



GITKSEN WEST SECONDARY SCHOOL TEACHER JOB DESCRIPTION

GITKSEN WEST SECONDARY SCHOOL

Gitksen West Secondary School is a brand-new, state-of-the-art high school serving the Gitwangak, Gitsegukla and Gitanyow First Nations. We provide a safe, inclusive, and culturally rich learning environment that blends academic excellence with Sim'algayax and Gitksen culture, and traditions. Our modern facilities include specialized classrooms for science, arts, and trades, a full commercial kitchen for nutrition programs and culinary studies, a gymnasium, and outdoor track and sports field. Students have opportunities for work experience, leadership, and skill-building programs, while staff benefit from a collaborative and innovative professional environment.

JOB SUMMARY

Teachers are responsible for providing high quality instructional programs to students, ensuring that the B.C. Curriculum and Independent Schools requirements are met, while providing the best possible educational opportunities for each learner. Teachers are expected to collaborate with colleagues and implement project-based learning, particularly when weaving and implanting Sim'algayax and Gitksen culture throughout their curriculum.

Teachers are also responsible for implementing and supporting the Vision, Mission, Philosophy, and Strategic Plan as established by the Board of Education.

REPORTS TO

1. Principal

EMPLOYMENT QUALIFICATIONS

- Bachelor of Education Degree, Secondary
- Must have a BC Teacher's Certificate
- Minimum of two (2) years of teaching experience, preferably in a First Nations school
- In-depth knowledge of the BC Education Curriculum and related educational programs
- Strong understanding of 21st-century learning and project-based learning
- Demonstrated experience incorporating First Nations language and culture into curriculum and programming
- Knowledge of public, independent, and band-operated schools
- Innovative and Creative Teaching Experience
- Excellent communication skills, verbal and written
- Excellent organizational and administrative skills, including technology
- Team player
- First Aid, Level 1, asset
- Clear Criminal Record Check with Vulnerable Sector Screening.

DUTIES AND RESPONSIBILITIES

Duties of the Teacher include, but not limited to:

- a) Provide teaching and other educational services, including instructional assistance, to students as assigned by the Board. Within the first month of each school year, submit an annual Instructional Year Plan for each subject area to the Principal. Each plan shall include objectives reflecting local and individual needs, timelines, themes, units, and indicators. A revised Instructional Plan must be submitted by the end of January.
- b) Assist in providing programs that promote students' intellectual, human, social, and career development.
- c) Evaluate educational programs and student progress as required by the Minister and the Board, including:
 - Assessing each student's intellectual, human, social, and career development;
 - Administering and grading Required Graduation Program examinations, where applicable
 - Ensuring the security and proper handling of Provincial examinations.
- d) Maintain a daily plan book outlining lessons, learning outcomes, and assignments, and post a timetable showing the daily instructional program.
- e) Arrange out-of-school activities and field trips in consultation with the Principal, assume regular teacher responsibilities during such activities, and provide parents with detailed notices, permission forms, and transportation schedules.
- f) Organize and facilitate extracurricular activities for the benefit of students and the school community.
- g) Ensure that Education Assistants are effectively utilized in the classroom by providing appropriate structure, guidance, and daily or weekly work plans, with approval from the Principal.
- h) Demonstrate commitment to the integration of Sim'algayax and Gitksen culture throughout the school by working collaboratively with the Sim'algayax & Gitksen Culture Teacher and Knowledge Keepers in the design, delivery, and evaluation of culturally based projects.
- i) Weave Sim'algayax and Gitksen culture throughout all subject areas.
- j) Provide assistance with the supervision of students on school premises and at school-sponsored functions, as required.
- k) Ensure students understand and comply with school codes of conduct, rules, and policies.

- l) Encourage and support regular student attendance.
- m) Provide information regarding students as required by the Minister, Board, or, with Board approval, parents or guardians, including advising the Principal on class organization and placement of students with special needs.
- n) Verify the accuracy of information provided to the Minister when required.
- o) Encourage parental and community involvement and provide student progress reports as required by the Minister or the Board.
- p) Exercise vigilance over school property and equipment and report any damage or maintenance needs to the Principal.
- q) Be familiar with and follow the school's emergency and evacuation procedures, ensuring all students are accounted for during emergencies.
- r) Maintain an inventory of classroom books, equipment, and capital items, and submit requests for materials and supplies as needed.
- s) Return all school property, materials, and equipment upon completion of the annual contract or upon request.
- t) Attend all staff meetings, conferences, and professional development sessions as directed by the Principal.
- u) Support student teachers by allowing classroom observation and practice teaching, providing mentorship, and completing required evaluations and reports.
- v) Maintain all records required by the Minister, Board, and Principal.
- w) Provide student reports a minimum of five (5) times per school year (three formal and two informal) as directed by the principal.

WORKING CONDITIONS

- Full-time position based on the academic school year
- Classroom-based work with standing, walking, and occasional lifting of educational materials
- Regular interaction with students, staff, parents, and community members
- Participation in school events, extracurricular activities, and occasional evening meetings
- Exposure to a dynamic and culturally rich learning environment
- Adherence to school policies, safety procedures, and professional standards
- May require travel for field trips, professional development, or community engagement activities.

GENERAL DISCLAIMER

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EMPLOYEES HAVE THE RIGHT AND RESPONSIBILITY to ensure their own healthy and safe work environment, by exercising their right to: “Information, Instruction and Training”, “Refuse Unsafe Work” and “Participate in Workplace OH&S Programs”, as outlined in the Worker’s Compensation Act with WorkSafe BC or any other laws or regulations, both provincially and federally governing the Gitksen West Secondary School. It is intended that all tasks and responsibilities are performed by staff in a manner that ensures their safety and health and those of their co-workers.

IN THE OUTLINED DUTIES in this job description, it is highly probable that the employee will be exposed to very confidential and sensitive information. Therefore, it is intended that employees that fulfill these tasks will do so with the strictest of confidentiality as outlined in the Privacy and Confidentiality Act and any other applicable laws or regulations, both provincially and federally governing Gitksen West Secondary School and its employees.

YOUR SIGNATURE BELOW is an acknowledgement and commitment that you have read and understand the above outlined job description and will continually strive to accomplish each task in a professional and appropriate manner.

Teacher’s Name

Teacher’s Signature

Date

GWSS Principal’s Name

Principal’s Signature

Date

February 2026



GITKSEN WEST SECONDARY SCHOOL LEARNING SUPPORT TEACHER JOB DESCRIPTION

GITKSEN WEST SECONDARY SCHOOL

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JOB SUMMARY

The Learning Support Teacher (LST) provides leadership and coordination of inclusive education services to support the academic, social, emotional, and cultural success of students. The LST works collaboratively with the Educational Assistants, teachers, families, Elders, and community partners to ensure that students with diverse learning needs receive appropriate supports and individualized programming.

At Gitksen West Secondary School, the Learning Support Teacher plays a key role in delivering culturally responsive, strength-based, and trauma-informed practices that reflect Sim'algayax, Gitksen culture, and holistic approaches to student well-being.

REPORTS TO

2. Principal

EMPLOYMENT QUALIFICATIONS

- Bachelor of Education with valid B.C. Teacher Certification.
- Training or specialization in Special Education or Inclusive Education (Diploma or Master's preferred).
- Level B Assessment Qualification
- Experience developing and implementing IEPs and Behaviour Support Plans.
- Experience working with First Nations students and knowledge of culturally responsive and trauma-informed practices.
- Strong knowledge of differentiated instruction, assessment strategies, and inclusive education frameworks.
- In-depth knowledge of the BC Education Curriculum and related educational programs
- Strong understanding of 21st-century learning and project-based learning
- Excellent communication, organization, and collaboration skills.
- Ability to provide direct service to students in small group, pull-out, and push-in situations
- Ability to provide direct and consultative support to teachers and school-based teams
- Ability to support teachers in differentiating, adapting, and modifying curricula, instruction, and assessment.

- Knowledge of public, independent, and band-operated schools
- Ability to work collaboratively as part of a team
- Excellent organizational and administrative skills, including technology
- Clear Criminal Record Check with Vulnerable Sector Screening.

DUTIES AND RESPONSIBILITIES

1. Inclusive Education Leadership

- Coordinate and oversee school-based inclusive education services and supports.
- Identify students requiring additional academic, behavioural, or social-emotional support.
- Lead the development, implementation, and monitoring of Individual Education Plans (IEPs), Student Learning Plans (SLPs), and Behaviour Support Plans.
- Ensure compliance with Ministry of Education policies and inclusive education guidelines.

2. Assessment & Planning

- Support classroom teachers in identifying student strengths and learning needs.
- Coordinate psycho-educational assessments and collaborate with external professionals (e.g., psychologists, speech-language pathologists, occupational therapists).
- Analyze assessment data to inform instruction and intervention strategies.
- Monitor student progress and adjust supports as needed.

3. Instruction & Intervention

- Provide targeted small-group and individualized instruction in literacy, numeracy, executive functioning, and learning strategies.
- Support the implementation of differentiated instruction and Universal Design for Learning (UDL) practices in classrooms.
- Support teachers in differentiating, adapting, and modifying curricula, instruction, and assessment.
- Promote inclusive practices that support student independence and confidence.

4. Collaboration & Communication

- Work collaboratively with classroom teachers, Educational Assistants, the Student/Family Advocate, Youth Support Worker and school leadership.
- Participate in School-Based Team meetings and case management discussions.
- Communicate regularly with parents and caregivers regarding student progress and supports.
- Collaborate with community agencies and Band-operated services to ensure wraparound supports.
- Assist teachers in adapting curriculum, assessment methods, and instructional strategies.

5. Cultural & Holistic Support

- Integrate culturally grounded and land-based approaches into learning support strategies.
- Recognize and incorporate students' cultural strengths, identity, and community connections in planning.

- Support trauma-informed and strength-based practices across the school.

6. Supervision & Support of Educational Assistants

- Provide guidance and direction to Educational Assistants working with supported students.
- Assist in developing schedules, strategies, and classroom supports for EAs.
- Monitor effectiveness of interventions delivered by support staff.

7. Professional Responsibilities

- Maintain accurate documentation of student plans, progress reports, and meeting notes.
- Participate in professional development related to inclusive education, trauma-informed practice, and culturally responsive teaching.
- Uphold confidentiality, professional ethics, and school policies at all times.
- Contribute to a positive, collaborative school culture.

WORKING CONDITIONS

- Full-time teaching assignment with both instructional and coordination responsibilities.
- Participation in meetings with families and community agencies may occur outside regular instructional hours.
- Collaborative, team-based work environment focused on student well-being and success.
- Occasional evening or community events may be required.
- Classroom-based work with standing, walking, and occasional lifting of educational materials.
- Regular interaction with students, staff, parents, and community members.
- Participation in school events, extracurricular activities, and occasional evening meetings.
- Exposure to a dynamic and culturally rich learning environment.
- Adherence to school policies, safety procedures, and professional standards.
- May require travel for field trips, professional development, or community engagement activities.

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Learning Support Teacher's Name	Learning Support Teacher's Signature	Date
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GWSS Principal's Name	Principal's Signature	Date
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GITKSEN WEST SECONDARY SCHOOL PART-TIME TEACHER LIBRARIAN JOB DESCRIPTION

GITKSEN WEST SECONDARY SCHOOL

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JOB SUMMARY

This role blends teaching, literacy development, and library administration in a vibrant and culturally grounded learning environment. The Teacher Librarian is responsible for developing and leading a dynamic Learning Commons that supports literacy, research, inquiry-based learning, and student achievement; helping shape how young minds explore literature, identity, and knowledge through both Indigenous and global lenses.

The Teacher Librarian collaborates with staff to integrate information literacy, digital citizenship, and culturally responsive resources into classroom instruction. You will play an important role in ensuring the Learning Commons reflects and supports Sim'alg yax, Gitksen culture, and land-based education. Teachers are also responsible for implementing and supporting the Vision, Mission, Philosophy, and Strategic Plan as established by the Board of Education.

REPORTS TO

3. Principal

EMPLOYMENT QUALIFICATIONS

- Bachelor of Education with valid B.C. Teacher Certification.
- Teacher Librarian qualifications or coursework in Library Studies (preferred).
- Experience in a school library or Learning Commons environment is an asset.
- Minimum of two (2) years of teaching experience, preferably in a First Nations school
- Demonstrated experience incorporating First Nations language and culture into curriculum and programming.
- In-depth knowledge of the BC Education Curriculum and related educational programs
- Strong understanding of 21st-century learning and project-based learning
- Strong organizational, communication, and collaborative skills.
- Knowledge of information literacy, digital literacy, and research standards.
- Knowledge of public, independent, and band-operated schools
- Innovative and Creative Teaching Experience

- Excellent communication skills, verbal and written
- Excellent organizational and administrative skills, including technology
- Team player
- First Aid, Level 1, asset
- Clear Criminal Record Check with Vulnerable Sector Screening.

DUTIES AND RESPONSIBILITIES

1. Learning Commons Leadership

- Establish and maintain an organized, welcoming, and inclusive Learning Commons environment.
- Develop and manage a diverse and balanced collection of print, digital, and multimedia resources aligned with the B.C. Curriculum.
- Prioritize Indigenous-authored materials and culturally relevant resources that reflect Gitksan history, language, and traditions.
- Develop and implement library policies, procedures, and circulation systems.
- Manage the day-to-day operations of the school library, including overseeing acquisition, cataloguing, inventory of resources, classification, library budget and audits.

2. Instructional Collaboration

- Collaborate with teachers to support research, inquiry-based learning, project-based instruction and special projects.
- Teach students information literacy, research skills, media literacy, and digital citizenship.
- Support students in locating, evaluating, and ethically using information.
- Promote reading engagement and foster a culture of lifelong learning.

3. Literacy & Student Support

- Support school-wide literacy initiatives across grade levels.
- Assist students with independent reading selections and academic research.
- Contribute to student achievement by providing access to appropriate academic and cultural resources.

4. Cultural Integration

- Work collaboratively with the Sim'algayx & Gitksan Culture Committee and teachers to identify and integrate culturally appropriate resources.
- Support land-based and culturally grounded programming through curated materials and resource development.
- Encourage the visibility and use of Sim'algayx language and teachings within the Learning Commons.

5. Technology & Digital Learning

- Support the integration of educational technology within the Learning Commons.
- Maintain digital subscriptions, databases, and online research tools.
- Promote responsible and safe technology use.

6. Professional Responsibilities

- Participate in staff meetings, professional development, and school committees as required.
- Maintain accurate records and reports related to library services and usage.
- Ensure compliance with school policies, procedures, and safety standards.
- Always uphold confidentiality and professional ethics.

WORKING CONDITIONS

- This is a part-time teaching position with the possibility of becoming full-time, subject to the addition of further teaching assignments.
- Combination of instructional time, collaboration time, and independent library management responsibilities.
- Occasional evening or community events may be required.
- Classroom-based work with standing, walking, and occasional lifting of educational materials.
- Regular interaction with students, staff, parents, and community members.
- Participation in school events, extracurricular activities, and occasional evening meetings.
- Exposure to a dynamic and culturally rich learning environment.
- Adherence to school policies, safety procedures, and professional standards.
- May require travel for field trips, professional development, or community engagement activities.

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Teacher Librarian's Name

Teacher Librarian's Signature

Date

GWSS Principal's Name

Principal's Signature

Date

February 2026



GITKSEN WEST SECONDARY SCHOOL
SIM'ALGYAX & GITKSEN CULTURE TEACHER
JOB DESCRIPTION

GITKSEN WEST SECONDARY SCHOOL

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JOB SUMMARY

The Sim'algayax & Gitksen Culture Teacher (Knowledge Keeper) is responsible for delivering high-quality Sim'algayax language and Gitksen cultural instruction to students in Grades 8–12, aligned with the B.C. Ministry of Education Second Language curriculum framework for languages 5–12. Sim'algayax and Gitksen language programming supports language acquisition through listening, speaking, reading, and writing, and fosters cultural identity, communication skills, and meaningful community connection. The Teacher collaborates with all staff to weave language and cultural knowledge across subject areas and supports students in achieving defined language learning outcomes.

In accordance with BC language education policy, schools are encouraged to offer Indigenous languages that support student learning and cultural revitalization, with curriculum developed locally and aligned to provincial requirements and competencies.

REPORTS TO

4. Principal

EMPLOYMENT QUALIFICATIONS

- Bachelor of Education (Secondary), Indigenous Language Education, or equivalent post-secondary qualification
- Valid B.C. Teacher Certification or ability to obtain a Letter of Permission
- Semi-fluent or fluent Sim'algayax speaker with ability to read and write Sim'algayax, preferably western dialect
- Demonstrated commitment to language revitalization, cultural preservation, and community engagement
- Experience teaching language acquisition and Indigenous cultural content at the secondary level

- In-depth understanding of the BC Curriculum framework, curricular competencies, and second language acquisition
- Experience integrating language instruction with project-based and experiential learning
- Knowledge of public, independent, and band-operated school systems
- Strong communication, organizational, and collaborative skills
- Innovative and culturally responsive instruction practices
- First Aid Level 1 (asset)
- Clear Criminal Record Check with Vulnerable Sector Screening.

DUTIES AND RESPONSIBILITIES

Duties of the Teacher include, but not limited to:

Instruction & Curriculum Alignment

- Teach Sim'algayax language courses aligned with the BC Second Language curriculum structure for Grades 8–12 and local community language goals
- Use an integrated approach that supports listening, speaking, reading, and writing competencies in Sim'algayax
- Apply curricular competencies and content in language acquisition, cultural context, and communication skills
- Develop long-term curriculum overviews, unit plans, daily lessons, learning outcomes, and assessments
- Evaluate and report on student progress toward achieving language proficiency and cultural understanding.

Cultural Integration & Collaboration

- Work closely with classroom teachers to weave Sim'algayax and Gitksan cultural knowledge throughout the broader curriculum
- Assist in designing, implementing, and evaluating culturally anchored, project-based learning opportunities
- Collaborate with Elders, Knowledge Keepers, and community partners where appropriate to enhance student learning
- Use local cultural ayookw, stories, and traditions to enrich the learning experience.

Student Engagement & Development

- Foster student engagement and appreciation for language, culture, and heritage
- Promote student confidence in language use and participation in cultural events
- Support student social-emotional, academic, and cultural development through inclusive teaching practices
- Encourage regular attendance, respectful behaviour, and positive participation.

School & Community Participation

- Participate in staff meetings, professional development, and school events
- Encourage and support parental and community involvement in student learning

- Supervise students in and out of classroom settings, including field trips and cultural activities
- Be familiar with emergency protocols and ensure student safety.

WORKING CONDITIONS

- Classroom and cultural learning environments
- Participation in school and community cultural events
- Active engagement in collaborative team planning
- Will involve land-based activities and occasional evening/weekend events
- Supportive and innovative professional environment

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Teacher’s Name

Teacher’s Signature

Date

GWSS Principal’s Name

Principal’s Signature

Date

January 2026



GITKSEN WEST SECONDARY SCHOOL STUDENT/FAMILY ADVOCATE JOB DESCRIPTION

GITKSEN WEST SECONDARY SCHOOL

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JOB SUMMARY

The Student/Family Advocate (School Counsellor) is an integral member of the school-based team at Gitksen West Secondary School. This position provides direct social-emotional, academic, and career–vocational counselling and consultation services to students and their families.

The Student/Family Advocate (SFA) delivers a continuum of preventative, developmental, remedial, and intervention services, and facilitates referrals to community-based supports. The SFA works collaboratively with school staff, families, and external agencies to support the overall health, well-being, and success of students.

PURPOSE

School counselling services are school-based and designed to support students, families, and educators. These services facilitate students' educational, personal, social, emotional, and career development within the school and broader community.

The focus of school counselling is to enhance student development, contribute to a supportive and enabling school culture, and empower students toward positive change. The Student/Family Advocate does not serve a disciplinary role, but rather supports the development of effective behavioural and coping strategies.

REPORTS TO

5. Principal

EMPLOYMENT QUALIFICATIONS

- B.C. Teacher Certification and membership with the Teacher Regulation Branch (preferred)
- **Relevant post-secondary degree or diploma** in Counselling, Social Work, Psychology, or Child & Youth Care (in addition to or instead of teaching certification if applicable)

- **Certification or training in school counselling**, e.g., BC School Counsellor Association membership or recognized counselling credentials
- **Trauma-informed care training**, including experience with adverse childhood experiences (ACEs)
- **Cultural competency** with First Nations traditions, languages (Sim'algayax/Gitksen), and intergenerational trauma
- **Conflict resolution, mediation, and restorative practices** experience for school-based interventions
- **Knowledge of mental health assessment and referral protocols**, including anxiety, depression, substance use, and crisis intervention
- **Experience facilitating small groups and workshops** on social skills, peer mentoring, bullying prevention, or life skills
- **Ability to collaborate with external agencies** (mental health, social services, Indigenous health organizations)
- **Familiarity with Individual Education Plans (IEPs), transition planning, and career guidance frameworks**
- **Competency with record-keeping and confidential reporting** in compliance with FOIPPA and school policies
- **First Aid, Mental Health First Aid, or Suicide Intervention training** (asset)
- **Ability to support student post-secondary planning and scholarship applications**
- Excellent interpersonal, communication, and listening skills
- Experience working with First Nations children, youth, adults, and families
- Innovative, creative, resourceful, and collaborative team player
- Strong organizational, planning, and time-management skills
- Clear Criminal Record Check with Vulnerable Sector Screening.

DUTIES AND RESPONSIBILITIES

1. Counselling

The SFA provides individual, group, and classroom-based counselling services that support both prevention and intervention. Responsibilities include:

- Promoting personal and social development appropriate to students' developmental stages
- Counselling students, families, and community members to foster self-esteem, responsibility, decision-making, and social skills
- Identifying and addressing factors that may contribute to student challenges or barriers to learning
- Supporting educational achievement through goal-setting, portfolio development, Individual Education Plans (IEPs), and the promotion of effective study and work habits
- Providing appropriate interventions to address school-related concerns
- Supporting career education by assisting students and families in exploring career interests, options, and post-secondary pathways.

2. School Consultation and Planning

The SFA works collaboratively with:

- Students
- Educators and school-based teams
- Parents and guardians
- Community agency personnel and other professionals

This collaboration supports the development of effective strategies, programming, and Individual Education Plans to meet student needs at the individual, school, and community levels.

3. Coordination of Services

As a member of the school-based team, the SFA:

- Assists students and families in accessing school and community-based services
- Coordinates referrals, case management, and information gathering
- Acts as a liaison between home, school, and community agencies
- Supports student transitions between schools and assists with post-secondary planning.

4. Educational Role

The SFA may provide direct instruction to students in areas such as: peer helping, conflict resolution, social skills and life skills. The SFA also supports educators in the implementation of health and career education initiatives and contributes to the promotion of a healthy school environment. This role may include staff support and curriculum development.

5. Access to School Counselling Services

The SFA establishes and implements clear referral procedures that allow educators, students, families, and community personnel to access counselling services in a timely and appropriate manner.

6. Counselling Services Provided by Community Agencies

When community agencies provide services outside the school, the SFA assists in establishing agreements that clarify:

- Referral procedures
- Coordinated case management
- Information-sharing protocols consistent with the Freedom of Information and Protection of Privacy Act (FOIPPA)
- Emergency response and service prioritization procedures

When services are delivered within Gitksan West Secondary School, local agreements must be established that specify:

- Scope and role of the service
- Target population
- Referral and intake procedures
- Supervision and accountability
- Confidentiality and information-sharing protocols

- Required qualifications and ethical standards
- Access to facilities and resources
- Evaluation processes
- Duration of the agreement.

WORKING CONDITIONS

- Full-time, school-based position aligned with the academic calendar
- Work conducted primarily in an office, classroom, and school setting
- Regular interaction with students, families, staff, and community service providers
- May require flexible scheduling to accommodate meetings, crisis response, or family engagement
- Emotional demands associated with supporting students experiencing social, emotional, or behavioural challenges
- Adherence to professional ethics, confidentiality requirements, and privacy legislation
- Occasional participation in meetings, case conferences, or professional development outside regular school hours.

GENERAL DISCLAIMER

THE ABOVE STATEMENTS are intended to describe the general nature and level of the work being performed by employees assigned to this work. This is not intended to be an exhaustive list of all duties and responsibilities. Gitksen West Secondary School Board reserves the right to amend, change, add or remove responsibilities to meet business and organizational needs as necessary, in accordance with applicable Employment Laws.

EMPLOYEES HAVE THE RIGHT AND RESPONSIBILITY to ensure their own healthy and safe work environment, by exercising their right to: “Information, Instruction and Training”, “Refuse Unsafe Work” and “Participate in Workplace OH&S Programs”, as outlined in the Worker’s Compensation Act with WorkSafe BC or any other laws or regulations, both provincially and federally governing the Gitksen West Secondary School. It is intended that all tasks and responsibilities are performed by staff in a manner that ensures their safety and health and those of their co-workers.

IN THE OUTLINED DUTIES in this job description, it is highly probable that the employee will be exposed to very confidential and sensitive information. Therefore, it is intended that employees that fulfill these tasks will do so with the strictest of confidentiality as outlined in the Privacy and Confidentiality Act and any other applicable laws or regulations, both provincially and federally governing Gitksen West Secondary School and its employees.

YOUR SIGNATURE BELOW is an acknowledgement and commitment that you have read and understand the above outlined job description and will continually strive to accomplish each task in a professional and appropriate manner.

Student/Family Advocate's Name	Student/Family Advocate's Signature	Date
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GWSS Principal's Name	Principal's Signature	Date
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February 2026

