

Review Job Posting



#2627-254 1.0 FTE District School Psychologist - Temporary Contract

ACTIVE

Job Code 4048791
Number of Applicants 0

Job Details

Job Category
Teachers, Principals & Superintendents

Employment Start Date
09/08/2026

Job Type
Part Time Contract/Term

Applicant Type
External Applicants
Internal Applicants

Salary
TBD

Employee Group
On Leave
+ 6 More

School/Location
Inclusive Education

Job Description

Posting #2627-254

District Office / Inclusive Education

1.0 FTE position in the area of District School Psychologist

Schedule to be determined in consultation with the Director of Instruction, Inclusion

This is a Temporary Contract Position of Special Responsibility - Level 3

This position is effective September 8, 2026, and will continue until June 25, 2027.

The starting annual salary for a school teacher position ranges from \$60,000 to \$110,000, with placement on the range based on the length of service and qualifications in accordance in accordance with the collective agreement. Positions of Special Responsibility receive an additional pay allowance in accordance with the collective agreement based on the levels 1, 2, or 3.

While all applicants will be considered, preference will be given to qualified applicants who self-declare Indigenous ancestry.

Please contact Christine Love, Director of Instruction, Inclusive Education, at CLove@sd22.bc.ca, if you have specific questions relating to this position.

Qualifications:

- Master's Degree or PHD in Educational Psychology with course work in Level C Assessment
- meet the requirements for British Columbia School Psychologist Association

Duties:

- establishing liaison and transitions with preschool and post-secondary services in the community which provide programs for students with special needs
- providing advice to assist in program planning for students including Individual Education Plans, Individual Behaviour Plans, recommended personnel and resources
- assisting in accessing community supports and services for students
- providing knowledge of district wide programs and Inclusion resources
- overseeing programming and placement in specialized settings such as Resource rooms
- providing in-service for all staff and administration on issues related to inclusion
- providing diagnostic and interpretive services
- providing assistance in the identification and placement of students with diverse needs
- promoting system wide changes that enhance the achievement of all students
- identifying students for funding
- promoting early intervention and proactive teaching practices
- coaching teachers on exemplary practices
- promoting collaborative team approach to increase more active teaching and learning competencies.