

APPLIED BEHAVIOUR ANALYSIS (ABA) SUPPORT WORKER*
July 27, 2006

NATURE AND SCOPE OF WORK

An Applied Behaviour Analysis Support Worker works in a collaborative team environment, receive direction from the teacher and reports to Management. The overall program responsibility for the student remains with the teacher.

The work involves providing assistance to the teacher with the delivery of programs and services as outlined in the student's Individual Education Plan (IEP). An ABA Support Worker assists students who meet the Ministry of Education criteria for Autism Spectrum Disorders. In addition, parent(s)/guardian(s) must write to the Director of Instruction for Student Support Services, documenting that the student is involved in a home-based ABA program and request that an ABA Support Worker assist their child.

The work of the ABA Support Worker is distinguishable from the work of a Special Education Assistant by the use of required training, knowledge and skills specific to Applied Behaviour Analysis (ABA).

TYPICAL RESPONSIBILITIES

Provides assistance in the school context in the delivery of provisions outlined in the student's Individual Education Plan (IEP). In addition, the ABA Support Worker assignment may include, but is not limited to, reinforcement of teacher lessons, supervising tests, carrying out prescribed behaviour modification programs (including ABA), assisting with work experience agreements, preparing and setting out materials and equipment, etc.

Performs Level I personal assistance tasks as defined by the Ministry of Health protocols. Such tasks may include, but are not limited to, feeding, hygiene, toileting and diapering. May be required to administer medications provided by parent(s)/guardian(s), and as authorized by a physician. May provide basic first aid as required.

Maintain appropriate records.

May provide input to IEP development.

May supervise students with special needs at recess and lunch.

May work with external consultants or therapists when deemed appropriate by the principal.

Maintains confidentiality of sensitive information.

Upon request by the teacher or principal, participates in meetings with parents to discuss the student progress.

QUALIFICATIONS

1000 hours of home-based behavioural intervention practicum training (250 hour must focus on discrete trial). This requirement must be approved by the Surrey College ABA Support Worker Advisory Board and must include a competencies based assessment.

Must be eligible for and commit to the completion of the Surrey College ABA Support Worker Program by the end of the 2006-2007 school year.

CLASS SPECIFICATION

2006-09-29

ABORIGINAL CHILD/YOUTH CARE WORKER

NATURE AND SCOPE OF WORK

An Aboriginal Child/Youth Care Worker participates in a collaborative model to assist and support children, youth and their families as they deal with life issues, which have created disruption in their lives. Aboriginal Child and Youth-Care Workers focus on the enhancement of behavioural, emotional and social growth of children and youth. In the collaborative model, the teacher has the responsibility for the student's educational progress. Students requiring Aboriginal Child/Youth Care Worker support are often 'at-risk' and require extensive support to make better choices in their educational and personal life experiences. Aboriginal Child and Youth Care Workers work with students who may be enrolled in rehabilitation programs such as Social Development, BASES, Secondary Alternate, etc.

Aboriginal Child/Youth Care Worker's encounter student behaviours ranging from complete withdrawal and non-communication to loud, aggressive and sometimes violently disruptive acts. An Aboriginal Child/Youth Care Worker's responsibilities may vary from school to school, but all have the ultimate objective of helping the Aboriginal students stay in school and experience success with their education. This would be a collaborative approach involving teachers, counsellors and other professionals. This is achieved by building rapport, providing emotional and other supports while developing their social skills that fosters a healthy sense of self-esteem and confidence.

The work involves duties such as working collaboratively with other staff members to develop Individual Education Plans for at-risk students who are experiencing difficulty with their behaviour and/or attendance issues. Building relationships between the parents and families of the students will be crucial in this role as an Aboriginal Child/Youth Care Worker.

An Aboriginal Child/Youth Care Worker receives assignments and direction from the Aboriginal Education Department, but reports to a school administrative officer when working in a school or classroom.

TYPICAL RESPONSIBILITIES

Attends integrating classes with individual students to provide encouragement and support, as well as escorting students, in consultation with teacher from classrooms in the event of disruptive behaviour, and facilitates students' re-entry into classes. As required, spends time with disruptive students "one-to-one" until behaviour appears sufficiently improved.

To counsel students in anger management, personal hygiene, problem-solving skills, life skills and conflict resolution.

Discusses and coordinates behaviour management techniques with teachers of integrating classes and other school professionals. Periodically reviews the effectiveness of such techniques with teachers, suggests modifications where necessary, and monitors student behaviour until the

school based team, the teacher, appropriate district counsellor, etc. are satisfied that the results allow a withdrawal of further assistance.

Focuses on the enhancement of behavioural, emotional and social growth of Aboriginal children and youth.

Assists in the development of Individual Education Plans (IEP's) and participates in School Based Team meetings as requested. Liaises and encourages parent participation in the improvement plans and maintains positive relationships with parents.

Is available to staff for emergency and crisis situations that involve students and/or families.

Encourages parent participation with all aspects of their child's educational career to discuss students' progress, behavioural problems, absences, etc.

Assists and supports Aboriginal students and parents to liaise with the school system. Collaborates with the Aboriginal Area Team in providing support and guidance to Aboriginal students.

In consultation with teachers and/or counsellors, acts as liaison between the school system and various Aboriginal support agencies and statutory/government agencies. Discusses issues such as home environment, abuse, and offences under the Young Offenders Act. Recommends interventions and strategies as circumstances warrant.

In consultation with teachers, plans, develops, delivers, organizes and supervises social or cultural events, workshops, programs and activities that address Aboriginal issues.

Monitors student attendance and upon request makes home visits as necessary to encourage improved attendance.

Maintains daily log, files and records regarding services provided to students and submits a monthly report to the Administrative Principal, Aboriginal Education. Completes (on a daily basis) the Aboriginal Education Plans (AEP's) on every student on his/her caseload, as requested by the Aboriginal Education Department.

Facilitates enthusiasm for working in a climate of change and growth.

Promotes cultural awareness for other members of the school culture and contributes actively to the building of Aboriginal cultural presence in the schools.

In consultation with a teacher, provides personal, career and educational guidance to Aboriginal students and families through a variety of individual, culturally relevant, family and group treatment models.

In consultation with the local community, Aboriginal communities and parents may assist and participate in the planning, organization, delivery and supervision of field trips, social events, sports and other activities including experiences in Aboriginal culture, heritage and spirituality.

Performs other related duties, as required.

JOB REQUIREMENTS KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of behavioural problems commonly encountered by Child/Youth Care Workers.

Ability to restrain disruptive or violent students and to take defensive measures if attacked, through non violent crisis intervention.

Knowledge of strategies to assist Aboriginal students to learn or increase pro-social behaviours and decrease anti-social, problematic behaviours.

Knowledge of cognitive-behavioural interventions.

Ability to teach students to build on their strengths while reinforcing desirable behavioural approximations.

Ability to assist and support students to explore their issues and cope with related feelings.

Knowledge of theories related to families, values and beliefs about families within an Aboriginal family-systems unit.

Knowledge of the Grief Cycle.

Ability to motivate students.

Ability to work on feet for most of the working day.

Ability to maintain a positive and supportive attitude while attending to undesirable situations.

Knowledge of the various acts, laws and legal obligations that protect children in the Province of British Columbia.

Excellent leadership, interpersonal and communication skills.

Thorough knowledge and experience, and the ability to develop and maintain rapport in supporting Aboriginal students and their families.

Demonstrated understanding and knowledge of Aboriginal culture and history.

Experience in planning and implementing workshops for Aboriginal youth and families.

TRAINING AND EXPERIENCE

Completion of Grade 12, plus a Certificate as a Child and Youth Care Counsellor from a community college or similar institution recognized by the district.

Two years practical experience in work related to the care of Aboriginal children or youth with behavioural problems or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's license

CLASS SPECIFICATION

Revised 2004-07-30

ABORIGINAL DISTRICT CULTURAL FACILITATOR

(Formerly First Nations Support Worker)

NATURE AND SCOPE OF WORK

The Aboriginal Cultural Facilitator develops and implements an Aboriginal cultural program to students and school staff that focuses on the Katzie, Semiahmoo, Metis and other Aboriginal cultural groups. The Aboriginal Cultural Programs enhance the school-based curriculum and provide increased opportunities for Aboriginal cultural awareness to the school and local community.

An Aboriginal Cultural Facilitator receives assignments and direction from the Aboriginal Education Department, but reports to a school administrative officer when working in a school or classroom.

TYPICAL RESPONSIBILITIES

Improves student's basic knowledge of Katzie, Semiahmoo, Metis and other B.C. Aboriginal cultural groups' history and culture, including designs, drawings, paintings and carvings.

Creates positive awareness and understanding about Katzie, Semiahmoo, Metis and other Aboriginal cultural groups within the context of integrating Aboriginal culture, history and art into the curriculum.

Conveys knowledge and understanding of Aboriginal history, culture and art to students/staff in K to 12.

Works closely with the classroom teacher and the school-based principal to support the implementation of the Aboriginal Art/Culture program for students.

Liaises with the classroom based teacher for effective delivery of the program.

Facilitates promoting cultural awareness for other members of the school community and contributes actively to the building of an Aboriginal presence in the schools.

Encourages parent participation as learners and teachers of their child's cultural heritage. Develops, in consultation with teachers, strategies that will enhance the personal, social, and cultural development of students.

Assists the school in using appropriate Aboriginal community resources to enhance the cultural program of the students.

Liaises with and uses a network of Aboriginal parents, bands, urban organizations and other community resources to support the Aboriginal Cultural Program.

In consultation with the local community, Aboriginal communities and parents may assist and participate in the planning, organization, delivery and supervision of field trips, social events, sports and other activities including experiences in Aboriginal culture, heritage and spirituality.

Maintains files and records regarding services provided to students as requested by the Aboriginal Education Department.

Maintains daily logs on individual students and submit a monthly report to the Administrative Principal for Aboriginal Education.

Provides leadership and demonstrate enthusiasm for working in a climate of change and growth.

May work assisting students with the core curriculum at the appropriate grade level(s).

Collaborates with the Aboriginal Area Team by providing support and guidance to Aboriginal students.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of processes in acculturation.

Thorough knowledge of Aboriginal cultures and an understanding of problems, concerns and strengths in these traditions, together with the ability to assist with the bridging of cultures.

Demonstrates knowledge of the history, culture and values of Aboriginal people living on the Coast Salish territory.

Ability to communicate effectively in English, both orally and in writing and if required, some proficiency in an Aboriginal language.

Ability to establish and maintain effective working relationships with individuals from diverse cultures and communities.

Ability to assist professional educators with interpreting needs where Aboriginal or other cultural differences are a factor in the school.

Ability to integrate, in consultation with teachers, Aboriginal art/culture for K to Grade 12 students.

Ability to understand and work with core curriculum at the appropriate grade level(s).

Ability to adapt to changing situations and to develop and maintain rapport with students, staff, parents and the community.

Knowledge classroom management skills.

TRAINING AND EXPERIENCE

Completion of grade 12, plus an additional post-secondary program of up to one year in a First Nations field of study, such as anthropology, sociology and history, from a post-secondary institution recognized by the District.

Provides evidence of recent facilitating experience of at least one year, in Katzie, Semiahmoo, Metis or other Aboriginal cultural group's art and culture to primary, intermediate and secondary students.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's Licence.

CLASS SPECIFICATION
2006-05-25

ABORIGINAL EDUCATION ASSISTANT

NATURE AND SCOPE OF WORK:

The Aboriginal Education Assistant participates in a collaborative model with district educators, parents and Aboriginal community to support Aboriginal students achieve academic success with their educational program.

The work involves duties such as working collaboratively with other staff members to develop and implement academic programs to successfully meet the needs of Aboriginal students. This may be done one on one or small group instruction. Academically assist Aboriginal students to achieve success in specific curriculum areas and provide academic assistance by coaching, explaining and enhancing their learning experience.

The Aboriginal Education Assistant receives assignments and direction from the Aboriginal Education Department, but reports to a school administrative officer when working in a school or classroom.

TYPICAL RESPONSIBILITIES

Assist schools in the academic, cultural, social and emotional support of Aboriginal students.

Provide input into Individual Education Plans and provide classroom assistance in the delivery of IEP's, including reinforcement of teacher lessons, supervising tests and read and scribe for exams.

Assist Aboriginal students to achieve success in specific curriculum areas and provide academic assistance by coaching, explaining and enhancing their learning experience.

Assist teachers by providing individual and small group instruction and guidance to Aboriginal students.

Provide academic support for senior Math, Science and Humanities courses.

Motivate and challenge students with varying abilities and interests. This would include working with programs such as BASES, Alternate, Aboriginal Programs, SLD, at risk and gifted students.

Provide resource support to classroom teachers.

Encourage and assist Aboriginal students to research and locate learning resources for home study and to complete assignments and exercises in a timely manner.

Act as an advocate and liaise with students, school and the local Aboriginal community.

Liaise and participate in staff meetings, school based team meetings, and with the Aboriginal community and parents as required.

In consultation with post-secondary institutions, local schools and parents/Aboriginal community, plans and participates in the organization, record keeping, delivery and supervision of student field trips, social events, sports and other activities including experiences in Aboriginal culture, heritage and spirituality.

Liaise with post-secondary institutions; directs and assists students to research and explore deadlines for applications, scholarship information, course requirements, tuition and costs, program opportunities, contact information, funding for Aboriginals including community and governmental resources available in the pursuit of educational and career goals.

Assist/support the Aboriginal students with transition situations such as elementary to high school, high school to post-secondary, change in programs and work experience.

Assist students with career and job searches, and submitting applications for employment opportunities.

Participate in meetings with parents to discuss individual student progress. Makes home visits as necessary to discuss with parents/guardians student progress and encourage improved attendance/academic achievement.

Monitor progress and needs of students and schedule students supports as needed; review course selection with students, parents/guardians.

Maintains files and records regarding services provided to students and monitors student attendance. Completes the Aboriginal Education Plans (AEP's) on every student on his/her caseload, as requested by the Aboriginal Education Department (on a daily basis).

Maintains the confidentiality of sensitive information.

Provide an Aboriginal Leadership and Academic Support Program that links the culture with the educational environment.

Collaborate with the School Based Team by providing support and guidance to Aboriginal students.

Distributing information re: special events: summer camps, leadership workshops, art programs etc. that promotes Aboriginal content.

Provide leadership and demonstrate enthusiasm for working in a climate of change and growth.

Implement clearly defined limits of acceptable behaviour while encouraging academic success.

Performs other related duties as assigned.

JOB REQUIREMENTS

KNOWLEDGE, SKILLS AND ABILITIES

Demonstrated ability to successfully support teachers in senior academic coursework in mathematics, science and other specified discipline for the particular position.

Ability to understand and work with core curriculum at the appropriate grade level(s).

Demonstrated ability to communicate effectively in written and oral English.

Knowledge and understanding of Aboriginal culture, heritage and spirituality.

Training and motivation, behavior management, leadership, interpersonal skills and problem-solving skills required to perform the duties of the position.

Demonstrated ability to establish and maintain respect for and from students.

Ability to utilize a personal computer and standard classroom and office equipment.

Knowledge of the various acts, laws and legal obligations that protect children in the Province of British Columbia.

Demonstrated ability to work at a level of independence and with the degree of initiative appropriate to the position.

Ability to work on feet for most of the day.

Ability to establish and maintain rapport and effective working relationships with students and staff.

TRAINING AND EXPERIENCE

High school graduation or the equivalent; plus an additional program of over two and up to three years or equivalent in an academic discipline from a post secondary institution recognized by the District.

A minimum of one year experience in a K-12 setting or equivalent experience.

LICENCES, CERTIFICATES, REGISTRATIONS

Valid class 5 BC Driver's License.

CLASS SPECIFICATION

99-10-27

ACCOUNTING ASSISTANT I

(Formerly: Accounting Clerk I)

NATURE AND SCOPE OF WORK

An Accounting Assistant I provides financial advisory and processing services for assigned schools and departments. Maintains the integrity of the district's financial records and compliance with policies, regulations and external requirements.

The work involves liaising, problem-solving, providing financial advice and communicating technical information in a straightforward manner. The work requires utilizing diverse computer software applications to analyse, research and process financial transactions and to prepare adjustments and journal entries. An employee in this category prioritizes and coordinates tasks with team members to satisfy deadlines.

An Accounting Assistant I provides technical direction and/or advice to support staff in the department and to administrative staff in assigned schools and departments. An employee in this classification exercises limited independent judgement and action within defined parameters.

Work is conducted under the direction of a Senior Accounting Assistant and management.

TYPICAL RESPONSIBILITIES

Responds to enquiries as a primary contact and provides financial advisory services and financial software support to assigned client schools and departments by providing telephone help and field assistance.

Solves problems related to financial records, transactions and planning by researching information utilizing diverse software applications and communicating financial information in a straightforward manner to non-financial personnel.

Utilizes a personal computer to research databases, analyse data and solve problems related to the payments, receivables and financial systems including linkage with Purchasing, Payroll, Continuing Education and Budgeting systems.

Audits reimbursement requests for payment ensuring compliance with policy and agreements, documentation adequacy, appropriate authorization, general ledger account accuracy, budget capacity and SOFI data identification. Prepares payment processing documentation. Initiates problem resolution.

Prepares Capital Certificates of Payment involving large individual amounts for disbursement after performing title lien search, contract verification and authorization authentication.

Receives remittances and researches applies account codes and issues receipts.

Prepares journal entries in spreadsheet form using accounting knowledge and intermediate spreadsheet skills to process electronic invoices from vendors and provide accurate presentation of the District's finances.

Provides financial technical direction and guidance to support staff in the department.

Audits data entry batches generated by junior staff.

Reconciles intermediate accounts and statements (i.e. banks and general ledger accounts), prepares adjustment entries and recommends actions.

Prepares government prescribed tax forms.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of the methods, practices and principles involved in the processing of all financial transactions and accounting for assigned operations.

Ability to apply the basic financial aspects of applicable legislation including: taxes, tariffs, Builder's Lien, Workers Compensation, Financial Information, Freedom of Information and Protection of Privacy, etc.

Ability to apply Board policy, regulations and procedures related to financial matters.

Ability to apply the body of knowledge comprising the first level of a professional accounting program.

Ability to utilize, at an intermediate level, networked personal computers and applications software for operating systems, word processing, spreadsheets and Internet, and mainframe multi-user computer applications related to the work.

Ability to self-organize within the context of a team, satisfy competing deadlines, and comprehensive requirements.

Ability to communicate effectively in oral and written English utilizing the terminology of business, benefits, accounting and taxation.

Interpersonal, communication, customer service and teamwork skills to deal with employees at all levels and with outside agencies.

Ability to maintain sustained attention to decision-making and apply a comprehensive body of knowledge within the context of high volume activity and deadlines.

Ability to solve technical problems effectively.

Ability to provide financial technical direction and advice.

TRAINING AND EXPERIENCE

Completion of grade 12, and first level of a recognized professional accounting body's program or equivalent training in accounting or business administration (accounting major) and software utilization from a post secondary institute recognized by the district.

One year recent full-time experience as an accounting technician in a similar computerized financial services environment or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

ACCOUNTING ASSISTANT II

(Formerly: Accounting Clerk II)

NATURE AND SCOPE OF WORK

An Accounting Assistant II coordinates financial processing production and provides advisory and processing services to assigned internal users. Maintains the integrity of the district's financial records and compliance with policies, regulations and external requirements in dealing with issues of intermediate complexity.

The work involves coordinating team production, training staff, monitoring work quality, resolving problems of intermediate complexity, providing financial advice and communicating technical information in a straight-forward manner. The work requires in-depth systems knowledge to utilize diverse computer software applications in analysing and processing financial transactions. Limited independent judgement is exercised within defined parameters.

Work is directed by a Senior Accounting Assistant and management.

TYPICAL RESPONSIBILITIES

Coordinates and trains junior staff on specific job tasks and participates in the work as needed.

Coordinates data entry, balances batches, maintains deadlines, audits input and output of data, and problem-solves. Approves production of output.

Coordinates and checks entry interfaces edits and finalizes with the team and other departments to accurately satisfy production deadlines.

Solves intermediate financial problems related to databases and operations.

Reconciles accounts and statements involving a large volume and range of exception issues (i.e. banks, merchant accounts, benefit liabilities, payables, receivables).

Prepares journal entries using accounting knowledge and advanced spreadsheet skills to provide accurate presentation of the District's finances.

Audits reimbursement requests for payment.

Initiates electronic payments through computerized commercial banking technology.

Tests financial software and participates in systems development initiatives.

Coordinates records pursuant to Records Classification System and arranges for archiving and microfilming.

Prepares trust fund financial reports for funding agencies, budgets, variance analysis and cash flow forecasts by analysing accounting and payroll data, applying contracts and coordinating with funding agencies and Accounts Coordinators.

Responds to inquiries as a primary contact, provides financial advisory services and supports financial software usage for assigned users by providing telephone help and field assistance.

Provides financial advisory and processing services in relation to trust funds, including facilitating the receipt, holding in trust and disbursement of funds.

Bills and collects receivables by applying contractual provisions to activity data, determining account classification, coordinating junior staff in invoice production, monitoring outstanding invoices, initiating collection, and resolving problems with customers.

Projects cash flow, tracks investments and maturities to optimize investments.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to schedule, coordinate and monitor the production of the work unit.

Ability to provide instruction on tasks.

Ability to test financial software and participate in systems development initiatives.

Knowledge of the methods, practices, principles, procedures and controls involved in processing financial transactions and accounting for the district's operations.

Ability to apply the financial aspects of applicable legislation, agreements, contracts, benefit plans, policies, regulations and administrative practices.

Ability to apply the body of knowledge comprising the second level of a professional accounting program.

Ability to utilize, at an intermediate level, networked personal computers and applications software for operating systems, word processing, database and spreadsheets (advanced level), and mainframe multi-user computer applications related to the work.

Ability to self-organize, prioritize and coordinate tasks and to satisfy competing deadlines, and maintaining comprehensive requirements.

Interpersonal skills and the ability to communicate effectively in oral and written English utilizing the terminology of business, accounting and taxation.

Ability to maintain sustained attention to decision-making and apply a comprehensive body of knowledge within the context of high volume activity and deadlines.

Ability to solve technical problems of intermediate complexity related to the work performed.

TRAINING AND EXPERIENCE

Completion of grade 12, and second level of a recognized professional accounting body's program or equivalent training in accounting or business administration (accounting major) from a post secondary institute recognized by the district.

One year recent full-time experience as an accounting Technician in a similar computerized financial services environment, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

(Modified September 11, 2001)

BUS DRIVER

(Formerly: Bus Driver)

NATURE AND SCOPE OF WORK

A Bus Driver operates a school bus, which includes conducting pre / post-trip vehicle safety inspections for the safe and efficient operation of the bus in transporting students, to and from school. Drives extra curricular runs. A Bus Driver is also responsible for the interior and exterior cleanliness of the vehicle.

Work is directed by a Foreman and Management.

TYPICAL RESPONSIBILITIES

Performs pre / post-trip safety inspections in compliance with District Policies, National Safety Code and the Motor Vehicle Act of B.C.

Checks fuel, oil and coolant levels, etc. regularly and refills to proper levels as necessary.

Drives a school bus to safely transport students to and from school and drives extra curricular runs.

Monitors student conduct on the bus and reports any disciplinary problems to designated authorities.

Sweeps and cleans vehicle interior daily, washes and sanitizes the vehicle interior weekly and washed the exterior as necessary to maintain vehicle in a safe and clean condition. Reports items requiring repair to designated authority, ensures vehicle is in safe operating condition at all times.

Prepares and completes forms, reports, route maps, etc., as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Understanding of basic vehicle mechanical functions and bus servicing requirements.

Skill and ability in the safe and efficient operation of conventional and forward control gasoline and diesel powered buses.

Public relations skills.

Ability to communicate effectively in English and the ability to understand and carry out oral and written assignments.

Ability to establish and maintain effective working relationships with fellow employees and others.

Ability to perform pre / post-trip vehicle inspections.

Knowledge of the Highway Traffic Act, Motor Vehicle Act, National Safety Code, and School Act and other applicable regulations.

Knowledge of WHMIS, WCB occupational health and safety regulations and District safe work practices, policies and procedures to perform work requirements within the applicable area.

Ability to successfully complete SOFA Training.

TRAINING AND EXPERIENCE

Less than grade 12.

Completion of the B.C. School Bus Driver Training course.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid Class 2 B.C. Driver's Licence with air brake endorsement.

CLASS SPECIFICATION

99-10-27

BUYER

(Formerly: Materiel Buyer)

NATURE AND SCOPE OF WORK

A Buyer performs work relating to the procurement of a wide variety of goods, materials, services and equipment for the school district.

An employee in this classification processes requisitions, clarifies requirements with user departments, draws tenders, obtains and evaluates quotations, prepares and places orders, and ensures that orders are expedited. Considerable discussion with a wide range of users and suppliers is involved in locating sources of supply, determining suitability of goods available, and ensuring that they satisfy the needs of users. A Buyer also acts as a resource to staff throughout the district by providing advice and information regarding purchasing policies and procedures, markets and sources. A Buyer uses computers and applicable software to perform the majority of duties associated with the work.

A Buyer provides direction to clerical employees engaged in related work, and oversees use of an automated tender system for certain items. Ensures that deadlines and user needs are met.

Work is conducted under the direction of management and involves the exercising of independent judgement and action within defined parameters.

A Buyer reports to Management.

TYPICAL RESPONSIBILITIES

Reviews purchasing requisitions to determine the exact nature of goods and services ordered. Contacts originators and discusses and clarifies requirements, proposed end-users and possible alternatives.

Writes product descriptions and specifications. Develops and authors requests for quotations (RFQ's), and ensures that all related documentation is promptly processed.

Analyses and evaluates bids and quotations and ensures that all comparative data is considered. Selects best alternative, and signs and forwards purchase orders for counter signing by manager and maintains confidentiality, as required.

Reviews and considers new bidders and products and maintains liaison with vendors to consider products and resolve problems.

Under supervision, oversees contracts including monitoring, resolving problems and protecting the District's rights.

Serves users by providing standard and district product catalogues, product cost information, sources, and organizing the ordering process.

Locates market sources for standard and non-standard items. Discusses requirements with suppliers, obtains all relevant information for evaluation and comparison purposes, and reviews findings with end-users.

Discusses problems relating to the quality or usefulness of purchases with user departments. Arranges for replacements or refunds with suppliers, and negotiates the exchange of goods. Solves problems relating to purchasing duties. Expedites warranty claims.

Controls an automated tendering system used for the purpose of large orders of standard items such as annual school supplies.

Plans, assigns, prioritizes and directs the work of clerical staff engaged in related work, informs the manager of any major problems or deficiencies.

Recommends changes to departmental documents and procedures. Identifies specifics of such changes and prepares drafts of proposed forms and procedures as appropriate.

Facilitates strategic purchasing and provides advice, guidance and information regarding purchasing policies and procedures to district staff.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to satisfy multiple service requirements with urgent deadlines.

Knowledge of the types, quantities, sources and prices of goods and services used by the school district.

Knowledge of the practices, procedures and techniques used in large scale computerized purchasing operations.

Knowledge of market conditions, price trends, delivery and pricing practices prevalent in both the public and private sectors.

Knowledge of legislation regarding purchasing including, purchasing contracts, sale of goods, bid and performance bonds, tendering, tax regulations, etc.

Ability to interpret Board policies, regulations and procedures governing the purchase of goods and services.

Knowledge of business English and terminology related to departmental functions.

Ability to organize, prioritize and coordinate work. Ability to assist and direct the work of junior staff.

Ability to solve problems related to the nature and scope of work.

Ability to evaluate the comparative quality and price characteristics of bids to determine the most appropriate suppliers.

Ability to prepare reports, correspondence and documents related to the procurement of goods, materiel, services and equipment.

Ability to accomplish tasks using computers and departmental specialized software applications for word processing, spreadsheet, database, Internet, etc.

Interpersonal skills and the ability to effectively work with staff and vendors.

TRAINING AND EXPERIENCE

Completion of grade 12 plus additional training at the post-secondary level in office practices and the utilization of software. Successful completion of Level 2 of the Purchasing Management Association of Canada course leading to a Professional Purchasing Diploma. Three years' previous experience in purchasing goods and services for large organizations, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

CULINARY ASSISTANT

(Formerly: Cafeteria Assistant I & II)

NATURE AND SCOPE OF WORK

Using a variety of techniques and methods, a Cafeteria Assistant assists a teacher (Teacher-Chef) and monitors students in the preparation and presentation of food.

The primary function of an employee in this class is to assist a teacher in the training of students enrolled in food handling and preparation courses. The work involves repeated demonstration of cooking methods. The Cafeteria Assistant is required to pay close attention to students' practices to ensure they use safe and sanitary methods and to have the food ready for set times.

Other duties include the maintenance of clean and sanitary kitchen facilities, operating the cash register, preparing bank deposits, and the preparation of food served in the cafeteria or for special school, district or community events.

The Cafeteria Assistant reports to the designated Administrative Officer and receives direction from a Teacher-Chef who exercises overall control of the cafeteria.

TYPICAL RESPONSIBILITIES

Assists the Teacher-Chef by demonstrating and monitoring students in the preparation of foods which may include salads, sandwiches, meats, vegetables, baked goods and other items. Similar functions are performed relating to catering orders for special school events and occasionally for community group functions.

Copies or modifies recipes for instructional and food preparation purposes.

Demonstrates the correct and safe use and operation of cafeteria tools and equipment. Closely monitors students to ensure that all activities are conducted in a safe and sanitary manner.

Checks to see that adequate quantities of foodstuffs and other products are available when required, and are correctly stored to ensure freshness and to avoid spoilage. Advises the Teacher-Chef of any problems or shortages. Checks deliveries against invoices and reports discrepancies to the Teacher-Chef.

Acts as a source of information to the Teacher-Chef regarding students' progress and behaviour.

Provides feedback to students regarding their work at all stages.

Cleans or monitors the cleaning of ranges, fryers, food preparation equipment, tables, other work areas, and pots and pans.

Performs cashier duties and prepares bank deposits. May maintain department records of receipts, deposits, invoices, inventories, etc.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

General working knowledge of cafeteria operations, cost impacts arising from portion control and spoilage, use of cash registers and handling of cash and bank deposits.

Ability to communicate and function effectively with teaching staff, other adults and students of various ages, abilities, social and ethnic backgrounds.

Ability to ensure timely completion of food preparation with varying levels of student participation.

Ability to work on feet for majority of working day.

Ability to lift heavy items occasionally.

Competence in oral and written English skills.

TRAINING AND EXPERIENCE

Graduation from a one year course in institutional cooking at a vocational institute or equivalent, plus successful completion of a recognized food safety course such as Food Safe I.

Six months' experience in high volume food preparation and service environment, preferably in an instructor capacity, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Food Safe I Certificate.

CLASS SPECIFICATION

99-10-27

Revised 2005-09-14

CAREER CENTRE ASSISTANT

(Formerly: Career Resource Assistant)

NATURE AND SCOPE OF WORK

The Career Centre Assistant (CCA) supports and promotes the delivery of Career Education and assists students in researching career and post-secondary information. The CCA participates as a member of the Career Education Department and works in a team environment within the School's Career Resource Centre.

The CCA provides students with detailed career information and educational requirements to assist in making career planning decisions. The Career Centre Assistant's work also requires frequent interactions with school and district personnel, parents and the community.

The duties and responsibilities of the Career Centre Assistant (CCA) are varied and include demonstrating, assisting, and monitoring individual student's or small groups of students use of career exploration computer programs - setting up, organizing, updating and maintaining the school Career Resource Centre and providing clerical support for the career education department under the direction of a Career Education Facilitator and the School Administrator.

The CCA may be required to work with students before school, during lunch hour and after school.

The Career Centre Assistant performs data searches, compiles and checks clerical records, provides information and answers enquiries. Duties involve the operation of computers, including software applications, and the use of general office equipment.

The CCA may work without close supervision. The position requires the use of independent judgment in dealing with a wide variety of assignments and situations. An example may include providing entrance requirement information for specific District Career Programs or Post-Secondary Program information to individual or small groups of students.

The CCA delivers computerized career programs to students. These programs may include Choices, Bridges, and/or other current career programs identified by the School District's Career Education Department.

The CCA provides assistance and direction in a computerized classroom to a wide variety of students including those supported by Learner Support Teams, as well as BASES, Alternate and Low Incidence (intellectually and physically disabled) students. Consultation with the classroom teacher may be required to discuss the students' disabilities resulting in the adaptation of the career program to better meet student's needs.

TYPICAL RESPONSIBILITIES

Duties include accessing and remaining current on post-secondary entrance requirements information for the purposes of informing students, teachers and parents. The CCA assists with organizing post-secondary events (i.e. Post-Secondary Afternoon / Post-Secondary Showcase).

Provides students with an overview of the various Career Development Programs / Initiatives, work experience opportunities, Co-op Programs, Secondary School Apprenticeship and other Career Education initiatives.

Performs duties related to advertising and marketing career programs (i.e. creating and distributing program brochures, newsletters, PA and TV monitor announcements within the school).

Scheduling small group presentations relating to computerized career programs, volunteer opportunities, work experience initiatives / programs.

The Career Centre Assistant organizes, promotes and facilitates events such as *Noon Hour Guest Speaker* presentations.

Schedules students for appointments at the Career Resource Centre, monitors and assists students to input completed profile information into the computer and provides printouts and other information on requested occupations/education.

Assists students with completion of resumes, cover letters and job interview skills.

Assists with the organization and implementation of mock interviews, career fairs, career days, Take Our Kids To Work days, post-secondary presentations and guest speakers.

Works with students to improve communication and social skills, and to help them conduct themselves in a business environment.

Maintains the Career Resource Centre and attends to Career Education Department clerical duties.

Receives and compiles career and educational information by contacting employers, post-secondary institutions, professional and government organizations, etc.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Communication skills:

- Demonstrated ability to continually gather, understand, utilize and explain varied and extensive information such as post-secondary entry / program requirements, so as to be able to reliably and fully advise students of education and career paths.
- Demonstrated ability to communicate and relate well with students, staff, parents and members of the community.

Ability to communicate effectively in English, both orally and in writing, including proficient knowledge of grammar, spelling and punctuation.

Knowledge of a life/work competency program such as the Blueprint for Life/Work Designs.

Ability to design and produce promotional items such as brochures and newsletters.

Knowledge and skills in performing general office and business procedures.

Ability to use general office equipment, and to utilize computer software applications (i.e. SIS, Excel, Word, PowerPoint, Publisher, CPIM) and the internet.

Ability to use specialized career resource computer programs, such as Choices and Career Cruising.

Ability to work as a member of a cohesive and collaborative work unit.

Ability to plan and work independently with minimal supervision in a team environment.

Flexibility to work on multiple tasks and the ability to work with students, one-on-one or with several students simultaneously.

Performs related duties, as required.

TRAINING AND EXPERIENCE

Completion of grade 12 or equivalent, plus successful completion of the Career Centre Assistant Certificate program, Career Practitioner Training or equivalent training.

One year previous business experience in a computerized office environment, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

CLASS SPECIFICATION

99-10-27

CARETAKER

(Formerly: Janitor I)

NATURE AND SCOPE OF WORK

An employee in this classification performs standard janitorial work. This may involve travelling between several schools at which work is to be performed, working on a carpet cleaning crew, stripping floors, or cleaning a designated area at a single school, etc.

Work time is spent in the performance of scheduled custodial duties such as washing floors and walls, sweeping, vacuuming, stripping and waxing floors, cleaning washrooms, dusting, removing garbage, and minor maintenance. Work is governed by well-established methods and procedures. A Caretaker may be required to respond to emergent situations both on-site and at other locations.

A Caretaker is responsible for securing assigned work areas upon arrival and departure, but does not hold such responsibility for complete schools. They are responsible to admit authorized rental groups or contractors into their areas and to ensure they follow District policies and procedures. A Caretaker must check for vandalism or damage, sweep up broken glass inside and out, and correct safety hazards, etc.

A Caretaker receives work direction from and reports problems/vandalism to Head Caretaker and/or Management

TYPICAL RESPONSIBILITIES

Sweeps, vacuums, washes and polishes floors, and vacuums hallways and other areas in schools or other premises. Washes walls, windows, and blinds, etc. Sweeps exterior walkways and other play areas.

Cleans washroom facilities including hand basins, sinks and toilets, replenishes washroom supplies, cleans classrooms and offices, countertops, sinks, wood shops, etc. Unplugs toilets, as required.

May check gauges, thermostats, etc. to determine conditions.

Moves office equipment and furniture, as required on site.

Empties and cleans garbage containers and wastebaskets.

Sprays and deep cleans carpets when assigned to carpet cleaning crew.

Spot cleans carpets, as required. May be required to operate the portable carpet extractor.

Makes minor adjustments, performs minor maintenance to cleaning equipment.

Performs minor maintenance and repair tasks such as changing light shades, bulbs and tubes, removing graffiti, covering holes, boarding up broken windows, etc.

Performs minor equipment adjustments or installations of ceiling tiles, pencil sharpeners, soap dispensers, desks, etc.

Cleans mops, brooms, and other janitorial equipment. Securely stores cleaning materials, chemicals and equipment prior to leaving premises.

Attends to emergent situations, such as flooded washrooms, etc., as required.

May sign for and accept deliveries.

May empty courier bag and mailboxes as required.

Performs snow and/or ice removal, as required. Attends to safety issues such as de-icing stairs, walkways, etc.

Secures assigned work area, i.e., doors and windows upon arrival and departure. Sweeps up broken glass, used condoms, needles, etc.

Admits authorized students/visitors/groups to premises and requests those found in unauthorized areas to return to specified location.

Reports violations of rental agreement to the Head Caretaker.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of school cleaning practices and procedures and use of related tools, equipment and cleaning products.

Ability to satisfactorily complete a written questionnaire regarding Workplace Hazardous Material Information System (WHMIS).

Ability to perform standard janitorial work involving standing, walking, lifting, carrying, bending and crouching.

Ability to climb ladders and work at heights when changing light bulbs and tubes and performing duties such as cleaning beams and rafters.

Ability to communicate effectively in English and the ability to understand and carry out oral and written instructions.

Knowledge of fire/security smoke and alarm systems.

Ability to establish and maintain effective working relationships with fellow employees and others.

TRAINING AND EXPERIENCE

Less than grade 12.

Three months' previous experience in institutional cleaning, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Certification as a Building Service Worker, including WHMIS, from a training institute, recognized by School District #36 (Surrey).

CLASS SPECIFICATION

99-10-27

CHILD/YOUTH CARE WORKER

(Formerly: Child Care Worker)

NATURE AND SCOPE OF WORK

A Child/Youth Care Worker participates in a collaborative model to assist students who have moderate to severe behaviour disorders which may be coupled with learning disabilities. In the collaborative model, the teacher has the responsibility for the student's educational progress. Students may be enrolled in one of several rehabilitation programs such as Social Development, Secondary Alternate, etc. Some of these students live in provincial treatment homes but attend classes in the school district. Students requiring Child/Youth Care Worker assistance often have backgrounds including abuse, poor home environments, and crime.

Child/Youth Care Workers encounter student behaviours ranging from complete withdrawal and non-communication to loud, aggressive and sometimes violently disruptive acts. A Child/Youth Care Worker's responsibilities may vary from program to program, but all have the ultimate objective of helping to maintain moderate and severe behaviour disordered students in the school system as part of a team effort with teachers, counsellors and other professionals. This is achieved by providing emotional and other support while building students' self-esteem and confidence, developing their social skills and modifying unacceptable behaviour.

The work involves duties such as working collaboratively with other staff members to develop and implement behaviour plans for controlling behaviour of certain students in non-integrating classrooms, attending integrating classes with students, and having extensive contacts with principals, teachers, parents, social workers, and counsellors.

A Child/Youth Care Worker receives assignments and direction from the Head of Student Services, but reports to a school administrative officer when working in a school or classroom.

TYPICAL RESPONSIBILITIES

Provides individual care and support to students with moderate to severe behavioural problems to promote self-esteem, build social skills, modify behaviour, encourage an interest in learning. Prepares students and facilitates their partial or full integration into the school system whenever possible.

Visits students in integrating classes and attends integrating classes with individual students to provide encouragement and support, escorts students from classrooms in the event of disruptive behaviour, and facilitates students' re-entry into classes. As required, spends time with disruptive students "one-to-one" until behaviour appears sufficiently approved.

Counsels in anger management, personal hygiene, problem-solving skills, life skills and conflict resolution.

Discusses and coordinates behaviour management techniques with teachers of integrating classes. Periodically reviews the effectiveness of such techniques with teachers, suggests modifications where necessary, and monitors student behaviour until the school based team, the teacher, appropriate district counsellor, etc. are satisfied that the results allow a withdrawal of further assistance.

Intervenes in classrooms and on playgrounds when students' behaviour endangers themselves and/or others. Is available to staff for emergency and crisis situations. Restrains students as required.

Assists in the development of student Individual Education Plans (IEP's), and other related reports.

Documents and writes reports on students, as required.

Arranges with parents for discussions about student's progress, behavioural problems, and absences or illness. Encourages parent participation in achieving desired program outcomes by discussing with them the student's non-school activities and environment. As required, attends related meetings with school and district staff and parents.

In consultation with teachers and/or counsellors, acts as liaison between the school system and various statutory/government agencies. Discusses issues such as home environment, abuse, and offences under the Young Offenders Act. Recommends interventions and strategies as circumstances warrant.

Organizes care plan meetings, field trips, skills workshops and community speakers.

Participates in school based team meetings, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of behavioural problems commonly encountered by Child/Youth Care Workers, and what strategies and corrective measures are generally applicable.

Ability to work as a member of a team with a common interest.

Ability to motivate students.

Ability to maintain a positive and supportive attitude while attending to undesirable behaviours.

Ability to communicate verbally and in writing in the English language.

Ability to develop and maintain rapport and effectively work with students.

Ability to develop and maintain rapport with and effectively work with students.

Ability to restrain disruptive or violent students and to take defensive measures if attacked.

Ability to work on feet for most of working day.

Knowledge of the various acts, laws and legal obligations that protect children in the Province of British Columbia.

TRAINING AND EXPERIENCE

Completion of grade 12, plus a Certificate as a Child and Youth Care Counsellor from a community college or similar institution recognized by the district.

Two years practical experience in work related to the care of children or youth with behavioural problems or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's Licence.

CLASS SPECIFICATION

99-10-27

CLERK-TYPIST

(Formerly: Clerk-Typist I)

NATURE AND SCOPE OF WORK

The Clerk-Typist performs a variety of routine clerical duties at various locations throughout the school district. Duties and assignments may vary depending on the site and/or size of the work location. However, work is generally performed by following well-established methods and procedures. The Clerk-Typist may relieve or assist others as needed.

The work of the Clerk-Typist typically includes the operation of a computer and/or other office equipment to input and retrieve work-related data and to lay out and produce a variety of material from rough drafts, verbal instructions or other sources. An employee in this classification may perform receptionist duties, maintain office files and attend meetings and take notes. As well, the work of a Clerk-Typist may involve frequent interactions with students, school and district staff, parents, and members of the public.

A Clerk-Typist reports to a designated supervisor or manager at assigned work locations, but may receive direction from a clerk in a more senior position.

TYPICAL RESPONSIBILITIES

Operates a computer to input data, retrieve information and produce new documents. The input source may be original source documents, rough drafts or verbal information. The specific applications involved will depend on the nature of the work at the particular site and can include: word processing, student information, employee attendance and a variety of financial applications.

Compiles office and district reports, forms and data, as required.

Completes maintenance and purchase requisitions.

Classifies documentation pursuant to the district's Records Classification System, maintains files and organizes records for archival storage at the Records Centre.

In schools, processes new registrations, PR cards, withdrawals, attendance, suspensions, etc., using computer or manual systems.

Answers telephones, routes calls, receives and relays messages, directs/redirects calls as required, responds to routine enquiries, operates a public address system.

Attends to students, parents and other visitors at service counter, answering queries and providing information and directions as needed. Checks visitors, students signing in/out and lateness registers.

Receives, classifies and distributes mail and courier documentation; assists in filing and retrieval of records.

Operates office equipment doing routine servicing, coordinating repairs and maintaining usage records.

Coordinates meetings, as requested.

Provides clerical assistance in minor bookkeeping tasks, financial record-keeping, petty cash handling and bank deposits, as directed.

May provide clerical assistance to school library or counselling departments, as required.

Attends to sick students and minor first-aid cases and administers pre-approved medication to students, as needed.

Orders and maintains office and medical room supplies.

Provides relief coverage for other office staff, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Verbal and written communication skills, including ability to communicate with children, parents and members of the public not fully fluent in English.

Knowledge of business English, including grammar, punctuation and composition, and terminology related to the work.

Ability to perform basic arithmetic functions.

Ability to utilize computer equipment and software applications such as word processing, and spreadsheet applications.

Ability to meet established deadlines and time constraints, despite constant interruptions, and the flexibility to adapt and respond to changing priorities.

Ability to operate, perform routine maintenance, arrange repair and maintain usage records of standard office equipment including photocopiers, fax machines, calculators, adding machines, typewriters, etc.

Ability to proficiently utilize a computer keyboard including numeric keypad sufficient to perform the duties of this position.

Ability to perform data entry for sustained periods of time.

Flexibility to work on multiple tasks in a busy environment, covering for other team members to provide needed services and the ability to adapt to various office settings.

Knowledge of and skills in performing general office and clerical procedures, with practical experience in application.

TRAINING AND EXPERIENCE

Completion of Grade 12, including courses in business procedures and operation of a computer and software.

Three months' previous related experience in a computerized office environment, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION 20-APRIL-2016

COMMUNICATIONS OFFICER

NATURE AND SCOPE OF WORK

The Communications Officer is responsible for producing a variety of internal and external written communications, as well as communication strategies and plans.

This position will work closely with the manager on media relations, issues management, writing, presentations and some special events. Assistance with crisis response and crisis communications is also an important part of the job.

As the corporate storyteller, the Communications Officer must be able to recognize potential stories of interest to the news media, parents and district staff, and have solid research, interview, writing, proofreading and editing skills to present those stories in the most effective way. The work often involves visiting schools and other district sites and events to photograph and document activities to share with internal and external audiences. The role also can require occasional after hours/weekend work.

Duties include posting information in a timely and organized way to the district's website, as well as maintaining an engaging social media presence for the district.

The Communications Officer reports to the Manager, Communication Services.

TYPICAL RESPONSIBILITIES

Develop and execute communication strategies to help Surrey Schools achieve its goals.

Develop and execute communication plans for internal and school community-focused district projects and programs.

Identify school & district stories of interest to news media; prepare and distribute supporting news media materials in the appropriate format and style for television, radio or print.

Respond to media inquiries effectively and appropriately to meet the needs of the school district and journalists.

Plan, research, write and produce professional communications on deadline using a variety of communication tools and in the appropriate format and style for the purpose and the audience of the communication.

Identify, research and produce district information and stories of interest for district staff.

Liaise with and assist school and district administrators, as well as provincial government officials with event planning and announcements.

Photography of school and district events for use in print and online publications.

Produce web content for district pages in the proper style, as well as social media communications, particularly Twitter and Facebook.

Monitor and respond appropriately to social media posts, comments and inquiries.

Perform other related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Exceptional writing, editing and proofreading skills, and the ability to adapt tone and style to various audiences and media, including print, broadcast and web.

Superior knowledge of, and adherence to Canadian Press style.

Clear understanding of the principles and practices of public relations, issues management and communications strategies and plans.

Solid grasp of design, layout and desktop publishing principles, including advanced knowledge of Adobe Creative Suite, MS Word and other MS Office applications.

Knowledge and experience in managing online communications, including social media.

Knowledge of digital photography and related software.

Excellent project management and interpersonal skills.

Ability to work effectively under time constraints and meet deadlines.

Ability to accomplish assignments with minimal supervision and self-assign appropriately.

Experience with SharePoint is an asset.

Ability to speak and/or write more than one language is an asset.

TRAINING AND EXPERIENCE

A diploma in communications, public relations, journalism or similar communications-related discipline from a post-secondary institution recognized by the district.

Minimum five years' experience in a related position, or a combination of training and experience.

LICENSE, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's License (Class 5).

CPRS, IABC or CACE membership is preferred.

Community-Schools Partnership Facilitator

July 2011

NATURE AND SCOPE OF WORK

Working in the Community-Schools Partnership (C-SP) Department, the incumbent is responsible for carrying out a variety of coordinating, planning, implementing and evaluating of programs and services aligned with C-SP's intended impacts. This person will be responsible to act as a liaison between community agencies, school and district staff, children and families. This person will also provide a variety of on-site routine support services ensuring site access and safety for the partnership organizations. The position is responsible for maintaining a district-wide portfolio involving multiple schools covering a significant geographic area. The Community-Schools Facilitator works under the supervision and direction of the Manager, Community-Schools Partnership.

TYPICAL RESPONSIBILITIES

Works with school staff across Surrey and White Rock to support the achievement of the C-SP intended impacts in sites assigned

Plans, develops, schedules, implements, evaluates and provides feedback on a wide range of programs and services, including but not limited to extended learning and enrichment programs, projects addressing barriers to learning and outreach and engagement for families

Assists with the planning and development of professional learning opportunities, special events and community trainings

Assists with researching, developing and implementing new program ideas through collaboration with community partnerships.

Develops promotional material and updates website.

Works with community partners to ensure quality and safety of all school based programs

Assists in planning and providing information about Community Schools to school staff, as required.

Develops and works with various committees/agencies in the community and schools to develop opportunities/partnerships.

Assists in writing Grant applications.

Provides consistent program visits to ensure the facility and equipment is safe and hazard-free at all times.

May be required to open/close buildings.

Administers site availability for all programs including school contracts, cancellations and adjustments.

Provides information to the public regarding programs and facilities in a courteous and professional manner.

Performs other job related duties as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Considerable knowledge of the philosophy and objectives of Community Development theories and practices.

Considerable knowledge of working with vulnerable and low-income populations dealing with the barriers of poverty.

Ability to establish and maintain effective working relationships with vulnerable children and families, school and district personnel, community agency staff, volunteers, and the public.

Considerable general knowledge of demographics and methodologies of responding to diverse community needs.

Considerable understanding and knowledge of community agencies, programs, their purpose and objectives.

Ability to understand and effectively carry out oral and written instructions, work independently and interdependently

Ability to work collaboratively in a team setting, has strong interpersonal and public relations skills and demonstrates effective conflict resolution and problem solving skills.

Communicates effectively in English both orally and in writing. Second Language an asset.

Possesses strong proven planning and organization skills in an employment capacity.

Demonstrates effective skills in research, record keeping, report writing and in producing high quality promotional material and web page maintenance.

Sound knowledge of operation of standard office equipment including a computer terminal and software applications related to the work performed (ie. Word, Excel, Publisher, Outlook).

Physical co-ordination and ability to work on feet for extended periods and to assist with recreation programs if necessary.

Working knowledge and effective skills related to working with a diverse population including integrating participants with disabilities an asset

EDUCATION AND EXPERIENCE

Completion of Grade 12 supplemented by a diploma in recreation, social sciences or a related field from a recognized post-secondary institution or an equivalent combination of training and experience.

Two years progressively responsible employment experience in community development, non-profit organization work or area of specialty and an equivalent combination of training and experience.

LICENSES, CERTIFICATES

Valid BC Driver's License class 4 required

Emergency First Aid Certificate and CPR Certificate.

Completion of or commitment to complete within six months of appointment the High Five Certification or equivalent training.

Early Childhood Education Certificate is an asset.

Employment experience in a community agency an asset.

Assists with monitoring revenues and expenses for a specific program or grant.

Provides information to the public regarding programs and facilities in a courteous and professional manner.

Performs other job related duties as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Communicates effectively in English both orally and in writing.

Ability to understand and effectively carry out oral and written instructions.

Possesses strong proven planning and organization skills.

Ability to work independently and in a team setting.

Strong interpersonal and public relations skills.

Demonstrates effective conflict resolution and problem solving skills.

Demonstrates strong leadership ability.

Ability to establish and maintain effective working relationships with program participants, school and district personal, volunteers, staff and the public.

Working knowledge and effective skills related to integrating participants with disabilities.

Considerable knowledge of the philosophy and objectives of Community Development theories and practices.

Considerable general knowledge of demographics and methodologies of responding to diverse community needs.

Considerable understanding and knowledge of community programs, their purpose and objectives.

Proven specialized skill in selected recreational activities.

Demonstrates accuracy in receiving and recording of payments.

Demonstrates effective skills in research, record keeping, report writing and in producing high quality promotional material and web page maintenance.

Sound knowledge of operation of standard office equipment including a computer terminal and software applications related to the work performed.

Physical co-ordination and ability to work on feet for extended periods and to assist with recreation programs if necessary.

EDUCATION AND EXPERIENCE

Completion of Grade 12 supplemented by a diploma in recreation or a related field from a recognized post secondary institution or an equivalent combination of training and experience.

Two years progressively responsible experience in recreation work or area of specialty, including supervision, or an equivalent combination of training and experience.

LICENSES, CERTIFICATES

Valid BC Driver's License

Emergency First Aid Certificate and CPR Certificate.

Completion of or commitment to complete within six months of appointment the High Five Certification or equivalent training.

Early Childhood Education Certificate is an asset.

CLASS SPECIFICATION

7-Apr-2005

CORPORATE SERVICES SPECIFIER

NATURE AND SCOPE OF WORK

A Specifier provides services to departments and schools throughout the district in the development of all equipment specifications, including more intensive work in the areas of telecommunication and multimedia distribution system analysis.

Using value analysis, an employee in this position specifies required quality and performance for services and equipment to meet the need of District schools and departments.

Work is performed under general direction with independent action and judgement exercised within established policies procedures, regulations, codes, by-laws and generally accepted design. Employees in this classification utilize a variety of software applications. Liaison with internal and external professional staff conducting highly detailed studies of existing equipment and services and their related functions and processes, when required in the successful completion of assigned projects. Responsibilities may vary depending on area of assignment.

A Corporate Services Specifier reports to the Manager, Corporate Services.

TYPICAL RESPONSIBILITIES

Prepares technical and detailed specifications and scope for; 'Request for Proposals' and 'Tenders' that may require the use of a variety of computer software programs. These documents may form part of contract documents.

Prepares documentation for tenders and bids, evaluates the tender response merits, and along with the Purchasing department recommends selection of supplier/contractor to the Manager, Corporate Services.

Assists the Manager, Corporate Services in developing and maintaining associated equipment life-cycle procedures and required preventative maintenance scheduling.

Assembles and takes lead in required committees when formulating standards or relevant procedures.

Liaises with Department Managers, Principals, key users, and suppliers in response to requests for non-standard equipment and/or systems. Clarifies purposes and objectives of requests and provides advice regarding any matters requiring further consideration.

Identifies the need for consultants as required and details requirements for consultant reports. Reviews and discusses consultant reports with other key district staff and makes recommendations of consultant reports to the Manager, Corporate Services.

Reviews, critiques and recommends changes as required to engineering specifications for equipment, required for capital projects.

Discusses district requirements with vendors to identify new market trends and suitability of available products and services.

Conducts equipment testing and surveys involving Department Manager, Principals, and other key users.

Maintains records using various types of software, and recommends software refinements and improvements to District software applications.

Plans, organizes and/or may deliver training and technical assistance to others on the use of equipment.

Prepares cost estimates and associated purchase requisitions for projects, new essential equipment, and equipment replacement.

Advises sites of equipment safety regulations including; WCB occupational health and safety regulations, and District safe work practices, policies and procedures to ensure compliance.

Recommends the redeployment or disposal of surplus or end of life equipment.

Performs other related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of the laws of requesting tenders proposals and quotations.

Knowledge of applicable codes, by-laws, regulations, and WCB occupational health and safety regulations.

Knowledge of the major steps of product life cycle.

Knowledge of public purchasing procedures and requirements.

Knowledge of market conditions, price trends, pricing practises, and ability to question suppliers about their pricing strategies.

Ability to forecast demand for equipment and system needs.

Ability to prepare clear and concise technical reports and accurate specifications.

Ability to read and interpret contract documents and administer contracts.

Ability to utilize computers and specialized software applications such as spreadsheets, database programs and mainframe software programs, as required.

Ability to plan, coordinate, and direct the work of contractors and consultants.

Ability to maintain accurate records.

Ability to read technical drawings and details, to effectively manage assigned projects.

Ability to communicate effectively in English, both orally and in writing, and the ability to understand and carry out oral/written instructions accurately with minimal supervision.

Excellent interpersonal and communication skills and demonstrated leadership skills.

TRAINING AND EXPERIENCE

Has successfully completed 'Level 4' of the 'Purchasing Management Association of Canada' professional development program, leading to a Professional Purchasing Diploma.

Four years previous experience in a public or private corporate services or purchasing department, or an equivalent combination of training and experience.

LICENSE, CERTIFICATES AND REGISTRATION

Valid B.C. driver's license.

CLASS SPECIFICATION

19-SEPT-2011

Community-Schools Partnership (C-SP) Coordinator

NATURE AND SCOPE OF WORK

Reporting to the Manager, Community-Schools Partnership the incumbent is responsible to provide leadership for developing, implementing, supporting and evaluating relevant support services and programs addressing vulnerabilities specific to each zone. The position will be responsible to collaborate with key school district, school based staff, community agencies and others to maximize existing resources by building an infrastructure that supports the achievement of the intended impacts. The C-SP Coordinator is responsible for the coordination and communication of all activities in the assigned zone.

TYPICAL RESPONSIBILITIES

Assists school and district staff in connecting with and improving school/community relations in assigned zone.

Decides allocation of internal and external community school resources within their assigned zone.

Identifies needs, assets, and resources that will support all students, parents, and the school communities in relation to the intended impacts of C-SP.

Provides supports and resources to complement and enhance the schools' programs and maximize student learning and development.

Negotiates fee for services, cost of supplies and program delivery structure with key partners such as child, youth and family-serving community agencies, service clubs, municipal, non-profit agencies, business and other potential supporters partners, and funders.

Builds relationships, collaborates and works alongside various committees/agencies in the community to develop and explore resources, programs and supports for vulnerable learners and their families.

Collaborates with school district departments (Educational Services, Facility Rentals, Food Services, Welcome Centre, etc.) to develop, support and implement programs and resources.

Works with Principals and school staff to identify specific areas to provide supports and resources to build staff capacity in supporting vulnerable learners.

Plans, schedules, implements, evaluates and provides feedback on a wide range of programs and services, including but not limited to special events, workshops, and specialty programs.

Provides support and technical expertise to other staff, including developing procedures and relevant documentation.

Participates in the resolution of problems relating to the functions of the department, including making recommendations for changes to established methods or work procedures.

Acts as liaison with the public and, on their supervisor's behalf, arranges meetings, interviews and functions with school and district personnel, job applicants, students, parents and outside agencies.

Supervise the work of employees including training, scheduling, planning, assigning and checking the work of staff engaged in related work, and participating in performance evaluations and related activities, as required by the Manager.

Assists with researching and developing new program ideas through partnerships.

Works with Manager C-SP, and Manager Business Development, in identifying funding opportunities and the preparation and completion of the grant writing process.

Assists with the development and administration of budgets including monitoring revenues and expenses for a specific program or grant.

Assists in interpreting and implementing relevant district policies and regulations (facility rentals, criminal record checks, volunteer, purchasing, etc) to staff personnel, agencies and school sites

Provide information to the community, schools and the public regarding programs and facilities in a courteous and professional manner

May be required to open/close buildings

Prepares appropriate administrative reports

Prepares and presents oral and written reports to various committees as required

Performs other job related duties as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

A thorough knowledge of and commitment to the Community-Schools Partnership philosophy;

Demonstrated leadership and organizational abilities including outstanding communication and interpersonal skills;

Knowledge of potential funding sources and criteria, and experience with application procedures and grant writing;

Experience developing budgets, monitoring and reporting on revenues and expenditures

Considerable knowledge and experience working with a diverse population, different demographics and the effective methodologies to respond to diverse social/cultural community needs;

The ability to work independently, interdependently and collaboratively as part of a team.

Ability to lead, supervise, coordinate, plan, direct and evaluate the work of others.

Demonstrated effective conflict resolution and problem solving skills.

Ability to establish and maintain effective working relationships with vulnerable children and families, school and district personnel, community agency staff, volunteers, and the public.

Working knowledge and effective skills related to integrating participants with a variety of needs including disabilities.

Considerable understanding, knowledge and experience with community and school programs, their purpose and objectives (e.g., PALS, StrongStart, Early Learning programs, Youth transitions, Family Literacy, Outreach).

Demonstrated effective skills in research, record keeping, report writing and in producing high quality written reports.

Ability to see the “big picture” while working at the ground level showing a comfort with ambiguity

Physical co-ordination and ability to work on feet for extended periods and to assist with recreation programs if necessary.

Communicates effectively in English both orally and in writing.

EDUCATION AND EXPERIENCE

University graduation with emphasis in Community Development, Education, or Social Science

Four years of progressively responsible employment experience in community development, program management, social services work or area of specialty

Training, experience and proven ability to provide facilitation, guidance and supervision.

Experience working in a public school setting and a union environment

LICENSES, CERTIFICATES

Valid BC Driver's License-Class 4 required

Emergency First Aid Certificate and CPR Certificate.

Completion of or commitment to complete within six months of appointment the High Five Certification or equivalent training.

Early Childhood Education Certificate is an asset.

CLASS SPECIFICATION

00-12-27

DATA ENTRY CLERK

(Formerly: CT-II)

NATURE AND SCOPE OF WORK

The Data Entry Clerk is responsible for input of data, organization of work, and the maintenance of databases specific to work assigned. Duties follow well established work methods and procedures.

Duties involve the operation of computer equipment and specialized software applications to input data, generate reports and maintain databases.

This position involves communication concerning software related information with librarians, clerks and technical support staff.

A Data Entry Clerk reports to a designated supervisor and management.

TYPICAL RESPONSIBILITIES

Compiles, downloads and maintains department or school databases by entering new material, and verifying accuracy of information.

May answer telephones, receive and relay messages, direct/redirect calls as required and respond to routine enquiries.

Prepares correspondence, memorandums, etc. relating to the work, as required.

Performs duties involving entering and retrieving data in the maintenance of a database.

Ensures that revisions to documentation are consistent and accurate throughout, and amends cross-references accordingly.

Participates in planning and executing year-end procedures, reports, and standardized forms from previously prepared copy, as required.

Attends meetings regarding the utilization of specialized software; take notes, transcribe and circulate minutes as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of library terminology related to the specific area of support.

Verbal and written English communication skills, including grammar, spelling and punctuation.

Ability to work with a minimum of supervision.

Ability to perform data entry for sustained periods of time.

Ability to input data and generate reports.

Ability to analyze and edit bibliographic data and generate reports.

Ability to organize and prioritize tasks.

Ability to use computer keypad with reasonable speed and accuracy.

Skill in the use of computers and software applications utilized in the department for the production of reports, correspondence, spreadsheets, etc.

TRAINING AND EXPERIENCE

Completion of grade 12, including courses in office practices and/or business courses, or related office experience.

Three months' experience with general office responsibilities, including data entry, word processing, etc., or an equivalent combination of training and experience.

LICENCES, CERTIFICATES, AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

DAY CUSTODIAN

(Formerly: Custodian)

NATURE AND SCOPE OF WORK

The Day Custodian works in assigned school(s) or other District facilities. An employee in this classification may be the only Custodian working in the school or facility and works during daytime hours.

The Day Custodian is responsible for performing a variety of cleaning and minor maintenance duties and repairs and for acting as on-site liaison with school administrators and facility users. While on shift, the Day Custodian is the school/facility administrator's main contact with the Service Operations Department.

A Day Custodian performs routine opening/closing procedures, including deactivating and activating the security system, turning on lights, conducting inside and outside perimeter checks, checking for vandalism or other damage, sweeping up broken glass and correcting similar safety hazards, etc.

They are responsible to admit authorized user groups or contractors into their areas and to ensure they follow District policies and procedures.

The work involves responsibility for organizing their own work and determining work priorities when all work cannot be completed within the usual time frame, space allocation, scheduling, etc. as necessary to accommodate facility use by other groups and emergent needs. A Day Custodian instructs newly hired staff in departmental methods and procedures.

The majority of work time is spent in the performance of scheduled custodial duties. The Day Custodian also responds to emergent situations. In addition, the Day Custodian may be required to attend at other locations to deal with emergent situations.

A Day Custodian liaises with and responds to requests from the facility administrator and takes direction from a senior Head Custodian and Management.

TYPICAL RESPONSIBILITIES

Demonstrates methods and procedures to newly hired staff.

Spot cleans carpets, as required. May be required to operate the portable carpet extractor.

Checks gauges, thermostats, etc., to determine conditions.

Performs a variety of custodial duties including vacuuming, cleaning, polishing, mopping and washing, moving furniture and supplies, emptying garbage, etc.

Performs minor maintenance and repair tasks such as changing light shades, bulbs and tubes, removing graffiti, covering holes, boarding up broken windows as required, etc.

Performs minor equipment adjustments and replacing of ceiling tiles, pencil sharpeners, soap dispensers, desks, etc. Unplugs toilets, as required.

Checks inside and outside perimeters of premises upon arrival and/or departure. Deactivates and resets alarms and otherwise ensures security of premises.

Makes minor adjustments and performs minor maintenance to cleaning equipment.

Liaises with school administrators and office staff and receives special requests for cleaning or other services and ensures compliance if within scope of responsibilities.

Admits authorized students/visitors/groups to premises and requests those found in unauthorized areas to return to specified locations.

Prepares brief, legible notes concerning any unusual circumstances, as necessary.

Performs snow and/or ice removal, as required. Attends to safety issues as de-icing stairs, walkways, etc.

Attends to emergent situations, as required.

May sign for and accept deliveries.

May empty courier bags and mail boxes as required

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of school cleaning practices and procedures and use of related tools, equipment and cleaning products. Ability to satisfactorily complete a written questionnaire regarding Workplace Hazardous Materials Information System (WHMIS).

Ability to perform custodial/janitorial work involving standing, walking, lifting, carrying, bending and crouching.

Ability to climb ladders and work at heights when changing light bulbs and tubes and performing duties such as cleaning beams and rafters.

Ability to organize cleaning programs based on past practice and established procedures.

Ability to communicate effectively in English and the ability to understand and carry out oral and written instructions.

Knowledge of fire security, smoke and alarm systems.

Ability to establish and maintain effective working relationships with fellow employees and others.

TRAINING AND EXPERIENCE

Less than grade 12.

Six months' previous related custodial experience, or an equivalent combination of training experience.

LICENCES, CERTIFICATES AND REGISTRATION

Certification as a Building Service Worker, including WHMIS, from a training institute recognized by the District.

CLASS SPECIFICATION

DISPATCH OFFICE CLERK

28-June-2013

NATURE AND SCOPE OF WORK

The Dispatch Office Clerk monitors teacher and support staff vacancies and absences on a daily basis, ensures the call-out system's information is accurate and is functioning in accordance with collective agreements and District call-out procedures, policies and accounting/payroll processes. Duties are performed with minimal supervision. Strong judgement and problem solving skills are required throughout the day, but especially during the early hours while working alone. A Dispatch Office Clerk is in constant communication with others and manages a large volume of phone calls, emails and voicemails. This position reports to and works under the direction of management.

TYPICAL RESPONSIBILITIES

Continually monitors and reviews teaching and support staff vacancies and absences during the morning call-out period; researches any jobs that have not been filled to determine the cause and manually contacts replacements if necessary.

Monitors the number of absences for days in the future and makes recommendations to manage days with a large number of absences.

Supervise and train schedule entry of teacher and support staff by school clerical staff. Enter complex itinerant teacher schedules and ensure that schedules are accurate.

Uses judgement to reassign replacements during periods of spareboard/teacher on-call (TOC) shortages. Applies school staffing knowledge and judgment when deciding which replacements to reassign.

Ensures priority TOCs and spareboard employees are working on a daily basis. Follows up with employees who are not working on a regular basis and makes recommendations to HR managers.

Communicates absence/dispatch policies and procedures to employees and encourages user adherence in a persuasive but firm manner.

Suspends replacements from being called out according to the District's replacement policy. Monitors daily absence numbers and proactively responds to emergent shortages of spareboard/TOCs.

Ensures database information is correct and performs information updates in a timely and accurate manner including updating employee, spareboard, and teacher on-call profiles,

schedules and availability.

Acts as the help desk contact for the District, Principals/VPs, employees, spareboard, and TOCs by responding to a wide variety of questions and requests for help as they interact with the call-out system.

Performs daily activities to monitor the call-out system performance such as checking the system activity log, reviewing and troubleshooting error reports, and correcting errors as required.

Works with school clerical staff to ensure jobs are verified, errors are corrected, and information is authorized in time to meet weekly Payroll deadline.

Works with school based Principals and Vice Principals to ensure pay is correct by verifying that employee schedules and absence dispatch data is accurate and complete.

Tracks and provides release codes to departments and teachers in accordance with established criteria.

Ensures employees, casuals, TOCs, and administrators are adhering to the teacher and support staff collective agreements and to District accounting procedures when creating and filling absences and vacancies using the call-out system; takes steps to make corrections, and reports ongoing issues to the District Principal and/or Human Resources Manager.

Approves and processes routine teacher leave of absence requests

Troubleshoots with the software provider to ensure systems are operating correctly for end users, and stays current with latest software releases.

Maintains effective communications with stakeholders, including employees, casuals, TOCs, software provider staff, Principals/VPs, managers, and Human Resources and Payroll staff.

Makes recommendations to the District Principals and/or Human Resources Manager to improve processes, procedures, and efficiencies.

Remains current with the relevant provisions and terms of the Teacher and Support Staff Collective Agreements.

Performs other related duties as assigned.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Excellent interpersonal, communication and organizational skills. Ability to use judgement, discretion and tact when providing information.

Strong analytical and problem-solving skills when either recommending or clarifying information with others, or investigating system related problems or issues.

Excellent understanding and application of customer service skills.

Working knowledge of the Teacher's and Support Staff collective agreements.

Ability to give advice, guidance, instructions and directions.

Ability to work within daily time constraints while handling frequent interruptions.

Ability to manage a large workload of emails, voicemails and phone calls, and to respond in a timely manner.

Ability to work quickly and accurately with a minimum of supervision.

Ability to interpret and apply policy, procedures and collective agreement provisions.

Ability to analyse and summarize absence/dispatch related data.

TRAINING AND EXPERIENCE

Completion of Grade 12, plus additional Post Secondary courses in Office Practices, including the utilization of computers, spreadsheets and database management.

Two years recent experience in a busy, customer service support position (such as a helpdesk or call centre) and/or in the use of a computerized dispatch or equivalent system.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

DISTRICT ATTENDANT - EDUCATION CENTRE

(Formerly: Attendant - Night School Attendant, Continuing Education/
Facility Attendant)

NATURE AND SCOPE OF WORK

An Education Centre Attendant provides a variety of on-site, routine support services to teachers, students and clients in the delivery of Continuing Education/Learning Centre programs.

An employee in this classification opens and makes rooms ready for use by instructors/presenters and clients/students by ensuring that all necessary equipment and supplies are on hand. An Education Centre Attendant monitors hallways and grounds, sells books, and may assist instructors by handing out forms and other material to learners.

The work entails considerable service-oriented contact with the public. An employee in this classification may be required to notify clients/students of class/conference cancellations, to occasionally take late registrations, and to respond to numerous routine questions.

An Education Centre Attendant reports to management and, where work with students is required, may work under the supervision of a teacher.

TYPICAL RESPONSIBILITIES

Performs a variety of support duties for teachers related to student learning, including assisting students, and the distribution of report cards.

Opens and sets up rooms for classes/seminars/conferences. Issues audio-visual and other equipment to specified rooms and instructors/presenters, sets up equipment and records issuance in log. Returns equipment following classes/conferences, and restores rooms to previous condition by rearranging desks/tables/chairs, wiping chalkboards and performing similar tasks. Ensures that rooms are fully secured.

Assists clients/students with set-up of computers and ancillary equipment.

Assists clients/students to keep work files current.

Ensures supplies, textbooks and learning materials are available. Maintains inventory records as required.

Monitors students during breaks, before/after school, and at lunchtime.

Monitors hallways and directs visitors. Advises clients/students of school rules and standards including restrictions governing areas for smoking and coffee drinking. Reports problems to supervisor, as appropriate.

Photocopies, collates, staples, files and distributes a variety of material for instructors/presenters and students/clients, as required.

Sets up appropriate paperwork for instructors/presenters.

May telephone clients/students to inform them of any classes cancelled on short notice.

Reassigns classes/meetings to other rooms as necessary. Maintains related records.

Ensures that school facilities, parking areas, etc. are safe and secure. Reports any repairs required for safety or security reasons.

Collects student fees, book deposits, and may sell books to clients/students from supplies provided, as required. Receives and secures related cash and cheques and issues receipts. Follows up on unpaid fees.

May monitor students during detention periods, test situations, instructional time, athletic activities, etc., as required.

Makes, sets out, and puts away coffee and related supplies and secures any cash collected.

May assist with ordering and storing of supplies.

May prepare and post events on the daily meeting board-containing information such as location and times of various meetings, etc.

May be required to open/close building.

May refill vending machines and maintain necessary contact with suppliers.

Sorts and maintains recycling.

Performs related duties, as required

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Written and oral communication skills in the English Language.

Interpersonal and problem-solving skills.

Ability to establish and maintain effective working relationships with school and district personnel, students/clients, parents and the public, and the ability to work as a team member.

Ability to respond to emergent situations and the ability to recognize when problems need to be referred to teachers or administration.

Ability and maturity to deal effectively with students.

Ability to operate some general office equipment including photocopiers, etc.

Physical strength and ability to lift and carry items such as books, audio-visual equipment, tables, chairs, coffee urns, etc.

Organizational skills

Ability to count cash, make change, etc.

TRAINING AND EXPERIENCE

Less than grade 12.

Three months' previous experience in dealing with the public or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-12-10

DISTRICT ATTENDANT - LEARNING CENTRE

(Formerly: Attendant - Continuing Education)

NATURE AND SCOPE OF WORK

A District Attendant - Learning Centre provides a variety of on-site, routine support services to teachers and students in a Learning Centre.

An employee in this classification performs a variety of support duties for teachers related to student learning, including assisting students and performing general office duties.

An employee in this classification operates a computer and/or other office equipment, performs reception duties and maintains office files and records.

A District Attendant - Learning Centre works under the supervision and direction of a teacher and administrative officer.

TYPICAL RESPONSIBILITIES

Performs a variety of support duties for teachers related to student learning, including assisting students, and the distribution of report cards. Assists in the scheduling of parent/teacher meetings. Records and updates information related to course completion. Prepares certificates as required.

Assists students with set-up of computers and ancillary equipment.

Assists students to keep work files current.

Ensures supplies, textbooks and learning materials are available. Maintains inventory records as required.

Monitors students during breaks, before/after school, and at lunchtime.

Monitors hallways and directs visitors. Advises students of school rules and standards including restrictions governing areas for smoking and coffee drinking. Reports problems to supervisor, as appropriate.

Photocopies, collates, faxes, staples, files and distributes a variety of material for instructors/presenters and students/clients, as required.

May telephone students to inform them of any classes cancelled on short notice. May take and relay telephone messages and respond to routine telephone enquiries. May log student absences and tardiness.

Ensures that school facilities, parking areas, etc. are safe and secure. Reports any repairs required for safety or security reasons.

Collects student fees, book deposits, and may sell books to clients/students from supplies provided, as required. Receives and secures related cash and cheques and issues receipts. Follows up on unpaid fees.

May monitor students during detention periods, test situations, instructional time, athletic activities, etc., as required.

May type a variety of material utilizing a computer or typewriter, as required.

May assist with ordering and storing of supplies.

May prepare and post events on the daily meeting board-containing information such as location and times of various meetings, etc.

May arrange for and guide small groups of non-special needs students on field trips under the direction of a teacher. Collects monies and maintains records of student participation. Shows instructors how to operate audio-visual equipment, on request.

Under the direction of a teacher, assists non-special needs students as required.

May be required to open/close building.

Sorts and maintains recycling.

Performs related duties, as required

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Written and oral communication skills in the English Language.

Interpersonal and problem-solving skills.

Ability to establish and maintain effective working relationships with school and district personnel, students, parents and the public, and the ability to work as a team member.

Ability to respond to emergent situations and the ability to recognize when problems need to be referred to teachers or administration.

Ability and maturity to deal effectively with students.

Ability to operate some general office equipment, and the ability to perform general office duties including filing, typing, maintaining records, photocopying, etc.

Ability to use computer equipment and software applications for data entry and word processing.

Physical strength and ability to lift and carry items such as books, audio-visual equipment, tables, chairs, coffee urns, etc.

Organizational skills and ability to work with a minimum of supervision.

Ability to count cash, make change, etc.

TRAINING AND EXPERIENCE

Completion of grade 12 including courses in the operation of a computer and software.

Three months' previous experience in a computerized office environment including dealing with the public or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

2011-01-18

DEC OFFICE ASSISTANT

NATURE AND SCOPE OF WORK

The DEC Office Assistant provides excellent customer service and performs a variety of routine clerical duties for district staff, teachers and students in the delivery of services at the District Education Centre (DEC) building.

The work of the DEC Office Assistant typically includes the operation of a computer and/or other office equipment to input and retrieve work-related data producing a variety of material from rough drafts, verbal instructions or other sources.

A DEC Office Assistant maintains effective working relationships through demonstrated communication and interpersonal skills as part of a team. The work of a DEC Office Assistant involves interactions with students, school and district staff, and members of the public.

Work is generally performed by following well-established methods and procedures.

Work involves the physical handling of various materials including pushing a mail cart, unpacking, packing and moving boxes, stocking shelves and bins and filling orders.

The DEC Office Assistant may relieve or assist others as needed. The DEC Office Assistant reports to a designated supervisor or Manager, Administrative Services, but may receive direction from a clerk in a more senior position.

TYPICAL RESPONSIBILITIES

Perform routine clerical office functions including: receiving, opening, classifying and distributing mail; and, photocopying, data entry, checking and matching of purchase requisitions, forms and documents.

Compose email, routine correspondence, work orders, forms and data, maintenance and purchase requisitions as required using a computer and a variety of software applications.

Attend to district staff, students, teachers and other visitors, answering queries and providing information and directions as needed.

Maintain records to ensure the accurate and timely ordering, receiving and shipping of materials, supplies and goods for billing purposes and work performed.

Perform duties related to the organization, storage, retrieval and maintenance of records and or materials stored in the warehouse or storage facility.

Receive, sort and distribute incoming mail and other deliveries from Canada Post, courier services, and other district offices or departments. Open mail sacks and/or courier bags, sort contents by destination, pick-up and deliver items within same office complex, and re-direct others.

Distribute materials to appropriate departments, or district bins, check for accuracy of bin contents, and pack and label material for shipment. This would include the “print service bin” in each copy room for the Reprographics Department and transport finished materials between each department and or shipping/receiving.

Demonstrate working knowledge of Canada Post regulations and procedures that would affect the mailing system, as well as, operate related postal equipment including performing minor repairs.

Complete meeting room/event set-up, take down, and product display configuration.

Organize audio-visual and other equipment to specified rooms, set-up of equipment and record issuance in logs. Returns equipment following events/meetings and restores rooms to previous condition by arranging desks/tables/chairs, wiping whiteboard and performing similar tasks.

Restock, maintain and service print/copy stations and coffee stations.

Following established procedures, retrieve and return items or boxes for storage, providing assistance to users of Centralized Storage.

Sort and maintain recycling and recyclable products, example: toner, paper.

Operate equipment such as forklift and pallet jack as required of the work in order to store, move, reposition incoming materials, such as: computer equipment, cafeteria deliveries, pallets of paper and other cumbersome items.

Provide clerical assistance to other office staff or DEC Resource library departments, as required.

Perform related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to communicate effectively in English, both orally and in writing, and able to understand and carry out oral/written instructions.

Ability to utilize computer equipment and software applications such as Microsoft Office Applications: Excel, Word and Outlook.

Ability to perform basic arithmetic functions.

Knowledge of departments within DEC, so as to direct the flow of mail, small parcels and other goods.

Ability to meet established deadlines and time constraints, despite constant interruptions, and have the flexibility to adapt and respond to changing priorities.

Ability to perform routine maintenance, arrange repair and maintain usage records of standard office equipment including multi-function print devices, photocopiers, fax machines, etc.

Flexibility to work on multiple tasks in a busy environment, covering for other team members to provide needed services and the ability to adapt to various office settings.

Knowledge to perform general office and clerical procedures with practical experience in application.

Ability to lift and carry heavy items up to 50 lbs.; good manual dexterity, push and pull a mail cart, and stand on feet for the majority of each working day.

Ability to acquire forklift certification; and operate equipment, such as a pallet jack or hand truck.

TRAINING AND EXPERIENCE

Completion of Grade 12, plus courses or training in Office Practices; including courses in computer keyboarding and Microsoft Office Applications: Word, Outlook and Excel.

Six months related office experience in a computerized business office, including dealing with the public, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

DISTRICT OFFICE CLERK

(Formerly: Clerk-Typist II)

NATURE AND SCOPE OF WORK

A District Office Clerk performs a wide variety of clerical work at locations other than schools, throughout the School District. The work of an employee in this classification is distinguished from that of a Clerk-Typist by the requirement to work with limited direction, and by a greater degree of complexity and individual decision making.

Work typically includes the production of correspondence and various forms, documents and spreadsheets using a computer terminal/PC and various software applications. An employee in this classification may make decisions regarding formats and layouts for the best presentation of information. In addition, a District Office Clerk may perform work which involves summarizing statistical information and the maintenance of departmental budget and financial records. Some positions involve substantial communication with others, such as those involving dispatch, documentation of new employees, and provision of information to the public. Responsibilities will vary depending on the department to which the employee is assigned.

An employee in this classification may provide procedural advice and guidance to other employees, but does not normally assign, schedule, monitor and check the work of others.

A District Office Clerk reports to a manager or designate at the work location.

TYPICAL RESPONSIBILITIES

Types, collates, indexes, organizes and files a variety of reports, correspondence, personnel information and similar material, some of which may be of a confidential nature, using a computer.

Ensures that revisions to documentation are consistent and accurate throughout, and amends cross-references accordingly. Prepares requisitions, contracts, notices and documents from verbal or written instructions using standard formats.

Utilizes computer equipment and software applications to enter a variety of data and produce computer-generated reports in various formats including spreadsheets, diagrams, etc.

Responds to enquiries regarding status of purchase requisitions and quotations.

Orders and maintains general office supplies.

Receives and processes mail, deliveries and courier material.

Maintains departmental records pertaining to budgets and other financial matters. Monitors expenditures, codes invoices, and prepares related documentation. Reconciles daily receipts which may include cash, cheques, credit charges and adjustments for refunds and credits. Makes related calculations.

Develops, compiles and maintains departmental records and statistical information, reports, and data relating to matters such as student enrollment, demographics, student transportation ridership and route lists, use of facilities, and purchases.

May act as a dispatcher and perform related work regarding the assignments of teachers-on call, service operations staff and others. Receives requests for help from departments, contacts employees and assigns work according to established operating procedures.

Provides routine information to the public and others regarding matters such as School District policies and procedures, Continuing Education courses, District organization, etc. May work primarily or provide relief as a switchboard operator/receptionist at major district installations.

Makes arrangements for special events by booking facilities, notifying attendees and preparing notices. Coordinates the provision of related services, delivery of goods and materials, etc.

In the Human Resources Department, documents new hires in various categories, enrolls them in benefit plans, and obtains consent to payroll deductions. Confirms and explains routine matters such as hours of work, union dues and premiums, as required.

Provides procedural advice and guidance to other clerical personnel, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of general office organization and procedures.

Ability to operate general office equipment including, calculators, adding machine, fax, photocopier, typewriters, etc., and the ability to use computer equipment with skills for data entry, and word processing and the ability to learn the operation of unfamiliar office equipment unique to a given work site. Specific training outside of on-the-job training shall be arranged and provided for by the employer, if required. Knowledge of business English, including grammar, punctuation, composition and terminology related to the specific department.

Ability to perform computations using calculators and adding machines with reasonable speed and accuracy.

Skill in the use of computers and software applications utilized in the department for the production of reports, correspondence, spreadsheets, etc.

Interpersonal and communication skills to deal with staff and public and the ability to work and plan in a team environment.

Knowledge of applicable district information, local rules and regulations, which govern departmental and district activities.

Ability to compose and execute routine letters, memoranda and reports, as required.

Ability to organize and prioritize tasks.

Ability to provide procedural advice and guidance to other clerical personnel.

Ability to meet deadlines despite constant interruptions.

Ability to solve problems related to the work.

TRAINING AND EXPERIENCE

Completion of Grade 12, plus additional Post Secondary courses in Office Practices, including the utilization of computers and basic accounting.

One year's related office experience or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

DISTRICT OFFICE CLERK (PAYROLL)

(Formerly: Clerk-Typist II)

NATURE AND SCOPE OF WORK

A District Office Clerk (Payroll) performs routine payroll work, coordinates benefits plan service and provides resource services to payroll technical and management staff.

The work includes answering routine payroll enquiries; administering employee benefits transactions; obtaining, reviewing, classifying and processing leaves; distributing incoming and outgoing documents; classifying, filing, microfilming and storing records; and switchboard/reception functions. Independent decision-making occurs within defined parameters.

The District Officer Clerk (Payroll) reports to a senior technician and Management.

TYPICAL RESPONSIBILITIES

Coordinates benefit plan service involving multiple carriers and policies, including checking for accurate completion of benefit forms, communicating with employees, benefit carriers and other departments, enrolling, amending and cancelling employee coverage with benefit carriers, identifying and initiating enrollment corrections, maintaining benefit documents, verifying benefit deduction amounts and continuity of benefit status, and forwarding benefit cards to employees.

Prepares Superannuation reports from selected reportable events.

Process leaves of absences (LOA), including classifying LOA's based on collective agreement and costing requirements, entering data, producing and reviewing computer-generated reports, and liaising with other departments.

Responds to enquiries from employees in relation to basic payroll information.

Enters data to meet deadlines for payroll processing.

Verifies data changes made by payroll technicians.

Maintains records including: compilation of documentation pursuant to the district's Records Classification System; handles and documents large volumes for archiving at the Records Centre or for microfilming. Reviews microfilms for quality of reproduction before related paper copies are destroyed.

Verifies manual cheques as to accuracy and coordinates couriers to ensure payment by deadlines.

Provides general office services including: reception, switchboard, document distribution, filing, ordering office supplies, training, maintaining and arranging the use and repair of office equipment, word processing, and secretarial support.

Compiles analytical reports under the direction of senior personnel.

Coordinates junior staff tasks, participating in the work as needed.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of and ability to accomplish tasks on personal and networked computer systems used in the Payroll Department for benefits and payroll administration, word processing and related functions.

Knowledge of the basic methods, practices, principles and controls involved in the production of payrolls and the enrollment, maintenance and discontinuance of benefits.

Knowledge of accounting as it relates to payroll and payroll data classification.
Interpersonal, communication, customer service and teamwork skills to deal with employees at all levels and with outside agencies.

Knowledge of business English and demonstrated ability in verbal and written communication skills, including grammar, spelling, punctuation and the terminology of payroll and benefits.

Ability to apply district and department policies, regulations and practices which govern activities.

Ability to apply the District's Records Classification System.

Ability to lift and handle boxes of records.

Ability to self-organize, prioritize and coordinate tasks with team members.

Ability to meet immovable deadlines while maintaining accuracy on large volumes of work.

Ability to provide procedural advice and guidance to clerical personnel.

Ability to solve problems related to the work.

Ability to operate general office equipment including calculators, adding machines, fax machines, photocopiers, typewriters, etc.

Ability to operate a computer keyboard; and a numeric keypad.

TRAINING AND EXPERIENCE

Completion of grade 12, plus additional post secondary courses in Office Practices, Basic Accounting, Computers and Keyboarding.

One year experience in a similar computerized office environment, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

2004-09-07

DISTRICT THEATRE ATTENDANT

NATURE AND SCOPE OF WORK

An employee in this classification performs standard caretaker work as well as other work in the District Theatre (currently named “Bell Performing Arts Centre”). The work entails considerable service-oriented contact with the public

Work time is spent in the performance of scheduled custodial duties and minor maintenance. Work is governed by well-established methods and procedures. A District Theatre Attendant may be required to respond to emergent situations.

A District Theatre Attendant is responsible for securing assigned work areas upon arrival and departure. They are responsible to admit authorized rental groups or contractors into their areas and to ensure they follow District policies and procedures.

A Caretaker receives work direction from and reports problems/vandalism to Head Caretaker and/or Management

TYPICAL RESPONSIBILITIES

Sweeps, vacuums, washes and polishes floors, and vacuums hallways and other areas in District Theatre and shared spaces. Washes walls, windows, and blinds, etc.

Cleans washroom facilities including hand basins, sinks and toilets, replenishes washroom supplies, cleans classrooms and offices, countertops, sinks, wood shops, etc. Unplugs toilets, as required.

Moves and rearranges equipment and furniture, as required including setup for events.

Empties and cleans garbage containers and wastebaskets.

Spot cleans carpets, as required. May be required to operate the portable carpet extractor.

Makes minor adjustments, performs minor maintenance to cleaning equipment.

Performs minor maintenance and repair tasks such as changing light shades, bulbs and tubes, removing graffiti, covering holes, boarding up broken windows, etc.

Performs minor equipment adjustments or installations of ceiling tiles, pencil sharpeners, soap dispensers, desks, etc.

Cleans mops, brooms, and other caretaker equipment. Securely stores cleaning materials, chemicals and equipment prior to leaving premises.

Attends to emergent situations, such as flooded washrooms, etc., as required.

May sign for and accept deliveries.

Performs snow and/or ice removal, as required. Attends to safety issues such as de-icing stairs, walkways, etc.

Admits authorized students/visitors/groups to premises and requests those found in unauthorized areas to return to specified location.

Sorts and maintains recycling.

Sweeps front and back entrances and removes litter.

Cleans appliances (fridge, microwave, dishwasher, washer and dryer, etc.)

Ensures that school facilities, parking areas, etc. are safe and secure. Reports any repairs required for safety or security reasons.

May be required to open/close building.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of school cleaning practices and procedures and use of related tools, equipment and cleaning products.

Ability to satisfactorily complete a written questionnaire regarding Workplace Hazardous Material Information System (WHMIS).

Ability to perform standard caretaker work involving standing, walking, lifting, carrying, bending and crouching.

Ability to climb ladders and work at heights when changing light bulbs and tubes and performing duties such as cleaning beams and rafters.

Ability to communicate effectively in English and the ability to understand and carry out oral and written instructions.

Knowledge of fire/security smoke and alarm systems.

Ability to establish and maintain effective working relationships with fellow employees and others.

TRAINING AND EXPERIENCE

Less than grade 12.

Three months' previous experience in institutional cleaning, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Certification as a Building Service Worker, including WHMIS, from a training institute, recognized by School District #36 (Surrey).

CLASS SPECIFICATION
2010-06-16

EDUCATION ASSISTANT – PEER SUPPORT FACILITATOR (PSF)

NATURE AND SCOPE OF WORK

A Special Education Assistant – Peer Support Facilitator (PSF) works in a collaborative/team environment with Integration Support Teachers, Special Education Helping Teachers, Principals and reports to the Special Education Department. A SEA - PSF may work without close supervision.

The SEA – PSF provides assistance and guidance to peers in an elementary or secondary school involving school related paraprofessional services, including basic life skills, age appropriate academic assistance, and on-site assistance for work experience programs. The work involves providing assistance throughout the District and not for a particular school or a restricted set of duties. Assists in organizing and implementing programs for SEAs and provides advice to SEAs in support of students with special needs, behavioural issues and multi-cultural backgrounds. The SEA- PSF liaises with appropriate committees and District staff as required in order to support SEAs. The SEA – PSF reports to management.

TYPICAL RESPONSIBILITIES

Under the direction of Student Support Services:

Mentors peers by providing advice and guidance on all aspects of special needs support as outlined in the student’s I.E.P., such as reinforcement of teacher lessons, supervising tests, carrying out prescribed behaviour modification programs, and preparing and setting out materials and equipment.

Under the direction of a teacher, assists peers in the preparation of instructional materials.

In collaboration with Student Support Services, assists SEAs in the preparation of materials to support Low Incidence special needs students.

Under the direction of a teacher, assists peers in the implementation of Individual Education Plans. Within guidelines and as directed by the teacher, assists SEAs in making adaptations, such as the sequence and timing instructional content for individual students.

May assist SEAs in supervising student activities in consultation with school staff, Integration Support teachers, Special Education Helping teachers and school based teams.

Models the facilitation of positive and respectful interactions between special needs students and other students.

Demonstrates or provides advice and guidance on the gathering of data collection for documenting student progress.

Demonstrates or provides advice and guidance on providing personal assistance tasks for students.

Assists in organizing in-house professional development activities.

Maintains ongoing records and daily work of services provided to SEAs.

Maintains the confidentiality of sensitive information.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES, AND SKILLS

Knowledge of a wide variety of disabling conditions which affect children, and the school programming possibilities which might be used to deal with them.

Knowledge and experience working with all types of low incidence special needs students including children with autism, intensive behaviour and physically dependant at both the elementary and secondary level.

Knowledge of and ability to operate instructional aid equipment and computer programs.

Ability to understand and work with core curriculum at the appropriate grade level(s) including secondary school academics.

An understanding and demonstrated commitment to the philosophy, goals and processes for including students with special needs into classrooms.

Ability to work independently as well as a member of a collaborative team where a variety of unique expertise is represented and shared.

Ability to self-direct and self-manage

Ability to establish and maintain rapport and effective working relationships with students and staff.

Excellent interpersonal communication, organizational and problem-solving skills required to perform the duties of the position.

Excellent written and verbal English skills.

TRAINING AND EXPERIENCE

Completion of grade 12 plus a certificate as a Special Education Assistant, from a community college or an education institution recognized by the district.

Minimum 3 years of satisfactory experience working as a SEA at both the secondary and elementary level.

25 or more hours of formal training, specific to working with children with autism (equivalent to that offered by the Provincial Outreach Program for autism and related disorders).

Non Crisis Intervention training required.

FASD experience is preferred.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Drivers' Licence

CLASS SPECIFICATION

EDUCATION ASSISTANT – AUTISM

NATURE & SCOPE OF WORK

A Special Education Assistant – **Autism** works in a collaborative/team environment, receives direction from a teacher and reports to Management. A Special Education Assistant - **Autism** may work without close supervision. The overall program responsibility for students remains with the teacher.

The work involves providing assistance to teachers with the delivery of programs and services which support learning and provide for the safety and comfort of students through physical and personal care. Programs address a broad range of needs including basic life skills, age appropriate academic assistance and on-site assistance to students in work experience programs. An SEA - **Autism** works with a wide variety of students, including those who are autistic, intellectually, physically and/or sensorially disabled and/or students who exhibit inappropriate and sometimes aggressive behaviours.

The work of the Special Education Assistant – Autism is distinguishable from the work of the Special Education Assistant I by the use of required training, knowledge and/or skills specific to an assignment where the district requires such for applied behaviour analysis (ABA).

A Special Education Assistant - Autism provides assistance for students with special needs, as identified by the School District's Special Education Department, in the delivery of programs and services in line with Ministry of Education guidelines.

TYPICAL RESPONSIBILITIES

Provides classroom assistance in the delivery of Individual Education Plans (IEPs). This assistance may include reinforcement of teacher lessons, supervising tests, carrying out prescribed behaviour modification programs, **including ABA**, assisting students with work experience agreements, etc., and preparing and setting out materials and equipment.

Performs Level I (non-child specific) personal assistance tasks as defined by the Ministry of Education and the Ministry of Health protocols. Such tasks may include feeding, normal oral hygiene, cleanliness of hands and face, dressing, toileting, and diapering. May be required, in accordance with Board policy and regulations, to administer medicines provided by parents or guardians, and as authorized by a physician. May provide basic first aid, as required.

Maintains appropriate records.

May provide input to the design of Individual Education Plans and how they will be implemented. Within guidelines, and as directed by the teacher, makes adaptations such as sequence and timing of content of instruction for individual students.

Assists students to improve communication and social skills, to conduct themselves appropriately and to achieve life-skill goals and a positive self-image and self esteem.

Accompanies students on field trips and demonstrates life skills such as public transportation use, purchase of necessities and cash handling. Supervises and assists students who have ambulatory problems in boarding and disembarking buses.

Monitors and maintains contact with students on-site for work experience programs, as required.

May supervise students with special needs at recess and lunch.

In consultation with the appropriate professional, may operate, adjust, and assist with specialized equipment, e.g. speech computer programs, personal communicators, light pointers, life skills equipment, wheelchairs, etc.

May work with assistance from an external consultant or therapist in conjunction with the teacher when deemed appropriate by the Director of Instruction.

Maintains the confidentiality of sensitive information.

Administers passive physiotherapy exercises as prescribed, demonstrated and monitored by a qualified therapist, in accordance with Individual Education Plan. Adapts gym activities in consultation with classroom teachers, occupational therapist, physiotherapist, etc.

Upon request by teachers, participates in meetings with parents to discuss individual student progress.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of a wide variety of disabling conditions which affect children, and the school programming possibilities which might be used to deal with them.

Ability to establish and maintain rapport and effective working relationships with students and staff and a willingness to undertake child specific training of up to 15 hours which may take place in the student's home, be in conjunction with parents, and/or therapist, and may be outside the school day or school year.

Ability to understand and work with core curriculum at the appropriate grade level(s).

An understanding and demonstrated commitment to the philosophy goals and processes for including students with special needs into classrooms.

Ability to acquire child-specific program knowledge and skills which may be required for behaviour management, equipment handling and communication alternatives such as sign language and augmentative communication.

Ability to implement clearly defined limits of acceptable behaviour with patience and flexibility, to chart and record behavioural observations, and to maintain a positive attitude.

Knowledge and ability to use and adapt computer programs.

Ability to cope with physical demands such as lifting students with ambulatory problems, restraining and redirecting students who exhibit unacceptable behaviour, attending to students requiring assistance with bathrooms or mobility.

Ability to work in a team environment with teachers, parents, health care professions, district staff, etc.

Skill and ability to communicate effectively in written and oral English.

Interpersonal, communication and problem-solving skills required to perform the duties of the position.

TRAINING AND EXPERIENCE

In addition to the Training and Experience required in the Special Education Assistant I, the following is also required for the applicable specialty positions:

AUTISM

25 or more hours of formal training, specific to working with children with autism (equivalent to that offered by the Provincial Resource/Outreach Program); overseen and supervised by a person with professional standing and training to do so.

CLASS SPECIFICATION

99-10-27

EDUCATION ASSISTANT I

(Formerly: Teacher Assistant I)

NATURE AND SCOPE OF WORK

A Special Education Assistant I works in a collaborative/team environment, receives direction from a teacher and reports to Management. A Special Education Assistant I may work without close supervision. The overall program responsibility for students remains with the teacher.

The work involves providing assistance to teachers with the delivery of programs and services which support learning and provide for the safety and comfort of students through physical and personal care. Programs address a broad range of needs including basic life skills, age appropriate academic assistance, and on-site assistance to students in work experience programs. An SEA-I works with a wide variety of students, including those who are autistic, intellectually, physically and/or sensorially disabled and/or students who exhibit inappropriate and sometimes aggressive behaviours.

A Special Education Assistant I provides assistance for students with special needs, as identified by the School District's Special Education Department, in the delivery of programs and services in line with Ministry of Education guidelines.

TYPICAL RESPONSIBILITIES

Provides classroom assistance in the delivery of Individual Education Plans (IEP's). This assistance may include reinforcement of teacher lessons, supervising tests, carrying out prescribed behaviour modification programs, assisting students with work experience agreements, etc., and preparing and setting out materials and equipment.

Performs Level I (non-child specific) personal assistance tasks as defined by the Ministry of Education and the Ministry of Health protocols. Such tasks may include feeding, normal oral hygiene, cleanliness of hands and face, dressing, toileting, and diapering. May be required, in accordance with Board policy and regulations, to administer medicines provided by parents or guardians, and as authorized by a physician. May provide basic first aid, as required.

Maintains appropriate records.

May provide input to the design of Individual Education Plans and how they will be implemented. Within guidelines, and as directed by the teacher, makes adaptations such as sequence and timing of content of instruction for individual students.

Assists students to improve communication and social skills, to conduct themselves appropriately, and to achieve life-skill goals and a positive self-image and self-esteem.

Accompanies students on field trips and demonstrates life skills such as public transportation use, purchase of necessities and cash handling. Supervises and assists students who have ambulatory problems in boarding and disembarking buses.

Monitors and maintains contact with students on-site for work experience programs, as required.

May supervise students with special needs at recess and lunch.

In consultation with the appropriate professional, may operate, adjust, and assist with specialized equipment, e.g. speech computer programs, personal communicators, light pointers, life skills equipment, wheelchairs, etc.

Maintains the confidentiality of sensitive information.

Administers passive physiotherapy exercises as prescribed, demonstrated and monitored by a qualified therapist, in accordance with Individual Education Plans. Adapts gym activities in consultation with classroom teachers, Occupational Therapist, Physiotherapist, etc.

Upon request by teachers, participates in meetings with parents to discuss individual student progress.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES, AND SKILLS

Knowledge of a wide variety of disabling conditions which affect children, and the school programming possibilities which might be used to deal with them.

Ability to establish and maintain rapport and effective working relationships with students and staff.

Ability to understand and work with core curriculum at the appropriate grade level(s).

An understanding and demonstrated commitment to the philosophy, goals and processes for including students with special needs into classrooms.

Ability to acquire child-specific program knowledge and skills which may be required for behaviour management, equipment handling and communication alternatives such as sign language and augmentative communication.

Ability to implement clearly defined limits of acceptable behaviour with patience and flexibility, to chart and record behavioural observations, and to maintain a positive attitude.

Knowledge and ability to use and adapt computer programs.

Ability to cope with physical demands such as lifting students with ambulatory problems, restraining and redirecting students who exhibit unacceptable behaviour, attending to students requiring assistance with bathrooms or mobility.

Ability to work in a team environment with teachers, parents, health care professionals, district staff, etc.

Skill and ability to communicate effectively in written and oral English.

Interpersonal, communication and problem-solving skills required to perform the duties of the position.

TRAINING AND EXPERIENCE

Completion of grade 12 plus a certificate as a Special Education Assistant, from a community college or an educational institute recognized by the district.

One year previous related experience.

or

An equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

EDUCATION ASSISTANT II

(Formerly: Teacher Assistant II)

NATURE AND SCOPE OF WORK

A Special Education Assistant II works in a collaborative/team environment, receives direction from a teacher and reports to Management. A Special Education Assistant II may work without close supervision. The overall program responsibility for students remains with the teacher.

The work involves providing assistance to teachers with the delivery of programs and services which support learning and provide for the safety and comfort of students through physical and personal care. Programs may address a broad range of needs including basic life skills and age appropriate academic assistance and on-site assistance to students in work experience programs.

A Special Education Assistant II provides assistance for students with special needs, as identified by the School District's Special Education Department, in the delivery of programs and services in line with Ministry of Education guidelines.

As well, the work of an employee in this classification differs from that of an SEA-I by the additional requirement to provide Level II (child-specific) paramedical care as outlined in an individual health care plan.

TYPICAL RESPONSIBILITIES

Provides classroom assistance in the delivery of Individual Education Plans (IEP's). This assistance may include reinforcement of teacher lessons, supervising tests, carrying out prescribed behaviour modification programs, and preparing and setting out materials and equipment.

Performs Level I (non-child specific) personal assistance tasks as defined by the Ministry of Education and the Ministry of Health protocols. Such tasks may include feeding, normal oral hygiene, cleanliness of hands and face, dressing, toileting, and diapering. May be required, in accordance with Board policy and regulations, to administer medicines provided by parents or guardians, and as authorized by a physician. May provide basic first aid, as required.

An SEA-II works with a wide variety of students, including those who are autistic, intellectually, physically and/or sensorially disabled, and/or students who exhibit inappropriate and sometimes aggressive behaviours.

Performs Level II (child-specific) care procedures as defined by the Ministry of Education and the Ministry of Health protocols. Such procedures may include gastrostomy care and feeding, bladder catheterization, management of frequent and severe seizures, glucose monitoring, etc. Maintains required records of feeding, toileting and seizures.

May provide input to the design of Individual Education Plans and how they will be implemented. Within guidelines, and as directed by the teacher, makes adaptations such as sequence and timing of content of instruction for individual students.

Assists students to improve communication and social skills, to conduct themselves appropriately and to achieve life-skill goals and a positive self-image and self-esteem.

Accompanies students on field trips and demonstrates life skills such as public transportation use, purchase of necessities and cash handling. Supervises and assists students who have ambulatory problems in boarding and disembarking buses.

Monitors and maintains contact with students on-site for work experience programs, as required.

May supervise students with special needs at recess and lunch.

In consultation with the appropriate professional may operate, adjust, and assist with specialized equipment, e.g. speech computer programs, personal communicators, light pointers, life skills equipment, wheelchairs, etc.

Maintains the confidentiality of sensitive information.

Administers passive physiotherapy exercises as prescribed, demonstrated and monitored by a qualified therapist, in accordance with Individual Education Plans. Adapts gym activities in consultation with classroom teachers, Occupational Therapist, Physiotherapist, etc.

Upon request by teachers, participates in meetings with parents to discuss individual student progress.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES, AND SKILLS

Knowledge of a wide variety of disabling conditions which affect children, and the school programming possibilities which might be used to deal with them.

Ability to understand and work with core curriculum at the appropriate grade level(s).

An understanding and demonstrated commitment to the philosophy, goals and processes for including students with special needs into classrooms.

Ability to acquire child-specific program knowledge and skills which may be required for behaviour management, equipment handling and communication alternatives such as sign language and augmentative communication.

Ability to implement clearly defined limits of acceptable behaviour with patience and flexibility, to chart and record behavioural observations, and to maintain a positive attitude.

Knowledge and ability to use and adapt computer programs.

Ability to cope with physical demands such as lifting students with ambulatory problems, restraining and redirecting students who exhibit unacceptable behaviour, attending to students requiring assistance with bathrooms or mobility.

Ability to work in a team environment with teachers, parents, health care professionals, district staff, etc.

Ability to establish and maintain rapport and effective working relationships with students and staff.

Skill and ability to communicate effectively in written and oral English.

Interpersonal, communication and problem-solving skills required to perform the duties of the position.

Ability to qualify for and administer Level II child-specific health care procedures as provided by in-school support nurse and outlined in the health care plan.

TRAINING AND EXPERIENCE

Completion of grade 12.

Certificate as a Special Education Assistant, from a community college or an education institution recognized by the district.

One year previous related experience,

or

an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None.

CLASS SPECIFICATION

99-10-27

EDUCATION CENTRE SECRETARY

(Formerly: Clerk-Typist II)

NATURE AND SCOPE OF WORK

The Education Centre Secretary performs work of considerable variety and complexity, including the provision of administrative support services at a designated district education site. The incumbent acts as secretary to the principal and staff, and assists the administrative officer with a variety of clerical duties, including reception, responses to enquiries, ordering supplies, processing of student data and records, bookkeeping and banking tasks and the efficient operation of the office. An incumbent exercises a considerable degree of independent judgement and action in dealing with students, staff, parents, and the public on a variety of matters.

Work is performed in accordance with procedures under a minimum of supervision. The incumbent exercises courtesy, discretion, and diplomacy in explaining applicable rules, policies, and procedures and in supplying information and assistance to students, parents, school and district personnel, the public and outside agencies. The Education Centre Secretary reports to an Administrative Officer.

TYPICAL RESPONSIBILITIES

Types, collates, indexes, organizes and files a variety of reports, correspondence, newsletters, and similar material utilizing a computer and software applications including word processing, desktop publishing, spreadsheets, and accounting.

Makes and cancels appointments; processes confidential material; arranges meetings; answers and processes telephone and personal enquiries; registers students; explains and interprets rules, policies and procedures; ensures the efficient operation of the office; attends meetings and takes notes as required.

Prepares, maintains, and produces a variety of materials such as staff and student records, lists, demographic information, report cards, employee attendance/absence reports, invoices, accounts, and purchase requisitions, work orders, course catalogues, etc., using a typewriter or computer.

Checks student attendance, maintains student attendance records, and may make telephone calls regarding absenteeism.

Requisitions, orders, receives, inventories and maintains school/office supplies, equipment and learning resources.

Produces correspondence and computer generated reports from various formats.

Assigns tasks to other clerical staff and advises new staff, as required.

Processes accounts payable and receivable; posts receipts and disbursements to accounts and ledgers; reconciles and balances a variety of school accounts; prepares cheques for signature; prepares monthly financial reports; prepares annual statement of revenue and expenditures.

Maintains Imprest account and petty cash, and makes bank deposits. Acts as school receptionist, receives, classifies and distributes mail and courier documentation, receives and directs visitors, receives and routes telephone calls and provides a variety of information and assistance in person, by a PA system, and by telephone to students, parents, staff, and the general public.

May administer minor first aid.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of and ability to accomplish tasks on personal and networked computer systems used in education centres for site-based funds bookkeeping, district requisitioning, district financial transactions, employee attendance, student records, word processing, library and related functions.

Knowledge of bookkeeping, cash handling and financial practices and their practical application in satisfying district standards related to site-based funds and district funds allocated to education centres.

Skill and ability in interpersonal relationships, within the work group and with outside contacts.

Knowledge of business English and demonstrated ability in written and verbal communication skills, including grammar, spelling and punctuation.

Ability to operate general office equipment including calculators, adding machines, fax machines, photocopiers, typewriters, etc.

Ability to utilize computer equipment and software applications.

Ability to learn the operation of unfamiliar office equipment unique to a given work site. Specific training, outside of the job training shall be arranged and provided for by the employer, if required.

Knowledge of applicable district and local policies, regulations and practices which govern activities.

Ability to multi-task and meet established deadlines and time frames even with constant interruptions.

Ability to assist and direct clerical personnel.

TRAINING AND EXPERIENCE

Completion of grade 12, plus additional post secondary courses in office practices and/or business courses including the utilization of computers and basic bookkeeping.

Two years' related general office experience, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES, AND REGISTRATIONS

None

CLASS SPECIFICATION

2007-11-30

EDUCATION CENTRE SECRETARY – LEARNING CENTRE

NATURE AND SCOPE OF WORK

The Education Centre Secretary - Learning Centre performs work of considerable variety and complexity, including the provision of administrative support services at a designated district learning centre. The incumbent acts as secretary to the principal and staff, and assists the administrative officer with a variety of clerical duties, including reception, responses to enquiries, ordering supplies, processing of student data and records, bookkeeping and banking tasks and the efficient operation of the office. An incumbent exercises a considerable degree of independent judgement and action in dealing with students, staff, parents, and the public on a variety of matters, and due to the unique nature of the student population.

The ECS-LC performs work which involves summarizing statistical information involving substantial communication with others, such as those involving documents of students, and provision of information to the public and Ministry of Education. The ECS-LC provides procedural advice and guidance to other staff and employees (i.e. report card marks, comments, course requests, etc.)

Work is performed in accordance with procedures under a minimum of supervision. The incumbent exercises courtesy, discretion, and diplomacy in explaining applicable rules, policies, and procedures and in supplying information and assistance to students, parents, school and district personnel, the public and outside agencies. The Education Centre Secretary reports to an Administrative Officer.

TYPICAL RESPONSIBILITIES

Uses a computer and software applications in the keyboarding, storage, preparation and production of correspondence, newsletters, forms, staff records, employee attendance/absence reports, accounts, maintenance work orders, course catalogues, lists, staff meeting agendas and minutes, newsletters, month end reports and related materials. Keyboards from copy, rough draft, general instructions and composes routine correspondence. Inputs, edits and deletes information in prepared programs as necessary.

Acts as a secretary to the Administrative Officer(s):

Makes and cancels appointments; processes confidential material; arranges meetings; answers and processes telephone and personal enquiries; ensures the efficient operation of the office; attends meetings and takes notes as required.

Preparing District & Ministry reports as required related to courses, course codes and graduation requirements. Working with students, counsellors and Ministry representatives regarding student graduation requirements. Updating students' marks. Shutting down for previous school year, which will put student mark records into Ministry databases by completing each step of the process in the proper order and understanding why. Setting up all the parameters related to the

new school year to ensure a proper and efficient start-up, setting up class lists, and ensuring that all data is accurate and proper coding in District and Ministry screens is complete. Properly registering and withdrawing students leaving the school to ensure that accurate data is provided to the Planning Division. Generation of report cards. Provides accurate reporting of student marks, graduation status and government exams. Ensures that SIS manuals are kept accurate and up-to-date, as necessary.

Processes new registrations, withdrawals, attendance, P/R cards and student records, suspensions, etc., utilizing computer and manual systems.

Checks student attendance, maintains student attendance records, and may make telephone calls regarding absenteeism. Assists with field trip arrangements including bookings and transportation.

Collects payments for various school activities; issues receipts and makes bank deposits; processes account payables and receivables; maintains computerized site-based funds accounting records; prepares, reconciles and balances a variety of accounts; produces cheques, prepares annual statement of revenue and expenditures; maintains imprest account and petty cash.

Maintains, records and updates budget account expenditures and balances. Provides Administrative Officer with information and assists with planning the budget.

Requisitions, orders, receives, inventories and maintains school/office supplies, equipment and learning resources.

Acts as school receptionist, processes incoming and outgoing mail; receives and directs visitors; receives and routes telephone calls; provides a variety of information and assistance with respect to registration, finances, student marks, school policies and procedures; graduation status and government exams to students, parents, staff, the general public and the Ministry of Education.

Coordinates and participates in the work of support staff and monitors the progress and problems of daily work flow while establishing plans to complete and solve them. May be required to train other support staff.

May administer minor first aid.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of and ability to accomplish tasks on personal and networked computer systems used in education centres for site-based funds bookkeeping, district requisitioning, district financial transactions, employee attendance, student records, word processing, library, Board and Ministry information requirements and related functions.

Knowledge of bookkeeping, cash handling and financial practices and their practical application in satisfying district standards related to site-based funds and district funds allocated to education centres.

Skill and ability in interpersonal relationships, within the work group and with outside contacts.

Knowledge of business English and demonstrated ability in written and verbal communication skills, including grammar, spelling and punctuation.

Ability to acquire and apply knowledge of Board, school and Ministry of Education policies, regulations and practices regarding courses, graduation, etc.

Ability to assess and meet established deadlines and time constraints, despite frequent interruptions, and the flexibility to adapt and respond to changing priorities.

Ability to work under minimal supervision and act with a high degree of independent judgement and action on a variety of matters.

Ability to assist and direct clerical personnel.

Ability to establish and maintain effective working relationships with school and district staff, students, parents and the public to explain school rules, policies and procedures and supply information and assistance, as required.

Ability to operate general office equipment including calculators, adding machines, fax machines, photocopiers, typewriters, etc.

Ability to learn the operation of unfamiliar office equipment unique to a given work site. Specific training, outside of the job training shall be arranged and provided for by the employer, if required.

Knowledge of applicable district and local policies, regulations and practices which govern activities.

TRAINING AND EXPERIENCE

Completion of grade 12, plus additional post secondary courses in office practices and/or business courses including the utilization of computers and basic bookkeeping.

Two years' related general office experience, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES, AND REGISTRATIONS

None

CLASS SPECIFICATION

2006-08-14

EDUCATIONAL VISUAL LANGUAGE INTERPRETER

(Formerly Sign Language Interpreter)

NATURE AND SCOPE OF WORK

An Educational Visual Language Interpreter (EVLI) works as part of a collaborative team within the school system and provides interpreting and support services for deaf and hard of hearing students, consistent with the Ministry of Education guidelines. The duties involve facilitating communication between deaf, hard of hearing and hearing students and staff by providing educational interpreting services in and out of the classroom, adjusting to the communication and educational needs of the student as specified in the students' Individual Education Plan (I.E.P).

The EVLI receives direction from a District Teacher of the Deaf and Hard of Hearing with regard to implementation of the students' Individual Education Plan goals, and the Classroom Teacher with regard to implementation of the regular curriculum. The ELVI works collaboratively with a District Teacher of the Deaf and Hard of Hearing and Classroom Teacher to perform duties and responsibilities.

The EVLI reports to the School Principal or designate.

TYPICAL RESPONSIBILITIES

Provides American Sign Language, Signed English, Oral interpreting services and/or opportunities for deaf and hard of hearing students to use speech and audition as specified in the students' I.E.P.

Prepares as necessary for interpreting by previewing material, vocabulary, and concepts.

Participates as a member of the I.E.P. team.

Provides interpreting services for school functions including classroom instruction, activities, assemblies, counselling sessions, parent-student meetings, field trips, tutorials, and other situations throughout the school day as required.

Reviews previously taught concepts with deaf and hard of hearing students one-to-one or in small groups as requested and when interpreting is not required as indicated in the I.E.P.

Operates equipment such as FM auditory equipment, close captioning, and computers upon request.

Assists with the implementation of behaviour management or social skills programs as defined in a students' I.E.P.

Ensures proper functioning of hearing aids, cochlear implants and other auditory equipment by performing daily listening checks and reporting any equipment malfunctions to the District Teacher of the Deaf and Hard of Hearing.

Assists with the preparation of materials for deaf and hard of hearing students upon request.

Respects the confidential nature of information regarding students.

Performs other assigned related duties as required.

KNOWLEDGE, ABILITY & SKILLS

Knowledge of Visual Language Interpretation and the ability to work effectively with deaf and hard of hearing students in an educational setting.

Ability to establish and maintain rapport and effective working relationships with students and staff.

Ability to understand and work with core curriculum at the appropriate grade levels.

Ability to acquire child-specific program knowledge and skills which may be required for behaviour management, equipment handling and communications alternatives such as sign language and augmentative communication.

Ability to implement clearly defined limits of acceptable behaviour with patience and flexibility, and to chart and record behavioural observations.

Knowledge and ability to use computer programs and to adapt the programs to the student's need and level.

Ability to work in a team environment with teachers, parents, health care professionals, district staff etc. Demonstrated ability to work at a level of independence and with the degree of initiative appropriate to the position.

Demonstrated ability to communicate effectively in written and oral English.

Interpersonal, communication and problem solving skills required to perform the duties of the position.

Demonstrated fluency in American Sign Language including the ability to adjust to the signing, educational and communication levels required.

Physical ability to perform the required duties.

TRAINING & EXPERIENCE

Completion of Grade 12 or equivalent including grammar, spelling, arithmetic, reading, writing and understanding English.

Completion of a recognized Program of Visual Language Interpretation plus one year related experience, or an equivalent combination of training and experience.

American Sign Language Level 8 proficiency.

LICENSES, CERTIFICATES & REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

ELEMENTARY SCHOOL CLERK

(Formerly: Clerk-Typist II)

NATURE AND SCOPE OF WORK

The Elementary School Clerk works under the direction of the Head Secretary - Elementary, performing assigned clerical and other tasks requiring some degree of independent judgement and action in the operation of a school administrative office in a large elementary school. Tasks follow well-established work methods and procedures and may vary depending on the operational requirements of the school. The Elementary School Clerk acts as relief for other clerical staff and assists other clerks in both routine and non-routine tasks. Incumbent reports to an Administrative Officer.

The work involves the operation of computer work stations and/or other office equipment including typewriters, copiers, calculators, telephones, fax machines, and PA systems, and frequent information exchange with students and school staff, parents, district staff and members of the public.

TYPICAL RESPONSIBILITIES

Processes new registrations, PR cards, withdrawals, attendance, suspensions, etc., utilizing computer or manual systems and maintains and updates the student/staff records system.

Prepares district and Ministry reports, as required.

Prepares letters/notices to parents, memos to teachers/district office representatives, meeting agendas, minutes, newsletters, and student handbook, etc.

Answers telephone and service counter queries from students, parents, etc. providing information and/or directions as needed. May use PA system.

Arranges meetings between administration, students and parents.

Administers the school's "key" inventory system as required.

May provide clerical assistance in minor bookkeeping tasks, financial record keeping, petty cash handling and bank deposits, as required.

Performs duties relating to enrollment, including liaising with planning department, special education, counsellors, ESL teachers and administrators to ensure students are accurately designated in all programs and counted correctly.

Ensures that SIS/District policy manuals are kept accurate and up-to-date, as necessary.

Transfers student files and electronic data.

Compiles a variety of reports, including employee attendance/absence reports.

Maintains office files and office supplies.

Provides clerical assistance to library, as required.

Prepares purchase requisitions and work orders.

Tracks, receives, and distributes learning resources and performs duties relating to textbook retrieval and billing, including correspondence and parental contact.

Assists in arranging field trips including booking facilities, transportation, etc.

Attends meetings, takes notes and transcribes, as required.

Provides relief coverage and gives direction and advice to other office clerical staff.

Receives, classifies and distributes mail and courier documentation.

Attends to sick students and minor first-aid cases and administers pre-approved medication to students, as needed.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to work with minimum of supervision.

Ability to acquire and apply knowledge of board, school, and Ministry of Education policies, regulations and practices.

Verbal and written communication skills and the use of business English including spelling, grammar and punctuation.

Interpersonal skills at the level required to perform the duties of this position.

Knowledge of and experience with current office systems and practices and school district systems relating to both Board and Ministry information requirements, including the use of network computer systems/PC's for student records and related functions.

Ability to operate a variety of office and school equipment including computer terminals/PC's, calculators, fax machines, adding machines, etc., and the ability to learn the operation of unfamiliar office equipment unique to a given worksite.

Ability to meet established deadlines and time constraints, despite constant interruptions, and the flexibility to adapt and respond to changing priorities.

TRAINING AND EXPERIENCE

Completion of grade 12, including courses in business procedures and word processing.

One year's previous related experience in a computerized office environment, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

EQUIPMENT OPERATOR I

(Formerly: Equipment Operator I)

NATURE AND SCOPE OF WORK

An Equipment Operator I performs a variety of duties related to the operation of light, mobile, self-propelled equipment up to 1800 kilograms and lightweight vehicles up to 7,200 kilograms G.V.W., used in cartage and in the preparation and maintenance of lawns, playing fields and grounds. An Equipment Operator I is responsible for the safe and efficient operation of equipment used. Some independent thought and judgement is required in making decisions as to methods and priorities for performing work at assigned locations.

An Equipment Operator I reports to a Foreman and Management.

TYPICAL RESPONSIBILITIES

Operates lightweight equipment such as, mowers and weed eaters to maintain lawns, fields and grounds.

Loads trailers with equipment used in work and transports to work site.

Operates light weight vehicles used to move goods and materials to and from jobsites, loads and unloads vehicles and places the goods and materials in designated areas, as required.

Operates lightweight vehicles used to collect the litter from waste receptacles and transports the waste to a designated site.

Inspects, performs routine servicing and makes minor repairs and adjustments to the equipment operated. Reports malfunctions to a supervisor.

May be required to perform the functions specified in a lower classification.

Performs pre / post-trip inspections in accordance with District policies.

Completes forms, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of basic mechanics to inspect and service equipment and to make minor repairs and adjustments to equipment used in performance of work.

Knowledge of, and the ability and skill necessary to safely operate light equipment used to carry out work assignments, and the ability to recognize and report equipment malfunctions.

Ability to regularly lift and carry equipment, and perform manual labour.

Ability to communicate effectively in English and the ability to understand and carry out written and oral instructions.

Knowledge of WHMIS, WCB occupational health and safety regulations, and District safe work practices, policies and procedures to perform work requirements within the applicable area.

Ability to establish and maintain effective working relationships with fellow employees and others.

TRAINING AND EXPERIENCE

Less than grade 12. Three months' previous related experience in the operation of light, mobile, self-propelled equipment, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid Class 5 B.C. Driver's Licence.

CLASS SPECIFICATION

99-10-27

Revised: August 26, 2011

Revised: February 7, 2014

Revised: January 12, 2015

EQUIPMENT OPERATOR II

NATURE AND SCOPE OF WORK

In addition to the functions of an Equipment Operator I, employees in this classification operate rubber tired, mobile construction and maintenance vehicles between 1800-**5500** kilograms G.V.W., with all applicable attachments and vehicles 16,000 kilograms G.V.W. and under. An Equipment Operator II is responsible for the safe and efficient operation of equipment used. Project assignments require the use of independent thought and judgment in making decisions, normally performed without immediate supervision, but periodically checked to determine the care and safety exercised in operating equipment, promptness in completing tasks and for quality of work performed.

An Equipment Operator II reports to a Foreman and Management.

TYPICAL RESPONSIBILITIES

Operates rubber tired internal combustion engine vehicles between 1800-**5500** kilograms G.V.W. with all applicable attachments including post hole auger, rototiller, aerator, flail mower, rock picker, forklift sickle, gang mower and front end loader, etc.

Operates vehicle 16,000 kilograms G.V.W. and under, including a dump truck.

Plans and organizes work to ensure the safe and efficient performance of equipment and tasks.

Loads, unloads and delivers a variety of material.

Operates materiel handling equipment such as pallet jacks, forklifts and high-reaches to load, unload from trucks and store and retrieve materiel.

Set-up and take down stages and risers as required.

Inspects, performs routine servicing and makes minor repairs and adjustments to equipment operated. Reports malfunctions and repair requirements to a supervisor.

May provide direction to assigned subordinates.

Performs pre / post-trip safety inspections in accordance with District policies.

May be required to perform the functions specified in a lower classification.

Completes forms, as required.

Drives District vehicles to and from job sites.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to plan and coordinate work and to ensure the safe, efficient and effective operation of machinery.

Ability to regularly lift and carry equipment, and perform manual labour.

Ability to communicate effectively in English and the ability to understand and carry out oral and written instructions.

Mechanical aptitude and skill in the operation and servicing of equipment used.

Ability and skill to acquire forklift certification and to operate material handling equipment.

Ability to utilize computer software applications such as the warehouse information system and work order system.

Knowledge of WHMIS, WCB occupational health and safety regulations, and District safe work practices, policies and procedures to perform work requirements within the applicable area.

Knowledge of National Safety Code and Highway Traffic Act.

Ability to read and understand simple blueprints, working drawings and sketches.

Ability to establish and maintain effective working relationships with fellow employees and others.

TRAINING AND EXPERIENCE

Less than grade 12, plus additional training in the operation of rubber tired mobile construction and maintenance equipment recognized by the district.

Three months' recent experience performing a variety of maintenance tasks utilizing light to medium mobile construction and maintenance equipment and vehicles, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid Class **5** B.C. Driver's Licence

CLASS SPECIFICATION

99-10-27

EQUIPMENT OPERATOR III

(Formerly: Equipment Operator III)

NATURE AND SCOPE OF WORK

An Equipment Operator III operates heavy duty, rubber tired, power driven vehicles with hydraulic digging attachments and vehicles 16,000 kilograms G.V.W. or over. Work involves performing a variety of tasks related to general construction and maintenance of District facilities. Project assignments require the use of independent thought and judgement. Work is normally performed without immediate supervision, but is periodically reviewed to determine the care and safety exercised in operating equipment.

An Equipment Operator III reports to a Foreman and Management.

TYPICAL RESPONSIBILITIES

Operates rubber tired vehicles 3,800 kilograms G.V.W. and over with hydraulic digging and loading attachments in the performance of a variety of construction and maintenance tasks such as digging trenches, installing drainage systems, backfilling and loading excavated material, field maintenance and grass cutting.

May operate vehicles over 16,000 kilograms G.V.W.

Inspects, performs routine servicing and makes minor repairs and adjustments to equipment operated. Reports malfunctions and repair requirements to Non-Trades Foreman, or designate.

Plans, organizes and coordinates work to ensure the safe and efficient performance of equipment and tasks.

Monitors the work of employees performing related tasks.

Performs pre / post-trip safety inspections in compliance with District policies, the "National Safety Code" and the "Motor Vehicle Act of British Columbia".

May be required to perform the functions of a lower classification.

Completes forms, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Mechanical knowledge and skill in the operation and servicing of equipment operated.

Ability to plan and coordinate work to ensure the safe, efficient and effective operation of machinery.

Ability to regularly lift and carry equipment, and perform manual labour.

Ability to communicate effectively in English and the ability to understand and carry out oral and written instructions.

Knowledge of WHMIS, WCB occupational health and safety regulations, and District safe work practices, policies and procedures to perform work requirements within the applicable area.

Knowledge of National Safety Code and Highway Traffic Act.

Ability to read and understand simple blueprints, working drawings and sketches.

Ability to establish and maintain effective working relationships with staff and others.

TRAINING AND EXPERIENCE

Less than grade 12 plus additional training in the operation of rubber tired mobile construction and maintenance equipment.

Six months' recent related practical experience in the operation of heavy-duty equipment, performing maintenance tasks, or an equivalent combination of training and experience, e.g. heavy equipment operator course, recognized by the District.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid Class 1 B.C. Driver's Licence with air endorsement.

CLASS SPECIFICATION

99-10-27

FACILITIES TECHNOLOGIST

(Formerly: Facilities Technologist/Technician)

NATURE AND SCOPE OF WORK

A Facilities Technologist provides technical support and supervises, directs and coordinates the work in one or more of the following technology areas: architectural, structural, mechanical, electrical, electronics, civil, etc. Work is performed under general direction with independent action and judgement exercised within established policies, procedures, regulations, codes, by-laws and generally accepted design, engineering and technology practices. Employees in this classification utilize computer equipment and a variety of software applications. Liaison with internal and external professional staff is required in the successful completion of assigned projects. Responsibilities may vary depending on area of assignment.

A Facilities Technologist reports to Management.

TYPICAL RESPONSIBILITIES

Prepares design sketches, drawings, specifications and cost estimates for District projects and systems, which may require the use of computer applications. This documentation may form part of contract documents.

Prepares as-built drawings by adding to or otherwise amending design drawings to incorporate changes made during construction or renovation.

Prepares technical specifications and tender documents for District projects (i.e. architectural, mechanical, electrical, structural, electronics, civil, etc.). Prepares, receives and reviews tenders and bids, evaluates their merits, and recommends selection of contractor to the Manager. Assists the Manager in developing and maintaining associated maintenance procedures and preventative maintenance manuals.

Reviews, critiques and recommends changes as required, to architectural, structural, mechanical, electrical, electronic, civil drawings and specifications for major District projects, as directed. Maintains and updates drawings, plans and specifications for all District owned and leased facilities relating to their original construction and of any subsequent changes made by contractors or District employees.

Develops, plans, organizes and schedules maintenance and other activities.

Prepares purchase requisitions, reviews invoices and recommends payments.

Conducts site visits to check, test and analyse systems/components operating within design parameters, and recommends/directs corrective action to ensure all systems operate within acceptable design parameters.

Maintains all site legal descriptions in an up-to-date condition, including data such as total area, grassed area, building area, etc. and similar information in both imperial and metric terms.

Assists with the development and administration of budgets including equipment and systems repair/replacement cost benefit analyses and making associated recommendations. Maintains cost records.

Coordinates, inspects and supervises work performed by outside contractors.

Provides training and technical assistance.

Coordinates, assigns and supervises work of assigned staff, as required.

Evaluates work, ensures competency and takes responsibility to recommend changes, improvements and/or direction.

Prepares cost estimates and associated purchase requisitions for District projects.

Assists in conducting new building commissioning, and final inspections, as necessary.

Utilizes computer equipment and specialized software applications to prepare technical reports, drawings, engineering data, research and project related information.

Enforces safety regulations, including WCB occupational health and safety regulations, and District safe work practices, policies and procedures.

Recommends materials required for warehouse stocking and authorizes the issuance of warehouse stock to subordinates.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of applicable codes, by-laws, regulations, maintenance terminology, and methodology.

Ability to prepare clear and concise technical reports and accurate project drawings and specifications.

Ability to utilize computers and specialized software applications, as required.

Ability to establish and maintain effective working relationships with other employees and external contractors.

Ability to read and interpret contract documents and administer contracts.

Ability to plan, coordinate, direct, supervise and evaluate the work of others, including contractors and consultants.

Ability to maintain accurate records.

Ability to prepare and read technical drawings and prints, to prepare cost estimates, tender documents and to effectively manage assigned projects.

Physical strength and ability to occasionally climb ladders and to enter in confined spaces.

Ability to communicate effectively in English, both orally and in writing, and the ability to understand and carry out oral/written instructions accurately with minimal supervision.

Interpersonal and communication skills and demonstrated leadership and supervisory skills.

TRAINING AND EXPERIENCE

Completion of a two year diploma in Technology, in the appropriate discipline, from a technical institute recognized by the District.

Three years' experience in a related construction and maintenance field, including supervisory experience or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Registered or eligible for registration as an Applied Science Technologist or Certified Technician in the appropriate discipline with the association of Applied Science Technologists and Technicians of B.C.

Valid Class 5 B.C. Driver's Licence.

CLASS SPECIFICATION

13-May-2009

FACILITIES TECHNOLOGIST II

NATURE AND SCOPE OF WORK

A Facilities Technologist II provides technical support and supervises, directs and coordinates the day-to-day work of employees in a facilities department. Work is performed under general direction with independent action and judgement exercised within established policies, procedures, regulations, codes, by-laws and generally accepted design, engineering and technology practices. Employees in this classification utilize computer equipment and a variety of software applications. Liaison with internal and external professional staff is required in the successful completion of assigned projects.

Work involves estimating, planning, obtaining licences or permits, scheduling work, ordering materials, scheduling delivery of materials to job sites, supervision of the work, evaluation of employees under the his/her supervision, maintaining records for job costing and operating computer equipment to input and retrieve data, as required. Employees in this classification are responsible for the timely completion of assigned work within the budget. A Facilities Technologist II provides on-the-job training to employees, as required. Working and supervisory experience within the trade is necessary.

A Facilities Technologist II reports to Management.

TYPICAL RESPONSIBILITIES

Estimates, plans, coordinates and schedules work. Secures permits and licences, as required.

Prepares design sketches, drawings, specifications and cost estimates for District projects and systems, which may require the use of computer applications. This documentation may form part of contract documents.

Prepares as-built drawings by adding to or otherwise amending design drawings to incorporate changes made during construction or renovation.

Prepares technical specifications and tender documents for District projects (i.e. architectural, mechanical, electrical, structural, electronics, civil, etc.). Prepares, receives and reviews tenders and bids, evaluates their merits, and recommends selection of contractor to the Manager. Assists the Manager in developing and maintaining associated maintenance procedures and preventative maintenance manuals.

Reviews, critiques and recommends changes as required, to electrical or electronic drawings and specifications for major District projects, as directed. Maintains and updates drawings, plans and specifications for all District owned and leased facilities relating to their original construction and of any subsequent changes made by contractors or District employees.

Develops, plans, organizes and schedules maintenance and other activities.

Liaises with district staff and external agencies in the performance of job-related duties.

Prepares purchase requisitions, reviews invoices and recommends payments.

Conducts site visits to check, test and analyse systems/components operating within design parameters, and recommends/directs corrective action to ensure all systems operate within acceptable design parameters.

Assists with the development and administration of budgets including equipment and systems repair/replacement cost benefit analyses and making associated recommendations. Maintains cost records.

Coordinates, inspects and supervises work performed by outside contractors.

Supervises and evaluates work of assigned staff, ensures competency and takes responsibility to recommend changes, improvements and/or direction with respect to assigned staff.

Recommends, develops and applies new or improved work techniques and methods employed in the applicable trade.

Ensures that work is completed within standards established by the District and that all applicable codes, by-laws, policies and regulations are met.

Assists in conducting new building commissioning, and final inspections, as necessary.

Utilizes computer equipment and specialized software applications to prepare technical reports, drawings, engineering data, research and project related information.

Enforces safety regulations, including WCB occupational health and safety regulations, and District safe work practices, policies and procedures.

Recommends materials required for warehouse stocking and authorizes the issuance of warehouse stock to subordinates.

Checks time sheets for accuracy and completeness; reviews and approves invoices for payment; reviews and submits District forms; and makes recommendations on employee leaves of absence for assigned staff.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Up-to-date knowledge of trade standard practices, methods, technology, tools, equipment, by-laws, regulations and codes applicable to the work performed.

Skill in staff supervision, including the ability to train, direct, assist, schedule, monitor and evaluate and report on the quality and quantity of subordinate's work.

Skilled in the use of tools, techniques, materials and equipment employed by the trade and crews concerned.

Ability to prepare clear and concise technical reports and accurate project drawings and specifications.

Ability to utilize computers and specialized software applications, as required.

Ability to establish and maintain effective working relationships with other employees and external contractors.

Ability to read and interpret contract documents and administer contracts.

Ability to plan, coordinate, direct, supervise and evaluate the work of others, including contractors and consultants.

Ability to maintain accurate records.

Ability to work closely with and supervise others.

Ability to evaluate the work of subordinates and to prepare evaluation/performance reports.

Physical strength and ability to occasionally climb ladders and to enter in confined spaces.

Ability to communicate effectively in English, both orally and in writing, and the ability to understand and carry out oral/written instructions accurately with minimal supervision.

Interpersonal and communication skills and demonstrated leadership and supervisory skills.

TRAINING AND EXPERIENCE

Completion of a two year diploma in Technology, in the appropriate discipline, from a technical institute recognized by the District.

Five years' experience in a related construction and maintenance field, including supervisory experience or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Registered or eligible for registration as an Applied Science Technologist or Certified Technician in the appropriate discipline with the association of Applied Science Technologists and Technicians of B.C.

Valid Class 5 B.C. Driver's Licence.

CLASS SPECIFICATION
99-10-27
(modified September 11, 2001)

GROUNDSKEEPER
(Formerly: Groundsman I, II)

NATURE AND SCOPE OF WORK

A Groundskeeper performs a variety of manual tasks of a semi-skilled nature, which includes operating power mowers, chain saws, grass trimmers, etc., and the operation of trucks to 7200 Kilograms G.V.W. A Grounds Keeper may direct the activities of a small crew carrying out routine work such as grounds clean-up, mowing lawns, cleaning brush, pruning shrubs and trees, and fertilizing.

Employees in this classification will, at entry level, have had experience in a labouring position, have operated power mowers, weed eaters, etc.. Although the operation of vehicles and equipment will not constitute a majority of a Groundskeepers duties, employees at entry level will be able to operate trucks of up to 7200 kg GVW and self propelled mowers of up to 1820 kg GVW.

Within one (1) year of entering this classification an employee will have acquired a pesticide applicators certificate, and will be able to direct small crews in carrying out routine work such as mowing, clearing of brush, clearing of field drains, pruning of shrubs and trees, fertilizing etc.

Within two (2) years of entering this classification an employee will have successfully completed at least five (5) approved courses in subjects related to grounds work. (These courses need not carry diploma credits and may include a course leading to a pesticide applicators certificate.) At the two year level, an employee will be capable of laying out beautification work from plans and may occasionally operate heavy self-propelled mowers, and trucks if qualified to do so.

Initially, employees in this classification perform most of their work under the supervision of a more experienced Groundskeeper I or II. As the employee gains experience, however, less direct supervision is given and work is only periodically reviewed by a supervisor.

A Groundskeeper II is capable of and performs the work of a Groundskeeper I; but also carries out more skilled tasks such as layout of jobs, preparation of lists of required materials etc., assignment of work to and training of subordinates, ensuring that the work of crews supervised is carried out effectively, and the like.

An employee in this classification, in relation to escalated experience over a two year period, may perform such tasks as job layout, routine inspections, record keeping, preparation of materials and equipment lists, worker training, providing technical direction to other workers and monitoring the quality of work performed.

A Grounds Keeper reports to a Foreman and Management.

TYPICAL RESPONSIBILITIES

Maintains flower beds, digs ditches and post holes, mows lawns, etc.

Uses a variety of hand and power tools.

Operates and cleans equipment related to work.

Plants and maintains various planted areas.

Picks rocks and litter, rakes, trims grass, etc., to maintain school grounds according to District standards.

Prunes shrubs and trees.

Installs, maintains, inspects and repairs drainage systems.

Assists in the layout and construction of planted areas, playing fields, drainage systems, etc.

Lays out, installs, repairs, winterizes and maintains underground sprinkler systems and associated timer controls.

Sites fences, curbs, sidewalks, driveways, etc.

Completes and prepares sketches and reports and maintains records related to work assignments.

Lays out and marks lines on playing fields.

Applies pesticides and herbicides, as required.

Fertilizes and maintains lawns, shrubs and planted areas.

May direct the activities of employees engaged in related work.

Drives a District vehicle to and from job sites.

May be required to perform the duties specified in lower classifications.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of tools, equipment, materials, techniques, etc. used in grounds programs at entry. Knowledge, ability and skill must develop as necessary to meet the two-year requirements of this class specification.

Knowledge of drainage systems, soil preparation and types of materials used in the grounds programs.

Knowledge of shrubs, trees, grasses, plants, etc. used by the District.

Mechanical knowledge to inspect equipment used, to recognize operating and potential operating problems and to have equipment serviced and repaired, as necessary.

Ability to assign, layout, coordinate, direct and organize work of assigned staff.

Ability to communicate effectively in English and the ability to understand, carry out, and communicate written and oral instructions.

Skills in the operation and maintenance of grounds equipment.

Sufficient strength, stamina and coordination to perform required tasks in all weather conditions. Ability to prepare, read and interpret drawings and sketches related to work assignments.

Knowledge of WHMIS, WCB occupational health and safety regulations and District safe work practices, policies and procedures to perform work requirements within the area of responsibility.

Ability to establish and maintain effective working relationships with District staff and others.

Ability to successfully complete courses in subjects related to grounds work such as:

Basic Turf Management
Commercial Pruning
Landscaping
General Gardening

Knowledge and skill must develop as necessary to meet one (1) and two (2) year requirements of the classifications.

TRAINING AND EXPERIENCE

Less than grade 12, plus some previous experience in a labouring capacity where grounds tools, techniques and equipment were employed.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid Class 5 B.C. Driver's Licence.

Valid Pesticide Applicator licence (Landscape category) by end of first year on the job.

CLASS SPECIFICATION

2007-05-31

HAIRDRESSING ASSISTANT

NATURE AND SCOPE OF WORK

Using specialized techniques and methods, a Hairdressing Assistant assists the Hairdressing teacher and monitors students in the classroom.

The primary function of an employee in this class is to assist a teacher in the training of students enrolled in hairdressing. The Hairdressing Assistant is required to pay close attention to students' practices to ensure they use safe, accurate and sanitary methods when providing hairdressing services.

Other duties include the maintenance of clean and sanitary hairdressing facilities, operating the cash register, preparing bank deposits.

The Hairdressing Assistant reports to the designated Principal and receives direction from the Hairdressing teacher who exercises overall control of the salon.

The Hairdressing Assistant works in a collaborative/team environment.

TYPICAL RESPONSIBILITIES

Provide assistance to the Hairdressing Teacher in the delivery of the hairdressing program to students. The work involves repeated demonstration of hairdressing methods.

Demonstrate the correct and safe use and operation of hairdressing tools and equipment through repeated demonstrations of hairdressing methods. Closely monitor students to ensure that all activities are conducted in a safe and sanitary manner.

Making sure adequate product inventory is maintained, tracked and correctly stored. Advise the Hairdressing teacher of any problems or shortages. Prepares supply orders for submission. Check deliveries against invoices and reports discrepancies to the Hairdressing teacher.

Act as a source of information to the Hairdressing teacher regarding students' progress and behaviour.

Provides feedback to students regarding their work at all stages.

Accompanies and may monitor groups of students on field trips, trade shows and/or other experiences.

Clean and monitor the cleaning of the salon work stations and hairdressing tools.

Perform cashier duties and prepare bank deposits. May maintain department records of receipts, deposits, invoices, inventories, etc.

Performs related duties as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

General working knowledge of a hairdressing salon.

Experience in the use of cash registers and handling of cash and bank deposits.

Ability to communicate and function effectively with teaching staff, other adults and students of various ages, abilities, social and ethnic backgrounds.

Demonstrated ability to communicate effectively in written and oral English.

Ability to ensure timely completion of customer hairdressing services by students.

Knowledge of relevant health and safety procedures.

Ability to work on feet for most of the day.

TRAINING AND EXPERIENCE

Completion of grade 12 or equivalent.

Six months' experience in a hairdressing environment, preferably in an instructor capacity, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid Hairdressing Certificate

CLASS SPECIFICATION

99-10-27

HEAD CARETAKER

(Formerly: Janitor II - Working Alone)

NATURE AND SCOPE OF WORK

The Head Caretaker works in assigned school(s) or District facilities. An employee in this classification is the only Custodian working in the school or facility.

The Head Caretaker is responsible for performing a variety of cleaning and minor maintenance duties and repairs and ensuring that assigned premises are secure prior to booking off shift, and for acting as on-site liaison with school administrators and facility users. The Head Caretaker is the school/facility administrator's main contact with the Service Operations Department.

A Head Caretaker performs routine opening/closing procedures, including deactivating and activating the security system, turning on lights, conducting inside and outside perimeter checks, checking for vandalism or damage, sweeping up broken glass and correcting similar safety hazards, etc.

A Head Caretaker is responsible to admit authorized rental groups or contractors into their areas and to ensure they follow District policies and procedures.

The work involves responsibility for organizing their own work and reorganizing work priorities, space allocation, scheduling, etc., as necessary to accommodate facility use by other groups and emergent needs. A Head Caretaker determines priorities when all work cannot be completed within the usual time frame.

The majority of work time is spent in the performance of scheduled caretaker duties. The Head Caretaker also performs routine administrative functions, as required within the facility, including response to emergent situations. In addition, the Head Caretaker may be required to attend at other locations to deal with emergent situations.

A Head Caretaker shall liaise with and respond to requests from the facility administrator and reports to Management.

TYPICAL RESPONSIBILITIES

Spot cleans carpets, as required. May be required to operate the portable carpet extractor.

Performs a variety of caretaker duties including vacuuming, cleaning, polishing, mopping and washing, moving furniture and supplies, emptying garbage, etc.

Performs minor maintenance and repair tasks such as changing light shades, bulbs and tubes, removing graffiti, etc. Replaces ceiling tiles, pencil sharpeners, soap dispensers, desks, etc. Unplugs toilets and boards up broken windows and holes, as required.

Checks inside and outside perimeters of premises upon arrival and/or departure. De-activates and resets alarms and otherwise ensures security of premises.

Makes minor adjustments and performs minor maintenance to cleaning equipment, desks, furniture, etc.

Liaises with school administrators and office staff, and receives special requests for cleaning or other services and ensures compliance if within scope of responsibilities.

Monitors usage of cleaning and other custodial supplies. May requisition replacement of supplies at timely intervals and discusses with Supervisor, as appropriate.

Participates in and plans, organizes, directs and coordinates major clean-ups of schools during summer and other breaks, in consultation with Operations Supervisor.

Admits authorized students/visitors/groups to premises. Requests those found in unauthorized areas to return to specified locations. Reports violations to the rental agreement to the principal/manager or designate according to board policy/procedures. Prepares brief, legible notes concerning any unusual circumstances, as necessary.

May perform snow and/or ice removal, as required. Attends to safety issues such as de-icing stairs, walkways, etc.

Attends to emergent situations, as required.

Signs for and accepts deliveries.

May empty courier bags as required.

Completes reports, as required. Performs related duties, as required. **JOB REQUIREMENTS KNOWLEDGE, ABILITIES AND SKILLS** Knowledge of school cleaning practices and procedures and use of related tools, equipment and cleaning products.

Ability to satisfactorily complete a written questionnaire regarding Workplace Hazardous Materials Information System (WHMIS).

Ability to perform custodial work involving standing, walking, lifting, carrying, bending and crouching.

Ability to climb ladders and work at heights when changing light bulbs and tubes and performing duties such as cleaning beams and rafters.

Ability to organize cleaning programs based on past practice and established standards.

Ability to effectively communicate in English and the ability to understand and carry out oral and written instructions.

Knowledge of fire/security smoke and alarm systems.

Ability to establish and maintain effective working relationships with District staff and others.

TRAINING AND EXPERIENCE

Less than grade 12.

Six months' previous related experience or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Certification as a Building Service Worker, including WHMIS, from a training institute, as recognized by School District #36 (Surrey).

CLASS SPECIFICATION

99-10-27

HEAD SECRETARY - ELEMENTARY SCHOOL

(Formerly: Clerk-Typist II/Clerk-Typist III)

NATURE AND SCOPE OF WORK

The Head Secretary - Elementary School performs work of considerable variety and complexity, involving the provision of administrative and clerical support services.

The Head Secretary – Elementary School assists the school administrative officer by organizing and directing the operations of the school office. The Head Secretary – Elementary School performs a variety of administrative duties including bookkeeping. An incumbent exercises a high degree of independent judgement and action in dealing with students, parents, staff, and the public on a variety of matters. Work is performed in accordance with well-established procedures under a minimum of supervision. The Elementary School Head Secretary exercises courtesy, discretion, and diplomacy in explaining applicable rules, policies and procedures and in supplying information and assistance to students, parents, staff, and the public. The Head Secretary – Elementary School reports to Management.

TYPICAL RESPONSIBILITIES

Acts as a secretary to the Administrative Officer(s): makes and cancels appointments, processes confidential material, arranges meetings, answers and processes telephone and personal enquiries; registers students; explains rules, policies and procedures; ensures the efficient functioning of the school office.

Directs, supervises and participates in the work of support staff and monitors the progress and problems of daily work flow while establishing plans to complete and solve them. Trains support staff and checks, reviews and supervises their work.

Prepares, maintains, and produces a variety of materials such as records, lists, student's demographic information, report cards, employee attendance/absence reports, invoices, accounts, and requisitions.

Produces correspondence and other material from copy, rough draft and general instruction.

Prepares reports and statistical documents. Composes routine correspondence. May take notes at meetings.

Processes new registrations, PR cards, withdrawals, attendance, suspension, etc., utilizing computer and manual systems.

Prepares and maintains filing systems and records including performing routine back-ups.

Checks student attendance, maintains student attendance records, and makes telephone calls regarding absenteeism, as required.

Requisitions, receives, checks and stores school/office supplies.

Performs bookkeeping to maintain site-based financial records; processes accounts payable and receivable; posts receipts and disbursements to accounts and ledgers; reconciles and balances a variety of school accounts; prepares cheques for signature; prepares monthly financial reports; prepares annual statement of revenue and expenditures. Maintains Imprest account and petty cash, makes bank deposits.

Acts as school receptionist, receives, classifies, and distributes mail and courier documentation, may operate a PA system, receives and directs visitors, receives and routes telephone calls and provides a variety of information and assistance in person and by telephone to students, parents, staff, and the public.

Attends to sick students and minor first aid cases and administers pre-approved medication to students as needed. Contacts parent/guardian by telephone for pick-up of student in the event of illness.

Assists with field trip arrangements including bookings, transportation, etc.

Coordinates information and flow of communications, via manual and computer systems, in relation to employee attendance/absence reporting, supply requisitioning, maintenance and transportation requisitioning, extra bus trips, etc.

Maintains emergency procedures for staff.

May provide clerical assistance to the library, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of and ability to accomplish tasks on personal and networked computer systems used in elementary schools for site-based funds bookkeeping, district requisitioning, district financial transactions, employee attendance, student records, word processing, library and related functions.

Knowledge of bookkeeping, cash handling and financial practices and their practical application in satisfying district standards relating to site-based funds and district funds allocated to elementary schools.

Interpersonal skills, especially relating to the leadership and direction of junior clerical staff, and in promoting teamwork and good communications both within the work group and with outside contacts.

Written and verbal communication skills, including grammar, spelling and punctuation in the English language.

Ability to operate general office equipment including calculators, adding machines, fax machines, photocopiers, typewriters, etc.

Ability to utilize computer equipment and software applications.

Ability to learn the operation of unfamiliar office equipment unique to a given work site. Specific training, outside of the job training shall be arranged and provided for by the employer, if required.

Knowledge of applicable district and local policies, regulations, and practices which govern activities.

Ability to compose and execute routine letters, memoranda, and reports, as required.

Ability to liaise with co-workers, supervisory personnel, facilities staff, students, and the general public to provide factual information concerning school rules and regulations and other building level information as appropriate or required.

Ability to meet established deadlines and time constraints despite constant interruptions, and the flexibility to adapt and respond to changing priorities.

Ability to supervise clerical personnel.

TRAINING AND EXPERIENCE

Completion of grade 12 plus additional post secondary courses in office practices and basic bookkeeping.

Two years' related office experience or an equivalent combination of training and experience.

LICENCES, REGISTRATIONS AND CERTIFICATES

None

CLASS SPECIFICATION

99-10-27

HEAD SECRETARY - SECONDARY SCHOOL

(Formerly: Clerk-Typist III/Clerk-Typist IV)

NATURE AND SCOPE OF WORK

The Head Secretary - Secondary School performs work of considerable variety and complexity in providing administrative support services and is responsible for organizing and directing the operations of the general office in a secondary school.

An employee in this classification directs, supervises and assists in the effective provision of administrative, secretarial, accounting, clerical and reception services in the school office. The work of the Head Secretary - Secondary School is distinguished from that of other clerical positions by a greater variety and complexity of duties and knowledge of school and district rules, policies and procedures. Work is performed under an administrative officer's direction and with a high degree of independent judgement and action in dealing with a variety of assignments and situations.

The Head Secretary - Secondary School exercises courtesy, discretion and diplomacy in explaining school rules, policies and procedures and in supplying information and assistance to staff, students, parents and the public.

The Head Secretary - Secondary School reports to Management.

TYPICAL RESPONSIBILITIES

As general office supervisor of a secondary school, directs, supervises and participates in the work of support staff engaged in secretarial, accounting, clerical and receptionist duties for the school. Monitors the progress and problems of daily work flow, as needed.

Acts as secretary to administrators: makes and cancels appointments, arranges meetings, processes confidential material, implements new or improved office methods and procedures.

Relieves administrators of routine detail such as daily school opening routines, TOC orientation and record keeping.

Uses a computer and software applications in the keyboarding, storage, preparation and production of correspondence, forms, records, student information, timetables, transfers in/out, report cards, accounts, month end reports and related materials. Keyboards from copy, rough draft general instructions or dictation and composes routine correspondence. Inputs, edits and deletes information in prepared programs, as necessary.

Undertakes data searches, compiles and checks clerical records to provide accurate information in response to enquiries; prepares tabulated statistical reports and summaries, checks a variety of material for accuracy and completeness and promotes effective office operations.

Assembles, indexes, organizes and concludes filing requirements of office correspondence, documents, forms, reports, etc.

Maintains records and updates budget account expenditures and balances, and provides administrators and department heads with information needed to plan and administer the budget.

Collects payments for various school activities; issues receipts and makes bank deposits, processes accounts payable and receivable; maintains computerized site-based funds accounting records; prepares, reconciles and balances a variety of accounts; produces cheques, prepares annual statement of revenue and expenditures; maintains imprest account and petty cash; provides records for annual audit.

Requisitions, purchases, receives, checks, stores and distributes school and office supplies and equipment.

Performs receptionist duties, receives and processes a wide variety of enquiries, explains school rules, policies and procedures, and provides information and assistance with respect to registration, finances, student marks, graduation status and government exams, to staff, students, parents and the public. Processes incoming and outgoing mail.

Liaises with district and community transportation services to arrange and/or reschedule transportation for students and school activities.

Trains support staff and checks, reviews and supervises the work of same. May provide input for the evaluation of these employees.

Attends to sick students and minor first aid calls, and administers pre-approved medication to students, as needed.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of the policies, regulations and practices relating to school operations.

Skill in verbal and written communication and the use of business English including spelling, grammar and punctuation.

Knowledge and experience of current office systems and practices and school district systems relating to both Board and Ministry information requirements including the use of PC and network computer systems for school accounting, district finance enquiry, student records,

employee attendance/absence reporting, supplies and services requisitioning and related functions.

Knowledge of accounting, cash handling and financial practices and their practical application in satisfying district standards relating to site-based funds and district funds allocated to secondary schools.

Ability to direct, supervise and participate in the secretarial, accounting, clerical, receptionist and general office services of a secondary school office.

Ability to meet established deadlines and time constraints despite constant interruptions, and the flexibility to adapt and respond to changing priorities.

Ability to work under minimal supervision and act with a high degree of independent judgement and action on a variety of matters.

Ability to perform data and word-processing and typing assignments in accordance with school methods and procedures.

Ability to train support staff and assign, check and supervise work of same.

Ability to establish and maintain effective working relationships with school and district staff, students, parents and the public to explain school rules, policies and procedures and supply information and assistance, as required.

Ability to operate a variety of office and school equipment including PC's, calculators, fax machines, adding machines, etc., and the ability to learn the operation of unfamiliar office equipment unique to a given worksite. Specific training, outside of on-the-job training, shall be arranged and provided for by the employer, if required.

Ability to become familiar with the applicable policies, regulations and practices governing district activities.

TRAINING AND EXPERIENCE

Completion of Grade 12, plus additional post secondary courses in business, computers, accounting and office management leading to a certificate or diploma in office management, or equivalent.

Two years' related experience in a comparable office environment, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

HELP DESK TECHNOLOGIST

(Formerly: Help Desk Technologist)

NATURE AND SCOPE OF WORK

Employees in this classification provide direct assistance to users/customers of District technology resources. Support will normally include assisting users in the explanation of requirements needed from the service, providing assistance with the product, resolving related concerns and problems, disseminating update information, delivering on-the-spot training and encouraging self-help. The majority of assistance will be provided via telephone and electronic mail support.

Depending on the nature of the assignment, extensive, in-depth experience with the user environment and specific technology will be essential. The Help Desk Technologist is required to analyse, categorize and make decisions on support issues.

A Help Desk Technologist receives direction from the Senior Help Desk Technologist and reports to Management.

TYPICAL RESPONSIBILITIES

Within a structured environment, provides routine advice and guidance about systems, products and services to users by way of phone support and electronic mail.

Assists users experiencing difficulties, makes initial diagnosis, and informs users of solutions. Provides detailed instructions on simple recovery procedures.

Provides an effective interface between the user and service providers (internal and external), supplying necessary information according to established procedures.

Uses established procedures to log, categorize, refer and close user support calls. Provides detailed problem descriptions for escalated calls.

Check progress on problems and keeps users informed until problems are resolved.

Provides users with routine information on updates and changes, known errors, new resources, etc.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of the applications environment, including hardware, software, and networking technology as appropriate.

Knowledge of the processes, strategies and policies of the organization, as applicable to the position.

Logical and organized approach to tasks, and ability to effectively prioritize and balance multiple activities.

Ability to produce required documentation and to meet required service level expectations.

Ability to work in a team environment, exercise good judgement, and act independently, as required.

Interpersonal, customer service and communication skills to perform the duties of the position.

Ability to input technically oriented knowledge to users.

Problem-solving and analytical skills, including ability to clearly discern and define problems.

TRAINING AND EXPERIENCE

Two year Diploma in Computer Information Systems or Help Desk Support from a recognized community college or technical institute.

or

Combination of training and experience where the experience is extensive and directly related to the work

One year experience providing customer support or service in a related field.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

INFORMATION SERVICES TECHNOLOGIST

(Formerly: Computer Systems Technologist)

NATURE AND SCOPE OF WORK

The Information Services Technologist performs duties including system backups/restores, telephone support, problem logging, acting as media and documentation resource, and maintaining stocks of supplies, paper, ribbons, toner and inventory. In addition, an employee in this classification will assist other staff in the performance of more complex work.

An employee in this classification may install and troubleshoot computer hardware, software, network and peripheral equipment on mini and micro systems in offices and schools throughout the District. The work of this employee involves operational tasks and some operational related maintenance programming.

An Information Services Technologist works under close supervision and has varying degrees of involvement in the roles stated above.

The Information Services Technologist reports to the Senior Technologist and Management.

TYPICAL RESPONSIBILITIES

Programming and Software Support:

Researches processing problems and resolves programming or operator problems.

Maintains and revises operational systems programs, under the guidance of senior staff.

Recommends improvements to utility programs and operating routines for use in the computer system.

Prepares and maintains documentation, operating instructions and routines.

Assists in the day-to-day troubleshooting of hardware, software, and networking problems.

Installs, tests and maintains computer equipment and software at various locations throughout the District.

Identifies and documents hardware, limited software, limited networking and other problems. Takes corrective action for the above, where appropriate, or obtains direction from superior.

Monitors and provides support for computer peripheral equipment to ensure full operational use is maintained.

Performs backups and restores operations as directed, to maintain data integrity.

Maintains and updates backup and other command procedures.

Maintains Information Services Inventory database.

Maintains orderly cleanliness in Computer room(s) and storage area(s).

Prepares off-site storage and retrieval of data.

Cleans and maintains laser, line and dot matrix printers.

Places and monitors (to completion), service calls on defective equipment.

Liaises with service vendors.

Acts as a media and documentation coordinator for the Information Services Department.

Provides technical advice, procedural information and support (in person and by telephone) to users of computer equipment in other departments.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of the systems development life cycle and 3GL and 4GL programming languages.

Knowledge of multi-vendor networked environment.

Ability to write programming instructions and syntax, using structured programming techniques.

Ability to impart technically oriented knowledge to users.

Communication and interpersonal skills.

Ability to follow logical processes and procedures for diagnosis of hardware and software problems.

Knowledge of systems procedures and how they apply to a business environment.

Physical ability to lift and carry heavy computer equipment and to crouch and bend when installing equipment.

Written and verbal English skills, including composition, grammar, punctuation and terminology related to the field.

TRAINING AND EXPERIENCE

Two year Diploma in Computer Information Systems from a recognized community college or technical institute or equivalent.

One years previous experience in a related field.

or

Combination of training and experience where the experience is extensive and directly related to the work.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's Licence.

CLASS SPECIFICATION

2004-07-07

INNER CITY SECONDARY SCHOOL WORKER

NATURE AND SCOPE OF WORK

An Inner City Secondary School Worker (ICSSW) works in a collaborative team environment, receives direction from a teacher and reports to management. An ICSSW may work without close supervision. The overall program responsibility for student instruction remains with the teacher.

TYPICAL RESPONSIBILITIES

The work involves providing assistance to the program through the delivery of a variety of instruction and services under the direction of the teacher. These include:

Providing academic and behavioural assistance, in consultation with the counselor and teacher, for students working toward their grade 10 academic completion.

Working with students with literacy and numeracy issues.

Providing academically focused activities to whole group and small groups, as well as individual tutoring, under the supervision of the teacher.

Working in a team based approach to academic goal setting, problem solving and program development.

Providing feedback, in a team based setting on the curriculum and being able to specify how curriculum can be adjusted to meet individual learning styles.

Assisting in the development and implementation of Individual Education Plans (IEPs), as required.

Carrying out a variety of activities related to social and emotional development, under the supervision of the counselor.

Maintaining files and records regarding the services provided to students as requested.

Maintaining confidentiality of sensitive information.

Participating in meeting with parents to discuss individual student progress.

Performs other duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of learning issues that affect children and the school programming possibilities and strategies which might be used to deal with them.

Ability to establish and maintain rapport and effective work relationships with students and staff.

Ability to understand and work with core curriculum at the appropriate grade levels.
Knowledge of and experience with integrating literacy and numeracy across the curriculum.

An understanding and demonstrated commitment to the philosophy, goals and processes for including students with learning and behavioural needs into the classroom.

Ability to implement clearly defined limits of acceptable behaviour, and to chart and record behavioural observations.

Knowledge and ability to use computer programs.

Ability to work in a team environment with teachers, parents, health care professional, and district staff, etc.

Demonstrated ability to communicate effectively in written and oral English.

Interpersonal, communication and problem solving skills required to participate in a team based classroom approach.

TRAINING AND EXPERIENCE

Successful completion of grade 12 and additional post-secondary courses in literacy methodology and teaching of reading strategies for academic success, or classroom and curriculum development experience in areas of literacy learning from a post-secondary institution recognized by the District.

At least two years previous related experience.

or

An equivalent combination of training and/or experience.

CLASS SPECIFICATION

99-10-27

LABOURER

(Formerly: Labourer)

NATURE AND SCOPE OF WORK

A Labourer performs a variety of unskilled tasks related to the construction and maintenance of school district facilities and in the transport of goods within the school district. Duties performed include digging trenches and holes, laying drainage pipe, rock picking, raking, site clean up, loading and unloading vehicles, moving goods, furniture and equipment, etc., and assisting other employees, as required.

Work is usually performed under direct supervision, but a Labourer may exercise limited independent thought and judgement in doing the more routine and familiar phases of the work. Tasks are subject to frequent checks for promptness of completion and quality of work performed.

A Labourer reports to a Foreman or designate and Management.

TYPICAL RESPONSIBILITIES

Digs holes and trenches, lays drainage pipe.

Moves goods and material by loading and unloading vehicles and places the goods and materials, as required in designated areas.

Picks rocks and litter, rakes grounds, trims grass, etc.

Cleans up District sites and facilities.

Performs work using customary hand and power tools, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of the use of tools, equipment and materials used in general construction, maintenance, and pick up and delivery of freight.

Ability to perform a variety of required tasks, and the ability to exercise some independent thought and judgement in the performance of work. Ability to communicate effectively in English and the ability to understand and carry out oral and written instructions.

Sufficient physical strength, stamina and coordination to perform heavy, manual work indoors and outdoors.

Knowledge of WHMIS and current WCB occupational health and safety regulations and District safety practices, policies and procedures.

Ability to establish and maintain effective working relationships with District staff and others.

TRAINING AND EXPERIENCE

Less than grade 12, and one month related experience or an equivalent combination of training and experience.

CLASS SPECIFICATION

99-10-27

LAN TECHNOLOGIST

(Formerly: Computer LAN Technologist)

NATURE AND SCOPE OF WORK

An employee in this classification will assist Network Technologists in the design of LANs and in troubleshooting problems that may be both LAN and WAN related. In addition, the LAN Technologist will install, monitor, and troubleshoot LAN related computer hardware/software and maintain security on LANs and recommend hardware/software environments that should be used in the District's LANs. This position involves all areas of Local Area Network operations.

Work requires major involvement of both server and client connectivity on LANs throughout the District, including operating systems, network transports and protocols.

This position will also require contact with many users in the District, coordination with other Information Services personnel, and contacts with external agencies.

The LAN Technologist reports to Management.

TYPICAL RESPONSIBILITIES

Assists Network Technologists in designing and implementing both new and changing LANs in the District, including site visits, follow ups, and documentation.

Implements or assists in the configuration of all server operating systems and network software including, user accounts, directory structures, rights and quotas, plus services provided on the LAN, such as e-mail and Internet access, and ensures that they are configured correctly to provide a secure LAN environment.

Installs or assists with the installation and maintenance of computer LAN related hardware and software throughout the District.

Implements or assists in the configuration of any client work station that requires District network services. This includes both MAC and DOS/Windows 95 operating system and network software in the District's supported environment.

Explains and exchanges information with users to resolve systems problems.

Troubleshoots and takes appropriate measures to rectify problem situations on the LANs in the District and assist Network Technologists in identifying problems that might be LAN or WAN.

Researches, tests and makes recommendations for hardware and software solutions that should be used in the District's LANs.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of established IS and associated computer systems, practices and procedures.

Knowledge of and demonstrated expertise in a mixed mini/micro LAN manager based environment on Ethernet: Decnet, LAT, LAST, LAD, Pathworks for DOS/Windows and MAC, Apple/EtherTalk, NetBEUI, Windows NT, and TCP/IP.

An understanding and demonstrated experience of OpenVMS, including networking components, security features, directory structures, and network related software products.

A working knowledge of structural LAN design practices and current technology in a multimedia, multivendor District environment.

An understanding of office and school organization and procedures in a distributed computer environment.

Oral and written communication skills and the ability to transfer systems information to others.

Ability to work independently with minimal supervision.

Computer network troubleshooting, analytical and system problem-solving skills.

Physical ability to lift and carry computer equipment.

TRAINING AND EXPERIENCE

Two year Diploma in Computer Information Systems from a recognized community college or technical institute.

Two years' previous experience in a VAX/VMS operational environment including experience in LAN manager based networking components connecting both DOS/Windows and Macintosh clients.

or

Combination of training and experience where the experience is extensive and directly related to the work.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's Licence

CLASS SPECIFICATION

99-10-27

(Revised: 26-Aug-2011)

LEARNING RESOURCES CLERK

(Formerly: Clerk-Typist I)

NATURE AND SCOPE OF WORK

A Learning Resources Clerk works in a computerized central warehouse/office used for the ordering, receiving and shipping of learning resources and other materials, and performs work of a warehousing and clerical nature.

The work involves the physical handling of various materials in unpacking, packing and moving of boxes, stocking of shelves and bins and the filling of orders. Operation of equipment such as forklift and pallet jack is required of the work.

A Learning Resources Clerk also performs routine clerical work. The work includes liaising with internal users and external vendors; ordering learning resources and library materials. This includes data entry, checking and matching of forms and documents, the accurate entering of site orders, typing forms and routine correspondence using a computer and a variety of software applications. An employee in this classification also makes and deals with a variety of telephone enquiries from schools, vendors and district offices.

A Learning Resources Clerk receives direction from the Senior Learning Resources Clerk and Management.

TYPICAL RESPONSIBILITIES

Receives, consolidates and processes learning resource orders and other material. Clarifies orders by contacting site Principal or Vice Principal.

Maintains data base to ensure the accurate and timely ordering, receiving and shipping of orders.

Receives, confirms accuracy, checks for damage and signs for shipments from various carriers.

Compiles orders for learning resources by summarizing requirements identified by schools and other departments.

Orders learning resources and library materials from vendors and liaises with vendors to ensure the highest discounts are received. Researches availability and pricing of resources from vendors.

Ensures non-print media conforms to Canadian Public Performance Rights (CPPR).

Responds to a variety of enquiries from school Principals, teachers and others regarding the availability of resources.

Utilizes a computer terminal to order, and log receipt and shipment of learning resources. Distributes materials to appropriate school or district bins, checks for accuracy of bin contents, and packs and labels material for shipment.

Checks, compares and matches a variety of forms and records such as delivery slips, packing slips, purchase orders, lists and order forms.

Verifies and signs vendor packing slips/invoices with goods received and forwards to the Finance Department for payment. Reconciles monthly credit card statement with goods ordered.

Processes and generates order cancellations, notifies and credits schools where applicable. Records debits and credits for school budgets held in trust.

Fills orders from stock, e.g. Ministry and District Report Cards, etc.

Arranges for the pick-up, delivery and return of material from the Learning Resources warehouse to district sites and outside vendors.

Counts stock and general supplies on hand.

Provides sites with information regarding on-hand amounts of resources ordered and received from the resources warehouse.

Troubleshoots and resolves discrepancies with suppliers, schools and other internal departments. Refers complicated problems to Supervisor or Learning Resources Senior Clerk.

Creates forms and routine correspondence using various software applications.

Receives, opens, sorts and distributes incoming mail. Prepares outgoing mail, including vendor returns via a private courier service.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to work under time constraints and to meet deadlines.

Knowledge of procedures for automated/computerized ordering, receiving, handling, sorting and shipping of material.

Physical ability to lift and carry heavy items, climb ladders, bend, stoop, crouch, stretch, and be on hands and knees for prolonged periods and to work on feet for extended periods.

Skilled in the use of general office equipment including computers, and a variety of software applications.

Ability to acquire knowledge of district policies and regulations which govern purchasing activities.

Communication and interpersonal skills and the ability to establish and maintain effective working relationships with internal and external contacts.

Ability to be flexible and adaptable to changes in daily routine, and to work on multi-tasks, and with many interruptions.

Ability to work with some independence and as part of a team.

Ability and skill to acquire forklift certification and to operate equipment such as pallet jack, hand truck, etc.

TRAINING AND EXPERIENCE

Completion of grade 12, including courses in business procedures and word processing.

Three months' previous related experience, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

(Revised 21-Feb-2012)

LIBRARY AND INFORMATION TECHNOLOGIST

(Formerly: Library Technician)

NATURE AND SCOPE OF WORK

The Library and Information Technologist provides services to District schools and departments by way of library data management and systems automation of audio-visual equipment, curriculum materials, and cataloguing. The Library and Information Technologist may organize the work of assigned clerical staff with latitude and independence of action.

The Library and Information Technologist reports to Management.

TYPICAL RESPONSIBILITIES

Plans and organizes the work flow of the computerized library resource centre services department, under supervision.

Utilizes computer software applications to catalogue and classify resources for library resource centre use. Catalogues library materials and learning resources for District and School based library collections.

Operates a computer to input and retrieve work-related data and to produce a variety of documents, reports, etc. Assists in coordinating on-going automation projects. Attends meetings as required.

Assists with follow-up services to schools in the use of library software and maintains training database, documentation, reports and materials. May provide one-on-one training in using cataloguing tools, Internet access, etc.

Provides user support services to schools using the library software program. Provides training and support to new and existing users, including answering questions and troubleshooting problems. May provide one-to-one training for the Internet access and use of computer software and hardware.

Develops and modifies process for computerized library services in conjunction with other library and information technologists.

Serves on various library-related committees at local and district levels.

Generates documentation and reports as required.

Assists with the physical setting-up of new libraries and the moving of existing libraries.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of effective library practices and procedures, including cataloguing and automated systems.

Ability to manage information effectively through utilization of computers and related software.

Ability to impart technically oriented knowledge to users.

Communication, interpersonal and customer service skills.

Ability to work, plan, lead, and participate in change implementation in a team environment.

Ability to utilize a computer and related keyboarding skills for data input, retrieval and report preparation.

TRAINING AND EXPERIENCE

A 2-year Library and Information Technology Diploma from a post-secondary institution course recognized by the Canadian Library Association.

6 months previous related experience or equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

MAIL CLERK

(Formerly: General Office Clerk/Assistant)

NATURE AND SCOPE OF WORK

A Mail Clerk receives and distributes internal and external mail, sends and receives facsimile communications, sorts and files correspondence, and maintains simple records relating to work performed. Work also includes receiving, sorting, and delivery of mail and supplies, and physical activity of moving boxes of supplies and equipment, etc.

A Mail Clerk operates a variety of equipment such as postage machine, trimmer/burster, folder/sealer, fax, coil binder, hole punch, and reprographics equipment, etc.

A Mail Clerk reports to Management.

TYPICAL RESPONSIBILITIES

Receives, sorts and distributes incoming mail and other deliveries from Canada Post, courier services, etc. Opens mail sacks/courier bags, sorts contents by destination, picks up and delivers items within same office complex, and re-directs others. Performs pick-up/drop-off duties, as required.

Processes, sorts and distributes earning statements and vendor cheques.

Prepares items for pick up by weighing, measuring, and affixing correct postage.

Operates various equipment such as postage meter, folder/sealer, etc.

Receives and sends Fax messages. Informs addressees of arrival of urgent messages and delivers messages, on request.

Maintains records for postage for billing purposes and work performed.

Performs duties such as sorting correspondence, making photocopies and filing.

Performs basic office functions such as filing, copying, answering telephones and prioritizing deadlines in mail room.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to lift and carry mail bags and packages weighing up to 10kg each and to push or pull mail cart.

Ability to stand and otherwise work on feet for the majority of each working day.

Ability to operate office equipment including postage meter, sealing, bursting, folding and facsimile machines, etc.

Knowledge of basic office operations.

Ability to understand and follow oral and written directions and to ensure files, mail, materials, etc. are directed properly and promptly.

Ability to prioritize work and meet cut-off dates and times.

Ability to communicate effectively in English, both orally and in writing and the ability to understand and carry out oral/written instructions.

TRAINING AND EXPERIENCE

Less than grade 12, including general office courses.

3 months' related office experience or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

29-Sept-2004

MAINTENANCE PLANNER

NATURE AND SCOPE OF WORK

A Maintenance Planner plans and schedules corrective, preventive and project maintenance work of employees in various classifications, as well as contractors.

The work includes identifying the essential and required components of building systems or equipment to be included in a preventive maintenance program and ensuring an appropriate work package is in place, scheduled and provided to the foreman for completion of the work.

The work includes reviewing of Work Requests in order to produce Work Orders with planned and scheduled work packages to be provided to the Foremen for the completion of the work.

Holds regular planning meetings with Managers and Foremen to review scheduled, future and backlogged work.

Work is performed under minimal supervision and considerable independent judgment and action is required.

A Maintenance Planner reports to Management.

TYPICAL RESPONSIBILITIES

Produces planned and scheduled work packages to be provided to the Foremen for the completion of the work. The work packages include the job scope and manpower-estimating sheet, permits required, safety procedures, drawings required, lists of materials, equipment location and sketches or photos, special instructions, feedback and history information, lockout and tag procedures and equipment inspection sheets.

Holds regular planning and scheduling meetings with Managers and Foremen to review the progress of planned and scheduled work including; occurring problems or difficulties, work force availability, and the timely completion of assigned work within the budget. Future work and backlog management will also be reviewed during these meetings.

Reviews data, maintenance trends and historical records to determine if equipment should be repaired or replaced.

Develops innovative solutions to operational problems related to the planning and scheduling of facility maintenance and repairs.

Develops a job plan library for retrieval of similar work tasks to include tools, safety references, parts and materials list.

Maintains current corrective and preventive maintenance data in a Computerized Maintenance Management System.

Communicates with Site Administrators to clarify the scope of work and to schedule the availability of sites for scheduled maintenance work.

JOB REQUIREMENTS

Knowledge of WHMIS, WCB and Occupational Health and Safety requirements and District safe work procedures as required.

Knowledge of the tools, techniques, equipment and materials required to perform the tasks planned as required.

Ability to use a computerized maintenance management system, maintenance management and tracking / reporting software, project scheduling systems, spreadsheets and word processing applications.

Ability to generate and write reports.

Ability to communicate effectively in English with maintenance staff and site administrators on technical and functional levels both orally and in writing.

Read and use architectural and engineering drawings, plans and sketches.

Ability to establish and maintain effective work relationships with management, staff and external contacts.

TRAINING AND EXPERIENCE

Completion of a two-year diploma in Technology, in the appropriate discipline, for a technical institute recognized by the District.

Three years of experience in a related maintenance field, including supervisory experience or an equivalent level of training or experience.

LICENSES, CERTIFICATES AND REGISTRATIONS

Registered or eligible for registration as an Applied Science Technologist or Certified Technician in the appropriate discipline with association of Applied Science Technologists and Technicians of B.C.

Trade Qualifications (TQ) or B.C. License in a related trade or trades is desirable.

Valid Class 5 B.C. Drivers License.

CLASS SPECIFICATION

29-October-2008

MARKETING COORDINATOR

NATURE AND SCOPE OF WORK

The Marketing Coordinator assists management to develop and implement a marketing plan for the organization. The Marketing Coordinator assists with the coordination and management of all aspects of marketing planning, promotion, public relations, and marketing research in support of the goals of the organization. The work requires a significant degree of independence and judgement and involves work of a specialized nature. The Marketing Coordinator reports to Management.

TYPICAL RESPONSIBILITIES

Develops and implements an annual marketing plan

Develops strategies to attract new students. Undertakes research to identify target markets

Coordinates the publicity and advertising of Surrey College and develop promotional materials for the school and individual programs, such as posters, programs, newspaper ads, BLOGS, etc.

Plans, organizes and coordinates events and requirements such as Open House, Information Sessions, Graduation, etc.

Coordinates and executes programming/marketing at secondary schools for the purposes of recruitment.

Coordinates internal and external communications regarding Surrey College and its programs.

Arranges for displays and exhibits of Surrey College programs and activities.

Prepares and gives presentations.

Responds to inquiries about Surrey College and its programs.

Maintains Surrey College website by keeping the information current and correct and ensuring the website is attractive and user friendly.

Monitors Surrey College communications plan and strategy for uniformity in messaging, including templates, tag lines and logo usage.

Analyzes the effectiveness of marketing campaigns.

Effectively manages the allocation of resources and the budget.

Provides direction and coordinates the work of other CUPE staff.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, SKILLS AND ABILITIES

Proven ability and experience developing creative and innovate marketing campaigns.

Excellent time management and communication skills.

Excellent writing skills, proofing and editing, including proposals.

Self-motivated, able to work independently within strict deadlines and in high pressure situations.

Knowledge of the applicable rules and policy/regulations governing District and departmental activities.

Desktop layout and design experience.

Knowledge and experience working with Microsoft Office software, including experience working with desktop publishing software.

Knowledge of private career colleges' operations, industry needs and compliance.

TRAINING AND EXPERIENCE

Diploma in Marketing, Advertising, Public relations or a related field from a post secondary institution recognized by the District or an equivalent combination of training and experience.

Two years recent experience in marketing or promotion.

LICENSES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

MATERIEL FOREMAN (M/F)

(Formerly: Materiel Foreman)

NATURE AND SCOPE OF WORK

A Materiel Foreman is responsible for overseeing a large industrial, computerized central stores operation in the school district.

The work of an employee in this classification involves directing the day-to-day operation of central stores, including planning, assigning, scheduling and checking the work of a group of employees performing a variety of Storekeeping work such as ordering, receiving, stocking, shipping, issuing, dispatching and delivering materiel. A Materiel Foreman may perform tasks similar to those supervised.

A Materiel Foreman keeps staff trained and informed of new Storekeeping techniques and technology and provides management with recommendations for the introduction of new and improved stores methods, and procedures designed to improve the effectiveness and efficiency of the operation. The work is performed under minimal supervision within the parameters of policies and procedures.

The Materiel Foreman reports to Management.

TYPICAL RESPONSIBILITIES

Plans, assigns, schedules, checks, directs and supervises the work of a group of employees engaged in a variety of storekeeping activities such as receiving, checking, issuing, stocking, bar coding, engraving, dispatching, delivering and shipping, and performs similar work, as required.

Trains new employees and operates equipment used in all phases of the storekeeping operation, assisted by other employees, when necessary. Ensures all safety procedures and WCB regulations are adhered to.

Assists management with planning for special projects and for evaluating the overall systems and procedures of the stores operations to ensure maximum efficiency.

Develops and implements effective stores methods such as allocating proper bins, shelves, and storage places for materiel and ensuring the proper handling and storage of all stores items.

Provides training to assigned staff. Supervises and evaluates work of assigned staff, ensures competency, and takes responsibility to recommend changes, improvements, and/or direction with respect to employee performance. Consults with appropriate district staff concerning the development of programs for inventory control.

Utilizes computer equipment with a variety of software applications to input and retrieve data and prepare forms and correspondence.

Prepares and maintains a variety of stores related records, including computerized records, to show stock on hand and to account for the receipt and issue of stores stock items.

Checks time sheets for accuracy and completeness, reviews and approves invoices for payment, reviews and submits District forms and makes recommendations on employee leaves of absences for assigned staff.

Plans and directs physical stock counts and maintains associated statistics. Orders recurrent supplies and prepares requisitions for stock replacement and reviews the cyclic uses of stock.

Ensures sufficient materiel is in stock to meet daily requirements and anticipated demands.

Provides information in response to a variety of enquiries regarding the status of stores items.

Expedites and tracks materiel on order, as required.

Assists in the preparation of stores policies and procedures, as directed.

Ensures equipment utilized by workers is maintained in good operating condition.

Investigates and resolves stock variances.

Recommends materials required for warehouse stock and authorizes the issuance of warehouse stock to subordinates.

Performs related duties, as required.

JOB REQUIREMENTS KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of stores methods and procedures for shipping, receiving, issuing, ordering, handling and delivering a wide variety of materiel used by the District.

Knowledge of the type of materiel used by various departments.

Knowledge of the location of District operating areas and functions.

Knowledge of the policies, procedures, and computer programs relevant to the operation of District central stores.

Knowledge of inventory control and applicable record keeping methods.

Knowledge of WHMIS, WCB occupational health and safety regulations, and District safe work practices, policies and procedures to perform work requirements within the trade.

Skill in staff supervision, including the ability to train, direct, assist, schedule, monitor and evaluate and report on the quality and quantity of subordinate's work.

Ability to communicate effectively in English, both orally and in writing and the ability to understand and carry out oral/written instructions accurately with minimal supervision.

Ability to plan, coordinate, schedule, assign, direct, monitor and supervise the work of assigned staff.

Ability to operate materiel handling equipment.

Ability and skill to acquire forklift certification.

Ability to establish and maintain effective working relationships with staff, management and external contacts.

Physical strength and stamina to work in warehouse conditions and occasionally outdoors, on a sustained daily basis.

TRAINING AND EXPERIENCE

Completion of a two year vocational program in Operations or Material Management from an institute recognized by the District.

Two years' related experience including supervisory experience, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

MULTICULTURAL WORKER

(Formerly: Multicultural Support Worker)

NATURE AND SCOPE OF WORK

A Multicultural Worker facilitates communication between home and school environments and provides liaison services to students and parents/guardians of identified cultural groups, to school personnel and to cultural communities in the school district. The nature of this job requires variable scheduling and participation in evening school and district functions or meetings, as required.

The work includes providing orientation services to students from culturally diverse backgrounds in their first or spoken language with respect to educational, social, family, cultural, emotional and career needs. Multicultural Worker's support student learning by facilitating communication between the school and home, and may include facilitating cross cultural understanding, and involving community agencies, as requested by administration officers or teaching staff.

The itinerant Multicultural Worker reports to the Director of Instruction or designate, and, at the school site, takes direction from an administrative officer.

TYPICAL RESPONSIBILITIES

Under direction, furthers two-way communication between home and school regarding academic and/or social development of students to clarify educational and cross-cultural matters.

Assists teachers, administrators and support staff by obtaining information from the home concerning the student's background and previous educational progress. As well, the Multicultural Worker facilitates communication between the school and home regarding the student's current progress.

May act as a resource to schools for furthering cross cultural understanding, including participating at parent information meetings, multicultural activities, and other school events, as required.

Maintains ongoing records and daily work log.

Assists with organization of cross-cultural field trips, workshops, community speakers, etc., as required.

Facilitates and assists with school integration, orientation, student settlement and related activities in collaboration with other school personnel.

Encourages parental involvement in school activities.

In Work Experience, assists the teacher to facilitate contact between students and groups providing training programs. Assists in maintaining contact with students and employers regarding agreements, records and reports, as required.

Acts as a role model within the context of their culture, school and community. Assists in building student self-esteem.

Provides communication, interpretation and liaison services to school and district staff. May provide translation services, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Oral and written fluency in both English and another designated language.

Knowledge of the culture(s) being served and an understanding of problems, concerns and strengths in these traditions, and the ability to assist with the bridging of cultures.

Ability to establish and maintain effective working relationships with individuals from diverse cultures and communities.

Knowledge of the processes of acculturation. Ability to adapt to changing situations and to develop and maintain rapport with students, parents, staff and community members.

Understanding of the immigrant experience/settlement.

Communication, interpersonal and problem-solving skills.

Ability to respond with sensitivity to emergent situations and to use sound judgement when dealing with cross-cultural issues and matters of a confidential nature.

Ability to assist educators with interpreting student needs where cultural differences are a factor.

TRAINING AND EXPERIENCE

Completion of grade 12.

One year of experience in work related to assisting students integrate into a new culture, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's Licence.

CLASS SPECIFICATION

99-10-27

NETWORK TECHNOLOGIST

(Formerly: Computer Network Technologist)

NATURE AND SCOPE OF WORK

A Network Technologist provides technical expertise to the department on matters relating to network planning, selection of equipment and system operations including troubleshooting system faults, analysing problems and correcting malfunctions.

An employee in this classification also installs or oversees the installation of mini-micro computer systems and associated hardware and software. The work involves discussing proposals with users, vendors and telephone personnel and coordinating activities to ensure a minimum of disruption to systems operations. Work also includes monitoring local and wide area networks for link or node failures and for potential communications problems, and taking appropriate remedial action to prevent network shutdown.

A Network Technologist reports to Management.

TYPICAL RESPONSIBILITIES

Plans, designs and implements new local and wide area networks for both administrative and educational uses, including planning and coordinating the projects involving the installation and system administration of leased analog and digital data circuits for WAN use.

Researches, tests and makes recommendations for hardware and software for installation and utilization on District networks.

Installs cables, loads and configures system network software.

Monitors local and wide area networks for link or node failures and potential communications problems; takes appropriate measures to rectify potential problem situations.

Maintains detailed documentation on the District's network configurations and the nodes on networks, including pertinent information on the configuration of all nodes.

Installs or assists systems staff with the installation and maintenance of computer hardware or software.

Explains and exchanges information with users to resolve systems problems.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge concerning established computer systems and associated current practices and procedures.

Knowledge of and demonstrated expertise in Ethernet and Decnet/VMS in a digital VAX and micro-computer environment, plus a knowledge of other network operating systems such as Pathworks, Novell, Microsoft NT, etc.

Knowledge of structural network design practices.

Current knowledge of office and school organization, system practices and procedures governing a distributed computer network.

Knowledge of data, voice and image communications technology in a multivendor, multimedia local and wide area network environment.

Knowledge of current characteristics and capabilities of telecommunications hardware and software.

Ability to maintain sustained attention to detail in planning and designing structural computer networks.

Oral and written communication skills and the ability to transfer system knowledge to others.

Computer network troubleshooting and analytical and systems problem-solving skills.

Ability to direct others when leading projects.

TRAINING AND EXPERIENCE

Two year Diploma in Computer Information Systems from a recognized community college or technical institute.

Four years' previous experience in a VAX/VMS operational environment including network administration and management.

or

Combination of training and experience where the experience is extensive and directly related to the work.

LICENCES, CERTIFICATES AND REGISTRATION

Valid B.C. Driver's Licence.

CLASS SPECIFICATION

99-10-27

Revised 22-Sep-2008

NON-TRADES FOREMAN (M/F)

(Formerly: Non-Trades Foreman)

NATURE AND SCOPE OF WORK

A Non-Trades Foreman supervises, directs and coordinates the day-to-day work of employees in various classifications, as well as contractors. Although their primary responsibilities are in administration, supervision and direction, they may also work as members of the crew for which they are responsible.

Work involves estimating, planning, obtaining licences or permits, scheduling work, ordering materials, scheduling delivery of materials to job sites, supervision of the work, evaluation of employees under the foreman's supervision, maintaining records for job costing and operating computer equipment to input and retrieve data, as required. Employees in this classification are responsible for the timely completion of assigned work within the budget. A Non-Trades Foreman provides on-the-job training to employees, as required.

Considerable working and supervisory experience within the applicable area is necessary. Work is performed under minimal supervision and considerable independence of judgement and action is required in the discharge of a foreman's duties, although unusual problems may be referred to a manager or designate. Responsibilities may vary depending on area of assignment.

A Non-Trades Foreman reports to Management.

TYPICAL RESPONSIBILITIES

Estimates, plans, coordinates, schedules work. Secures permits and licences, as required. Orders required materials and equipment and arranges delivery of same. Assigns, directs, coordinates work and supervises through to completion. Maintains cost records and ensures that projects are within budget (or estimate) and are completed within the specified time.

Assists Manager or designate in the interviewing and final selection of job applicants. Familiarizes new employees with District policies.

Recommends materials required for warehouse stocking and authorizes the issuance of warehouse stock to assigned staff.

Prepares draft specifications for the selection and purchase of equipment, tools and vehicles.

Utilizes computer equipment and software applications to input and retrieve project, maintenance, and related work information.

Liaises with District staff and external agencies in the performance of job related duties.

Provides training in new techniques or methods to assigned staff.

Supervises and evaluates work of assigned staff, ensures competency and takes responsibility to recommend changes, improvements and/or direction with respect to assigned staff.

Interprets drawings, sketches and rough drafts, and provides as-built sketches of changes and updates, as required.

Recommends, develops and applies new or improved work techniques and methods employed in the applicable area.

Keeps informed of techniques used by the non-trades persons supervised, and provides technical advice and instructions to subordinates. Ensures that work is completed within standards established by the District and that all applicable codes, by-laws, policies and regulations are met.

Coordinates work of the non-trades persons being supervised with the work of other classifications and/or contractors. Consults with foremen and others in this regard. Works as a member of the crew within the area being supervised, as required. Takes initiative to train and assist others in completing assigned tasks.

Keeps informed of techniques used by Trades persons supervised and coordinates work of the Trades persons being supervised with the work of other classifications and/or contractors.

Checks time sheets for accuracy and completeness; reviews and approves invoices for payment; reviews and submits District forms; and makes recommendations on employee leaves of absence for assigned staff.

Enforces safety regulations, including WCB occupational health and safety regulations and District safety practices, policies and procedures.

Ensures vehicles and equipment utilized by workers are maintained in good operating condition.

Drives a District vehicle to and from job sites.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Up-to-date knowledge of standard practices, methods, technology, tools, equipment, by-laws, regulations and codes applicable to the work performed.

Knowledge of WHMIS, WCB occupational health and safety regulations, and District safe work practices, policies and procedures to perform work requirements within the applicable area.

Skill in staff supervision, including the ability to train, direct, assist, schedule, monitor and evaluate and report on the quality and quantity of assigned staff's work.

Ability to plan, lay out, coordinate, assign, direct and supervise the work of assigned workers, other employees and contractors, where applicable.

Skilled in the use of tools, techniques, materials and equipment employed by the applicable area and crews concerned.

Ability to prepare reports and maintain necessary records.

Ability to prepare necessary working drawings, prepare estimates, schedule and plan the work of the applicable area.

Ability to work closely with and supervise the work of others.

Ability to evaluate the work of assigned staff and to prepare evaluation reports.

Ability to use computer equipment and applicable software.

Ability to communicate effectively in English, both orally and in writing, and the ability to understand and carry out oral/written instructions accurately with minimal supervision.

Ability to establish and maintain effective working relationships with assigned workers, other employees and contractors and to provide direction to others, as required.

TRAINING AND EXPERIENCE

Grade 12 plus related vocational training from an institute recognized by the District.

Two year's experience in a related field, including supervision of others, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid Class 5 B.C. Driver's licence.

CLASS SPECIFICATION

03-01-16

ORAL COMMUNICATION FACILITATOR

NATURE & SCOPE OF WORK

A Special Education Assistant – Oral Communication Facilitator works in a collaborative/team environment, receives direction from a teacher and reports to Management. A Special Education Assistant - Oral Communication Facilitator may work without close supervision. The overall program responsibility for students remains with the teacher.

The work involves providing assistance to teachers with the delivery of programs and services which support learning and provide for the safety and comfort of students through physical and personal care. Programs address a broad range of needs including basic life skills, age appropriate academic assistance and on-site assistance to students in work experience programs. An SEA - Oral Communication Facilitator works with a wide variety of students, including those with hearing and speech impairments, those who are autistic, intellectually, physically and/or sensorially disabled and/or students who exhibit inappropriate and sometimes aggressive behaviours.

The work of the Special Education Assistant – Oral Communication Facilitator is distinguishable from the work of the Special Education Assistant I by the use of required training, knowledge and/or skills specific to an assignment where the district and the needs of the students requires such

A Special Education Assistant - Oral Communication Facilitator provides assistance for students with special needs, as identified by the School District's Special Education Department, in the delivery of programs and services in line with Ministry of Education guidelines.

TYPICAL RESPONSIBILITIES

Provides classroom assistance in the delivery of Individual Education Plans (IEPs). This assistance may include reinforcement of teacher lessons, supervising tests, carrying out prescribed behaviour modification programs, assisting students with work experience agreements, etc., and preparing and setting out materials and equipment.

Performs Level I (non-child specific) personal assistance tasks as defined by the Ministry of Education and the Ministry of Health protocols. Such tasks may include feeding, normal oral hygiene, cleanliness of hands and face, dressing, toileting, and diapering. May be required, in accordance with Board policy and regulations, to administer medicines provided by parents or guardians, and as authorized by a physician. May provide basic first aid, as required.

Maintains appropriate records.

May provide input to the design of Individual Education Plans and how they will be implemented. Within guidelines, and as directed by the teacher, makes adaptations such as sequence and timing of content of instruction for individual students.

Assists students to improve communication and social skills, to conduct themselves appropriately and to achieve life-skill goals and a positive self-image and self esteem.

Accompanies students on field trips and demonstrates life skills such as public transportation use, purchase of necessities and cash handling. Supervises and assists students who have ambulatory problems in boarding and disembarking buses.

Monitors and maintains contact with students on-site for work experience programs, as required.

May supervise students with special needs at recess and lunch.

In consultation with the appropriate professional, may operate, adjust, and assist with specialized equipment, e.g. speech computer programs, personal communicators, light pointers, life skills equipment, wheelchairs, etc.

Maintains the confidentiality of sensitive information.

Administers passive physiotherapy exercises as prescribed, demonstrated and monitored by a qualified therapist, in accordance with Individual Education Plan. Adapts gym activities in consultation with classroom teachers, occupational therapist, physiotherapist, etc.

Upon request by teachers, participates in meetings with parents to discuss individual student progress.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of a wide variety of disabling conditions which affect children, and the school programming possibilities which might be used to deal with them.

Ability to establish and maintain rapport and effective working relationships with students and staff.

Ability to understand and work with core curriculum at the appropriate grade level(s).

An understanding and demonstrated commitment to the philosophy goals and processes for including students with special needs into classrooms.

Ability to acquire child-specific program knowledge and skills which may be required for behaviour management, equipment handling and communication alternatives such as sign language and oral interpretation.

Ability to implement clearly defined limits of acceptable behaviour with patience and flexibility, to chart and record behavioural observations, and to maintain a positive attitude.

Knowledge and ability to use and adapt computer programs.

Ability to cope with physical demands such as lifting students with ambulatory problems, restraining and redirecting students who exhibit unacceptable behaviour, attending to students requiring assistance with bathrooms or mobility.

Ability to work in a team environment with teachers, parents, health care professions, district staff, etc.

Skill and ability to communicate effectively in written and oral English.

Interpersonal, communication and problem-solving skills required to perform the duties of the position.

TRAINING AND EXPERIENCE

Completion of grade 12 plus a certificate as a Special Education Assistant, from a community college or an educational institute recognized by the district.

One year previous related experience

Or

An equivalent combination of training and experience.

Completion of Oral Communication Facilitator Training Course or equivalent.

CLASS SPECIFICATION

30-May-2012

Outreach Worker

NATURE AND SCOPE OF WORK

The incumbent is responsible for carrying out the facilitation and delivery of a variety of programs and services (such as Attendance matters and out of school programs) aligned with C-SP's intended impacts and Safe Schools mission. This person will be responsible to develop and strengthen school-family relationships and act as a liaison between community agencies, school and district staff, children and families. The nature of this job requires variable scheduling and participation in morning, daytime, or evening school and district programs, functions, or meetings, as required. This position functions under the supervision and direction of management.

TYPICAL RESPONSIBILITIES

Implement specific outreach programs and services, including but not limited to, extended learning and enrichment programs, and projects addressing barriers to learning.

Develop a rapport with students, families, and staff through constructive interaction and effective communication to assist with positive school-community relationships and identification of potential safety and security concerns.

Work with school staff, department staff, and community partners to ensure quality and safety of all school-based outreach programs.

Assist school and department administrators with the observation of activities, trends, needs, and barriers in a school community through timely and consistent communication.

Respond to emergent issues and concerns by assessing the situation, identifying and utilizing the most appropriate response to resolve the issue or concern in accordance with school and district procedures.

Reports and documents all safety and security concerns according to School District and departmental policies and procedures.

Performs other job related duties as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of working with vulnerable and low-income populations dealing with the barriers of poverty.

Knowledge of working with diverse populations including newcomers dealing with multiple barriers and settlement issues and persons with disabilities.

Ability to establish and maintain effective working relationships with vulnerable children and families, school and district personnel, community agency staff, volunteers, and the public.

Ability to employ effective strategies to engage vulnerable students (including students with learning or behavioural needs) and families in extended learning and enrichment opportunities.

Ability to identify and connect students and families to relevant and needed resources and supports.

Consistently role models acceptable behaviour and communicates worrisome student behaviour with appropriate district staff.

Ability to understand and effectively carry out oral and written instructions, work independently and interdependently

Ability to work collaboratively in a team setting, strong interpersonal and public relations skills and demonstrates effective conflict resolution and problem solving skills.

Communicates effectively in English both orally and in writing. Second Language an asset.

Demonstrates effective skills in documentation, record-keeping and reporting.

Sound knowledge of operation of standard office equipment including a computer terminal and software applications related to the work performed (ie. Word, Excel, Publisher, Outlook).

Ability to demonstrate practical application of conflict resolution strategies.

Physical coordination and ability to work on feet for extended periods and to assist with physical recreation activities if necessary.

EDUCATION AND EXPERIENCE

Completion of Grade 12 supplemented by courses in human/social services, community development, Child/Youth care or a related field from a recognized post-secondary institution or an equivalent combination of training and experience.

One year employment experience in community development organization, non-profit organization or in an outreach capacity, or an equivalent combination of training and experience.

100 hours of direct services with children, youth and families

LICENSES, CERTIFICATES

Valid BC Driver's License

Emergency First Aid Certificate and CPR Certificate.

Certificates in Non-Violent Crisis Intervention, Early Childhood Education, or High-Five Training not necessary but considered an asset.

CLASS SPECIFICATION

99-10-27

PAYMENTS CLERK

(Formerly: Clerk-Typist II)

NATURE AND SCOPE OF WORK

A Payments Clerk performs vendor payment services for the district and provides general resource services to finance technical and management staff.

The work includes providing payment services to schools, departments and suppliers; utilizing software to review a variety of payment and vendor transactions; achieving ensuring accuracy in preparing large volumes of payments; resolving problems between the District and vendors; prioritizing and coordinating tasks with other team members; explaining a variety of issues in a straightforward manner and providing secretarial services.

Work is conducted under the direction of Senior Accounting Technician and Management. Independent decision-making occurs within defined parameters.

TYPICAL RESPONSIBILITIES

Reviews and approves invoices for payment, including verifying receipt of goods has been acknowledged as invoiced, matching prices and terms with purchase orders, checking that account coding is appropriate, confirming approval of an authorized person is present, and authenticating that duplicate or overpayment is not being made.

Resolves issues relating to payment transactions by reviewing information utilizing software and document files.

Resolves problems between vendors and users.

Communicates information in to vendors and users to facilitate payments processing.

Reviews data entered by support staff, including making corrections or ensuring corrections are made.

Supports payments software users in schools and departments by providing telephone help.

Types, collates, indexes, organizes and files a variety of reports and correspondence utilizing a computer and software applications including word processing, desktop publishing and spreadsheets.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of and ability to accomplish tasks on personal and networked computer systems used in the district finance function for payment processing, financial transaction accounting, word processing, desktop publishing and spreadsheets.

Knowledge of the basic methods, practices, principles and controls involved in payment processing and financial transaction accounting.

Knowledge of accounting as it relates to payment processing.

Interpersonal, communication, customer service and teamwork skills to deal with vendors and employees at all levels.

Knowledge of business English and demonstrated ability in verbal and written communication skills, including grammar, spelling, punctuation and the terminology of purchase terms of payment, payment processing and financial transactions.

Knowledge of applicable district and department policies, regulations and practices which govern activities.

Ability to operate general office equipment.

Ability to operate a computer keyboard including numeric keypad.

Ability to apply the District's Records Classification System.

Ability to self-organize, prioritize, work within deadlines, and coordinate tasks with other unit employees.

Ability to exercise independence and judgement in performing duties of the position.

Ability to provide procedural advice and guidance to clerical personnel.

Ability to solve problems related to the work.

TRAINING AND EXPERIENCE

Completion of grade 12, plus additional post secondary courses in Office Practices, including Basic Accounting and software utilization.

One year related office experience or an equivalent combination of training and experience

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

PAYROLL ASSISTANT (Formerly: Payroll Clerk I)

NATURE AND SCOPE OF WORK

The Payroll Assistant performs a variety of duties which ensure employees are paid correctly and on time, payroll costs are appropriately accounted for and employees are promptly enrolled and maintained in applicable benefits and pension plans.

The work involves the utilization of software applications to check and process a large volume of data to meet inflexible deadlines, applying numerous pay deduction variables and checking reports to confirm accuracy.

Payroll Assistants respond to a wide variety of pay-related queries regarding gross pay determination, statutory deductions, benefits, enrollment, seniority data, earnings, time-loss and similar matters from employees, managers, government departments, benefit carriers, etc.

Independent judgement is exercised within defined parameters.

A Payroll Assistant reports to a Senior Payroll Assistant and Management.

TYPICAL RESPONSIBILITIES

Records new employees on the payroll system, maintains currency of data and closes on termination. Determines and maintains seniority, pay scale placements and increments.

Determines benefit plan enrollments, extensions for leaves and cancellations. Implements with carriers. Calculates and reports pensionable and contributory service. Calculates and collects benefit funds due from employees on leave.

Determines gross pay based on attendance/absence records, pay premium events, leaves and entitlements. Coordinates Workers' Compensation recoveries with WCB and applies to pay determination. Maintains and pays entitlements to sick leave, vacation and banked overtime.

Activates, prorates, adjusts and cancels deductions for statutory and employee-directed deductions and for legal attachments to wages. Determines taxable benefits and applies to the computation of statutory deductions.

Applies accounting and classification conventions to payroll transactions, recoveries and reinstatements.

Reviews computer output to ensure the accuracy of payroll processing.

Calculates, manually, net pay due for special disbursements.

Communicates with managers and employees to obtain and clarify information. Responds to queries from individual employees in relation to the facts of their gross pay determination, deductions made, benefits enrollment status and balances of pay entitlements. Researches and responds to Superannuation enquiries.

Assists payroll software users in schools and departments by telephone help service and training presentations. Tests payroll software and assists in systems development.

Determines wage losses in relation to a range of benefit plans and legal claims and researches complex enquiries related thereto. Applies funds recovered.

Reports payroll information to satisfy legislative and contractual requirements. Analyses payroll data for management reports.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, SKILLS AND ABILITIES

Ability to identify, analyse and recommend solutions to payroll and benefit problems.

Knowledge of methods, practices, principles, procedures and controls involved in the production of payrolls and the enrollment, maintenance and discontinuance of benefit coverage.

Ability to apply pay and deduction aspects of applicable legislation, agreements, benefit contracts, pension plans, policies, regulations and administrative practices.

Knowledge of accounting as it relates to payroll and payroll data classification structures.

Ability to address a high volume of information within strict, inflexible time limitations and requirements to maintain comprehensive standards.

Ability to quickly recognize discrepancies in pay records.

Ability to communicate in oral and written English utilizing the terminology of business English, payroll and benefits.

Interpersonal, communication, customer service and teamwork skills to deal with employees at all levels and with outside agencies.

Ability to proficiently utilize a computer keyboard, numeric keypad and standard office equipment.

Ability to utilize networked personal computers and applications software related to the work.

Ability to assist others in the use of payroll software.

TRAINING AND EXPERIENCE

Completion of grade 12 plus courses in accounting, or business administration (accounting major), and software utilization from a post-secondary institute recognized by the district.

Two years' recent experience as a full-time payroll technician in a large organization with collective agreements, multiple employee benefit plans and an interactive in-house computer processing system or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Canadian Payroll Association Level I Certificate, or equivalent.

CLASS SPECIFICATION

1999-10-27

Revised: Feb 22, 2013

PAYROLL TEAM LEADER

(Formerly: Senior Payroll Assistant)

NATURE AND SCOPE OF WORK

A Payroll Team Leader acts in a leadership capacity by planning, organizing, directing, monitoring and supervising the work of a team of employees in the Payroll Department and actively participates in the work to ensure employees are paid correctly and on time, payroll costs are appropriately accounted for and employees are promptly enrolled and maintained in applicable benefits and pension plans. The work of an employee in this classification is distinguished from that of Payroll Assistant by the responsibility for supervision of a distinct work unit within the Payroll Department and the level of knowledge required.

Work is performed under minimal supervision and considerable independence of judgment and action is required in the discharge of the position's duties, although unusual problems may be referred to management. Independent judgment is exercised within defined parameters.

The work involves training and developing staff, providing expert knowledge of past practices related to the section's payrolls, resolving complex problems and difficult situations, establishing consistent work methodologies, assigning work, scheduling staff, monitoring staff performance, ensuring the quality of work, authorizing payment requisitions and payroll adjustments, performing tasks described in the Payroll Assistant class specification, applying a substantive body of knowledge, utilizing diverse software applications, achieving accuracy in complex work, meeting deadlines, and communicating complex information. An employee in this classification communicates the application of legislation and Board policies to staff throughout the District.

A Payroll Team Leader reports to Management.

TYPICAL RESPONSIBILITIES

Provides expert knowledge of past practices related to the section's payrolls in order to address complex and unusual issues.

Supervises an assigned unit providing payroll services: assigns, checks and schedules work; ensures deadlines, accuracy, quality and service standards are maintained; defines priorities; communicates expectations; trains staff and participates, as needed, in the work of junior team members.

Contributes to departmental development through participation in reviews of operations, development of goals and objectives and implementation of operating initiatives. Recommends

changes to improve quality, efficiency, service satisfaction and cycle time.

Establishes methodologies for consistent work within the work unit and maintains required Procedures Manual.

Schedules production cycles applicable to the unit's operations.

Monitors operations to ensure adherence to internal controls and achievement of quality, service standards and deadlines; and acts to correct concerns.

Authorizes payment requisitions, payroll adjustments and, in emergencies, overtime for staff within the unit.

Communicates with other units, staff, users and external parties to resolve complex and unusual issues.

Analyses complex and sensitive payroll matters to determine adjustments and actions. Assists management to address major payroll issues.

Develops systems, tests payroll software and troubleshoots routine computer problems.

Performs tasks described in the Payroll Assistant class specification.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge, abilities and skills as described in the Payroll Assistant class specification to the level of masterful proficiency.

Knowledge of past practices related to the section's payrolls including capability to address the most complex and unusual issues.

Knowledge, at an advanced level, of the methods, practices, principles, procedures and controls involved in the production of payrolls and the enrollment, maintenance and discontinuance of benefit coverage.

Skill in staff supervision, including the ability to train, direct, assist, schedule, monitor and evaluate and report on the quality and quantity of subordinate's work.

Skill in identifying methods to improve service satisfaction, quality, efficiency and cycle time performance.

Skill in identifying, analyzing and recommending solutions to complex payroll problems.

Ability to test complex payroll software and participate in systems development at an advanced level.

Knowledge of pay related aspects of applicable agreements, legislation, policies, regulations, administrative practices, and the enrollment and deduction provisions of benefit and pension plans.

Knowledge of accounting as it relates to payroll and payroll data classification.

Ability to utilize, at an advanced level, networked personal computers and applications software for word processing, database and spreadsheets, internet and intranet web pages and applications, and multi-user computer applications related to the work, and to trouble-shoot routine problems.

Proficiency in organizing, prioritizing and scheduling diverse tasks to ensure the orderly, accurate completion of work in accordance with competing deadlines and requirements.

Ability to communicate proficiently in oral and written English utilizing the terminology of business, payroll and benefits.

Interpersonal, communication, customer service and team work skills to deal with employees at all levels and with outside organizations.

Ability to address a high volume of information within strict, inflexible time limitations and requirements.

Knowledge of privacy legislation and regulations and the policies and administrative practices needed to protect personal information.

Ability to work in a confidential work environment and convey information in a diplomatic manner.

TRAINING AND EXPERIENCE

Completion of grade 12 plus courses in accounting and software utilization from a post-secondary institute recognized by the district.

Three years recent experience as a full-time Payroll Administrator in a large organization dealing with collective agreements, multiple employee benefit plans and an interactive in-house computer processing system; with at least two years of that experience in the district as a Payroll Assistant in the section or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Payroll Compliance Practitioner (PCP) plus Organizational Behaviour, Managerial Accounting and Introduction to Payroll Management (three courses from the Certified Payroll Manager program)

CLASS SPECIFICATION

2007-09-27

Revised: Feb. 22, 2013

PAYROLL TEAM LEADER – BENEFITS

(Formerly: Senior Payroll Assistant – Benefit)

NATURE AND SCOPE OF WORK

A Payroll Team Leader – Benefits acts in a leadership capacity by planning, organizing, directing, monitoring and supervising the work of a team of employees in the Payroll Department to ensure employees are promptly enrolled and maintained in applicable benefits and pension plans. Much of the work is of a very specialized nature but includes a variety of routine and non-routine clerical/accounting functions in accordance with standard procedures in general accounting and benefits administration.

Work is performed under minimal supervision and considerable independence of judgment and action is required in the discharge of the position's duties, although unusual problems may be referred to management. Independent judgment is exercised within defined parameters.

The work involves training and developing staff, providing expert knowledge of benefit plan provisions, resolving complex problems and difficult situations, establishing consistent work methodologies, assigning work, scheduling staff, monitoring staff performance, and ensuring the quality of work. Duties include overseeing the tasks of benefit enrolment, changes, terminations, recordkeeping/imaging, communication and reporting within the Payroll department.

A Payroll Team Leader – Benefits reports to Management.

TYPICAL RESPONSIBILITIES

Primary responsibility for the PEBT (public education benefit trust) benefit administration functions in the Payroll department.

Oversees and coordinates benefit plan activities in the Payroll department involving multiple carriers and policies. Communicates with employees, benefit carriers and other departments regarding enrolling, amending and canceling employee coverage, identifying and initiating enrollment corrections, and maintaining benefit documents.

Supervises employees assigned directly to benefit plan activities in the Payroll department: assigns, checks and schedules work; ensures deadlines, accuracy, quality and service standards are maintained; defines priorities; communicates expectations; trains staff and participates, as needed, in the work of junior team members.

Monitors the accuracy and completeness of benefit data submitted to the carriers and the benefit

data in the payroll system.

Coordinates with the Payroll Team Leaders and Senior Accounting Assistant to ensure that critical deadlines are met.

Liaises with benefit carriers and with staff in the Human Resources department on benefit enrolment issues, including follow up on employee waivers of benefit coverage and with carriers on billing adjustments that have not appeared on the billing.

Monitors benefit enrolment applications and supporting documentation for accuracy, completeness and eligibility for enrolment with benefit carriers.

Answers, researches and problem solves inquiries relating to payroll benefit administration and processes.

Coordinates the preparation of reports to the B.C. Pension Corporation, the Insurance Corporation of B.C., and benefit providers.

Assists staff within the Payroll department to ensure that payroll benefit administration processes are consistent with benefit plan and collective agreement provisions.

Provides suggestions and assists with the formulation and implementation of benefits administration forms and procedures to ensure collective agreement, legislation, carrier agreement, District policy and accounting requirements are met.

Assists Payroll Assistants in reconciling payroll benefit deductions to billings and collecting benefit premiums from employees on leaves of absence.

Provides coverage for some of the work of the Senior Accounting Assistant.

Compiles analytical reports under the direction of management.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge, at an advanced level, of the methods, practices, principles and controls involved in the production of payrolls and the enrollment, maintenance and discontinuance of benefit coverage.

Skill in staff supervision, including the ability to train, direct, assist, schedule, monitor and evaluate and report on the quality and quantity of subordinate's work.

Skill in identifying, analyzing and recommending solutions to benefit problems.

Knowledge of the enrollment and deduction provisions of benefit and pension plans of applicable agreements, legislation, policies, regulations and administrative practices.

Skill in identifying methods to improve service satisfaction, quality, efficiency and cycle time performance.

Ability to utilize, at an advanced level, networked personal computers and applications software for word processing, database and spreadsheets, internet and intranet web pages and applications, and multi-user computer applications related to the work, and to trouble-shoot routine problems.

Knowledge of accounting as it relates to payroll and payroll data classification.

Proficiency in organizing, prioritizing and scheduling diverse tasks to ensure the orderly, accurate completion of work in accordance with competing deadlines and requirements.

Ability to communicate proficiently in oral and written English utilizing the terminology of business, payroll and benefits.

Interpersonal, communication, customer service and team work skills to deal with employees at all levels and with outside organizations.

Proficient in the operation of a computer keyboard, numeric keypad and standard office equipment.

Ability to address a high volume of information within strict, inflexible time limitations and requirements.

Knowledge of privacy legislation and regulations and the policies and administrative practices needed to protect personal information.

Ability to work in a confidential work environment and convey information in a diplomatic manner.

TRAINING AND EXPERIENCE

Completion of grade 12, plus courses in accounting and software utilization from a post-secondary institute recognized by the district.

Two years recent experience coordinating payroll benefit activities in a large organization with collective agreements and multiple employee benefit plans, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Payroll Compliance Practitioner (PCP) plus Organizational Behaviour, Managerial Accounting and either Compensation and Benefits Management or Introduction to Payroll Management (three courses from the Certified Payroll Manager program)

CLASS SPECIFICATION

99-10-27

PROGRAMMER/ANALYST

Formerly: Programmer/Analyst)

NATURE AND SCOPE OF WORK

A Programmer/Analyst provides services to departments throughout the District in the development of computer applications, including systems analysis, design and programming.

An employee in this classification meets with key personnel in response to identified needs for computer applications, conducting highly detailed studies of existing methods, procedures and uses of information. Results of these studies form a basis on which to proceed with the development of in-house systems or the selection of vendor-supplied software packages. A Programmer/Analyst examines vendors' products and recommends their acceptance or rejection.

In addition to developmental work, an employee in this classification maintains existing systems, deals with requests for changes and may plan, organize and deliver training to others.

A Programmer/Analyst reports Management.

TYPICAL RESPONSIBILITIES

Meets with department managers and other key users in response to requests for new computer applications. Clarifies purposes and objectives of requests and provides advice regarding any matters requiring further consideration.

Studies, analyses and documents manual methods, procedures and systems in use for the processing, recording and storage of information. Ensures that secondary users of information are aware of proposed changes by discussing potential impacts.

Discusses requirements with vendors to assess the suitability of available packages. Reviews packages in detail where appropriate, assesses likely degree of customizing required, evaluates overall suitability and recommends acceptance or rejection of packages.

Writes in-house programs using approved program languages, involving such tasks as determination of program logic and best methods for coding, testing and monitoring programs. Develops test plans, conducts tests and prepares and monitors production and operating systems.

Plans, organizes and delivers training to others.

Maintains existing application systems by analysing requests for changes to determine impacts, modifying existing programs, analysing program and system malfunctions and taking necessary remedial action.

Maintains an on-going process to make refinements and improvements to hardware and software applications.

Assists other departmental staff with the installation and maintenance of computer software and with the implementation of other office systems.

May occasionally coordinate the activities of other employees engaged in related work.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Demonstrated expertise in third generation programming languages including Basic, fourth generation programming languages including Power House, and relational data base.

Knowledge of office organization, systems practices and procedures governing a distributed computer network.

Knowledge of the project development life cycle including the study, design, development and implementation phases.

Ability to maintain sustained attention to detail in the application of a structured approach to developing systems and writing programs.

Skill in computer programming methodology as applied to administrative and educational information systems.

Knowledge of problem definition and the ability to apply solutions to information processing systems and procedures.

Communication skills and the ability to transfer systems knowledge to users.

Ability to communicate technical knowledge of computer applications to others.

TRAINING AND EXPERIENCE

Two year Diploma in Computer Information Systems from a recognized community college or technical institute.

Four years' experience in business computer programming and systems analysis, procedural and operational documentation, and flowcharting systems.

or

Combination of training and experience where the experience is extensive and directly related to the work.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

PURCHASING CLERK

(Formerly: Clerk-Typist III)

NATURE & SCOPE OF WORK

A Purchasing Clerk utilizes computer software to provide specialized support services to purchasing technical and management staff and provides more routine procurement services.

The work includes liaising with internal users and external vendors; communicating information in relation to purchasing policies and procedures; utilizing mainframe and personal computer software to process transactions, research information and analyse data; publishing catalogues; doing word processing; providing operational support services within the department; co-ordinating work with other support staff; and, under close supervision, doing routine purchasing. Work is conducted under the general direction of senior personnel. Independent decision-making occurs within defined parameters.

TYPICAL RESPONSIBILITIES

Buys routine commodities, under direction.

Provides information to potential vendors.

Co-ordinates and trains junior staff on specific job tasks; participates in the work as needed; and reports concerns to senior personnel.

Maintains bidders list and updates and reclassifies it.

Obtains and maintains sourcing information in a library of vendor catalogues. Research including Internet search, is conducted to satisfy specialized needs. Recommendations are made on supply sources.

Publishes district catalogues, in either print or electronic form, using computer software.

Communicates information; provides assistance to users on purchasing matters; and explains purchasing policies, regulations and procedures.

Supports purchasing software users in schools and departments by providing telephone help service and training presentations.

Co-ordinates quotation distribution, receiving and holding, on a confidential basis.

Attends tender openings to distribute information and control documentation.

Analyses bids utilizing spreadsheet software and makes recommendations.

Co-ordinates records, in both paper and electronic form.

Co-ordinates vendor samples to requisition, identify, organize, maintain and return.

Solves user problems relating to: supply and delivery challenges with vendors, agents, schools and departments; replacements and refunds; and exchanges of product.

Provides secretarial service, including word processing, designing forms and graphics and telephone answering.

Makes and cancels appointments; arranges meetings and attends meetings and takes notes.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to utilize, and trouble-shoot routine problems associated with networked personal computers and applications software for operating systems, word processing, desktop publishing, database and spreadsheets, and mainframe multi-user applications related to the work.

Knowledge of the basic methods, practices, principles and controls involved in the provision of procurement services to users and purchasing from vendors in a public sector context.

Knowledge of district policies and regulations and of department practices which govern purchasing activities.

Knowledge of basic elements of legislation affecting purchasing.

Knowledge of the Code of Ethics of the Purchasing Management Association of Canada.

Knowledge of basic accounting as it relates to purchase and purchase adjustment transactions.

Interpersonal, communication, customer service and teamwork skills to deal with subordinates, vendors and employees at all levels.

Knowledge of business English and demonstrated ability in verbal and written communication skills, including grammar, spelling, punctuation and the terminology of public sector professional purchasing.

Ability to operate general office equipment.

Ability to operate a computer keyboard including numeric keypad.

Ability to self-organize, prioritize and coordinate tasks with team members to satisfy competing user deadlines while maintaining adherence to comprehensive requirements.

Ability to maintain a sustained attention to detail combined with consistent accurate application of a substantive body of knowledge.

Ability to provide procedural advice and guidance to clerical personnel.

Ability to provide training presentations to clerical staff on the use of district purchasing software.

Ability to analyze bids, quotations and proposals to determine compliance and best value.

Ability to solve problems related to the work.

Ability to qualify for a Certified Professional Purchaser Accreditation Program Level 1 from the Purchasing Management Association of Canada or equivalent.

TRAINING AND EXPERIENCE

Completion of Grade 12, plus additional post-secondary courses in Office Practices, Communications, and software utilization.

One year recent full-time experience in a similar computerized purchasing office environment or equivalent level of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

RECORDS MANAGEMENT CLERK

(Formerly: Clerk-Typist III/Records Clerk)

NATURE AND SCOPE OF WORK

The Records Management Clerk is responsible for providing assistance and coordination to district staff in managing records and information using the District's Record Management System.

A Records Management Clerk works according to established procedures and reports to Management.

TYPICAL RESPONSIBILITIES

Provides on-site instruction to schools and departments on how to use the District Records and Information Management Classification System and Retention Schedule, and acts as liaison during and after implementation for review of information not within the scope of the classifications.

Maintains Records Management Manual, as directed by the Supervisor, disseminating same to all appropriate staff and outside agencies. Provide PC and Macintosh software versions to the various school districts that have purchased the manual.

Performs duties related to the organization, storage, retrieval and maintenance of paper and microfilm records in the warehouse.

Maintains documentation on the receipt, storage, retrieval and destruction of records as well as maintaining Records Centre Logs.

Receives money and issues receipts for transcript pick-up. Delivers cash/cheques to Finance Department at the Board Office as required.

Responds to requests from schools/district department and the public for the retrieval of records.

Performs routine clerical duties such as composing and typing routine correspondence, answering telephone enquiries, processing mail and arranging for general courier pick-up, administering petty cash account, etc., as required.

Composes and types routine correspondence.

Assembles, indexes, organizes and concludes filing requirements under the Records Management Program for the Records Centre. Files office and district material such as reports, correspondence, forms, and personnel data, i.e. A & B Memo and Policy Regulation Binders.

Uses forklift in warehouse to store and retrieve records, and provides forklift service to the Reprographics Centre, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of records and information classification system and retention schedule.

Ability to utilize a computer and a variety of computer equipment and software.

Ability to organize and schedule work to meet deadlines.

Ability to make calculations relating to quantities and pricing using accurate mathematical procedures.

Ability to maintain accurate records.

Ability to regularly lift, carry and stack packages, parcels and boxes.

Ability and skill to acquire forklift certification.

TRAINING AND EXPERIENCE

Completion of grade 12 plus post secondary course in Records Management.

Two year's previous related experience or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

Revised 2004-10-26

REPAIR TECHNOLOGIST - INFORMATION SERVICES

(Formerly: Media Technology Technician)

NATURE AND SCOPE OF WORK

A Repair Technologist - Information Services performs computer support, Public Address (PA) and Audio/Visual (AV) equipment support, maintenance, monitoring and repair. Work in this class specification involves hardware, software and networking aspects of environment. An employee in this classification visits offices and schools throughout the District for the purposes of monitoring, troubleshooting and installing computers and peripheral equipment, and PA and AV equipment. The work requires contact with users and involves discussion and explanation of technical matters as they relate to administrative and teaching staff.

A Repair Technologist - Information Services performs other functions including providing a support service, documenting procedures, debugging software and hardware conflicts, and evaluating new software and hardware. An employee in this classification may assist other Information Services staff in the performance of related technical work.

The Repair Technologist - Information Services diagnoses software and hardware malfunctions, physically removes defective components and replaces these with new, repaired, or refurbished parts. The Technician may also have to repair the component at the circuit level if the part is not economically available.

A Repair Technologist - Information Services and reports to Senior Repair Technologist Information Services and Management.

TYPICAL RESPONSIBILITIES

Installs, tests, monitors and maintains computer, PA and AV equipment at various locations throughout the District.

Identifies and documents hardware, software and other problems and takes corrective action where feasible.

Troubleshoots equipment and systems malfunctions, analyses test results and repairs equipment.

Transports equipment to IMS shop for repair and servicing.

Provides training and technical advice and guidance to users.

Provides technical advice and support to users of peripheral equipment in other departments.

Keeps informed of the latest advances in computer equipment maintenance and repair technology.

Performs related duties as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of computer and/or PA and AV equipment and associated maintenance and repair methods and procedures.

Ability to impart technically oriented knowledge to users.

Knowledge of troubleshooting techniques and the use of computer and/or PA and AV test equipment and software diagnostics, and the ability to accurately interpret test results.

Skill in the use of tools, equipment and materials used in the maintenance and repair of computer equipment and/or PA and AV equipment.

Communication, interpersonal and customer service skills.

Physical ability to lift and carry heavy computer equipment and to crouch and bend when installing equipment.

Ability to establish and maintain effective working relationships.

Knowledge of micro-computer hardware and software and/or PA and AV equipment currently in use in the District.

Performs related duties, as required.

TRAINING AND EXPERIENCE

Two year Diploma in Electronics Technology from a recognized institute of technology or college.

Two years' previous practical experience relating to the implementation and maintenance of micro-computers and/or PA systems and AV equipment or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Registered or eligible for registration as a Technologist in the Applied Science Technologists and Technicians of British Columbia.

Valid B.C. Driver's Licence.

CLASS SPECIFICATION

99-10-27

REPROGRAPHICS OPERATOR

(Formerly: Reprographics Operator)

NATURE AND SCOPE OF WORK

A Reprographics Operator reproduces a variety of documents and publications using computerized print machines and other related equipment such as computers, cutters, stitchers, shredders, staplers, paper drills, etc.

The work involves receiving requisitions from various departments, verifying instructions and discussing problems or special features with users. The work also includes calculating billing costs from costing guidelines and determining costs, including special jobs such as brochures, newsletters, etc., which may require obtaining quotes on supplies such as paper, card stock, coils, etc. from outside agencies. The Reprographics Operator sets priorities and utilizes software to correct/produce art work for printed copy.

The Reprographics Operator is responsible for doing minor maintenance on equipment, ordering supplies, ensuring adequacy of stock, and for maintaining the work area in an orderly condition.

A Reprographics Operator reports to Management.

TYPICAL RESPONSIBILITIES

Operates computerized print machines, including Risograph and computers to copy a variety of material such as reports, pamphlets, newsletters, publications, business cards, stationery, envelopes, brochures, etc. Sets and programs machines for various print densities, sizes, back-to-back and other requirements. Utilizes software to produce templates for the Risograph.

Reviews printing requisitions to determine best and most cost effective methods to achieve requirements. Contacts users to verify instructions, discuss options, and determine if an outside printing service should be used. Determines approximate length of time special jobs such as brochures, publications, etc. will take. Determines cost of printing requisitions and communicates this to users. Maintains records, as required.

Operates a variety of related equipment such as computers, cutters, drill presses, stitchers, shredders, etc.

Schedules and prioritizes work to meet deadlines specified by user departments. Reschedules to accommodate changed priorities and urgent requests. Ensures delivery of completed work, as requested.

Maintains accurate records of machine usages and work produced.

Does minor machine maintenance functions such as removing, cleaning and replacing small belts, cleaning lamps, brushing wires, replacing cartridges. Calls and monitors contract service technician in the event of serious maintenance problems or breakdowns.

Maintains appropriate stock levels of paper and other supplies by monitoring usage and requisitioning materials as necessary from suppliers.

Maintains work area in an orderly condition. Lifts and stacks boxes, bundles of paper and other supplies.

Ensures that appropriate filing systems are in place for securing original copies of artwork, such as letterhead, envelopes, brochures, district forms, etc., and maintains portfolio of completed work of a specialized nature.

Provides the district with School District forms, as requested, and keeps the district forms list current.

May perform miscellaneous clerical duties such as sorting, metering mail, affixing bar codes and labels to publications, filing, shipping and receiving, etc.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of or demonstrated experience with computerized print machine operation and capabilities including, re-inking, programming and the use of a computer interface.

Knowledge and experience in word processing, spreadsheets, and desktop publishing software.

Ability to set priorities and organize and schedule work to meet deadlines.

Ability to make calculations relating to quantities and pricing using accurate mathematical procedures.

Ability to maintain records such as weekly production, costing, etc.

Ability to regularly lift, carry and stack packages, parcels and boxes and the ability to work in a standing position for extended periods of time.

Ability to acquire forklift certification.

Ability to successfully complete a Manufacturer's course relating to the operation and care of equipment within one month of commencing the position.

TRAINING AND EXPERIENCE

Completion of grade 12 including general office courses.

Three months' related office experience or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

RESEARCH ANALYST

(Formerly: Senior Clerk/Technician)

NATURE AND SCOPE OF WORK

The Research Analyst utilizes a variety of computer software applications to collect, study, compose and analyse statistics and generate a variety of reports, documents and projections for use by district management staff in determinations related to budget, staffing, facilities and programs. The Research Analyst applies technical knowledge of computer operations involving the hardware, software and networking aspects of the mini/micro environment and an understanding of the professional field and the nature of the analytic requirements to which the technology is applied. The work requires a significant degree of independence and judgement and involves work of a highly specialized nature.

Duties include responsibility for work organization and independence of judgement in such matters as the selection, organization, and inclusion of data to be used in documents; development of statistical procedures to serve the needs of a particular analysis; contacts with school and district staff; and generation of reports including explanatory descriptions of methodology used.

The Research Analyst reports to Management.

TYPICAL RESPONSIBILITIES

Performs advanced and specialized computer-based functions including production of a variety of reports, data analyses, spreadsheets, summary statistics and visual presentations of data.

Develops methodologies for specific applications of data analysis and presentation.

Prepares graphic, mapping and other visual presentations of information.

Responds directly to requests from school and district staff for data analyses and summaries and queries regarding these.

Provides support to other staff in the installation and utilization of software applications. Troubleshoots problems in this area.

Provides clerical support to other staff, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of the software applications relevant to the nature of the specialized field.

Ability to analyse and interpret numerous statistical and other data.

Ability to work under time constraints and to meet deadlines.

Skill in the use of office equipment, computers, scanners and in the application of a variety of software.

Interpersonal and communication skills and the ability to interpret detailed/specialized information for data analysis.

The ability to work and plan in a team environment.

Ability to provide procedural advice and guidance to other personnel.

TRAINING AND EXPERIENCE

Completion of grade 12, plus additional post secondary courses in computers, statistical analysis and methodology leading to a degree, certificate, or diploma in computer science, education or a related field, or equivalent.

Two years' experience in a related work environment, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

2000-08-01

(Revised: 2004-08-04)

SAFE SCHOOL LIAISON

(formerly Campus Security Attendant)

NATURE AND SCOPE OF WORK

Safe School Liaison perform a variety of proactive work which serves to enhance the safety and security of secondary schools throughout the School District. The work of an employee in this classification is distinguished from that of a Supervision Aide by the requirement to work with limited direction using skillful prevention and intervention techniques and by a greater degree of responsibility and individual decision making at the secondary school level.

Work typically includes patrolling the interior, exterior and surrounding area of the school facility at regular intervals to monitor and respond to inappropriate student behaviour and identify potential safety and security concerns. An employee in this classification may also be required to respond to emergent situations requiring immediate and critical assessment and response. In addition, Safe School Liaison may perform work which requires the utilization of conflict resolution strategies. This position involves substantial communication and interaction with students, staff, visitors and the RCMP. Responsibilities will vary depending on the school to which the employee is assigned.

An employee in this classification may provide procedural advice and guidance to other employees.

Safe School Liaison work under the general supervision of the Manager, Safe Schools but report directly to the school administrator.

TYPICAL RESPONSIBILITIES

Monitors student activity by patrolling the interior and exterior of school facility, including parking lots and surrounding area as necessary.

Develops a rapport with students, staff and other members of the school community through positive interaction and effective communication to assist with identification of potential safety and security concerns.

Intervenes where safe to do so, when student activities are inappropriate and reports situations requiring follow up.

Responds to emergent issues and concerns by assessing the situation, identifying and utilizing the most appropriate response to resolve the issue or concern.

Utilizes conflict resolution and diffusing techniques as response strategies to assist students in resolving minor conflict.

Identifies visitors to the school during patrols and inquires as to the nature of their visit and either escorts them to the office or directs them to leave the property.

Assists administrators with the identification and observation of activities and trends in the school, which may pose potential risks to the safety and security of students, staff, visitors and the facility. Reports and documents these safety and security concerns for administration. Assists administrators as necessary, in the development of positive, proactive and/or reactive strategies to ensure schools remain safe, secure, enjoyable places for all staff and students.

Performs basic first aid and completes forms including the Accident Report to Parents or Guardian and Incident Report as necessary.

Performs related duties as required.

KNOWLEDGE, ABILITIES AND SKILLS

Ability to be observant and identify safety and security concerns and to resolve, refer and/or document them as appropriate.

Ability and judgment to recognize when problems should be referred to administrator.

Knowledge of relevant district policies, codes of conduct, School Act and other law as applicable.

Interpersonal skills and the ability to form positive relationships of trust and respect with secondary students and other school staff.

Ability to establish and maintain effective working relationships and communicate with individuals from diverse cultures and communities.

Ability to demonstrate practical application of conflict resolution strategies.

Ability to communicate effectively, both in verbal and written form in the English language.

Ability to identify an individual(s) who may pose a potential risk to the school.
Knowledge of safety procedures related to work performed.

Ability to work on feet and in inclement weather as necessary.

Ability to work independently with minimal supervision.

Ability to use communication equipment as provided.

Ability to perform basic first aid and complete forms.

TRAINING AND EXPERIENCE

Less than Grade 12, plus successful completion of an additional program of up to one year in at least one of the following areas; youth work, social work, recreation, education, conflict resolution, safety, security, corrections or law enforcement.

Over one (1) year related experience in a secondary school environment or an equivalent combination of training and experience working with secondary school age youth.

LICENCES, CERTIFICATES AND REGISTRATIONS

None.

EXAMPLES OF PROGRAMS

Non Violent Crisis Intervention

JUSTICE INSTITUTE

Dealing with Interpersonal Conflict
Dealing with Anger
Mediation Skills
Negotiation Skills
Mediation Assessments
Dynamics of Power
Building Positive Relationships in Diverse Workplaces
Workplace Safety Skills for Security Patrols
Basic Standards Training I (Security Guard)
Basic Standards Training II (Security Guard)
Youth Custody Worker Program
Basic Conflict Resolution and Crisis Intervention

SCHOOL DISTRICT 36 CONTINUING EDUCATION

Assertiveness
Workplace Violence Prevention

UNIVERSITY COLLEGE OF THE FRASER VALLEY

Critical Skills for Communicating in Conflict
Resolving Conflict in the Workplace
Introduction to Interpersonal Communication
Human Development
Introduction to Working with Individuals in Child and Youth Care
Law and Social Services
Legal Skills for Social Service Professionals

DOUGLAS COLLEGE

Classroom and Community Support Program
Personal and Professional Issues for Youth Justice Workers
Behavioural Intervention Strategies
Introduction to Criminology, Youth, Crime and Law
Adolescent Psychology
Advanced Interpersonal Training in Conflict Resolution
Interpersonal Communication
Interpersonal Communication for a Multicultural Workplace
Introduction to Public/Private Security

LANGARA COLLEGE

Conflict and Conflict Resolution

Note: Courses range from 14 to 64 hours in duration

CLASS SPECIFICATION

99-10-27

(Revised: 30-Oct-08)

SCHOOL MEAL PROGRAM AIDE

(New Position derived from Supervision Aide)

NATURE AND SCOPE OF WORK

This work involves the school level ordering and distribution of the prepared food program. The School Meal Program Aide reviews each student's dietary requirements, obtains direction, as needed, about appropriate food selection for children with food allergies or other restrictions and ensures appropriate food items are ordered. In addition, this employee does basic record keeping for the meal program. Work performance is checked and reviewed by an administrator for effectiveness of provision of services rendered to staff and students and for adherence to detailed instructions.

TYPICAL RESPONSIBILITIES

Prepares coolers and bins as needed, coordinates distribution to classrooms, works with student helpers, and cleans up and sanitizes after meal is completed.

Monitors food for quantity, quality, temperature and food safety.

Monitors student lunch helpers in distribution of meals and reports incidents, accidents and behaviour problems.

Performs duties related to the meal program such as preparing weekly orders, maintaining lists of students in the meal program and general record keeping.

Adjust meal orders to accommodate children with food allergies and other restrictions.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of basic food preparation and serving as it relates to the meal program.

Ability to perform simple arithmetic operations.

Ability to maintain effective and positive relationships with students, staff and parents.

Ability to understand and carry out oral and written instructions in English.

Sufficient strength and agility to perform lifting tasks.

TRAINING AND EXPERIENCE

Less than grade 12

Completion of the Food Safe course.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

SCHOOL MEAL PROGRAM ASSISTANT

NATURE AND SCOPE OF WORK

A School Meal Program Assistant spends the majority of the time overseeing a food services operation by supervising designated staff and performing related administrative duties.

Duties include work scheduling and supervision, monitoring food quality, quantity and safety, providing advice and recommendations about procedures related to the provision of service, and other related administrative procedures.

The School Meal Program Assistant reports to the Manager of Food Services. Work is carried out under limited supervision.

TYPICAL RESPONSIBILITIES

Supervises designated staff by scheduling and coordinating work assignments, participating in performance evaluations and identifying related training and orientation requirements.

Plans menus and develops recipes according to nutritional needs of the clientele; estimates food requirements; orders and receives supplies and resolves discrepancies with suppliers.

Monitors expenditures for assigned area; makes recommendations regarding budget for assigned area.

Evaluates food and beverage products being served to ensure established standards of quality, quantity and food safety are maintained.

Ensures safety practices and procedures are adhered to. Oversees and updates standards and procedures for assigned area, on approval from the Food Services Manager.

Oversees the storage of food and related items at school sites; establishes and ensures maintenance of food rotations in order to minimize spoilage and waste.

Utilizes computer equipment and software applications to produce computer-generated reports and correspondence in various formats including spreadsheets, forms, memos, etc.

Performs School Meal Program Aide duties as required.

Performs other related duties as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Written and oral communications skills in the English language.

Interpersonal, organizational and problem-solving skills.

Knowledge of provincial food safety standards.

Knowledge of basic food preparation and serving as it relates to the meal program.

Ability to perform computations using a calculator with reasonable speed and accuracy.

Ability to establish and maintain effective working relationships with school and district personnel, students, parents and the public, and the ability to work as a team member.

Ability to recognize emergent situations and the ability to recognize when problems need to be referred to administration.

Physical strength to lift and carry items like books, coolers filled with food and beverage products, etc.

Ability to organize work, to plan, assign and direct the work of assigned staff and to provide procedural advice to other personnel.

Ability to use general office equipment and skill in the use of computers and software applications utilized in the department for the production of reports, correspondence, spreadsheets, etc.

TRAINING AND EXPERIENCE

Graduation from a two-year program in Food Services from an educational institute recognized by the District, plus 6 months related experience or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Food Safe I and II.

CLASS SPECIFICATION

2002-01-10

SECONDARY INFORMATION MANAGEMENT CLERK

NATURE AND SCOPE OF WORK

The Secondary Information Management (SIM) Clerk reports to Head Secretary Secondary School performing assigned clerical and related tasks. The SIM clerk must be able to work in a collaborative, team based structure of a Secondary School Office. Tasks follow well-established work methods and procedures and require independent judgment and action in the operation of a school administrative office under a minimum of supervision. The SIM Clerk acts as relief for other support staff and assists other clerks in both routine and non-routine tasks.

The SIM exercises courtesy, discretion, and diplomacy in explaining applicable rules, policies and procedures and in supplying information and assistance to students, parents, staff, public and the Ministry of Education.

The work of SIM Clerk is distinguished from that of a "Secondary School Clerk" by the requirement to work with limited direction, and by a greater degree of complexity, responsibility and individual decision making. A SIM Clerk may performs work, which involves summarizing statistical information involving substantial communication with others, such as those involving documentation of students, and provision of information to the public and Ministry of Education. A SIM Clerk provides procedural advice and guidance to other staff and employees (i.e. report card marks, comments, course requests etc.)

TYPICAL RESPONSIBILITIES:

Preparing District & Ministry reports as required related to courses, course codes, graduation requirements

Working with students, counselors and Ministry representatives regarding student graduation requirements

Updating students' marks.

Shutting down for previous school year, which will put student mark records into ministry databases by completing each step of the process in the proper order and understanding why.

Setting up all the parameters related to the new school year to ensure a proper and efficient start-up, setting up class lists, working closely with the Principal or Vice-Principal responsible to complete and input the school's timetable and ensuring that all data is accurate and proper coding in District and Ministry screens is complete.

Properly registering and withdrawing students leaving the school to ensure that accurate data is provided to the Planning Div.

Generation of Report Cards. (DOS and MAC platforms).

The SIM Clerk must be aware of what is required for the smooth operation of a Secondary School. The job is complex and requires a high degree of organization and the ability to learn and retain facts, and work independently.

Provides accurate reporting of student marks, graduation status and government exams.

Processes new registrations, PR cards, withdrawals, attendance, suspension, etc., utilizing computer or manual systems and maintains and updates the student/staff records system.

Ensure that SIS manuals are kept accurate and up-to-date, as necessary.

Performs related duties, as required.

Answers enquiries from parents, students and Ministry relating to students.

Prepares letters/notices to parents, memos to teachers/district office representatives, meeting agendas, minutes, newsletters, student handbook etc.

Answers telephone and service counter queries from students, parents and other visitors, providing information and other directions as needed. May use PA system.

Provides relief coverage and gives direction and advice to other office clerical staff, when needed.

Attends to sick students and minor first aid cases and administers pre-approved medication to students as required.

KNOWLEDGE, ABILITIES AND SKILLS

Ability to establish and maintain effective working relationships with school and district staff, students, parents, facilities staff, and the public to explain school rules, policies and procedures and supply information and assistance, as required. Interpersonal and communications skills required to perform the duties of the position.

Oral and written communications skills and the use of business English including spelling, grammar and punctuation.

Ability to acquire and apply knowledge of board, school, and Ministry of Education policies, regulations and practices regarding courses, graduation, etc.

Knowledge of and experience with current office systems and practices and school district systems relating to both Board and Ministry information requirements including the use of network computer systems/PC's for student records, employee attendance/absence reports and related functions.

Ability to assess and meet established deadlines and time constraints, despite frequent interruptions, and the flexibility to adapt and respond to changing priorities.

Ability to organize and prioritize tasks and work independently.

Ability to operate a variety of office and school equipment including, computer terminals/PC's, calculators, fax machines, adding machines etc., and the ability to learn the operation of unfamiliar office equipment unique to a given worksite.

TRAINING AND EXPERIENCE

Completion of grade 12, including additional courses in business procedures and information processing. (MS Office)

Eighteen months related experience in a comparable office environment, or an equivalent combination of training and experience.

Ability to complete a training program involving the SIS System, concerning GRAD requirements (see earlier description) scheduling, and Ministry transfers. (To be completed/updated during the initial trial period)

LICENCES, CERTIFICATE AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

SECONDARY SCHOOL CLERK

(Formerly: Clerk-Typist II/Clerk-Typist III)

NATURE AND SCOPE OF WORK

The Secondary School Clerk works under the direction of the Secondary Head Secretary performing assigned clerical and related tasks. Tasks follow well-established work methods and procedures, require some degree of independent judgement and action in the operation of a school administrative office, and may vary depending on the operational requirements of the school. The Secondary School Clerk acts as relief for other support staff and assists other clerks in both routine and non-routine tasks.

The work involves the operation of computer work stations and/or other office equipment including typewriters, copiers, calculators, telephones, fax machines, and PA systems, and frequent information exchange with students and school staff, parents, district staff and members of the public.

The Secondary School Clerk reports to the Secondary School Head Secretary and Management.

TYPICAL RESPONSIBILITIES

Processes new registrations, PR cards, withdrawals, attendance, suspensions, etc., utilizing computer or manual systems and maintains and updates the student/staff records system.

Answers enquiries from parents, students, and Ministry relating to students.

Prepares district and Ministry reports, as required.

Prepares letters/notices to parents, memos to teachers/district office representatives, meeting agendas, minutes, newsletters, student handbook, etc.

Answers telephone and service counter queries from students, parents and other visitors, providing information and/or directions as needed. May use PA system.

Arranges meetings between administration, students and parents.

Ensures that computer directories such as course, teachers, scheduling, etc., are current.

Provides clerical assistance in minor bookkeeping tasks, financial record keeping, petty cash handling and bank deposits, as required.

Performs duties relating to enrollment, including liaising with planning department, special education, counsellors, ESL teachers and administrators to ensure students are accurately designated in all programs and counted correctly.

Ensures that SIS/District policy manuals are kept accurate and up-to-date, as necessary.

May be responsible for scanning and updating student attendance, including issuing reports for administrators, teachers, counsellors and parents, as required.

Transfers student files and electronic data.

Gathers marks from teachers, processes information and prints report cards.

May compile a variety of reports, including employee attendance/absence.

Maintains office files and office supplies, as necessary.

Provides clerical assistance to library, as required.

Prepares purchase requisitions and work orders.

Tracks, receives, and distributes learning resources and performs duties relating to textbook retrieval and billing, including correspondence and parental contact.

Liaises with Transport department re: student busing, as required.

Attends meetings, take notes and transcribes, as required.

Provides relief coverage and gives direction and advice to other office clerical staff, when needed.

Receives, classifies and distributes mail.

Attends to sick students and minor first-aid cases and administers pre-approved medication to students, as needed.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to acquire and apply knowledge of board, school, and Ministry of Education policies, regulations and practices regarding courses, graduation, finances, etc.

Oral and written communication skills and the use of business English including, spelling, grammar and punctuation.

Interpersonal and communication skills required to perform the duties of the position.

Knowledge of and experience with current office systems and practices and school district systems relating to both Board and Ministry information requirements including the use of network computer systems/PC's for student records, employee attendance/absence reports and related functions.

Ability to operate a variety of office and school equipment including, computer terminals/PC's, calculators, fax machines, adding machines, etc., and the ability to learn the operation of unfamiliar office equipment unique to a given worksite.

Ability to meet established deadlines and time constraints, despite constant interruptions, and the flexibility to adapt and respond to changing priorities.

TRAINING AND EXPERIENCE

Completion of grade 12, including courses in business procedures and word processing.

One year's previous related experience in a computerized office environment or an equivalent

Combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

2007-07-09

SETTLEMENT WORKERS IN SCHOOLS (SWIS)

NATURE AND SCOPE OF WORK

Settlement Workers in Schools (SWIS) assist immigrants, refugees and other eligible clients with immediate needs for settling in Canada or with ongoing integration into Canadian society. The primary focus of settlement workers in schools is to facilitate integration and settlement of newcomer families through systematic outreach to newly arrived families, to provide them with the information about available services, needs assessment, cross-cultural education, and referral.

The Settlement Workers reports to the Manager, English Language Learner Reception/Welcome Centre.

TYPICAL RESPONSIBILITIES

Conducts settlement needs assessment of newcomer clients.

Provides settlement consultation (family welfare, family and employment benefits, housing/renting).

Provides referrals to services, accompaniment, and short term emotional counseling.

Provides interpretation and translation, related to settlement issues/family needs.

Provides school enrolment support.

Aids parents with job searches.

Advocate on client's behalf, when appropriate.

Develops and distributes culturally appropriate information/material.

Orients school staff about settlement related issues.

Assists schools with establishing and maintaining contact with "hard to reach" families.

Organizes and/or facilitates settlement-related events and workshops in the schools.

Conducts outreach activities

Encourages parent participation in education.

Provides service linking support to other organizations.

Maintains up-to-date files and records regarding services provided to students and families, and ensures the confidentiality of client information.

Performs related duties as assigned.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Oral and written fluency in both English and another designated language

Knowledge of immigration policies and settlement issues.

Knowledge of the culture(s) being served and an understanding of problems, concerns and strengths in these traditions, and the ability to assist with the bridging of cultures.

Ability to establish and maintain effective working relationships with individuals from diverse cultures and communities.

Knowledge of the processes of acculturation. Ability to adapt to changing situations and to develop and maintain rapport with students, parents, staff and community members.

Understanding of the immigrant experience/settlement.

Knowledge and skills in negotiation, advocacy, conflict resolution and problem solving.

Ability to respond with sensitivity to emergent situations and to use sound judgement when dealing with cross-cultural issues and matters of a confidential nature.

Ability to assist educators with interpreting student needs where cultural differences are a factor.

Ability to work as part of a team as well as independently.

Ability to use computer equipment and software applications applicable to the position.

Experience liaising with other service organizations.

Understanding of child development and youth issues.

TRAINING AND EXPERIENCE

Grade 12 plus two years of post-secondary education in social sciences, social work or counseling or equivalent from a post-secondary institution recognized by the District.

A minimum two years experience working in a multicultural setting with different ethnic groups. Experience working with refugees is an asset.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's Licence.

CLASS SPECIFICATION

2002-10-07

SENIOR ABORIGINAL SUPPORT WORKER

NATURE AND SCOPE OF WORK:

The Senior Aboriginal Support Worker supervises, directs and co-ordinates the day to day work of aboriginal support workers. The primary responsibilities are administration and supervision, but may also include the regular duties of an Aboriginal Support Worker.

The Senior Aboriginal Support Worker assists in the communications between home/school environments, provides consultation and liaison services between Aboriginal Workers, schools, parents/guardians, and student services. In addition the Senior Aboriginal Support Worker performs work of considerable variety and complexity in providing administrative support services to the Helping Teacher – Aboriginal Department and the Director of Instruction, Student Services .

The work of the Senior Aboriginal Support Worker includes the day to day scheduling, supervision and co-ordination of the Aboriginal Support Workers and includes some degree of independent judgement in ensuring the provision of aboriginal support services to schools in a regular and timely fashion.

The Senior Aboriginal Support Worker reports Management.

TYPICAL RESPONSIBILITIES

As Senior Aboriginal Support Worker in the Aboriginal Department, directs, supervises and participates in the daily work of Aboriginal Support Workers. Participates in this work as required.

Trains aboriginal support workers in their daily routines and provides general supervision of same. May provide input for the evaluation of these employees.

Performs routine daily tasks such as scheduling of support workers, organizing replacement workers, record keeping, and liaising with the Director of Instruction, or designate, regarding routine aboriginal support worker staffing issues.

Assists the Aboriginal Support Workers and participates in activities that build cultural understanding including, assisting in the development and delivery of inservice workshops and seminars, promoting cross cultural understanding, organizing various activities such as cooking, dance, music and art.

Assists the Aboriginal Support Workers in organizing and preparing proper documentation to facilitate the presentation of cultural events and workshops. The Senior Aboriginal Support Worker must have current knowledge of the School District Policy and Regulations in this regard.

Liaises with district and outside agencies to facilitate events for students.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES and SKILLS

Knowledge of processes in acculturation. Ability to adapt to changing situations and to develop and maintain rapport with staff, parents and the community.

Ability to respond with sensitivity to emergent situations with an understanding of group dynamics and counseling skills.

Ability to direct and supervise the aboriginal support workers. Willingness to participate with the aboriginal support workers in their daily routines.

Ability to exercise sound judgement in matters of a confidential nature.

Ability to meet established deadlines and time constraints despite constant interruptions and the flexibility to adapt and respond to changing priorities.

Ability to work under minimal supervision and act with a high degree of independent judgement and action on a variety of matters.

Ability to train aboriginal support workers.

Knowledge of Aboriginal cultures and an understanding of problems, concerns and strengths in these traditions, together with the ability to assist with the bridging of cultures.

Knowledge of available community resources.

Written and spoken knowledge of English and, if possible some proficiency in an Aboriginal language.

Ability to establish and maintain effective and professional working relationships with individuals from diverse cultures and communities, district staff, students, parents and the public. Ability to explain school district rules, policies and procedures and supply information and assistance as required.

Ability to assist professional educators with interpreting needs where Aboriginal or other cultural differences are a factor in the school.

Well developed communication skills.

Knowledge and experience of school district systems relating to both Board and Ministry information requirements, including the use of PC and network computer systems.

TRAINING AND EXPERIENCE

Completion of Grade 12, plus additional post-secondary courses in counseling, group dynamics and supervision.

Two years' related experience as an aboriginal support worker, or equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's License

CLASS SPECIFICATION

99-10-27

SENIOR ACCOUNTING ASSISTANT

(Formerly: Accounting Clerk III)

NATURE AND SCOPE OF WORK

A Senior Accounting Assistant acts in a leadership capacity by planning, organizing, directing, monitoring and supervising the work of a team of employees. In addition, the Senior Accounting Assistant performs accounting work involving reconciliations and analysis of sensitive and/or complex accounts, preparing specialized reports, returns, claims, etc. The work of an employee in this classification is distinguished from that of Accounting Technicians I and II by the responsibility for leadership of a distinct work unit within the Finance Department and the level of knowledge required.

The work involves training and developing staff, providing expert knowledge in specialized areas, resolving complex problems, establishing work methodologies, assigning work, scheduling staff, monitoring performance, ensuring quality of work, applying a substantive body of knowledge, utilizing sophisticated software applications, achieving accuracy in complex work, meeting deadlines, communicating complex information and exercising considerable independent action and judgement within defined parameters. An employee in this classification communicates the application of legislation and Board policies to staff throughout the District.

A Senior Accounting Assistant reports to Management.

TYPICAL RESPONSIBILITIES

Supervises an assigned unit: assigns, checks and schedules work; ensures deadlines, accuracy, quality and service standards are maintained; defines priorities; communicates expectations; trains staff; and, as needed, participates in the work of junior team members.

Contributes to departmental development through participation in reviews of operations, developments of goals and objectives and implementation of operating initiatives.

Recommends changes to improve quality, efficiency, service satisfaction and cycle time.

Establishes methodologies for consistent work within the work unit and maintains required Procedures Manual.

Schedules production cycles applicable to the unit's operations.

Monitors operations to ensure adherence to internal controls and achievement of quality, service standards and deadlines, and acts to correct concerns.

Authorizes cheque requisitions, journal entries and, in emergencies, overtime for staff within the unit.

Communicates with other units, staff, users and external parties to resolve complex and unusual issues.

Analyses complex and sensitive accounts to determine adjustments and actions. Assists management to address major accounting, financial reporting and taxation issues.

Develops systems, tests financial software and troubleshoots routine unit computer problems.

Designs and utilizes complex spreadsheets. Produces complex reports from databases using specialized software.

Provides training for District employees on financial matters, including:

Developing, documenting and revising in-house training and procedural manuals.

Scheduling, organizing and conducting training classes.

Providing on-site or telephone support and assistance by explaining and demonstrating financial processes and application software.

Performs accounting work including:

- Preparing draft financial statements and statements of financial information.
- Designing financial and statistical reports for production and special purposes.
- Coordinating general ledger account structure and closings of the general ledger.
- Approving purchase requisitions as to compliance with policy, regulation, accounting requirements and funds availability.
- Researching and advising on taxation issues; and preparing compliance reports.
- Producing deductions for benefit coverage.
- Developing standard school-based accounting systems.
- Coordinating Capital Plan accounting including recognizing project approval, establishing funding facility, examining payment claims, checking title, drawing funds and accounting for borrowing.
- Researching and tracking insurance claims, and assisting in insurance renewal.
- Accounting for operating and capital leases.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Skill in supervising staff, including the ability to train, direct, assist, schedule, monitor, evaluate and report on the quality and quantity of subordinates work.

Skill in identifying methods to improve service satisfaction, quality, efficiency and cycle time performance.

Ability to identify, analyse and recommend solutions to complex financial and related problems.

Ability to provide training to users who have a range of knowledge.

Ability to test complex financial software and participate in systems development at an advanced level.

Knowledge, at an advanced level, of the methods, practices, principles, procedures and controls involved in processing financial transactions and accounting for operations.

Knowledge of and the ability to apply the financial aspects of applicable legislation, agreements, contracts, benefit plans, policies, regulations and administrative practices.

Ability to apply the body of knowledge comprising third level of a professional accounting program including encumbrance accounting and C.I.C.A. Handbook.

Ability to utilize, at advanced level, networked personal computers and applications software for operating systems, word processing, database and spreadsheets, and mainframe multi-user computer applications related to the work, and to trouble-shoot routine problems.

Ability to organize, prioritize and schedule diverse tasks to ensure the orderly, accurate completion of work in accordance with competing deadlines and requirements.

Ability to communicate in oral and written English using the terminology of business, accounting, benefits and taxation.

Interpersonal, communication, customer service and teamwork skills, and the ability to deal with employees at all levels and with outside agencies.

Ability to maintain sustained attention to decision-making and apply a comprehensive body of knowledge within the context of high volume activity and deadlines.

TRAINING AND EXPERIENCE

Completion of grade 12, and third level of a recognized professional accounting body's program or equivalent training in accounting or business administration (accounting major) from a post secondary institute recognized by the district. Software course certificates, and/or demonstrated experience and proficiency.

Two years' recent full-time experience as an accounting technician in a similar computerized financial services environment or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Eligible for registration as Associate Accounting Technologist from the Certified Management Accountants Society of B.C., or equivalent standing in another recognized professional accounting body.

CLASS SPECIFICATION

24-Feb-2006

SENIOR BUYER

NATURE AND SCOPE OF WORK

A Senior Buyer performs work relating to the procurement of a wide variety of goods, materials, services and equipment of a high dollar value and of a complex nature for the School District

An employee in this classification processes requisitions, clarifies requirements with user departments, creates, constructs and updates Request for Proposal, Request For Quote and Request for Tender documentation. Obtains and evaluates RFP's, RFQ's and RFT's with quantitative and qualitative analysis based on weighted criteria. Compiles data and provides to user departments to support all awards to successful bidders including long and short term contracts.

A Senior Buyer interprets and applies District policies and regulations, and follows Trade Agreement procurement processes (AIT, WTO, NAFTA). Monitors market trends and provides recommendations to Management. Is utilized as a liaison with other stakeholders and may represent the purchasing department on various committees as needed. Monitors purchasing activity for opportunities for e-procurement, vendor development, contract administration improvements.

Monitors volumes and workloads to ensure deadlines and user needs are met. Perform tasks as a senior purchasing team member and provides direction and guidance to Purchasing Staff as needed. Submits recommendations for improvements to Management. Assists Buyers (as needed) to meet customer service levels in peak periods of activity. Work is conducted under the direction of Management and involves the exercising of independent judgment and action within defined parameters.

A Senior Buyer reports to Management.

TYPICAL RESPONSIBILITIES

Reviews purchasing requisitions to determine the appropriate methods of acquisition through value analysis and determines appropriate competitive bidding tools and methods.

Reviews user provided product descriptions and specifications for inclusion in the development and creation of, requests for quotations (RFQ's), request for proposals (RFP's), request for tenders (RFT's) and ensures that all related documentation is promptly processed.

Analyses and evaluates bids and quotations and ensures that all quantitative and qualitative data is compared and applied for higher dollar value or more complex requirements.

Prepares Evaluation Analysis and forwards to user departments for review and award. Constructs Approval of Award for stakeholder sign off and support of award decision as determined by users.

Issues contracts or purchase orders generated by electronic requisitions from the users.

Maintains internal and external confidentiality.

Under supervision, oversees contracts including monitoring user serviced contracts, resolving problems and conflicts both internally and externally through constructive, mediation of disagreements that minimize District's legal risks.

Serves users by providing standard and district product catalogues, product cost information, sources, and organizing the ordering process.

Monitors and reports savings and cost avoidance for the purchasing department.

Obtains statistical data and prepares reports to management for department associated activities.

Provides guidance and direction for donation processing.

Locates market sources for standard and non-standard items. Discusses requirements with suppliers, obtains all relevant information for evaluation and comparison purposes, and reviews findings with end-users.

Plans, assigns, prioritizes, assists and directs the work of purchasing staff engaged in related work. Informs the manager of any major problems or deficiencies.

Recommends changes to departmental documents and procedures. Identifies specifics of such changes and prepares drafts of proposed forms and procedures as appropriate.

Provides assistance to District Procurement Card users.

Organizes operational meeting content with Management and staff. Prepares short and long term goals for their areas of responsibility.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of the types and appropriate use of Competitive Bidding tools, RFP, RFQ, and RFT.

Knowledge of public procurement provincial and federal laws and legislation.

Knowledge of the practices, procedures and techniques used in a large, high volume computerized public purchasing operation.

Knowledge of market conditions, price trends, delivery and pricing practices prevalent in both the public and private sectors.

Knowledge and ability to communicate effectively using senior level business communication and terminology.

Knowledge of legal considerations including but not limited to; contract law & competitive bidding law.

Ability to apply global supply chain methodologies and strategies to obtain best value.

Ability to interpret and apply under direction, all purchasing policies, regulations and procedures governing the purchase of goods and services.

Ability to satisfy multiple service requirements with urgent deadlines.

Ability to organize, prioritize and coordinate work.

Demonstrated ability to direct the work of other purchasing staff.

Ability to solve problems related to the nature and scope of work using quantitative and qualitative analytical skills.

Ability to evaluate quantitative and qualitative data of bids to determine the most appropriate suppliers.

Ability to prepare reports, correspondence and documents related to the procurement of goods, materiel, services and equipment.

Ability to accomplish tasks using computers and departmental specialized software applications for word processing, spreadsheet, database, Internet, etc. (intermediate or advanced levels)

Interpersonal skills and the ability to effectively work with vendors.

Ability to work as a member of a collaborative team.

TRAINING AND EXPERIENCE

Six years recent purchasing experience in a public organization, including; a minimum of three years experience managing work and providing direction to other purchasing staff or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Certified Professional Purchaser's Designation (C.P.P.)

Membership in good standing in the Purchasing Management Association of Canada.

Valid B.C. Driver's licence.

CLASS SPECIFICATION

99-10-27

SENIOR DISTRICT OFFICE CLERK

(Formerly: Senior Clerk/Technician, Clerk Typist-III)

NATURE AND SCOPE OF WORK

A Senior District Office Clerk performs a wide variety of administrative support duties at locations other than schools throughout the school district. The work of this employee requires a significant degree of independence and judgement and involves work of a specialized nature, particular to the department.

Duties include responsibility for work organization in such matters as the selection, organization, and inclusion of data to be used in documents, and in the composition of letters and other correspondence. The Senior District Office Clerk provides direction to and participates in the work of other clerical staff, as required and, in some departments supervises the work of others. Responsibilities will vary depending on the department to which this employee is assigned.

A Senior District Office Clerk reports to a manager or designate at the work location and assists in routine administrative matters. Work is carried out under limited supervision.

TYPICAL RESPONSIBILITIES

Provides a variety of administrative support duties for the department.

Provides detailed information, answers enquiries, makes requested arrangements where appropriate. Responds to routine enquiries regarding district and department operations, policies and procedures.

Performs advanced computer related functions including production of a variety of correspondence, reports, forms, brochures, spreadsheets, graphs, maps, newspaper ads, etc., utilizing a variety of software applications including Desktop Publishing.

Maintains, assembles, indexes, organizes, and coordinates filing requirements of office correspondence, documents, forms, reports, etc.

Maintains office-based accounting records related to budget allotments for various accounts for the department. Monitors, prepares and submits reports for budget expenditures. Identifies, researches and prepares reports for variance.

Provides support and technical expertise to other staff, including developing procedures and documentation in the installation and utilization of software applications. Troubleshoots problems in this area and liaises with Information Management Services, as required.

Participates in the resolution of problems relating to the functions of the department, including making recommendations for changes to established methods or work procedures.

Acts as liaison with the public and, on their supervisor's behalf, arranges meetings, interviews and functions with school and district personnel, job applicants, students, parents and outside agencies.

May supervise the work of other clerical staff and provide direction to and participate in the work of clerical staff in lower classifications, as required.

Undertakes data searches, compiles and checks records to provide accurate information to enquiries; prepares tabulated statistical reports and summaries.

Arranges for displays, meetings, conferences and exhibits of district activities.

May act as receptionist in the specific department to which they are assigned.

In the Human Resources Department reviews teacher/support staff qualifications and assists with evaluation of qualifications for specialized jobs. Updates records, prepares qualifications handbook/reports.

Assists with reference checks for potential employees as required.

Attends meetings and takes notes as required.

Assists with placement/assignment of teaching and support staff as required.

In the Special Education Department may liaise with the Transportation Department to schedule and re-schedule transportation services for special needs students.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of the applicable rules and policy/regulations governing District and departmental activities.

Ability to analyse and interpret numerous statistical and other data, to recognize discrepancies and apparent contradictions.

Ability to organize work, and to plan, assign, and direct the work of assigned staff.

Ability to work under time constraints and to meet deadlines despite constant interruptions.

Clerical and secretarial skills and expertise in the use of computers and a variety of software applications for the production of spreadsheets, reports, correspondence, etc.

Interpersonal and communication skills at the level required to perform the duties assigned.

Ability to work and plan in a team environment.

Skills in the use of standard office equipment and the ability to learn the operation of unfamiliar office equipment unique to a given worksite. Specific training outside of on-the-job training shall be arranged and provided for by the employer, if required.

Knowledge of business English, including grammar, punctuation, composition and terminology related to the specific department.

Ability to perform computations using calculators and adding machines with reasonable speed and accuracy.

Ability to compose and execute routine letters, memoranda and reports, as required.

Ability to provide procedural advice and guidance to other personnel.

TRAINING AND EXPERIENCE

Completion of grade 12, plus additional post-secondary courses in business, accounting techniques, computers and/or office systems organization and supervision leading to a certificate or diploma in office management, or equivalent.

Two years' experience in a related work environment, or an equivalent combination of training and experience.

LICENSES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

SENIOR HEAD CARETAKER

(Formerly Janitor II-V)

NATURE AND SCOPE OF WORK

The Senior Head Caretaker works in assigned school(s) or District Facilities. The work of an employee in this classification differs from that of a Head Caretaker in that they direct the work of other caretakers. Employees working in this classification may be assigned split shifts.

The Senior Head Caretaker is responsible for performing a variety of cleaning and minor maintenance duties and repairs and ensuring that assigned premises are secure prior to booking off shift, and for acting as on-site liaison with school administrators. The Senior Head Caretaker also performs routine administrative functions, as required.

A Senior Head Caretaker performs routine opening/closing procedures, including deactivating the security system, turning on lights, conducting inside and outside perimeter checks, checking for vandalism or damage, sweeping up broken glass and correcting similar safety hazards, etc.

The Senior Head Caretaker is responsible to admit authorized rental groups or contractors into their areas and to ensure they follow District policies and procedures. If the rental group is located in another custodial area, the Senior Head Caretaker must still assume overall responsibility for that area and the groups within it.

The work involves responsibility for the allocation of work to custodial staff, assuring adherence to established methods and procedures, and reallocation of work to cope with staff absences or emergencies. A Senior Head Caretaker determines priorities when all work cannot be completed within the usual time frame. A Senior Head Caretaker instructs newly hired staff in departmental methods and procedures.

The Senior Head Caretaker liaises with contractors and other maintenance staff, including school staff and maintenance foreman to ensure access, etc.

The majority of work time is spent in the performance of scheduled custodial duties. Responsibilities include routine site inspections to ensure that standards are maintained within the facility, including response to emergent situations. In addition, the Senior Head Caretaker may be required to attend at other locations to deal with emergent situations.

The Senior Head Caretaker liaises with and responds to requests from the facility administrator and reports to Management.

TYPICAL RESPONSIBILITIES

Directs other caretakers with respect to allocation of work, and work priorities, as required.

Demonstrates methods and procedures to newly hired staff, and advises them and any other staff regarding solutions to day-to-day cleaning problems.

Performs a variety of custodial duties including vacuuming, cleaning, polishing, mopping and washing, moving furniture and supplies, emptying garbage, etc.

Spot cleans carpets as required. May be required to operate the portable carpet extractor.

Performs minor maintenance and repair tasks such as changing light shades, bulbs and tubes, removing graffiti, covering holes, boarding up broken windows, as required.

Performs minor equipment adjustments and installations of ceiling tiles, pencil sharpeners, soap dispensers, desks, etc.

Checks inside and outside perimeters of premises upon arrival and/or departure. Deactivates and resets alarms and otherwise ensures security of premises.

Makes minor adjustments and performs minor maintenance to cleaning equipment.

May be required to drive a small truck to transport employees and/or equipment to work sites (e.g. carpet crew).

Liaises with school administrators and office staff, and receives special requests for cleaning or other services and ensures compliance if within scope of responsibilities.

Monitors usage of cleaning and other custodial supplies. Requisitions replacement of supplies at timely intervals and discusses with supervisors, as appropriate.

Participates in and plans, organizes, directs and coordinates major clean-ups of schools during summer and other breaks, in consultation with a Service Operations Supervisor.

Admits authorized students/visitors/groups to premises. Requests those found in unauthorized areas to return to specified locations. Reports violations of the rental agreement to the principal/manager or designate, according to Board policy/procedure.

Prepares brief, legible notes concerning any unusual circumstances, as necessary.

Performs snow and/or ice removal, as required. Attends to safety issues such as de-icing stairs, walkways, etc.

Attends to emergent situations, as required.

Signs for and accepts deliveries.

May empty courier bag and mail boxes, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to supervise and direct the work of others and to determine if such work is being performed in accordance with established standards and procedures.

Knowledge of school cleaning practices and procedures and use of related tools, equipment and cleaning products.

Ability to satisfactorily complete a written questionnaire regarding Workplace Hazardous Materials Information System (WHMIS).

Ability to perform custodial work involving standing, walking, lifting, carrying, bending and crouching.

Ability to climb ladders and work at heights when changing light bulbs and tubes and performing duties such as cleaning beams and rafters.

Ability to effectively communicate in English and the ability to understand and carry out oral and written instructions.

Knowledge of fire/security smoke and alarm systems.

Ability to organize cleaning programs based on past practices and established standards.

Interpersonal and communication skills required to perform the duties of the position.

TRAINING AND EXPERIENCE

Less than grade 12.

Twelve months previous related custodial experience or a combination of training and Experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Certification as a Building Service Worker, including WHMIS, from a training institute recognized by the District.

Valid Class 5 B.C. Driver's Licence (on carpet crew).

CLASS SPECIFICATION

99-10-27

SENIOR HELP DESK TECHNOLOGIST

(Formerly: User Support Technologist)

NATURE AND SCOPE OF WORK

The Senior Help Desk Technologist resolves computer applications related problems by responding to user complaints, disseminating update information, delivering on-the-spot training and encouraging user self-help. This employee also assists in the evaluation of batch, on-line, and real-time applications.

The Senior Help Desk Technologist may be responsible for the production of technical or user documentation.

The Senior Help Desk Technologist receives direction from the Senior Systems Application Specialist and reports to Management.

TYPICAL RESPONSIBILITIES

Provides detailed guidance and support to users of district computer systems and services.

Provides guidance, instruction and direction to junior Help Desk staff on technical issues and responds to escalated problems.

Assists users experiencing difficulties with Information Services products or services. Investigates situations to diagnose underlying causes, providing solutions whenever possible to enable continued operation.

Ensures that all requests from users are handled promptly and effectively and that users make effective use of the resources available to them.

Provides an effective interface between users and Systems Analysts for requests that cannot be resolved, referring problems with full diagnostic information. Monitors progress and applies escalation procedures for problems not achieving satisfactory progress.

Utilizes computers and software applications to produce technical or user documents through all stages of the production process, as required.

Applies all standards, procedures and tools, and guides less experienced staff in their use. Monitors compliance by users, wherever possible.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES, AND SKILLS

Understanding of a multi-vendor system environment including networked micro and mini-computers.

Communication and skills, and the ability to use tact and clarity in written, graphic, and oral communication.

Systematic, disciplined and analytical approach to problem solving.

Knowledge of the concepts and practices required to implement effective IS solutions, particularly those commonly used in the organization.

Interpersonal skills and a helpful and capable manner in communicating technical matters with non-technical people.

Application of a calm, rational, organized approach to tasks when under pressure and capability to manage time effectively, particularly in achieving agreed-upon service levels.

Ability to direct junior staff.

Ability to work with others and foster cooperation in a team environment.

Ability to learn and understand applications used in the district.

Ability to produce technical documentation and descriptive material.

TRAINING AND EXPERIENCE

Two year Diploma in Computer Information Systems from a recognized community college or technical institute or equivalent. Two years' previous related experience in an Information Systems department.

or

Combination of training and experience where the experience is extensive and directly related to the work.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

SENIOR INFORMATION SERVICES TECHNOLOGIST

(Formerly: Computer Operator/Supervisor)

NATURE AND SCOPE OF WORK

The Senior Information Services Technologist supervises the work of Information Services Technologists and performs computer operations-related work involving the hardware, software and networking aspects of a mini/micro environment.

An employee in this classification visits offices and schools throughout the District for the purposes of installing, troubleshooting and monitoring computers and peripheral equipment. The work requires contact with users and involves discussion and explanation of technical matters as they relate to administrative staff.

The Senior Technologist Information Services performs other functions including providing a telephone support service, acting as departmental librarian, and ensuring adequate stock of supplies. An employee in this classification may assist other staff in the performance of more complex work.

A Senior Information Services Technologist reports to Management.

TYPICAL RESPONSIBILITIES

Supervises the work of Information Service Technologists, including checking, planning, assigning, and prioritizing.

Installs, tests, monitors and maintains computer equipment at various locations throughout the District.

Identifies and documents hardware, software and other problems and takes corrective action where feasible.

Provides advice, information and support to other departments regarding system operating procedures, capabilities and feasibility.

Monitors and provides support for computer peripheral equipment to ensure that full operational use is maintained with the highest level of security throughout the District.

Performs backup operations as directed to maintain system security and data integrity.

Maintains and distributes stocks of computer supplies for Information Services.

Assists and works with departmental management staff in the performance of more complex activities.

Provides technical advice and support by telephone to users of peripheral equipment in other departments.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Thorough knowledge of procedures relating to computer hardware, software, and network installation.

Understanding of the technical aspects and applications of computers and peripheral equipment.

Demonstrated ability to supervise and direct others.

Ability to impart technically oriented knowledge to users.

Physical ability to lift and carry computer equipment and to crouch and bend when installing equipment.

Command of written and verbal English communication skills, including composition, grammar, punctuation and terminology related to the field.

TRAINING AND EXPERIENCE

Two year Diploma in Computer Information Systems from a recognized community college or technical institute

or

Combination of training and experience where the experience is extensive and directly related to the work.

Two years' related experience in a distributed computer environment.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's Licence.

CLASS SPECIFICATION

99-10-27

(Revised: 26-Aug-2011)

SENIOR LEARNING RESOURCES CLERK

(Formerly: Clerk-Typist III)

NATURE AND SCOPE OF WORK

A Senior Learning Resources Clerk works in a computerized, central warehouse/office used for the ordering, receiving and shipping of learning resources and other materials, and performs work of a warehousing and clerical nature.

The work is distinguished from that of a Learning Resources Clerk by greater degrees of independent judgement, decision making, and responsibility such as financial record keeping including - petty cash, bank statement reconciliations, tracking of purchase order expenditures and recording of general ledger entries and assists in the preparation of budget reports. The Senior Learning Resources Clerk provides guidance, direction and instruction as assigned to staff and assists with problem solving. Most work is normally performed without direction or supervision.

A Senior Learning Resources Clerk reports to Management.

TYPICAL RESPONSIBILITIES

Tracks and records expenditures and credits of purchase orders. Records debits and credits for school budgets held in trust.

Writes cheques from petty cash to vendors for non-purchase order items ordered and received. Fills out petty cash disbursement vouchers and forms and submits to Finance Department for reimbursement.

Reconciles monthly bank statement.

Assists in the preparation of bi-weekly budget reports.

Monitors and compares expenditures to individual site accounts, reports over-expenditures to sites, and provides procedural advice regarding corrective action.

Supervises the work of employees including training, scheduling, planning, and assigning the work of staff engaged in related work, as required.

Utilizes computer equipment with a variety of software applications to input and retrieve data and prepare forms and correspondence.

Responds to a variety of requests from school contacts, teachers, and others, regarding the availability of resources.

Operates equipment such as a forklift, pallet jack, hand truck, etc.

Receives, consolidates, and processes learning resource orders and other materials.

Troubleshoots and resolves problems regarding ordering, shipping discrepancies, etc.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of accounting and bookkeeping systems, including knowledge of the specific requirements of the school district accounting procedures.

Knowledge of record keeping methods for processing shipments, tracking of purchase requisitions, etc.

Physical ability to lift and carry heavy items, climb ladders, bend, stoop, crouch, stretch, and be on hands and knees for prolonged periods and to work on feet for prolonged periods of time.

Ability to work under time constraints and to meet deadlines.

Skilled in the use of general office equipment including computers, and a variety of software applications.

Ability to organize work, and to plan, assign, and direct the work of assigned staff.

Knowledge of procedures for automated/computerized ordering, receiving, handling, sorting and shipping of material.

Knowledge of safe work practices.

Communication and interpersonal skills and the ability to establish and maintain effective working relationships with internal and external contacts.

Ability to be flexible and adaptable to changes in daily routine, and to work on multi-tasks, and with many interruptions.

Ability to work with considerable independence and as part of a team.

Ability and skill to acquire forklift certification and to operate equipment, such as pallet jack, hand truck, etc.

TRAINING AND EXPERIENCE

Completion of grade 12, including courses in business procedures, basic accounting and Word-processing.

One year previous related experience, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

SENIOR REPAIR TECHNOLOGIST - INFORMATION SERVICES

(Formerly: Media Technology Foreman)

NATURE AND SCOPE OF WORK

A Senior Repair Technologist - Information Services is responsible for equipment set-up, repair and maintenance of PA systems, audiovisual and micro-computer equipment.

An employee in this classification plans, prioritizes, assigns and checks the work of technicians engaged in troubleshooting, analysing, testing, repairing, maintaining and installing PA systems, audio visual and micro-computer equipment and may perform the duties of technicians, as required.

A Senior Repair Technologist - Information Services establishes equipment preventative maintenance programs and provides technical advice and guidance to users on the care and operation of equipment. The Senior Repair Technologist - Information Services assists the Purchasing Department in the preparation of the Standard Audio Visual Equipment List. The work requires maintaining sufficient inventory of equipment, parts, and other items to meet the daily and anticipated demands of school district operations.

This employee advises all departments on the purchasing of suitable audio visual and micro-computer equipment. The Senior Repair Technologist - Information Services also assists the Purchasing and other departments in the disposal of retired audio visual and micro-computer equipment.

The Senior Repair Technologist - Information Services reports to Management.

TYPICAL RESPONSIBILITIES

Supervises, plans, assigns, prioritizes and checks the work of technicians engaged in the maintenance of audio visual and micro-computer equipment.

Utilizes electronic test equipment in the inspection and testing of electronic equipment and ensures the necessary repairs, parts replacement, or technical adjustments to bring such equipment to effective use.

Orders and maintains the required inventory levels of related maintenance equipment, parts and supplies.

Assists District staff in setting up instructional computer packages and advises users as to the optimum use of technical equipment.

Establishes preventative maintenance programs and conducts cost effective repairs on audio visual equipment, fine arts equipment and micro-computers using current troubleshooting procedures.

Operates a computer terminal and personal computer to input and access data and to instruct users. Accesses the Internet and other sources for information. Maintains the Media Technology Department's Web Page.

Keeps informed of current techniques used in the maintenance and repair of electronic equipment in accordance with the manufacturer's diagnostic repair programs and instructions. Uses the Internet and other sources to maintain current knowledge of audio visual and micro-computer equipment.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of micro-computers, audio visual, fine arts equipment and PA systems and related maintenance and repair procedures.

Knowledge of school district facilities and technology equipment.

Ability to operate, and knowledge of Macintosh and PC computers including common software applications currently in use in the district.

Knowledge of audio visual design and production techniques.

Ability to establish and maintain effective working relationships with a wide variety of internal and external contacts.

Physical ability to handle and transport equipment, supplies and materials.

Ability to work independently and to plan, assign and supervise the work of technicians.

Skill in the use of audio visual and micro-computer test equipment.

Skills in system and equipment troubleshooting and problem-solving techniques.

Communication, interpersonal and customer service skills needed to perform the duties of the position.

TRAINING AND EXPERIENCE

Two year Diploma in Electronics or Computer Technology from a recognized institute of technology or college.

Three years' previous related experience in the Technology Repair field.

or

Combination of training and experience where the experience is extensive and directly related to the work.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's Licence.

Registered or eligible for registration as a Technologist in the Applied Science Technologists and Technicians of British Columbia.

CLASS SPECIFICATION

2006-04-23

SENIOR RESEARCH ANALYST

NATURE AND SCOPE OF WORK

The Senior Research Analyst coordinates the collection, composition, and study of data to provide an evidence base for reports, documents, and projections for use by district management staff in the determinations related to budget, staffing, facilities, and programs. The Senior Research Analyst utilizes significant technical computer expertise together with advanced knowledge of research methodologies to address information and knowledge gaps through the design, planning, and operation of multiple projects. The work requires a significant degree of independence and judgement and involves work of a highly specialized nature.

Duties include coordinating data production, resolving problems of significant complexity to do with the selection, organization, and inclusion of data to be used in reports, development of statistical procedures and scripts to serve the needs of a particular analysis, and further suggestions for secondary analysis that will aid in the development of meaningful information. Duties also include providing advice to school and district staff and the generation, production, and presentation of reports including explanatory descriptions of methodologies used.

The Senior Research Analyst reports to Management.

TYPICAL RESPONSIBILITIES

Develops research designs and analysis plans to support evidence collection efforts.

Provides analytical and interpretive advice for senior management and other groups.

Evaluates evidence from other sources for new directions and insights to support evidence collection efforts.

Identifies other kinds of secondary data analysis that will be of value.

Coordinates the development of data collection efforts, focus groups, online and paper surveys, polls.

Develops and designs survey items, response scales, focus group questions.

Ensures compliance with accepted research and statistical methodologies.

Manages, designs and carries out research and data collection processes.

Coordinates and performs the analysis and processing of complex data sets.

Produces charts, tables, and graphs to highlight trends.

Participates in the writing and development of reports that are easily understood by a variety of end users.

Presents clear and concise results of research projects and analysis to groups.

Coordinates and trains junior staff on specific job tasks.

Responds directly to requests from school and district staff for data analyses and summaries and queries.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Advanced knowledge of software relevant to the work (SPSS and/or SAS software, content analysis software, and survey software).

Superior knowledge of MS Office.

Superior Internet research skills.

Advanced knowledge of research and statistical methodologies, including limitations of data.

Ability to liaise with Management on research design, data management, and statistical issues.

Advanced ability to analyse and interpret numerous statistical and other data.

Advanced ability to work with complex data sets from various sources and in a variety of formats.

Demonstrated ability to lead/coordinate research projects with internal and external groups.

Demonstrated ability to develop and write clear, accurate reports.

Demonstrated ability to communicate effectively in English, both orally and in writing.

Ability to work under time constraints and to meet deadlines.

Ability to prepare and deliver comprehensive presentations to a broad audience.

Skill in working with office equipment and scanners.

TRAINING AND EXPERIENCE

Completion of a Bachelor's degree in social sciences, education, or related field from an institution recognized by the District.

Five years' experience in a related work environment, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

SENIOR USER SUPPORT TECHNOLOGIST

(Formerly: Senior User Support Technologist)

NATURE AND SCOPE OF WORK

The Senior User Support Technologist resolves escalated computer applications related problems by responding to user problems, disseminating update information, delivering adhoc training and encouraging user self-help. This employee also assists in the evaluation of batch, on-line, and real-time applications.

The Senior User Support Technologist receives direction from the Systems Application Technologist and reports to Management.

TYPICAL RESPONSIBILITIES

Provides detailed guidance and support to users of district Information Services products and services available to them.

Assists users experiencing difficulties with Information Systems, products or services, including escalated situations referred by more junior support staff. Investigates situations to diagnose underlying causes, implements solutions, and assists users to recover and continue operations.

Ensures that all requests from users are handled promptly and effectively and that users make effective use of the resources available to them.

Provides users with information on updates and known errors and produces bulletins to inform of changes in availability, new resources, common pitfalls and problems, etc. Responsible for the completeness and accuracy of a database of common requests, difficulties, and their solutions.

Provides an effective interface between users and Senior Systems Application Specialist for requests that cannot be resolved, supplying all necessary diagnostic information according to established procedures. Monitors and corrects priorities for resolution, monitors progress and applies escalation procedures for problems not achieving satisfactory progress.

Develops and enhances department processes and procedures, as necessary.

Assists in the review of training applications to meet the needs of users.

Proposes, discusses, and evaluates potential solutions with service providers and implements agreed field modifications, as directed.

Assists in testing and installing including field modification, hardware/software systems, products and services and their upgrades in cooperation with users/customers.

Interprets technical manuals and documentation; modifies/revises procedures for using systems, products or services.

Applies all standards, procedures and tools, and guides less experienced staff in their use. Monitors compliance by users, wherever possible.

May liaise with Administrative Officers, Ministry staff, vendors and other district staff regarding enhancements, modifications, etc., as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES, AND SKILLS

Knowledge of computer systems setup and the interrelation and operation of application programs.

Knowledge of a multi-vendor system environment including networked micro and mini-computers.

Communication and interpersonal skills and the ability to present problems, processes and solutions orally, graphically and in writing.

Ability to solve complex problems with minimal supervision, with a systematic, disciplined, and analytical approach.

Knowledge of the concepts and practices required to implement effective I S solutions, particularly those commonly used in the organization.

Ability to direct junior staff.

Ability to work well with others and foster cooperation in a team environment.

Ability to learn quickly and understand applications in use in the district.

TRAINING AND EXPERIENCE

Two year Diploma in Computer Information Systems from a recognized community college or technical institute.

Four years' previous related experience in an Information Systems department.

or

Combination of training and experience where the experience is extensive and directly related to the work.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's Licence.

CLASS SPECIFICATION

2011-01-18

SHIPPER RECEIVER

NATURE AND SCOPE OF WORK

A Shipper Receiver will provide excellent customer service, and a variety of shipping and receiving duties on behalf of the district in the delivery of services at the District Education Centre (DEC) building.

Working in a self-directed environment the Shipper Receiver will demonstrate exceptional organizational skills processing and distributing mail at the District Education Centre mailroom.

The Shipper Receiver will receive material delivered to DEC by couriers and/or delivery trucks and arrange delivery/pickup within the building and onsite. He/she will assemble containers and crates, to be shipped and attach packing slips and unpack, store, receive and record the movement of parts, supplies, materials, equipment and stock to staff located in DEC from suppliers, external vendors and other district staff.

A Shipper Receiver will work mostly indoors, usually in areas which may be noisy or hot/cold when loading bay doors are open. They may work outdoors on loading platforms or at ground level to prepare larger items for shipping or storage.

A Shipper Receiver will spend most of their time on their feet and they may be required to routinely lift items weighing up to 50 lbs. A Shipper Receiver may be required to wear protective gear such as steel-toed footwear and/or ear protectors.

The Shipper Receiver reports to the Manager, Administrative Services.

TYPICAL RESPONSIBILITIES

Receive material delivered to DEC and arranges delivery/pickup within the building.

Receive deliveries, unpacks, checks and puts into appropriate storage areas a wide variety of material. Issues material and obtains signature for receipt.

Respond to a variety of requests from district staff and other customers on the procedures and processes related to the proper handling of mail.

Inspect, count and record received goods, check them against invoices, record shortages, reject damaged good, fill out forms for damaged and returned items, and route them correctly.

Determine the least expensive and quickest method of shipment, arrange delivery, and prepare bills of lading, invoices and other shipping documents

Troubleshoot and resolve problems regarding ordering, shipping discrepancies, etc.

Trace lost shipments and investigate shipments with incorrect addresses to determine the correct destination.

Prepare custom declaration and export documents. Type address labels to create shipping labels and perform record-keeping functions.

Use special bar coding devices to put number codes on items and retrieve information from codes.

Responsible for the opening, sorting and distribution of all incoming and outgoing courier blue bags (inter-office mail).

Responsible for functions related to Canada Post mail including: process, weigh, seal, package and meter all Canada Post regular registered and special delivery mail.

Liaise with Canada Post for change of address notifications and to arrange Temporary Hold Mail Services for the district.

Ensure availability of funds on the postage meter, processing cheques for postage meter payments in the District Postage Account. Maintain record of postage expenditures by cost centre and submit reports identifying recoverable costs.

In consultation with co-workers, order mailroom supplies and maintain an adequate stock for the efficient operation of the mail service/meeting rooms/print copy centres.

Telephone/email customers or carriers to co-ordinate pick-up and delivery of mail/parcels or shipments.

Operate equipment such as forklift and pallet jack as required of the work to store, move, reposition incoming materials, such as: computer equipment, cafeteria deliveries, pallets of paper and other cumbersome items.

Maintain office equipment located in the shipping receiving area in good working condition by following prescribed operating instructions. Arrange for service calls and repairs as required.

Uses a computer to maintain and record processes and track shipments, purchase requisitions and other information.

Responsible for keeping accurate monthly activity records for management decision making.

Provide supervision, guidance, direction and instruction to staff (DEC Office Assistants) to maintain effective day-to-day operations.

Perform related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to communicate effectively in English and carry out oral/written and telephone instructions with staff, management, students and suppliers,

Maintain a good working relationship with other employees as part of a team.

Ability to perform basic arithmetic functions.

Ability to follow established procedures with considerable independence.

Demonstrate working knowledge of Canada Post regulations and procedures that would affect our mailing system.

Ability to use computers and a variety of software applications such as Microsoft Office Applications Excel, Word and Outlook.

Knowledge of procedures for automated/computerized ordering, receiving, handling, sorting and shipping of material.

Knowledge of departments within DEC to direct the flow of mail, small parcels and other goods.

Ability to be organized, flexible and adaptable to changes in daily routine, work on multi-tasks, with many interruptions, achieving deadlines and working well under pressure.

Ability to lift and carry heavy items up to 50 lbs.; good manual dexterity, push and pull a mail cart, and stand on feet for the majority of each working day.

Ability to acquire forklift certification and operate equipment such as pallet jack or hand truck.

TRAINING AND EXPERIENCE

Completion of Grade 12, including courses in business procedures.

One year related shipping receiving experience as well as office experience in a computerized business office, including dealing with the public, or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

None.

CLASS SPECIFICATION
98-12-02
(Modified September 11, 2001)

STOREKEEPER

(Formerly: Storekeeper I/II)

NATURE AND SCOPE OF WORK

A Storekeeper works in a large industrial, computerized central stores operation performing receiving, stocking, filling orders, dispatching, delivery and performing some clerical duties according to well established methods and procedures. A Storekeeper utilizes computer equipment with a variety of software applications to input and retrieve data regarding stock and to access current inventory information.

The work may involve discussion to clarify the exact nature and proposed use of requisitioned parts and materiel, to resolve inventory questions, and facilitate deliveries and returns.

A Storekeeper is required to operate a variety of commonly used materiel handling equipment which may include a forklift and a High-reach.

A Storekeeper reports to a Foreman and Management.

TYPICAL RESPONSIBILITIES

Signs for incoming shipments including return of goods to stores. Receives, unloads from trucks, unpacks, checks and puts into appropriate storage areas, a wide variety of materiel. Assembles, adjusts and moves shelving, racks, etc., as required.

Issues materiel and obtains signature for receipt.

Clarifies nature of requisitioned items as necessary, and assists requisitioning parties to select appropriate items.

Arranges for the shipment of orders to other locations, and for the pick up and delivery of materiel from those locations and to central stores or suppliers. Responds to a variety of requests from school and district staff regarding the availability of materials.

Monitors stock levels, notes quantities at or below re-order points, and initiates re-orders, as required. Conducts cyclic inventory management.

Conducts year-end physical inventory counts and discusses inventory discrepancies with appropriate district staff, outside agencies, etc., as required.

Utilizes computer equipment with a variety of software applications to input and retrieve data regarding stock and to check inventory records, run reports, analyse data and adjust inventory.

Operates materiel handling equipment such as pallet jacks, forklifts and High-reaches to load, unload from trucks and store and retrieve materiel.

May be required to show other staff how to perform tasks or duties.

Records model and serial numbers, etc. for equipment received. Engraves equipment. Repacks and ships equipment to sites, as required.

Catalogues and updates materiel safety data sheets, maintains materiel safety data sheets manual.

Interacts and works with various departments, suppliers and outside agencies to ensure the timely receipt and shipment of required materiel and follows up on any discrepancies and damaged goods with the appropriate staff.

Expedites overdue backorders and purchase orders.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of stores operations, functions, methods, procedures, and record keeping methods for processing shipments, tracking purchase requisitions, etc.

Knowledge of the materiel used by various District departments served and of related terminology.

Ability to follow established procedures, to work independently, and to meet deadlines despite constant interruptions.

Ability to utilize general office equipment and computer software applications to enter, retrieve and maintain central stores records.

Ability and skill to acquire forklift certification and to operate materiel handling equipment.

Physical strength and stamina to work in warehouse conditions and occasionally outdoors.

Ability to work on feet most of time, climb ladders and to lift and carry heavy items.

Ability to communicate effectively in English, both orally and in writing.

Ability to establish and maintain effective working relationships with internal and external contacts.

TRAINING AND EXPERIENCE

Valid B.C. Drivers License

Less than grade 12, including courses in computer keyboarding and software applications.

Enrollment in, or commitment to enroll within six months of appointment, in a course(s) in the stores/materials management field from a post-secondary institution recognized by the District.

Upon completion of program level one of a stores/materials management as set out above and a minimum of two years' satisfactory service as a Storekeeper I, employees will be moved to a Storekeeper II rate of pay.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

21-May-2008

STRONG START FACILITATOR

NATURE AND SCOPE OF WORK

The Strong Start Facilitator operates a participative program for parents and their 0-5 year old children. The program promotes and complements the knowledge, skills and dispositions which children acquire in the years before school entry in key developmental domains: cognitive, physical, language and communication, social and emotional. The Facilitator outreaches to families, provides parent support and education regarding stages of early childhood development, encourages networking amongst families and with the school community, and links families to related community resources. The Strong Start Facilitator reports to Management.

TYPICAL RESPONSIBILITIES

Plans, organizes and facilitates age appropriate play based learning centres and activities for children that reflect the stages of child development birth to five years old and are in keeping with the provincial early learning framework.

Promotes oral language skills, creative expression and problem-solving, as well as emergent literacy and numeracy strategies.

Provides a daily nutritional program that encourages healthy eating and introduces children and families to a diverse range of affordable food options.

Orients the children and their families to the school community and the school context, and works with district and school personnel to ensure a smooth transition into the school system and school activities such as Ready Set Learn, Welcome to Kindergarten, and family literacy initiatives.

Provides education and support for parents/caregivers such as child health, nutrition and discipline strategies that support their child's social and emotional learning and development.

Works with families, school staff and community resources to facilitate the inclusion of children with special needs and their caregivers.

Connects with service providers in the community and facilitates referrals/linkages for families where necessary and /or incorporates community resource visitors into the Strong Start program.

Requisitions and maintains arts, nutrition and other program supplies.

Responds to information and resource requests from parents, caregivers and the general public and provides current information on early learning opportunities in the community.

Organizes and facilitates special events, workshops and parent information sessions.

Promotes awareness and advertises the Strong Start program as required.

Maintains and produces reports of program activities and registration/attendance as required.

Prepares the centre for opening and tidies up after closing each day.

Performs related duties as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Current knowledge of child development, family dynamics, inter-cultural communication strategies and early learning, literacy and child care issues.

Ability to work with a variety of parents, children, school staff, professional and community members.

Experience in creating, planning, implementing and budgeting for a parent participation early learning program.

Strong verbal and written communication skills and interpersonal skills.

Good organizational and planning skills.

Ability to take initiative and promote early learning amongst families, within the school and the local community.

Knowledge of applicable district and local policies, regulations, and practices which govern activities.

Knowledge of applicable community programs and service providers.

EDUCATION AND TRAINING

Certificate in Early Childhood Education from a community college or similar institution recognized by the District.

Two years recent experience working in early childhood education, family support, recreation, social work or community development with 0-5 year children and with their parents/caregivers.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid Early Childhood Educator certificate approved by the Director of the Early Childhood Educator Registry in B.C.

Valid Child Safe First Aid Certificate

CLASS SPECIFICATION

30-Sept-2005

SUBSTANCE USE LIAISON

NATURE AND SCOPE OF WORK

The primary objective of the Substance Use Liaison (SUL) is to provide prevention, intervention and support to youth and their families in relation to drug and alcohol use. The SUL works in a collaborative environment and works closely with the RCMP School Liaison and Youth Intervention Program; Teachers, School Counsellors, Administration and other student support services, including Safe School Liaisons and Child, Youth Care Workers and District Resource Counsellors. The SUL has a designated area of the school district which he/she is responsible for and receives direction from Manager, Safe Schools.

TYPICAL RESPONSIBILITIES

Referral and Intervention

Works closely with the RCMP, Safe School Liaison, administration and teachers to identify students who are at risk, high risk or street involved.

Receives referrals from administrative staff, RCMP, and other community members with regards to youth with substance use issues.

Provides screening and assessment of a student's substance use through standardized assessment tools.

Provides acute crisis intervention and support for students and their families while in crisis.

Meets with students, parents, staff or others in the development of a personal treatment plan.

Provides referrals to appropriate treatment programs or outside community resources for further support.

Provides follow-up and support for those youth identified and referred out, upon their return to school.

Maintains case histories and statistics for students referred to the program and provides a written summary of involvement to referral source.

May be required to transport student to outside agencies for group facilitation sessions.

Community Justice Facilitation

Works one on one with identified youth and their families in determining the effect their substance use has on themselves, their lives and their family.

Awareness and Resource Support

Facilitates group sessions in relation to drug awareness and education.

Develops and presents classroom, staff and public presentations on various issues related to substance abuse.

Provides information in relation to effects of drugs.

Works collaboratively with outside community resources to provide consistent, relevant information on various topics related to substance use for students, staff and parents within the district.

Assists the School Liaison Officers in the delivery of the RCMP based prevention programs.

Provides support to elementary teachers in the implementation of the Steps to Prevention curriculum.

Initiates, develops and delivers brochures, handouts, literature, and cultural supports to school administration and staff relating to substance use.

Attends Youth Specific meetings, Case Conference and Integrated Case Management meetings, as required.

Where appropriate, may be invited by administration to participate in suspension resolution process in pre/post or actual resolution meetings.

Performs other related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE ABILITY AND SKILLS

Ability to identify students with (or at risk of) substance misuse problems, sexually exploited students and those generally more marginalized and at risk than others.

Knowledge of practical methods of working with the above stated students.

Knowledge of relapse prevention techniques.

Broad knowledge of services within the community, including substance abuse treatment programs, and the ability to provide advocacy and make appropriate referrals.

Broad knowledge of a wide variety of illicit substances, how they are used, their effects, how they are manufactured and all dangers involved. As well as a broad knowledge of harm reduction techniques, intervention techniques and skills to support users and families.

Ability to identify individuals who may pose a potential risk to the school, the students or the surrounding property.

Ability to be observant and identify safety and security concerns and to resolve, refer and/or document them appropriately.

Demonstrated ability to interview students, prepare case histories, assess students' problems.

Ability to write reports (assessment, follow-up, progress reports, etc.).

Ability to establish working relationships with other community organizations in a variety of disciplines.

Experience in maintaining program statistics for purposes of evaluation and research. Ability to develop questionnaires, conduct surveys and compile and interpret statistics.

Ability to liaise and provide consultation to Federal, Provincial and Municipal levels of government related to substance abuse.

Knowledge and training in mediation, restorative practices, or conflict resolution procedures.

Experience with supporting the leadership of youth.

Ability to utilize computers and specialized software applications such as spreadsheets, word processing, database systems, presentation software, internet, and email.

Demonstrated organizational and time management skills; detail oriented.

Ability to work independently with minimal supervision as well as collaboratively as a member of a team.

Interpersonal skills and the ability to form positive relationships of trust and respect with secondary students, their parents, community members and other school staff.

Broad knowledge of the youth criminal justice system, child protection laws, and MCFD and its departments.

Demonstrated ability to prepare and deliver public presentations on substance use for a broad audience at conferences, workshops or symposia.

Must be able to pass RCMP enhanced security clearance.

TRAINING AND EXPERIENCE

Bachelors Degree in a relevant field; Psychology, Counselling, Addictions, Child and Youth Care, Sociology, Criminology or Social Work from a college or university recognized by the district.

Two years recent practical experience in street outreach, or working with youth with substance abuse issues.

or an equivalent combination of education, training and experience

LICENCES, CERTIFICATES, REGISTRATIONS

Valid Class 4 B.C. Drivers License

CLASS SPECIFICATION

99-10-27

SUPERVISION AIDE

(Formerly: Attendant - School)

NATURE AND SCOPE OF WORK

A Supervision Aide provides assistance at an assigned school by monitoring student behaviour and performs a variety of routine support duties.

An employee in this classification monitors student activities in hallways, classrooms and other locations, and cautions students whose behaviour is in contravention of school rules and standards. Refusals to comply with requests for changes in behaviour may be reported to school administrative officers, but the objective is to obtain cooperation rather than bring about punishment. A Supervision Aide may also monitor students during detention periods.

A Supervision Aide directs visitors, reports loiterers to other staff, and checks parking lots for security and other problems.

A Supervision Aide reports to Management.

TYPICAL RESPONSIBILITIES

Monitors student activities in playground, lunch area, classrooms, gymnasium, hallways, and other inside and outside school areas. May monitor student activities during detention periods.

Advises students when activities are inappropriate, with particular regard to safety concerns. Reports situations that require further action to school administrative officers.

May perform basic first aid and complete accident reports. Notifies appropriate staff in case of emergency.

Directs visitors to appropriate locations and reports loiterers to school office. Checks parking lots for security purposes and reports noteworthy items.

Notes and reports safety or security concerns to school administrative officer or, in an emergency, to teachers.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to recognize safety and security concerns and to act accordingly.

Knowledge of rules and required standards of student behaviour at assigned school(s).

Ability to communicate effectively, both verbally and in written form, in the English language.

Ability to deal effectively with inappropriate student behaviour by obtaining offender's cooperation.

Ability to work on feet for majority of working time.

Interpersonal and communication skills required to perform the duties of the position.

Ability and judgement to recognize when problems should be referred to administrative officers or teachers.

Ability and maturity to deal effectively with students.

Ability to perform basic first aid.

TRAINING AND EXPERIENCE

Less than grade 12

One months' related experience in dealing with school aged children.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

SYSTEMS APPLICATION SPECIALIST

(Formerly: Systems Application Specialist)

NATURE AND SCOPE OF WORK

The Senior Systems Application Specialist is responsible for providing technical support to all users of administrative computers and applications and is involved with the planning, training, implementation and evaluation of applications.

The Senior Systems Application Specialist works with the application development life cycle, including user requirements, systems analysis, detailed analysis, development testing, user testing, implementation, and post implementation. The position also conveys project management techniques to subordinates.

The Senior Systems Application Specialist reports to Management.

TYPICAL RESPONSIBILITIES

Employs project management and application development techniques to assure successful implementation and outcome of applications and/or systems.

Assists in the development, planning, prioritization and implementation of departmental objectives for existing and new projects.

Ensures quality assurance cycles are completed for in-house and externally developed modules for applications systems.

Analyses complex problems and prepares feasibility analysis for user requirements and detailed systems specifications. Identifies alternatives and makes recommendations.

Prepares data, based on user needs.

Assembles, tests and debugs programs, modules and applications.

Ensures existing and new programs and documentation are maintained.

Provides leadership, direction and scheduling to staff and external contractors, etc., in the development and implementation of applications/systems, and in renovations to administrative offices and buildings in relation to computer systems.

Coordinates work on multiple projects, prioritizing application enhancement requests within and between projects.

Assists in the provision of professional development and training through training programs and courses to keep department staff current in technological changes in the information systems network as required.

Assists in the review of possible training applications for potential benefit to the district and implements services to meet the needs of users.

Assists newly automated areas in developing policies and procedures for their departments as it pertains to data integrity and systems usage issues.

Advises users of new or changing systems through verbal and written communication.

Coordinates, analyses and provides recommendations for upgrades, enhancements and modifications to the core computer programs of the district and school-based systems, including cost/benefit considerations.

Liaises with administrative officers, ministry staff, vendors, and other district(s) staff, as required.

Provides input into the hiring and evaluation of employees within the department.

Assists in the day-to-day troubleshooting of problems and provides technical advice to users, and staff.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Ability to learn and maintain an understanding of district systems/applications, including file and modular dependencies and relationships.

Ability to become proficient and familiar with main and submodules of existing and developing applications.

Ability to independently learn the use of on-line and manual resources.

Ability to successfully develop and manage projects.

Ability to gain and maintain an understanding of users' needs in the district office(s) and school offices as they pertain to current or new systems.

Knowledge of VMS, DCL, and networking in a WAN environment.

Proficient in third and fourth generation languages.

Interpersonal skills with an emphasis in communications, leadership, teamwork, and the ability to work within given organization structures and timelines.

TRAINING AND EXPERIENCE

Two year Diploma in Computer Information Systems from a recognized community college or technical institute.

Six years' previous programming and analysis and/or related experience in a computer systems environment utilizing the Software Development Life Cycle methodology.

or

Combination of training and experience where the experience is extensive and directly related to the work.

LICENCES, CERTIFICATES AND REGISTRATIONS

None

CLASS SPECIFICATION

99-10-27

SYSTEMS TRAINER

(Formerly: Office Services Trainer)

NATURE AND SCOPE OF WORK

A Systems Trainer provides a central training and support service related to Information Services.

An employee in this classification originates, develops, documents and revises in-house training programs. Courses are designed using knowledge gained through the personal use and/or testing of software and hardware, and through manuals provided by vendors or manufacturers.

A Systems Trainer plans, organizes, schedules and delivers training one-on-one or to groups of employees. These groups may include personnel from all areas of the District and holding any level of authority. Trainees commonly have varying levels of computer literacy.

In addition to training responsibilities, a Systems Trainer assists with a District wide support service explaining and demonstrating computer applications to users who may require customizing at the local level or who may be experiencing difficulties with software.

A Systems Trainer reports to Management.

TYPICAL RESPONSIBILITIES

Develops, documents and revises in-house training programs relating to hardware and software used for a wide range of applications throughout the District.

Schedules, organizes and conducts training classes for both union and non-union employees at all levels.

Prepares training and procedural manuals for use in training classes and at job sites. Operates end-user products and reviews product manuals to obtain related knowledge and to identify potential difficulties.

Provides telephone or on-site support and assistance by explaining or demonstrating applications, including those required to meet special local needs. Provides advice pertaining to software or systems problems.

Advises current and future computer users via training, documentation and support of new or changing systems procedures and practices and makes recommendations about same.

Keeps informed of developments in departmental and office procedures used by schools and offices throughout the District, with particular reference to their potential impact on computer

applications or vice-versa and the necessary enhancements and modifications of programs and procedures.

Works with other Information Services staff in testing software, updating systems, and assisting with assigned programs.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of the application and use of computer systems for administrative departments including office organization and computer environment, opportunities for change, and practical considerations involved when changes occur.

Ability to communicate technical knowledge of computer applications to others who may have little or no knowledge of office automation.

Ability to develop instructional material for trainees.

Interpersonal and communication skills required to perform the duties of the position.

TRAINING AND EXPERIENCE

Two year Diploma in Computer Information Systems from a recognized community college or technical institute.

Two years' practical experience in positions involving the introduction and training of computer systems in office environments.

or

Combination of training and experience where the experience is extensive and directly related to the work.

LICENCES, CERTIFICATES AND REGISTRATION

None

CLASS SPECIFICATION

23-Nov-2011

TEAM LEADER, ADMINISTRATIVE SERVICES

NATURE AND SCOPE OF WORK

The Team Leader, Administrative Services reports to the Manager, Administrative Services and supervises, directs, trains and coordinates the day-to-day and scheduled work of support staff in various classifications, as well as external vendors.

Maintain knowledge of federal and provincial legislations that may initiate change to the District's Records Management Program. Develops and implements procedures on all aspects of Records and Information Management in district offices and schools.

Responsibilities include: initiate programs; enhance existing programs; set department goals and objectives; program evaluation; quality control and management of human and fiscal resources to maximize the value of each program while presenting excellent customer service.

TYPICAL RESPONSIBILITIES

Records Management

Assign and maintain all records classification numbers assigned to each file series, filing and retrieval aids. Including amendments to the Master File Plan, file lists, indexes, cross references etc.

Maintain standards and guidelines set out in the Records Management Guidebook as directed by the Manager, Administrative Services, disseminating same to all appropriate staff and outside agencies.

Provide Records Management training/orientation to staff as required.

Provide support for the Records Management Clerk(s), by handling escalated calls and matters that require a more extensive knowledge of Records Management, and the Freedom of Information and Protection of Privacy Act.

Liaise with internal and external parties to ensure the successful implementation of the Records Management program, and recommend appropriate changes to improve the performance of the system.

Identify and provide recommendations for the maintenance and security of all vital corporate records arranging for the proper destruction of district records as and when retention periods expire.

Coordinate the application of manual and electronic records management information systems for use by the school district.

General

Lead, coordinate and supervise the work of various levels of support staff to ensure the effective and efficient delivery of excellent customer service to all district sites and staff.

Employ project management and application development techniques to ensure successful implementation and outcome of projects, as assigned.

Perform advanced computer related functions including production of a variety of correspondence, reports, forms, brochures, spreadsheets, graphs, maps, newspaper ads, etc., utilizing a variety of software applications including Desktop Publishing.

Undertake data searches, compiles and checks records to provide accurate information to enquiries; prepares tabulated statistical reports and summaries.

Assists with the development and administration of budgets including equipment and systems repair and/or replacement cost benefit analysis.

Direct staff by clarifying expectations, goals, deadlines, procedures and troubleshooting techniques including making recommendations for changes to established methods or work procedures.

Develop departmental procedures and guidelines as directed. Provide input and feedback with the planning, training, implementing and evaluating of procedures within Administrative Services, Records Management and Reprographics Service.

Provide a variety of administrative support duties for the department.

Promote team member professional development by training and giving regular constructive feedback to support staff.

Respond to routine enquiries regarding district and department operations, policies and procedures.

Attend meetings and takes notes as required.

Perform related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Thorough knowledge and understanding of records and information classification systems and retention schedules.

Extensive knowledge of common practices and procedures for records management within an education setting.

Ability to successfully develop, implement and manage projects and business case proposals.

Demonstrated ability to lead, supervise, coordinate, plan, direct and evaluate the work of others, by demonstrating commitment and accountability.

Ability to establish and maintain effective working relationship with other district staff and external vendors and consultants.

Ability to motivate individuals and the team in a positive working environment.

Demonstrated interpersonal skills with an emphasis in communication, leadership, teamwork and the ability to work within given organizational structures and timelines.

Ability to create inventive solutions and new ideas for doing things.

Ability to prioritize multiple work tasks and complete tasks as required.

Ability to make calculations relating to quantities and pricing using accurate mathematical procedures.

Command of written and verbal English communication skills, including composition, grammar, punctuation and terminology related to the field.

TRAINING AND EXPERIENCE

Completion of a two-year diploma in records management, or business management including accounting techniques, or equivalent from an accredited college or university.

Three years recent experience within the records and information management field, with progressive responsibility.

A minimum of 2 years experience supervising staff, including; 2 or more years of highly effective customer service experience or an equivalent combination of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Membership in good standing with ARMA.

A valid BC driver's License.

CLASS SPECIFICATION
23-Nov-2011

TEAM LEADER, INFORMATION MANAGEMENT SERVICES

NATURE AND SCOPE OF WORK

Work involves supervising, coordinating, scheduling, assigning, training and monitoring the work of various levels of Information Service professional staff, to ensure the effective and efficient delivery of information services to all District sites and staff.

Work is performed under general direction with minimum supervision and considerable independence of judgement and action exercised within established policies and procedures. Liaison with all levels of internal district staff and external vendors is required. Responsibilities may vary depending on area of assignment.

A Team Leader, Information Management Services (IMS) reports to the Manager, Information Services and supervises, directs and coordinates the day-to-day and scheduled work of various classifications, as well as external vendors.

TYPICAL RESPONSIBILITIES

Leads, coordinates and supervises the daily activities of an assigned IMS team of technologists and/or external consultants or vendors.

Interacts and liaisons with outside vendors, contractors and suppliers and assist with ensuring that the district is obtaining fair value for products and services received.

Provides input and feedback on technology plans, standards, service level agreements, training requirements and emerging technologies and solutions to ensure that they serve curriculum goals and/or offer administrative efficiency.

Coordinated, analyses and provides recommendations for upgrades, enhancements and modifications to the core computer programs of the district and school-based systems, including cost/benefit considerations.

Conducts site visits to check, test, analyze and review system and network setup and configurations to ensure established standards are adhered to.

Works to ensure that recognized industry practices, as they relate to Information Management Services, are adhered to. Examples of this include: ensuring efficient help desk support strategies and troubleshooting techniques are being implemented; that system security policies and procedures are being implemented and monitored; and demonstrating and portraying a team environment which promotes a strong code of ethics.

Promotes team member professional development by training and giving regular constructive feedback. Directs staff by clarifying expectations, goals, deadlines, procedures and troubleshooting techniques. Maintains plans for department professional development and encourages involvement of staff.

Evaluates work and ensures competency of assigned team members.

Facilitates and maintains documentation that reflects district standards, procedures and information needed to properly support the district computer systems.

Prepares feasibility analysis for user requirements and detailed systems specifications.

Provides advice and recommendation to District staff regarding computer, network and a/v equipment acquisitions.

Works to establish purposeful communication links between IMS and school and administration sites as a critical support to enhancing the delivery and usage of technology throughout the district. Ensures that the department at all times presents a customer service focus.

Assists with the development and administration of budgets including equipment and systems repair and/or replacement cost benefit analysis and making associated recommendations.

Develops departmental procedures and guidelines as directed.

Participates with the planning, training, implementing and evaluating of software applications.

Develops, maintains and adjusts site visit schedules.

Ensures the documented procedures are followed to dispose of old, unused equipment.

Monitors, coordinates and schedules assigned team member attendance, leave, vacation, banked overtime and other requests. Checks time sheets for accuracy and completeness; reviews kilometer, leave and expense forms.

Assists Managers or designate in the interviewing and final selection of job applicants. Familiarizes new employees with District policies and procedures.

Employs project management and application development techniques to ensure successful implementation and outcome of applications, systems and networks.

Coordinates work on multiple projects, prioritizing application enhancement requests within and between projects.

Assists newly automated areas in developing policies and procedures for their departments as it pertains to data integrity and system usage issues.

Maintains a small parts and components inventory. Requests and reviews workplan and cost quotes from outside vendors. Requisitions and signs for receipt of products and services, reviews and recommends payment of corresponding invoices.

Keeps up to date with technology advances by reading bulletins, journals, manuals and attending seminars, etc.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Demonstrated ability to lead and supervise assigned staff.

Ability to lead, supervise, coordinate, plan, direct and evaluate the work of others including external vendors and consultants.

Ability to lead by demonstrating commitment and accountability.

Ability to impart technically oriented knowledge to users.

Ability to establish and maintain effective working relationship with members of assigned team, other district staff and external vendors and consultants.

Ability to motivate individuals and the team. Works to develop a positive working environment.

Interpersonal skills with an emphasis in communication, leadership, teamwork and the ability to work within given organizational structures and timelines.

Command of written and verbal English communication skills, including composition, grammar, punctuation and terminology related to the field.

Ability to gain and maintain an understanding of client's needs as they pertain to information technologies.

Ability to give assigned staff frequent and ongoing constructive feedback.

Ability to successfully develop and manage projects and business case proposals.

Ability to proactively identify problems and initiate solutions before they become major issues.

Ability to create inventive solutions and new ideas for doing things.

Ability to prioritize multiple work tasks and complete tasks as required.

TRAINING AND EXPERIENCE

Team Leaders will be required to successfully complete a 3 credit post secondary course in basic supervision/management skills within one year of their appointment.

Completion of a two-year diploma in Computer Technology or Electronics from an accredited college.

Six or more years of computer department experience in 1 or more of the following areas: project management, software development, application support services, systems analysis, help desk services, systems management, systems security, Wide Area Networking, in-service and training, disaster planning strategies, hardware repair.

Experience with the following systems is important: PC hardware, Microsoft NT/Windows 2000 OS, Apple Macintosh hardware and OS, Compaq Alpha/VAX hardware and OpenVMS OS and various layered and third-party software suites.

Or an equivalent combination of training and experience where the experience is extensive and directly related to the job requirements and responsibilities.

A valid BC driver's License.

CLASS SPECIFICATION

8-Sep-2011

TEAM LEADER, Office Systems and Data Management (OSDM)

NATURE AND SCOPE OF WORK

The work of the Team Leader, Office Systems and Data Management (OSDM) involves supervising, coordinating, scheduling, assigning, training and monitoring the work of various levels of school and district staff, to ensure the effectiveness and efficiency of office systems and data management practices at all district sites.

Work is performed under general direction with minimum supervision and considerable independence of judgement and action exercised within established policies and procedures. Liaison with all levels of internal district staff is required. Responsibilities may vary depending on area of assignment. A Team Leader, OSDM reports to Management.

TYPICAL RESPONSIBILITIES

The OSDM Team leader would review and offer training and guidance for all schools to optimize the efficiency and effectiveness of all office information practices:

- Works with administration and clerical staff to analyze operating procedures to devise the most efficient methods of accomplishing work, and follows up to ensure that the recommendations are being implemented.
- Implements, and supervises the implementation of, established policies, procedures and guidelines as directed.
- Directs staff by clarifying expectations, goals, deadlines, procedures for ministry reporting and data management.
- Confers with district personnel and senior management to develop improvements, evaluate findings, and develop better reporting practices. The Team Leader, OSDM will use his/her extensive knowledge of Ministry and District policies and procedures to recommend methods intended to improve clerical operations and efficiency.
- Analyzes school and district-level data (e.g. from the Student Information System) and produces clear and concise regular and custom reports.

Acts as a liaison between School Administration, Education Services, and Fiscal Planning on school data management procedures with respect to student information and funding.

Acts as a liaison between Ministry, District and School Administration to ensure student data reporting is accurate and completed efficiently within timelines.

Disseminates and interprets information regarding District & Ministry reporting initiatives.

Informs and supports school and District office staff regarding all aspects of the Student Information System and management of student data.

Creates ongoing training schedules and oversees the work of Systems Trainers. Organizes the training of Secondary Information Management Clerks.

Produces custom reports for schools, district departments, and senior management.

Coordinates work on multiple projects, prioritizing application enhancement requests within and between projects.

Develops, maintains and adjusts site visit schedules.

Creates, revises, facilitates, and updates print and electronic documentation and training materials.

Monitors, coordinates and schedules assigned team member attendance, leave, vacation, banked overtime and other requests. Checks time sheets for accuracy and completeness; reviews, leave and expense forms.

Evaluates work and of assigned team members, ensures competency of assigned team members and takes responsibility to recommend changes, improvements and/or direction with respect to assigned team members.

Familiarizes new employees with District policies and procedures.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge:

Expert-level knowledge of Student Information Systems at the secondary, elementary, and district levels

Advanced knowledge of software relevant to the work, including advanced knowledge of MS Office (particularly MS Excel).

Advanced ability to analyse and interpret numerous statistical and other data.

Ability to prepare and deliver comprehensive presentations to a broad audience.

Knowledge and experience in data management and office systems as they relate to district Distributed Learning, StrongStart, Continuing Education, and Summer School needs.

Thorough and up-to-date knowledge of Ministry reporting requirements.

Leading:

Ability to lead, supervise, coordinate, plan, direct, evaluate and report out on the work of others including external vendors and consultants.

Ability to lead by demonstrating commitment and accountability.

Ability to impart technically oriented knowledge to users.

Ability to establish and maintain effective working relationship with members of assigned team, other district staff and consultants.

Ability to motivate individuals and the team. Works to develop a positive working environment.

Interpersonal skills with an emphasis in communication, leadership, teamwork and the ability to work within given organizational structures and timelines.

Command of written and verbal English communication skills, including composition, grammar, punctuation and terminology related to the field.

Ability to work under pressure and to manage time effectively.

Ability to gain and maintain an understanding of school and district client's needs as they pertain to office systems and data management.

Ability to give assigned staff frequent and ongoing constructive feedback.

Ability to successfully develop and manage projects.

Ability to proactively identify, anticipate problems and initiate solutions by applying a systematic, disciplined and analytical approach to problem solving.

Ability to create inventive solutions and new ideas for doing things.

Ability to prioritize multiple work tasks and complete tasks as required per guidelines.

TRAINING AND EXPERIENCE

Completion of Grade 12, plus additional post secondary courses in business procedures, information processing or office management leading to a certificate or diploma in office management.

Three years' experience in a related work environment, or an equivalent combination of training and experience where the experience is extensive and directly related to the job requirements and responsibilities, including:

- Three or more years of Student Information System training experience at the district level for both elementary and secondary applications.
- Two or more years of supervisory experience or demonstrated ability.

LICENCES, CERTIFICATES

A valid BC driver's License.

CLASS SPECIFICATION
TECHNICAL COORDINATOR, DISTRICT THEATRE

Dec 21, 2017

NATURE AND SCOPE OF WORK

Reporting to the Manager, District Theatre Operations, the Technical Coordinator shall oversee the technical operations of the District Theatre for performances, rehearsals, maintenance periods and other as required.

The Technical Coordinator will be a working member of the technical crew for performances and rehearsals while acting as a supervisor to contracted technical crew and client supplied crew and other staff as assigned. The Technical Coordinator is responsible for client care including collecting information in advance of shows and handling any issues that arise. The Technical Coordinator will plan, oversee and carry out the maintenance of the technical equipment and technical areas of the District Theatre

Work is performed with minimal supervision and considerable independent judgement and action is required.

TYPICAL RESPONSIBILITIES

Technical Operations

Oversees the technical operations of the District Theatre during rehearsals and performances. This position will be required to take on technical roles in lighting, sound, stage technician and other duties as required. Examples of duties in Head Lighting, Head Audio and Head Stage include but are not limited to:

- Set up, take down, hang, focus, circuit and program all lighting instruments.
- Program and operate the lighting console.
- Set up and take down all audio equipment related to the event.
- Plug in/patch all connecting cabling between audio components.
- Operate either the Front of House or Monitor audio console for the event.
- Playback audio as per client's instruction.
- Occasionally record audio for distribution to schools.
- Set up and take down all staging including risers, music equipment, chairs, tables, client scenery, etc.
- Operate the counterweight rigging system in a safe and efficient manner.
- Oversee the loading and unloading of items and the corresponding stage bricks on the counterweight rigging system.
- Facilitate onstage changes to scenery and technical equipment.

Liaise with the client to determine their lighting, audio and staging needs and carry them out.

Troubleshoot any areas of the technical operation to ensure that the event related technical work is being conducted correctly, safely and efficiently.

Demonstrate and enforce any District Theatre rules and regulation such as audience capacity, building security, fire code, working at heights, working overhead and others as related.

Client Services

Proactively address client needs in advance of their events. This includes contacting both internal and external clients in advance of their event to determine their technical needs, staffing needs and other requests.

Communicate the staffing requirements to the technical labour service provider and the Manager, District Theatre Technical Operations.

Create a show report outlining pertinent information for each event and submit it to the Manager, District Theatre Technical Operations.

Ensure that contracted technicians are communicating clearly and respectfully with the client.

Maintenance

Create, schedule, and carry out a plan to maintain all of the technical theatre equipment to ensure it is always in good operation condition.

Create and manage safety logs for equipment that require such documentation such as fall arrest equipment, aerial work platform, and the counterweight rigging system.

Track ongoing maintenance concerns and assist in determining the lifespan and replacement of all theatrical technical equipment.

Performs related duties as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

In depth knowledge of technical theatre procedures and practices pertaining to operating a 1,000 seat road house theatre.

In depth knowledge of the technical needs of several typical arts disciplines such as dance, theatre, classical and popular music concerts.

Working knowledge of theatrical lighting and audio systems including how to operate and maintain them.

Working knowledge of a counterweight rigging system including how to operate and maintain one.

Demonstrated ability to lead and supervise, coordinate, plan, direct and evaluate the work of others including contracted technical crew, touring crew, and external vendors.

Excellent interpersonal and communication skills.

Ability to establish and maintain effective working relationships with individuals from diverse cultures and age groups.

The ability to work at heights.

Ability to perform under high pressure situations and within tight time constraints.

Ability to proactively identify, anticipate problems and initiate solutions.

Physical ability to carry out the duties of the position. Examples include lifting and carrying heavy items, climbing ladders, bending, stooping, crouching, stretching and working on feet for extended periods of time.

Skilled in the use of general office equipment including computers and a variety of software.

TRAINING AND EXPERIENCE

Completion of grade 12 and a post-secondary diploma in Technical Theatre or an equivalent combination of technical training and professional experience.

A minimum of 3 years experience working in a live performing arts venue in a technical theatre position.

LICENSES, CERTIFICATES AND REGISTRATIONS

Valid BC Driver's License

CLASS SPECIFICATION
99-10-27

TRADES FOREMAN (M/F)
(Formerly: Trades Foreman)

NATURE AND SCOPE OF WORK

A Trades Foreman supervises, directs and coordinates the day-to-day work of employees in various classifications, as well as contractors. Although their primary responsibilities are in administration, supervision and direction, they may also work as members of the crew for which they are responsible.

Work involves estimating, planning, obtaining licences or permits, scheduling work, ordering materials, scheduling delivery of materials to job sites, supervision of the work, evaluation of employees under the foreman's supervision, maintaining records for job costing and operating computer equipment to input and retrieve data, as required. Employees in this classification are responsible for the timely completion of assigned work within the budget. A Trades Foreman provides on-the-job training to employees, as required.

Working and supervisory experience within the trade is necessary. Work is performed under minimal supervision and considerable independence of judgement and action is required in the discharge of a foreman's duties, although unusual problems may be referred to a manager or designate. Responsibilities may vary depending on area of assignment.

A Trades Foreman reports to Management.

TYPICAL RESPONSIBILITIES

Estimates, plans, coordinates and schedules work. Secures permits and licences, as required. Orders required equipment and materials and arranges delivery of same. Assigns, directs, coordinates work, and supervises through to completion. Maintains cost records and ensures that projects are within budget (or estimate) and are completed within the specified time.

Assists Managers or designate in the interviewing and final selection of job applicants. Familiarizes new employees with District procedures.

Recommends materials required for warehouse stocking and authorizes the issuance of warehouse stock to subordinates.

Prepares draft specifications for the selection and purchase of equipment, tools and vehicles.

Utilizes computer equipment and software applications to input and retrieve project, maintenance and related work information.

Liaises with district staff and external agencies in the performance of job-related duties.

Provides training in new techniques or methods to assigned staff.

Supervises and evaluates work of assigned staff, ensures competency and takes responsibility to recommend changes, improvements and/or direction with respect to assigned staff.

Interprets drawings, sketches and rough drafts, and provides as-built sketches of changes and updates, as required.

Recommends, develops and applies new or improved work techniques and methods employed in the applicable trade.

Keeps informed of techniques used by the trade supervised, and provides technical advice and instructions to subordinates. Ensures that work is completed within standards established by the District and that all applicable codes, by-laws, policies and regulations are met.

Coordinates work of trade being supervised with the work of other classifications and/or contractors. Consults with foremen and others in this regard. Works as a member of the crew within the area being supervised, as required. Takes initiative to train and assist others in completing assigned tasks.

Checks time sheets for accuracy and completeness; reviews and approves invoices for payment; reviews and submits District forms; and makes recommendations on employee leaves of absence for assigned staff.

Enforces safety regulations, including WCB occupational health and safety regulations and District safety practices, policies and procedures.

Ensures vehicles and equipment utilized by workers are maintained in good operating condition.

Drives a District vehicle to and from job sites.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Up-to-date knowledge of trade standard practices, methods, technology, tools, equipment, by-laws, regulations and codes applicable to the work performed.

Knowledge of WHMIS, WCB occupational health and safety regulations, and District safe work practices, policies and procedures to perform work requirements within the trade.

Skill in staff supervision, including the ability to train, direct, assist, schedule, monitor and evaluate and report on the quality and quantity of subordinate's work.

Ability to plan, lay out, coordinate, assign, direct and supervise the work of assigned workers, other employees and contractors where applicable.

Skilled in the use of tools, techniques, materials and equipment employed by the trade and crews concerned.

Ability to prepare reports and maintain necessary records.

Ability to prepare necessary working drawings, prepare estimates, schedule and plan the work of the section.

Ability to work closely with and supervise others.

Ability to evaluate the work of subordinates and to prepare evaluation/performance reports.

Ability to operate computer equipment and applicable software.

Ability to communicate effectively in English, both orally and in writing and the ability to understand and carry out oral/written instructions accurately with minimal supervision.

Ability to establish and maintain effective work relationships with assigned workers, other employees and contractors and to provide direction to others, as required.

TRAINING AND EXPERIENCE

Completion of grade 12 or equivalent plus completion of apprenticeship program in an applicable trade, from an institute recognized by the District.

Five years' recent related experience in the applicable trade as a tradesman, including supervision of others.

or

An equivalent level of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Trade Qualification (TQ) or BC Licence, as required for applicable trade, plus special endorsement, Class A ticket in applicable trade.

Valid Class 5 B.C. Driver's Licence.

CLASS SPECIFICATION
99-10-27
(Modified September 11, 2001)

TRADES HELPER

(Formerly: Trades Helper I & II)

NATURE AND SCOPE OF WORK

A Trades Helper assists a tradesperson or performs semi-skilled work related to Maintenance Operations. Duties may vary depending on the work to which the Trades Helper is assigned. Work is generally performed under the direct supervision of a Tradesperson or other qualified employee who is responsible for the work. In relation to escalated experience over a two year period phases of the work may be undertaken without direct supervision, but such phases are subject to inspection by the employee responsible for the work.

A Trades Helper reports to a Foreman and Management.

TYPICAL RESPONSIBILITIES

Performs a variety of repetitive, manual and semi-skilled tasks related to Maintenance Operations, as required.

Utilizes tools and materials of the trade to carry out tasks.

Loads and unloads tools, equipment and materials.

Assists with material layout.

Assists in conducting minor tests, as required.

Assists with cabling and electrical installations.

Changes filters, lubricates machinery, checks belts, utilizes pressure washers, cleans hot water heating coils, etc.

Builds commonly used forms, cuts templates, pre-drills holes, etc.

Cuts pipe, assembles plumbing fixtures, tests/cleans/clears drains, etc.

Drives a District vehicle to and from job sites. May pick up materials from suppliers, as required.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of and the ability to apply standard construction and maintenance practices and procedures, and of manual and electrical tools and equipment employed in such work.

Knowledge, ability and skill must develop as necessary to meet the two year requirements of this class specification.

Ability to read and understand simple blueprints and working drawings and sketches.

Ability to prepare basic records relating to work performed.

Mechanical or electrical aptitude.

Ability to complete assigned work according to prescribed standards and with limited supervision.

Ability to communicate effectively in English and to understand and carry out oral and written instructions accurately with minimal supervision.

Knowledge of WHMIS, WCB occupational health and safety regulations, and District safe work practices, policies and procedures to perform work requirements within the applicable trade.

Physical strength, stamina and coordination to perform manual work indoors and outdoors.

TRAINING AND EXPERIENCE

Less than grade 12, plus some previous experience in a labouring capacity where maintenance tools, techniques and equipment were employed.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid Class 5 B.C. Driver's Licence.

CLASS SPECIFICATION
99-10-27

TRADESPERSON
(Formerly: Tradesman)

NATURE AND SCOPE OF WORK

A Tradesperson performs skilled work in a specific trade. A Tradesperson works under general direction, using independent trade skills, problem-solving skills and judgement as to the method(s) for performing work while adhering to current standards (industry) and to all current applicable policies, codes, by-laws and regulations. Work assignments are received orally and/or in writing. A Tradesperson may provide technical direction to other trades, contractors, and assigned helpers, as required. A Tradesperson may be required to prepare as-built drawings or sketches of completed tasks or projects.

A Tradesperson reports to a Foreman and Management.

TYPICAL RESPONSIBILITIES

Performs work within the trade, using customary hand and power tools and monitoring devices, while applying current trade standards and all current governing codes, by-laws, policies and regulations.

Assists in preparing labour and material cost estimates.

Prepares as-built information on completed projects and tasks.

Requisitions equipment and materials, as required.

Prepares working drawings and sketches, as required.

Provides technical direction to other trades, contractors, helpers and other employees, as required.

Provides input into project design, repair and modification, as required.

Operates computer equipment, as required.

Drives a District vehicle to and from job sites.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Thorough and up-to-date knowledge of trade standard practices, methods, technology, tools, equipment, by-laws, regulations and codes applicable to the work performed.

Ability to perform a variety of skilled tasks related to the construction, repair, maintenance, renovation and operation of school/District facilities.

Ability to layout, assign, coordinate, assist, direct and monitor the work of Trades Helpers, contractors, labourers, and other trades, where applicable.

Ability to communicate effectively in English and to understand and carry out oral and written instructions accurately with minimal supervision.

Demonstrated skill in the correct and safe use of tools and equipment utilized in the trade.

Ability to operate computer equipment and applicable software.

Ability to analyse and solve trade related problems.

Knowledge of WHMIS, WCB occupational health and safety regulations and District safe work practices, policies and procedures to perform work requirements within the trade.

TRAINING AND EXPERIENCE

Completion of grade 12 or equivalent plus completion of apprenticeship training from a vocational institute recognized by the District in the applicable trade.

Four years' recent practical experience in the applicable trade, or an equivalent level of training and experience.

LICENCES, CERTIFICATES AND REGISTRATIONS

Trade Qualification (TQ) or BC Licence as required for applicable trade, plus special endorsements, as required.

Valid B.C. Driver's Licence, as required by the assignment.

CLASS SPECIFICATION
99-10-27
(Modified September 11, 2001)

UTILITY WORKER
(Formerly: Utility Man)

NATURE AND SCOPE OF WORK

A Utility Worker performs a variety of semi-skilled work in the construction and maintenance of School District equipment, facilities and grounds. The work of an employee in this classification differs from that of a Trades Helper in that a Utility Worker does not work within a defined trade field or fields.

In relation to escalated experience over a two year period an employee in this classification may specialize in a given type of work depending upon on-going work volumes, individual ability and interest and may be required to undertake other tasks.

A Utility Worker may discuss assignments with school or other staff at work sites to obtain clarifications or explain activities. Major concerns or non-routine issues are referred to a Non-Trades Foreman, or designate.

A Utility Worker reports to a Foreman and Management.

TYPICAL RESPONSIBILITIES

Checks, builds, maintains, inspects, repairs and removes fences, gates, backstops, goal posts, basketball standards, adventure playground and other equipment.

Builds commonly used forms such as those for sidewalks, curbs, retaining walls, etc.

Mixes, places and finishes concrete on-site.

Repairs items such as office furniture, desks, chairs, projection screens, shutters, blinds, etc.

Removes old floor coverings and prepares surfaces for new coverings. Lays carpet, floor tiles, sheet flooring, stair treads, rubber moulding, etc.

Cuts and installs glass and mirrors, replaces windows and reinstalls window stops.
May be required to dig holes and trenches, lay pipe and set posts for fencing or signs.

Installs various signs and sign posts, as required.

Checks, services and/or recharges fire extinguishers, as required.

Installs and repairs lockers, toilet partitions, gym equipment, etc.

May pick up material from suppliers.

May provide direction to other employees in this classification, as required.

Drives District vehicles to and from job sites.

Completes various District forms, records results from inspections, maintains records etc., related to work assignments.

May be required to perform the functions specified in a lower classification.

Performs duties associated with assisting in welding.

Performs related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES AND SKILLS

Knowledge of and the ability to apply standard construction and maintenance practices and procedures and of the tools and equipment employed in such work.

Knowledge, ability & skill must develop as necessary to meet the two year requirements of this class specification.

Ability to read and understand simple blueprints, working drawings and sketches.

Ability to prepare basic records relating to work performed.

Mechanical aptitude.

Ability to complete assigned work according to prescribed standards in a safe, efficient, economical manner, to use appropriate judgement and to work without direct supervision.

Physical strength, stamina and coordination to perform manual work indoors and outdoors.
Ability to communicate effectively in English and to understand and carry out oral and written instructions.

Knowledge of WHMIS, WCB occupational health and safety regulations and District safe work practices, policies and procedures to perform work requirements within the area of responsibility.

Interpersonal skills and the ability to work as a member of a team.

TRAINING AND EXPERIENCE

Less than grade 12, plus additional vocational training related to the work.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver's Licence.

CLASS SPECIFICATION
2004-12-14

Y.E.S. COORDINATOR

NATURE AND SCOPE OF WORK

A Y.E.S. Coordinator participates in a collaborative model to assist “vulnerable” students who are experiencing social, emotional, academic and/or behavioral problems or challenges that impact their ability to experience success at school. A Y.E.S. Coordinator works with counselors, administrators, Youth Care Workers, teachers, and support staff to coordinate services to support “vulnerable” students.

A Y.E.S. Coordinator liaises with post-secondary institutions to recruit, interview, and assign practicum students to the Y.E.S. program. The Coordinator will be responsible for training, scheduling, supervising, and assisting Y.E.S. practicum students. The Y.E.S. Coordinator is a model for Y.E.S. practicum students and works collaboratively with other staff members to assist “vulnerable” students in the daily routines of school.

The Y.E.S. program is a Community LINK school-based program, and the Y.E.S. Coordinator receives assignments and direction from the school’s Principal.

Typical Responsibilities

Works in conjunction with other Community LINK Y.E.S. Coordinators to liaise with the post-secondary institutions for the purpose of recruiting Y.E.S. practicum students for the Y.E.S. program.

A Y.E.S. Coordinator:

- is responsible for scheduling, supervising, and assisting in the training of the Y.E.S. practicum students.
- coordinates each Y.E.S. practicum student’s caseload.
- participates in the evaluation process of Y.E.S. practicum students.
- is responsible for making sure that all logbooks are kept up-to-date, accurate and available to counselors and administration.
- compiles all data and provide a monthly report as specified by the school Principal.

Required to maintain frequent communication with the counselors, administration, and staff as specified by the school principal.

Responsible for establishing a working relationship with local community agencies and businesses.

Responsible for organizing and supervising an open drop-in area for students before school, at lunch, and after school.

In conjunction with the Y.E.S. practicum students, organizes activities for “vulnerable” students such as field experiences, guest speakers, and workshops.

Arranges and coordinates communications with parents about student’s progress, behavioral problems, and absences or illness with Y.E.S. practicum students.

Works with administration and the counseling department to arrange home visits when necessary.

Participates in the training of Y.E.S. practicum students in mediation, conferencing, conflict resolution, and anger management.

Maintains a visible presence throughout the school.

Performs related duties as required by the school principal.

JOB REQUIREMENTS

KNOWLEDGE, ABILITIES, AND SKILLS

Ability to work as a member of a collaborative team.

Ability to maintain a flexible work schedule.

Ability to motivate students.

Ability to work on feet for most of the working day.

Ability to communicate verbally and in writing in the English language.

Ability to develop a positive rapport with “vulnerable” students.

Ability to participate in the selection, training, supervision, and evaluation of Y.E.S. practicum students from various colleges and universities.

Knowledge of available community resources and services.

Knowledge of the various acts, laws, and legal obligations that protect children in B.C.

Knowledge and training in mediation, restorative practices, or conflict resolution procedures.

Ability to use data based computer programs such as a School Information System (S.I.S.).

TRAINING AND EXPERIENCE

Bachelor degree in the Social Sciences.

Completion of or equivalent to the social work supervisor course at U.B.C. or practical experience in related work.

Certificate in Conflict Resolution.

Two years practical experience at the secondary school level in a position of responsibility relating to the support of “vulnerable” youth.

LICENCES, CERTIFICATES AND REGISTRATIONS

Valid B.C. Driver’s license.

CLASS SPECIFICATION

30-Sept-2005

YOUTH DIVERSITY LIAISON

NATURE AND SCOPE OF WORK

The Youth Diversity Liaison will work in a collaborative manner with the administration, counselling and enforcement services within the district, as well as the culturally sensitive resources available in the community, to support the diverse student body of School District No. 36. The objective of the Youth Diversity Liaison will be to support diverse and behaviorally challenged youth, who may be criminally or gang involved or active in criminal or gang recruitment and vulnerable to exploitation or violence, by minimizing and eliminating the systemic and cultural barriers in the district. The Youth Diversity Liaison will inform existing employees on these cultural issues through support, consultation and workshops.

The Youth Diversity Liaison will work in a formal partnership with numerous agencies within the school district including:

- Teachers and Administration
- District Resource Counsellors
- Youth Care Workers
- Safe School Liaisons
- Multicultural Workers

The Youth Diversity Liaison will also work collaboratively with outside enforcement and counselling agencies including:

- RCMP School Liaison Officers
- MP Youth Intervention Program
- Family and Youth Counselling Teams
- Reconnect Workers
- South Asian or Other Designated Front-Line Workers
- Youth Care Workers
- Alcohol and Drug Workers

The Youth Diversity Liaison will be responsible for targeted segments of the school district which have demonstrated a need for culturally-sensitive support for moderately to severely behaviorally challenged and diverse youth and their families. This position will receive direction and supervision from the Manager, Safe Schools.

TYPICAL RESPONSIBILITIES

Receives referrals for culturally diverse and challenged youth from School District staff including Administration, Teachers, District Resource Counsellors, Multicultural Workers, Safe School Liaisons, School Liaison Officers, and the Youth Intervention Program.

Works on a one to one basis with those culturally diverse youth who are in danger of, or have been suspended or expelled, and will continue their education in School District No. 36. Students will be supported through the disciplinary process and up to and including their reintegration in the school system.

Meets with and provides support services for students and their families who are on school probation, suspension, or other disciplinary actions. These services will include family mediation, conflict resolution, and the adjustment of parenting techniques for the current familial environment.

Identifies, liaises and partners with those agencies and resources that can provide support for the culturally diverse student body of School District No. 36 and their families.

Provides referrals to the appropriate, culturally sensitive programs within the community that can provide support for the student, the student's education, and the student's family.

Liaises with those service providers and programs that operate during the weekend and other non-traditional school hours. Information gathered during these times regarding negative activities and incidents that may potentially carry over to respective schools will be documented and shared with the appropriate school administration and RCMP School Liaison Officers. Recognizes, develops, implements, and executes responses to systemic or cultural barriers within the school district in the form of education, training, and the development of other such preventative programs for at-risk youth and their families.

Provides acute crisis intervention and support for students and their families while in crisis.

Maintains case histories, and statistics for services provided for students referred in addition to providing a written summary of the involvement with the student to the referral source.

Initiates, develops and delivers brochures, handouts, literature, and cultural supports for school administration and staff. This will include written material as well as quarterly training for staff via facilitated workshops.

May be required to transport student to outside agencies and/or events.

Performs other related duties, as required.

JOB REQUIREMENTS

KNOWLEDGE ABILITY AND SKILLS

Ability to create large scale programs to collectively address the issues facing multiple students and their families.

Demonstrated working knowledge of the issues facing the designated ethnicity as well as experience working with existing community leaders and resources.

Experience in working in a clinical setting performing assessments and identifying barriers, cultural and otherwise, for students and their families.

Demonstrated skills in creating and supporting relationships with students, families, and administration in a culturally sensitive manner.

Experience in initiating, creating, and developing community based programs.

Oral and written fluency in both English and another designated language.

Demonstrated time management and prioritization skills in servicing a large caseload.

Knowledge and skills in family mediation, conflict resolution, and crisis intervention.

Excellent working knowledge of the youth criminal justice system, child protection law, and MCFD and its departments.

Ability to properly assess student needs, barriers, and obstacles, cultural or otherwise.

Ability to write reports (assessments, follow-up, progress reports, etc).

Ability to capture, maintain, interpret, and report student-based statistical information for the purposes of evaluation and continued research.

Ability to liaise and provide consultation to Federal, Provincial and Municipal levels of government.

Ability to work independently with minimal supervision as well as collaboratively as a member of a team.

Ability to work comfortably with culturally diverse populations including children, adolescents, families, young offenders, street entrenched, mental health disabilities and persons with learning disabilities.

Ability to utilize computers and specialized software applications such as spreadsheets, word processing, database systems, presentation software, internet, and email.

Ability to be observant and identify safety and security concerns and to resolve, refer and/or document them appropriately.

Ability to identify individuals who may pose a potential risk to the school, the students or the surrounding property.

Demonstrated ability to prepare and deliver public presentations for a broad audience at conferences, workshops or symposia.

Must be able to pass RCMP enhanced security clearance.

TRAINING AND EXPERIENCE

Bachelors Degree in a relevant field; Psychology, Counselling, Addictions, Child and Youth Care, Sociology, Criminology or Social Work from a college or university recognized by the School District.

A minimum of three years recent experience working with at-risk youth in a culturally-sensitive manner.

Or an equivalent combination of education, training and experience.

LICENCES, CERTIFICATES, REGISTRATIONS

Class 4 Valid B.C. Drivers License