Tlicho Community Services Agency – Job Advertisement and Duties

The Tlicho Community Services Agency is looking for positive and committed educators capable and willing to lead the implementation of four key priorities/initiatives in the Tlicho schools and classrooms: student achievement (literacy and math); health, wellness & student support; culture-based education; and the development of critical thinkers.

The Behavioural Interventionist reports to the principal and provides the in-school support for all teachers with respect to educational programming for all students in the school. This professional educator, provides interventions to support students with complex and diverse needs, and support delivery of individualized learning plans. The Behavioural Interventionist works directly with students as part of their program, and is part of the school based support team which coordinates services for students. For these positions we are looking for educators with extensive backgrounds in inclusive education, autism, and behavioural supports.

Requirements for the position:

- Bachelor's Degree in Education;
- Prefer a Master's Degree in Education (with a focus on Inclusion, Curriculum, Literacy, or similar);
- Eligibility for NWT Teacher Certification (all candidates will be required to hold a NWT teaching license);
- Satisfactory Vulnerable Sector Check (submitted at time of job offer);
- Required 3 years teaching experience, preferred 5 years with demonstrated experience within Inclusive Schooling; and
- Experience in Northern Indigenous Communities is preferred.

Interested applicants are asked to submit cover letter, resume and names of at least three (3) references, including your current supervisor.

Tlicho Community Services Agency – Behavioural Interventionist(s)

- Two term Behavioural Interventionist positions for the remainder of the 2026-2027 school year.
- A Behavioural Interventionist is required for CJBS and Elizabeth Mackenzie Elementary School (EMES)
- In all positions, the successful candidate will be required to adhere to the *Education Act*, NWT curriculum, and all relevant territorial Directives including *Inclusive Schooling, Student Assessment Evaluation and Reporting*, policies including the *Indigenous Language and Education Policy*, and the *Guidelines for Inclusive Schooling*, and the *NWT Inclusive Schooling Handbook*. Along with regional policies and frameworks.
- The appropriate candidate will be prepared to actively support, model, and co-teach self-regulation, culture-based education, and an inquiry-based learning model in the classroom.
- All classrooms are inclusive and include students with varying ability levels, so ideal applicants will be experienced in providing individualized student support and education plans, differentiated instruction, universal design for learning, authentic assessments, social-emotional learning, and trauma-informed practice.
- The TCSA has a high focus on literacy that aligns directly to the regional strategic plan in education, so the successful applicant must be prepared to support, model, and co-teach literacy strategies across all grades and subject areas. The successful candidate must have a strong background in literacy (ex: assessment, evaluation, instruction, and intervention).
- The most appropriate candidate will be an exemplary educator with cross-cultural experience and a strong commitment to community, students and a cross-cultural team environment.
- Flexibility, organizational skills, interpersonal skills, and a willingness to improve through coaching are required.
- Preference will be given to proficient educators with demonstrated initiative, planning, organization, communication, writing, and high interpersonal skills. They will be known for a very high standard of professionalism and will be a strong team player committed to working well with and earning the respect of their colleagues and supervisors.
- The successful candidate will demonstrate strong advocacy skills, and prioritize building relationship with colleagues, service providers, students, and especially parents.

- The TCSA embraces a philosophy of continuing professional learning and growth specifically tied to high levels of student learning. Active and positive leadership of Professional Learning Communities are a required approach to ongoing professional growth, instructional practices, assessment, and reporting in our region. TCSA schools use the PLC model to drive continuous improvement through collective capacity to use student achievement data to drive instructional and administrative decision making.

Responsibilities include:

- Establishing, implementing, and assessing the delivery of education with a primary focus on literacy, numeracy, Inclusive Schooling, and Tlicho Language and Culture.
- Member of School Based Support Teams,
- Assisting in the direction of Support Assistants including coaching, scheduling, and professional development;
- Facilitating the development and implementation of Student Support Plans and Individual Educational Programs including transition planning;
- Modeling, coaching, and providing advice to teachers and support staff on accommodations, differentiating, using approved materials and resources, assessing student strengths and challenges, and use of assistive technology;
- Leading school teams and participate in regional teams that promote safety, language and culture, supporting student engagement and inclusion, and working collaborative with other service providers;
- Maintaining strong communication with families to promote a positive school – community relationship and providing advocacy on behalf students;
- Working closely with the Regional Inclusive Schooling Coordinator and other board staff to ensure program delivery including regular meetings and delivering professional development to staff;
- Completing administrative responsibilities (eg: auditing student support files, reviewing report cards, monthly reports, data collection, class profiles, cumulative files, portfolios, student support files, etc);
- Supporting the development of self-regulating behaviours in students through a trauma informed practice; and
- Implementing the regional literacy and numeracy framework within all grades and subject areas.

Candidates must clearly identify their eligibility in order to receive priority consideration under the Indigenous Employment Policy (IEP).

The Government of the Northwest Territories is an inclusive workplace. If you have a disability and you require support during the hiring process, you are encouraged to identify your needs if you are contacted for an assignment or interview so that you may be accommodated during the hiring process.

If you do not have a Bachelor of Education (B.Ed.) but feel that you have an equivalency you will be asked to complete a Pathways to Teach Canada evaluation https://pathwaystoteach.ca/ or WES evaluation at your own expense.

Please submit applications via email jobstlicho@gov.nt.ca.