



General Information

Position Title: Autism Consultant
Reports To: Student Services & Family Engagement Coordinator
Direct Reports: n/a
Date: May 9, 2026

About Kahnawà:ke Education Center

The Kahnawà:ke Education Center is an administrative body responsible to deliver locally controlled elementary and secondary school programs and services for Kateri School, Karonhianonhnha Tsi lonterihwaienstahkhwa, and the Kahnawake Survival School. The KEC administers and supports post-secondary programs and clients.

The KEC is governed by the Kahnawà:ke Combined Schools Committee (KCSC) who are responsible to maintain and uphold all legislation, policies and procedures of the KEC.

Position Summary

The main purpose of the Autism Consultant role is to support students with neurodiverse or needs in their inclusive educational programs and to facilitate the organization of services for these students within each of the schools of the Kahnawà:ke school system. This role encompasses the responsibility for detecting, evaluating, and providing students with Autism and other neurodiverse needs. The consultant provides consultation, coaching, and systems-level support to promote effective, evidence-based practices that improve student outcomes across educational environments. The Autism Consultant collaborates with IEP teams, educators, administrators, related service providers, and families to build staff capacity, strengthen programming, and support inclusive practices for students with ASD and other neurodiverse needs. The Autism Consultant collaborates with professionals in other departments to enable students to be successful in all subject areas. This role is responsible for promoting the inclusive approach throughout KEC, as well as improving staff understanding and skills through school meetings, workshops, professional development activities and relevant documentation for staff, parents, and student body.

Key Responsibilities

Responsibility 1: Students with Neurodiverse Needs and Family Supports (60%)

- To ensure that a nursery/kindergarten screening process is in place to detect difficulties and need for further Autism assessment.
- To consult with teachers to discuss cases and possible solutions to help with classroom interventions and adaptations for students with autism.
- To provide classroom assistance to help support the integration of new nursery/kindergarten students and students transitioning to the next grade.
- To conduct classroom observations to collect data and development of intervention plans.
- To ensure students are receiving pedagogical services that are inclusive and best address the potential students with autism or other neurodiverse needs (in collaboration with curriculum services).
- Participate in the creation of Individual Education Plans (IEPs) and transition plans for students with autism, ensuring that students are receiving appropriate supports, interventions, accommodations or modifications (in collaboration with school administrators and the student services teams in each school).
- To collaborate with other professionals, (i.e. psychologists, speech and language therapists, occupational therapists, etc.) to assure that students with autism are receiving the services they require.
- To liaise with outside agencies and organizations in order to coordinate services and seek support for students with autism and their families.



Responsibility 2: School and family Support and Guidance (20%)

- To identify the need, develop and provide workshops and other professional development opportunities to teachers and support staff members to enhance their expertise in working with students with autism and other neurodiverse needs.
- To identify the need, develop and provide workshops for the study body to foster an understanding of autism and promote an inclusive environment.
- To provide workshops for parents on autism to foster understanding and to empower them to advocate for their child(ren).
- Provide support to the families in accessing services outside of the school.
- To provide support to the Associate Principals of each school in their organization of services for students specifically with autism.
- To actively participate in a collaborative team to facilitate transitions of students with autism from the Step By Step Child and Family Center to nursery and kindergarten and from elementary to secondary school.
- Assist teams in evaluating and implementing assistive technology to support communication, access, and independence.
- Provide guidance on tools and resources that enhance student outcomes.

Responsibility 3: Students with Neurodiverse Needs and Family Supports (20%)

- Work in conjunction with the Coordinator of Student Services & Family Engagement and Special Education Consultants to ensure alignment of services and supports.
- To support, monitor and report to the SSFEC on the special education coding process applicable to special needs within the system for FNEC and AANDC funding purposes.

Skill & Competency Requirements

Core Competencies:

The necessary core competencies for this position include:

- Strong leadership, teambuilding, organization and negotiation skills.
- Strong interpersonal communication skills and competence in conflict resolution.
- Ability to demonstrate sound judgment when providing services to students with diverse or special needs and their families.

Technical Competencies:

Required technical competencies for this position include:

- Expertise in the use and interpretation of assessment tools used to evaluate students with autism and other neurodiverse needs.

Education, Knowledge & Experience

- Master's Degree in Inclusive/Special Education with 5 years of extensive experience working with students with autism or a Bachelor's Degree in Education with 8 years of extensive experience working with students with autism in an inclusive setting.
- Strong knowledge of the Kahnawà:ke Education System and/or experience in working with First Nations educational systems, in particular with the services that support students with diverse or special needs and their families.
- Complete proficiency in English language, knowledge of Kanien'kéha and French is an asset.