassion, inclusion, and respect in all interactions.
- 3.11. Participate in school division faith activities, celebrations, and events, modeling the mission and vision of the school.

DUTIES AND RESPONSIBILITIES

1. The Behaviour and Learning Specialist shall perform such duties and responsibilities as may be assigned, including but not restricted to, the following:
 - 1.1. Collaboration with school RTI teams:
 - 1.1.1. Work closely with school RTI teams who have students requiring Tier 2 and Tier 3 interventions, to implement behaviour management strategies, de-escalation techniques, and social- emotional supports to help students regulate and engage in learning.
 - 1.1.2. Collaborate with the SAS Coordinator, SSST, classroom teachers, support staff and administration to execute intervention plans for students.
 - 1.1.3. Participate in team meetings to review student progress, program, and adjust interventions as needed.
 - 1.1.4. Assist in the implementation of Inclusion and Intervention Plans and other accommodations as directed.
 - 1.2 Student Support and Intervention:
 - 1.2.1 Provide one- on-one or small group support tailored to student individual needs.
 - 1.2.2 Support students in developing executive functioning skills, such as organization, time management, and task completion.
 - 1.2.3 Support the development of skills and collaborative problem solving to meet classroom expectations.
 - 1.3 Program Intervention:
 - 1.3.1 Deliver evidence-based collaborative and proactive behavioural interventions

- aligned with the RTI framework.
- 1.3.2 Co-create and support the delivery of programming related to non-curricular outcomes
 - 1.3.3 Co-create a structure to monitor and document student progress using data collection tools and provide input on the effectiveness of interventions.
 - 1.3.4 Assist in creating a safe and welcoming learning environment that promotes success for all students.
 - 1.3.5 Assist with the organization and facilitation of targeted activities designed to address specific learning or behavioural challenges.
 - 1.3.6 Build trusting and respectful relationships with students, acting as a mentor and positive role model.
 - 1.3.7 Identify lagging skills and unsolved problems for challenging behaviours and assist in implementing proactive strategies to develop necessary skills.
 - 1.3.8 Support students in developing skills to navigate social interactions, self-regulation techniques, and problem-solving abilities.
 - 1.3.9 Respond promptly and effectively to crises, ensuring the safety and well-being of all students.

CONFIDENTIALITY

At no time should the Behaviour and Learning Specialist discuss, in public, information pertaining to a student, families, employees or the operation of the school division. The Behaviour and Learning Specialist is expected to respect the confidential nature of the position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the School Division. Any breach of confidentiality in this regard is a serious violation of acceptable professional conduct.

Date Issued: September 11, 2026