



# **Support Staff Class Series and Job Descriptions**

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**WILD ROSE PUBLIC SCHOOLS**

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## CLASS SERIES AND JOB DESCRIPTIONS

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# Class Series and Job Descriptions

## 1. Student Support Series

Student Support Series		School Assistant	Teaching Assistant
Kind of Work			
<b>Key Responsibility Areas</b>	<b>Kind of Work</b>	Jobs in this class perform a variety of tasks to provide assistance and support within the school environment.	Jobs in this class provide physical, emotional, behavioural and academic support in a variety of educational settings to special needs students in order to maximize the students' participation in the school environment
	<b>Typical activities include:</b>	<ul style="list-style-type: none"> <li>• assist students with classroom and other school-related activities (e.g. gym, field trips)</li> <li>• assist in preparation of classroom materials and resources</li> <li>• assist in organizing and monitoring classroom activities</li> <li>• performing routine clerical tasks (e.g. photocopying, laminating)</li> <li>• provide assistance in school library</li> </ul>	<ul style="list-style-type: none"> <li>• implement individualized program plans in conjunction with classroom teacher</li> <li>• under general direction of a teacher(s), translate/modify classroom activities and tasks to assist students participate at an appropriate level and pace in accordance with established plans</li> <li>• assist student with physical/medical needs e.g. hygiene, mobility</li> <li>• monitor and respond appropriately to physical, emotional, behavioural and academic problems</li> <li>• maintain anecdotal and other records</li> <li>• supervision duties as required – outside, in hallways, lunch time activities, detention room and in classrooms</li> <li>• participate in off-campus programs, field trips</li> </ul>

Student Support Series		School Assistant (continued)	Teaching Assistant (continued)
Level of Work			
<b>Factors</b>	<p><b>Skills and Expertise Required</b></p> <p>Actual knowledge and skills required to do the job, however acquired.</p>	<ul style="list-style-type: none"> <li>• ability to apply basic behaviour management techniques to deal with routine issues/problems</li> <li>• ability to use standard office and school equipment</li> <li>• basic computer literacy to assist students access and use school/library software applications</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge of behavioural management techniques appropriate to classroom situations</li> <li>• knowledge of child development</li> <li>• understanding of specific medical, physical, behavioural, and emotional limitations as related to assigned student(s)</li> <li>• understanding of the Individual Program Plan (IPP)</li> <li>• familiarity with related school and division resources</li> <li>• ability to effectively accommodate and adapt tasks/activities for individuals or groups of students</li> </ul>
<b>Factors</b>	<p><b>Contacts</b></p> <p>Interaction with others both within the organization and external to the organization. Includes the frequency and nature of the contact.</p>	<ul style="list-style-type: none"> <li>• primarily internal with students, teachers, library staff to assist with activities, explain tasks, answer questions and resolve routine problems</li> <li>• occasional external contact with parent/caregiver to exchange information</li> </ul>	<ul style="list-style-type: none"> <li>• primarily internal with students and teaching/administrative staff</li> <li>• one-on-one interpersonal contact with assigned student(s) requiring ability to establish trust and credibility and to adapt communication style appropriate to students' needs</li> <li>• external contacts include parents, social service and other agencies to exchange information, but only in the presence of a teacher</li> <li>• participate in case conferences and parent-teacher interview, when required</li> </ul>

Student Support Series		<b>School Assistant</b> (continued)	<b>Teaching Assistant</b> (continued)
	<p><b>Independence/ Problem-Solving</b></p> <p>Includes the application of knowledge/skills to the work, the structure within which the work is performed and the nature of problems encountered.</p>	<ul style="list-style-type: none"> <li>work is performed according to specific directions and within established routines</li> <li>understanding of classroom/behavioural management techniques is applied to resolve minor problems</li> <li>recurring or non-routine problems are referred to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>work assignments are varied and judgement is exercised to determine the most appropriate response to resolve a situation or problem</li> <li>work is guided by objectives established in the IPP, however, there may be considerable independence exercised in applying program objectives to meet day-to-day student needs</li> <li>all work is performed under the direction of a teacher</li> <li>non-routine problems are directed to the responsible teacher or school administration</li> </ul>
<b>Qualifications</b>			
	<b>Education</b>	High school diploma and related courses.	High school diploma and completion of related post-secondary certificate/training.
	<b>Experience</b>	Some related experience	Some related experience.
<i>Equivalencies may be considered on a one-for-one basis e.g. additional experience in lieu of education.</i>			

Student Support Series		<b>Vocational Assistant</b>
<b>Kind of Work</b>		
<b>Key Responsibility Areas</b>	<b>Kind of Work</b>	Jobs in this class provide a variety of instructional, maintenance, and administrative tasks to support classroom instruction and activities related to specific vocational or technical courses/programs. The work requires technical or vocational expertise gained through post secondary education and related experience to assist students in the practical application of vocational theories and concepts.
	<b>Typical duties include:</b>	<ul style="list-style-type: none"> <li>• prepares materials including plant materials, laboratory solutions/equipment and other specialized materials used in the specific vocational/technical program</li> <li>• demonstrates procedures, equipment use</li> <li>• maintains all materials, equipment and other resources</li> <li>• supervises students to ensure safe working conditions, assists with standard inquiries and resolves problems</li> <li>• orders supplies and equipment</li> <li>• arranges for, organizes and coordinates the use of related resource materials (e.g. software programs, print/video materials)</li> </ul>
<b>Level of Work</b>		
<b>Factors</b>	<b>Skills and Expertise Required</b>	<ul style="list-style-type: none"> <li>• specialized technical/vocational knowledge related to the course/program supported</li> <li>• understanding of curriculum requirements including course content, materials, procedures, practices and equipment used in the vocational/technical program</li> <li>• knowledge of school/division purchasing and administrative policies</li> <li>• knowledge in the application of equipment, supplies and other resource materials for the program</li> <li>• knowledge of health and safety regulations (e.g. WHMIS) for the safe use of disposal of materials and use of equipment</li> </ul>
	<b>Contacts</b>	<ul style="list-style-type: none"> <li>• contacts are primarily internal with students and teachers and require the ability to present information, assist in resolving standard technical problems and maintain classroom behaviour standards</li> <li>• external contacts may include public contact where services are provided within the community as part of the technical/vocational training where the position will act as the school liaison to resolve problems, provide information</li> <li>• external contacts also typically include liaison with suppliers to purchase equipment/materials, resolve purchase related issues and participate in produce demonstrations</li> </ul>

Student Support Series		<b>Vocational Assistant</b> (continued)
	<b>Independence/ Problem-Solving</b>	<ul style="list-style-type: none"> <li>• these positions work with considerable independence to ensure that all materials/equipment and resources are organized and that instructional procedures to support learning are effective</li> <li>• work is done within established curriculum/classroom standards, practices and procedures, however, judgement is exercised to accommodate student needs with course requirements, resolve standard problems and to prioritize work</li> <li>• major purchasing decisions (e.g. new software, major equipment) would be discussed with the teaching staff; serious discipline problems or issues not covered by policy or standards would be referred to the teacher(s) in charge</li> </ul>
<b>Qualifications</b>		
	<b>Education</b>	Completion of two year post-secondary diploma within the assigned technical or vocational area.
	<b>Experience</b>	Minimum of five years related technical experience.
<i>Equivalencies may be considered on a one-for-one basis e.g. additional experience in lieu of education.</i>		

Student Support Series		<b>School Wellness Worker</b>
<b>Kind of Work</b>		
	<b>Kind of Work</b>	Jobs in this class provide emotional, behavioural, psychological, and social support in individual and small group settings to special needs and at-risk students in order to assist students in gaining the personal and social skills necessary to meet individual needs of mental health, positive social interaction, and other chronic and / or clinical deficits which prevent them from successfully functioning in most academic and social situations
<b>Key Responsibility Areas</b>	<b>Typical activities include:</b>	<p>Under the direction of school administration and the school special education coordinator perform the following duties:</p> <ul style="list-style-type: none"> <li>• Daily intervention / debriefing meetings with several special needs students</li> <li>• Coordinating / liaison of intervention from outside agencies (mental health, family services, etc.)</li> <li>• Arrange for and / or provide individual student transportation to and from mental health appointments as needed</li> <li>• Conduct life skills and conflict management programs for small groups of un-coded and coded students</li> <li>• Plan and carry out professional in-service training for staff to facilitate the successful implementation of related programs</li> <li>• Remediate coded and at-risk students to deal proactively with social, emotional, and mental health needs</li> <li>• Work with the special education coordinator and classroom teachers to prepare and deliver IPP's for students with high social, emotional, and / or mental health needs.</li> <li>• Research and develop programs for students and staff to deal with high-risk needs as identified.</li> </ul>
<b>Level of Work</b>		
<b>Factors</b>	<p><b>Skills and Expertise Required</b></p> <p>Actual knowledge and skills required to do the job, however acquired.</p>	<ul style="list-style-type: none"> <li>• knowledge of current brain research models</li> <li>• knowledge of child development</li> <li>• familiarity with school, division, municipal, and provincial based resources</li> <li>• Understanding the use of intervention techniques targeting specific medical, psychological, behavioural, mental, emotional, and social disorders</li> <li>• Ability to accommodate and adapt intervention techniques to meet the needs of individual students</li> <li>• Extensive communication and teamwork skills</li> </ul>

Student Support Series		<b>School Wellness Worker</b> (continued)
	<p><b>Contacts</b></p> <p>Interaction with others both within the organization and external to the organization. Includes the frequency and nature of the contact.</p>	<ul style="list-style-type: none"> <li>• Internal contact involves working with students and staff to successfully achieve the duties as outlined</li> <li>• External contacts include parents, Child and Family Services, Family School Liaison, Alberta Mental Health, Big-Brothers and Big-Sisters, RCMP, and other relevant municipal and provincial organizations</li> </ul>
<b>Factors</b>	<p><b>Independence/ Problem-Solving</b></p> <p>Includes the application of knowledge/skills to the work, the structure within which the work is performed and the nature of problems encountered.</p>	<ul style="list-style-type: none"> <li>• These positions work with considerable independence to ensure that all resources and programs are organized to provide needed social, emotional, and mental health supports.</li> <li>• Work is done within established clinical standards, practices and procedures; however, judgement is exercised to accommodate student needs and development.</li> </ul>
	<p><b>Supervision Exercised</b></p> <p>Responsibility for the work of others including performance evaluation, coaching and training.</p>	N/A
<b>Qualifications</b>		
	<b>Education</b>	4 year Bachelor of Social Work Degree
	<b>Experience</b>	Working with young children and youth in a personal counselling, therapy, and / or social intervention role over a minimum of two years.
<i>Equivalencies will be considered on a one-for-one basis e.g. additional experience in lieu of education.</i>		

## Instructional Tradesperson (coming soon)

Student Support Series	<b>Instructional Tradesperson</b>
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## 2. Office Series - Administrative Services

Office Series/ Administrative Services		Administrative Services I	Administrative Services II
Kind of Work			
Key Responsibility Areas	Kind of Work	Jobs at this level include those performing a variety of routine clerical/secretarial tasks in support of administrative operations.	Jobs at this level provide a range of office support services within an office and, in addition, perform specialized clerical functions. The work at this level is distinguished from the Administrative Services I level by the greater requirement for knowledge of a specific function, service or program.
	<b>Office Support</b>	<ul style="list-style-type: none"> <li>• greet, direct visitors</li> <li>• receive, direct calls or take/relay messages</li> <li>• follow up on student absences</li> <li>• word process a variety of materials such as correspondence, newsletters, reports, exams, forms using basic features of word processing software</li> <li>• receive, sort, distribute mail</li> <li>• schedule appointments, meetings</li> <li>• order supplies, arrange for services</li> <li>• organize supplies, materials and keep track of inventory</li> <li>• maintain various subject/correspondence records/files</li> <li>• maintain office supplies and equipment</li> </ul>	<p>Same as Administrative Support I plus:</p> <ul style="list-style-type: none"> <li>• act on behalf of supervisor to resolve standard problems and explain standard school policies</li> <li>• compose routine correspondence in response to standard inquiries on own behalf or at supervisor's request</li> <li>• format non-standard reports, publications, forms using more advanced word processing features or desk top publishing software</li> <li>• develop, modify and maintain record/filing/administrative systems and work processes within work area as a result of new policies/programs or to enhance operational efficiencies</li> <li>• collect and compile material/information for administrative staff use in meetings or report preparation</li> <li>• liaise with divisional staff to collect/provide information</li> <li>• process transactions to ensure accurate and timely payment, service or entitlement</li> </ul>

Office Series/ Administrative Services		<b>Administrative Services I</b> (continued)	<b>Administrative Services II</b> (continued)
	<b>Program/Operations Support</b>	<ul style="list-style-type: none"> <li>• review statements, forms, records for accuracy and completeness (e.g. invoices, attendance lists)</li> <li>• update automated records by routine/repetitive entry of data into computer software programs (e.g. attendance, demographics)</li> <li>• retrieve standard reports using pre-established templates (e.g. student timetables, class lists)</li> <li>• assist in organizing school events/activities, materials and resources</li> <li>• complete forms</li> <li>• respond to routine enquiries to exchange information</li> </ul>	<ul style="list-style-type: none"> <li>• verify records for conformance with school/Alberta Learning/division office regulations and policies</li> <li>• input data and maintain database in student/school information software</li> <li>• prepare standard or ad-hoc reports requiring compilation of information and some formatting and data editing</li> <li>• provide technical support to resolve minor systems problems or arrange for external technical assistance</li> </ul>
	<b>Accounting/ Finance</b>	<ul style="list-style-type: none"> <li>• collect monies, issue receipts</li> <li>• complete routine purchase orders, prepare routine invoices</li> <li>• maintain accounting records including routine data entry and retrieval of basic information</li> </ul>	<ul style="list-style-type: none"> <li>• assist in the school budget process by compiling historical budget information, preparing budget forms</li> <li>• input approved budget allocations using computer software applications</li> <li>• monitor expenditures by inputting accounts payable/receivable records</li> <li>• prepare and retrieve standard or ad-hoc reports requiring compilation of information, some formatting and data editing</li> <li>• reconcile division office reports/bank statements and follow up to correct variances/resolve discrepancies</li> <li>• maintain, review and verify accounting records, budgets, forms and invoices for completeness, accuracy and conformance with regulations and procedures</li> <li>• monitor expenditures by inputting/processing accounts payable</li> <li>• process cheques</li> <li>• prepare and return standard or ad hoc reports requiring compilation of information, some formatting and data editing</li> <li>• reconcile reports/bank statements and follow-up to correct variances/resolve discrepancies</li> </ul>

Office Series/ Administrative Services		<b>Administrative Services I</b> (continued)	<b>Administrative Services II</b> (continued)
	<b>Administrative Support</b>	<ul style="list-style-type: none"> <li>not applicable</li> </ul>	Positions in this class may provide “lead hand” supervision including: <ul style="list-style-type: none"> <li>orientation of new employees</li> <li>organize, assign, review work of other employees within the immediate work area</li> <li>input to the performance evaluation of other employees within the immediate work area</li> </ul>
<b>Level of Work</b>			
	<b>Skills and Expertise Required</b>  Actual knowledge and skills required to do the job, however acquired.	<ul style="list-style-type: none"> <li>Knowledge of basic office routines, processes and practices</li> <li>Knowledge of standard office/school computer software programs for word processing, data entry and retrieval</li> <li>understanding of operational policies and procedures</li> <li>ability to operate standard office/school equipment</li> <li>keyboarding skills</li> </ul>	Same as for School Office Support I plus: <ul style="list-style-type: none"> <li>knowledge of school/division office/Alberta Learning administrative policies and procedures, programs and services</li> <li>knowledge of specialized computer programs for record-keeping and report preparation</li> <li>knowledge of word processing, spreadsheet and publishing software</li> <li>knowledge of basic accounting procedures for debit, credit, reconciliation, and ability to understand financial statements</li> <li>knowledge of records management systems</li> </ul>
<b>Factors</b>	<b>Contacts</b>  Interaction with others both within the organization and external to the organization. Includes the frequency and nature of the contact.	<ul style="list-style-type: none"> <li>positions at this level typically serve as the receptionist for the office</li> <li>considerable internal and external contacts</li> <li>internal contacts are with staff and students or public and are primarily to provide standard information, handle routine inquiries or arrange for assistance</li> <li>external contacts vary and include parents, community groups, division staff and primarily involve providing standard information or taking/relaying messages or to arrange for a service</li> </ul>	<ul style="list-style-type: none"> <li>considerable internal contact with division office staff and administrative/teaching staff/students to exchange information, get clarification, request service or provide general assistance</li> <li>external contacts may include vendors, parent/community groups, government agencies and include resolving routine problems, explaining standard school policies and practices, follow up to resolve discrepancies in financial records, or information exchange</li> </ul>

Office Series/ Administrative Services		<b>Administrative Services I</b> (continued)	<b>Administrative Services II</b> (continued)
	<p><b>Independence/ Problem-Solving</b></p> <p>Includes the application of knowledge/skills to the work, the structure within which the work is performed and the nature of problems encountered</p>	<ul style="list-style-type: none"> <li>work assignments are varied but tend to follow established routines/procedures and specific directions</li> <li>judgement is required to recognize non-routine situations/problems and respond appropriately</li> <li>problem-solving involves balancing the varied and, occasionally, conflicting demands of the work, trouble-shooting routine system/office equipment problems</li> </ul>	<ul style="list-style-type: none"> <li>work assignments are varied but tend to follow established routines and specific directions</li> <li>positions at this level work independently within established standards/policies to resolve operational problems (e.g. troubleshoot system problems, resolve vendor issues, follow up on accounting discrepancies) and to balance varied and, occasionally, conflicting priorities</li> <li>judgement is exercised to modify work methods and procedures and to determine best approach to address operational issues and resolve problems</li> <li>non-routine or non-administrative matters/issues are referred to division office or administrative staff</li> </ul>
	<p><b>Supervisory Responsibilities</b></p> <p>Responsibility for the work of others including performance evaluation, coaching and training.</p>	<ul style="list-style-type: none"> <li>not applicable</li> </ul>	<ul style="list-style-type: none"> <li>some positions in this class may have “lead-hand” responsibilities for assigning and reviewing work of others or for providing orientation to new employees</li> </ul>
<b>Qualifications</b>			
	<b>Education</b>	High School Diploma supplemented by related courses.	High School diploma supplemented by related post-secondary education i.e. one year business administration, secretarial diploma.
	<b>Experience</b>	Minimum one (1) year experience in a school or office environment.	Minimum three (3) years related experience in a school or office environment.
<i>Equivalencies may be considered on a one-for one basis e.g. additional experience in lieu of education.</i>			

### 3. Library Series

Library Series		<b>Library Technician</b>
<b>Kind of Work</b>		
<b>Key Responsibility Areas</b>	<b>Kind of Work</b>	Jobs in this class provide administrative and technical support for the operation of a school library. The primary goal of these jobs is to ensure that library resources support school curriculum requirements and students' learning.
	<b>Typical duties include:</b>	<ul style="list-style-type: none"> <li>• selection, acquisition and maintenance of library materials and resources</li> <li>• classification and cataloguing of library materials</li> <li>• reference work and research support</li> <li>• assistance to students and teachers to access library resources</li> <li>• administration of library operations including monitoring of expenditures, maintaining related records, maintaining circulation system and inventory of materials</li> <li>• organize library activities and school events (e.g. book fairs)</li> </ul>
<b>Level of Work</b>		
<b>Factors</b>	<b>Skills and Expertise Required</b>	<ul style="list-style-type: none"> <li>• knowledge of cataloguing/classifying systems, reference tools</li> <li>• knowledge of library materials and resources</li> <li>• understanding of curriculum requirements</li> <li>• knowledge of library related software and technology (e.g. Internet)</li> <li>• bookkeeping skills</li> </ul>
	<b>Contacts</b>	<ul style="list-style-type: none"> <li>• contacts are primarily internal with students and teachers and involve providing assistance in locating/accessing various library materials/resources</li> <li>• external contacts are typically with vendors, public library staff or technical support staff to seek assistance to resolve systems related problems, acquire materials, follow up on late orders or billing discrepancies</li> </ul>

Library Series		<b>Library Technician</b> (continued)
	<b>Independence/ Problem-Solving</b>	<ul style="list-style-type: none"> <li>• positions work with considerable independence in the day-to-day operations and administration of the library within parameters established by school policy and business plans and library practices</li> <li>• positions apply knowledge of library systems, practices and procedures and exercise judgement to assist in meeting curriculum requirements</li> <li>• problems encountered include student misbehaviour and inappropriate use of the library, unavailability of requested material, hardware/software problems</li> <li>• technical assistance available through external library resources, behavioural issues are referred to teaching or administrative staff</li> </ul>
<b>Qualifications</b>		
	<b>Education</b>	Completion of two year post-secondary library technician diploma.
	<b>Experience</b>	Minimum of six (6) months related experience.
<i>Equivalencies may be considered on a one-for-one basis e.g. additional experience in lieu of education.</i>		

## 4. Accounting/Finance Series

Accounting/Finance Series		<b>Administrative Specialist</b>
<b>Kind of Work</b>		
	<b>Kind of Work</b>	Jobs in this class are responsible for a specialized central office function, requiring a considerable amount of expert knowledge of a particular area or subject matter. These jobs provide expert assistance as the initial contact of the job site to Division Office. They provide assistance to schools and support offices, ensuring they are adhering to proper procedures and policies.
	<b>Administrative Support</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Level of Work</b>		
<b>Key Responsibility Areas</b>	<b>Skills and Expertise Required</b>  Actual knowledge and skills required to do the job, however acquired.	<ul style="list-style-type: none"> <li>• Extensive knowledge of generally accepted accounting practices</li> <li>• Extensive knowledge of accounting computer software, spreadsheet and database application; or</li> <li>• Extensive knowledge of SIRS/Edulink/RACERS software and other standard software used throughout the Division</li> <li>• Extensive familiarity with site operations and how they relate to or are impacted by, this position</li> <li>• Extensive knowledge of Division and Alberta Learning regulations, policies and procedures</li> <li>• Strong communications skills in dealing with and communicating technical information to other employees</li> </ul>
	<b>Contacts</b>  Interaction with others both within the organization and external to the organization. Includes the frequency and nature of the contact.	<ul style="list-style-type: none"> <li>• Frequent internal contacts</li> <li>• External contacts are less frequent, and tend to be focused on problem resolution</li> <li>• These positions provide support, counselling and advice to sites when the on-site expertise has been exceeded</li> <li>• Nature of contacts involves information exchange, outlining solutions to problems using the incumbent, and advising sites how to access information sources</li> <li>• Serves as a primary resource for training site personnel</li> </ul>

Accounting/Finance Series		<b>Administrative Specialist</b> (continued)
<b>Factors</b>	<p><b>Independence/ Problem-Solving</b></p> <p>Includes the application of knowledge/skills to the work, the structure within which the work is performed and the nature of problems encountered</p>	<ul style="list-style-type: none"> <li>• Will generally work independently and use expertise to resolve site-based problems</li> <li>• Assignments are varied and procedures diverse</li> <li>• Problems encountered will run the gamut of complexity</li> <li>• Largely independent on a day-to-day basis, with the incumbent responsible for organizing work to meet deadlines while balancing demands from sites</li> <li>• Assistance is not usually available within the immediate work area and jobs identify appropriate external resources to provide assistance when required</li> </ul>
	<p><b>Supervisory Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• not applicable</li> </ul> <p>These positions provide support services to sites, without direct line relationships. These positions may involve responsibility to monitor sites to ensure certain procedures are being completed and ensure compliance.</p>
<b>Qualifications</b>		
	<b>Education</b>	Post-secondary diploma in a related field
	<b>Experience</b>	Three (3) years office and related experience with related software application. Equivalencies may be considered on a one-for-one basis; e.g. additional experience in lieu of education.
<i>Equivalencies may be considered on a one-for one basis e.g. additional experience in lieu of education.</i>		

Accounting/Finance Series		<b>School Business Coordinator</b>
<b>Kind of Work</b>		
<b>Key Responsibility Areas</b>	<b>Kind of Work</b>	Jobs in this class are responsible for the accounting/finance functions for a multifaceted site or facility and coordinate and supervise the administrative/clerical functions.
	<b>Typical activities include:</b>	<ul style="list-style-type: none"> <li>• participate in the budget process by providing budget allocations based on spending forecasts/projected revenues and collect and compile input from department heads for budget planning</li> <li>• monitor and report on financial activities</li> <li>• make recommendations for reallocation of funds based on trends, projected expenditures, new or changing programs/requirements and provides advice and assistance to staff and students on accounting practices, and other financial matters</li> <li>• maintain all school based accounts and supervise others responsible for this</li> <li>• interpret financial records/statements and follow up to explain/resolve variances</li> <li>• participate in the development of operational policies and planning for new programs/services</li> <li>• establish, implement and recommend changes to administrative/financial systems and processes to ensure conformance with division policies and procedures and sound accounting practices</li> <li>• supervise clerical staff engaged in various support functions</li> </ul>
<b>Level of Work</b>		
<b>Factors</b>	<b>Skills and Expertise Required</b>  Actual knowledge and skills required to do the job, however acquired.	<ul style="list-style-type: none"> <li>• knowledge of accounting principles and practices</li> <li>• knowledge of accounting computer software, spreadsheet and database applications</li> <li>• knowledge of administrative systems, operations and procedures</li> <li>• knowledge of activities/services/operations of the facility/site</li> <li>• knowledge of division and Alberta Learning regulations, policies, and procedures</li> </ul>

Accounting/Finance Series		<b>School Business Coordinator</b> (continued)
	<p><b>Contacts</b></p> <p>Interaction with others both within the organization and external to the organization. Includes the frequency and nature of the contact.</p>	<ul style="list-style-type: none"> <li>• frequent internal and external contacts</li> <li>• these jobs are typically the first line of contact both internally and externally for accounting/finance related matters</li> <li>• nature of the contacts includes information exchange, problem resolution and explaining actions taken/decisions and may also involve negotiation for service</li> <li>• external contacts are varied including division office, Alberta Learning, Financial Coordinator, vendors, federal/municipal government officials, community groups/business</li> <li>• these jobs are often in a position to promote the facility/site services and will develop partnerships within the community to facilitate funding/promotional opportunities</li> </ul>
<b>Factors</b>	<p><b>Independence/ Problem-Solving</b></p> <p>Includes the application of knowledge/skills to the work, the structure within which the work is performed and the nature of problems encountered.</p>	<ul style="list-style-type: none"> <li>• work assignments are varied and procedures diverse</li> <li>• developing appropriate solutions often involves review of how things have been handled previously or reference to other resources</li> <li>• considerable independence is exercised in handling day-to-day activities and in implementing and recommending new policies and procedures resulting from changes in technology, policy or direction</li> <li>• innovation and creativity is required to assist in resolving issues, maintain and enhance services within allocated resources and to assist in promotional activities</li> <li>• assistance is not usually available within the immediate work area and jobs identify appropriate external resources to provide assistance, when required</li> </ul>
	<p><b>Supervision Exercised</b></p> <p>Responsibility for the work of others including performance evaluation, coaching and training.</p>	<ul style="list-style-type: none"> <li>• administrative supervision is exercised over staff engaged in a variety of clerical and administrative functions</li> <li>• supervisory responsibilities include setting goals and objectives, organizing and distributing workload, recruitment and selection, training and development, performance coaching, monitoring and appraisal</li> </ul>
<b>Qualifications</b>		
	<b>Education</b>	Completion of post-secondary diploma in accounting or business administration.
	<b>Experience</b>	Minimum of five (5) years related experience.
<i>Equivalencies will be considered on a one-for-one basis e.g. additional experience in lieu of education.</i>		

Accounting/Finance Series		<b>Payroll Specialist</b>
		<b>Kind of Work</b>
	<b>Kind of Work</b>	Responsible for specialized central office payroll and benefit functions. Requires a considerable amount of expert knowledge of payroll and benefits administration. Provides expert assistance as the initial contact of the job site to Division Office and provides assistance to schools and support offices, ensuring they are adhering to proper procedures and policies.
	<b>Administrative Support</b>	None
		<b>Level of Work</b>
	<b>Skills and Expertise Required</b>	<ul style="list-style-type: none"> <li>• Extensive knowledge of generally accepted accounting practices</li> <li>• Extensive knowledge of payroll and accounting software, spreadsheet and database application</li> <li>• Extensive familiarity with site operations and how they relate to or are impacted by this position</li> <li>• Extensive knowledge of Division policies and procedures</li> <li>• Strong communication skills</li> </ul>
	<b>Contacts</b>	<ul style="list-style-type: none"> <li>• Frequent internal and external contacts</li> <li>• Provide support, counseling and advice to sites</li> </ul>
	<b>Independence/Problem-Solving</b>	<ul style="list-style-type: none"> <li>• Will generally work independently under the supervision of the Human Resources Supervisor using expertise to resolve site-based problems</li> <li>• Assignments are varied and procedures diverse</li> <li>• Problems encountered will run the gamut of complexity</li> <li>• Largely independent on a day-to-day basis, with the incumbent responsible for organizing work to meet deadlines while balancing demands from sites</li> <li>• Appropriate external resources provide assistance when required</li> </ul>
	<b>Supervisory Responsibilities</b>	<p>Not applicable</p> <p>This position provides support services to sites, without direct line relationships. May involve responsibility to monitor sites to ensure certain procedures are being completed and ensure compliance.</p>
		<b>Qualifications</b>
	<b>Education</b>	Post-secondary diploma in administrative services Canadian Payroll Certification
	<b>Experience</b>	Three (3) years office and related experience with related software application. Equivalencies may be considered.

## 5. Technology Series

Technology Series		<b>Technology Facilitator</b>
<b>Kind of Work</b>		
<b>Key Responsibility Areas</b>	<b>Kind of Work</b>	Jobs in this class provide basic technology support to school staff and students and assist in the development and implementation of school based technology plans and in-service.
	<b>Typical activities include:</b>	<ul style="list-style-type: none"> <li>• Assisting teaching staff with hardware/software questions during class.</li> <li>• Maintaining and establishing computer networks within the school.</li> <li>• Setting up and locating computers within the school.</li> <li>• Planning and co-ordinating computer hardware and software supply purchases for the schools.</li> <li>• Install, license, store and record all software in schools.</li> <li>• Act as primary information resource for operation of school software.</li> <li>• Co-ordinate and maintain regular back-up of school data.</li> <li>• Provide basic first-line computer maintenance service.</li> <li>• Liaise with Divisional Systems Support Specialists to maintain and upgrade school computer network.</li> <li>• Ensure staff and students are educated in proper use of computer equipment.</li> <li>• Assess needs of staff for computer related in-service and arrange for same.</li> </ul>
<b>Level of Work</b>		
<b>Factors</b>	<b>Skills and Expertise Required</b>  Actual knowledge and skills required to do the job, however acquired.	<ul style="list-style-type: none"> <li>• Ability to work with staff and students at different developmental levels.</li> <li>• Familiarity with relevant school and division resources.</li> <li>• Ability to accommodate and adjust tasks and activities effectively for individuals and for groups of students.</li> <li>• Basic knowledge of computer networks.</li> <li>• Knowledge of school operating systems.</li> <li>• Good understanding of school software applications.</li> <li>• Knowledge of basic computer trouble shooting procedures.</li> </ul>

Technology Series		<b>Technology Facilitator</b> (continued)
<b>Factors</b>	<p><b>Contacts</b></p> <p>Interaction with others both within the organization and external to the organization. Includes the frequency and nature of the contact.</p>	<ul style="list-style-type: none"> <li>• Primarily internal with students and teaching/administrative staff.</li> <li>• May involve one-on-one and group work with students and staff.</li> <li>• External contacts with System Support Specialists, vendors/suppliers and software providers.</li> </ul>
	<p><b>Independence/ Problem-Solving</b></p> <p>Includes the application of knowledge/skills to the work, the structure within which the work is performed and the nature of problems encountered.</p>	<ul style="list-style-type: none"> <li>• Work assignments are varied and judgement is exercised to determine the most appropriate response to resolve a situation or problem.</li> <li>• All work is performed under the direction of a teacher or school administrator.</li> <li>• Non-routine problems are directed to the responsible teacher or administrator.</li> </ul>
<b>Qualifications</b>		
	<b>Education</b>	High school diploma and completion of related post-secondary certificate/training.
	<b>Experience</b>	Some related experience
<i>Equivalencies may be considered on a one-for-one basis e.g. additional experience in lieu of education.</i>		

Technology Series		<b>System Support Specialist I</b>
<b>Kind of Work</b>		
<b>Key Responsibility Areas</b>	<b>Kind of Work</b>	<p>Configure, record and maintain Wild Rose School Division's Windows 2000 domain.</p> <p>Configure and install other network services as required.</p> <p>Coordinate the assignment and completion of school-based technology projects.</p>
	<b>Typical activities include:</b>	<ul style="list-style-type: none"> <li>• Projects a positive image with Wild Rose Staff, visitors and callers</li> <li>• Provides LAN network problem diagnosis and solutions in a proactive and emergent fashion.</li> <li>• Maintains, modifies, and expands all network related software and hardware configurations as required including communications servers, hubs, switches, network cards, and all types of line drivers in accordance with Wild rose design specifications.</li> <li>• Provides network problem diagnosis and solution in a proactive and emergent fashion.</li> <li>• Implements network security plans and procedures in accordance with Wild Rose design specifications.</li> <li>• Implements initiatives as part of the Division's Managed Learning Network, such as the Division's Citrix farm, Active Directory (Visual Casel), and others in accordance with the technology plan.</li> <li>• Monitors Network utilization.</li> <li>• Maintains Wild Rose IP addressing scheme.</li> <li>• Provides server configuration and support services to schools in order to ensure instructional technology initiatives/projects can occur.</li> <li>• Configures workstations and servers in accordance with Wild Rose design specifications.</li> <li>• Maintains a knowledge of changes in technology with respect to networking, server, and data security.</li> <li>• Obtains and /or maintains Industry certifications as may be deemed appropriate from time to time.</li> <li>• Provides backup hardware and software support to other technology services staff as appropriate.</li> <li>• Assists other Technology Services staff with strategic projects as appropriate.</li> <li>• Performs other duties as assigned by the Director of Technology Services.</li> </ul>
<b>Level of Work</b>		
<b>Factors</b>	<p><b>Skills and Expertise Required</b></p> <p>Actual knowledge and skills required to do the job, however acquired.</p>	<ul style="list-style-type: none"> <li>• Knowledge of network applications and protocols.</li> <li>• In-depth knowledge of operating systems, particularly the Windows 2000 family (server and workstation)</li> <li>• Knowledge of structured cabling standards and installation (CAT5, CAT5e, CAT6)</li> </ul>

Technology Series		<b>System Support Specialist I</b> (continued)
	<p><b>Contacts</b></p> <p>Interaction with others both within the organization and external to the organization. Includes the frequency and nature of the contact.</p>	<ul style="list-style-type: none"> <li>• Reports to the Director of Technology Services.</li> <li>• Works collaboratively with the Director of Technology Services and other Technology Services Staff.</li> <li>• Substantial contact with school administration and some contact with school staff in regards to the ongoing maintenance of the Managed Learning Network within each school.</li> <li>• External contacts include communication with vendors (pricing and ordering of resources) as well as some contact with Alberta Learning representatives (i.e. Axia Supernet personnel).</li> </ul>
	<p><b>Independence/ Problem-Solving</b></p> <p>Includes the application of knowledge/skills to the work, the structure within which the work is performed and the nature of problems encountered.</p>	<ul style="list-style-type: none"> <li>• Considerable independence is exercised in planning work, resolving problems or identifying alternative resources.</li> <li>• Work assignments range from routine day-to-day maintenance of local area networks to unexpected issues which are of a critical nature.</li> <li>• Judgement is exercised to diagnose specific problems or new situations and determine appropriate solution.</li> <li>• Problem solving and decision making skills utilized on a day-to-day basis.</li> </ul>
<b>Qualifications</b>		
	<b>Education</b>	High school diploma and completion of related post-secondary courses in computer technology.
	<b>Experience</b>	Minimum of 2 (two) years related experience.
<i>Equivalencies may be considered on a one-for-one basis e.g. additional experience in lieu of education.</i>		

Technology Series		<b>System Support Specialist II</b>
<b>Kind of Work</b>		
<b>Key Responsibility Areas</b>	<b>Kind of Work</b>	Responsible, in coordination with System Support Specialists, for Windows 2000 network design and support. Responsible for Wild Rose School Division's Internet Services. Coordinate the assignment and completion of school-based technology projects.
	<b>Typical activities include:</b>	<ul style="list-style-type: none"> <li>• Projects a positive image with Wild Rose Staff, visitors and callers</li> <li>• Designs, Modifies, and expands all Windows 2000 services and all related services in other operating systems including WWW servers, First Class email-server, Web Caching server, DNS server, Virus server, Firewall, and others in accordance with the functional architecture requirements developed in conjunction with the Director of Technology Services.</li> <li>• Provides network problem diagnosis and solution in a proactive and emergent fashion.</li> <li>• Develops redundancy and disaster recovery procedures.</li> <li>• Develops and implements network security plans and procedures.</li> <li>• Develops and tests new or replacement services such a mail gateways, firewall protection, World Wide Web server, and / or other Internet services in accordance with the functional architecture requirements prescribed by the Director of Technology Services.</li> <li>• Provides inservicing to school or Technology Services staff (if required).</li> <li>• Maintains a knowledge of changes in technology and their potential benefits to Wild Rose.</li> <li>• Researchers functional capabilities of emerging hardware and software at the direction of the Director of Technology Services.</li> <li>• Maintains Industry certifications such as MCSE, CNE ( or equivalent training /experience).</li> <li>• Configures workstations and servers in accordance with Wild Rose design specifications.</li> <li>• Provides backup support to the other Technology Services staff as appropriate.</li> <li>• Assists other Technology Services staff with strategic projects as appropriate.</li> <li>• Performs other duties as assigned by the Director of Technology Services.</li> </ul>

Technology Series		<b>System Support Specialist II</b> (continued)
<b>Level of Work</b>		
<b>Factors</b>	<p><b>Skills and Expertise Required</b></p> <p>Actual knowledge and skills required to do the job, however acquired.</p>	<ul style="list-style-type: none"> <li>• In-depth knowledge of standard networking protocols, including, but not limited to, http, ftp, smtp, imap, ldap, snmp, and the like</li> <li>• Knowledge of core network hardware and applications, including, but not limited to, routers, switches, firewalls and the like.</li> <li>• In-depth knowledge of operating systems, particularly the Windows 2000 family (server &amp; workstation).</li> <li>• Knowledge of structural cabling standards and installation (CAT5, CAT5e, CAT6)</li> </ul>
	<p><b>Contacts</b></p> <p>Interaction with others both within the organization and external to the organization. Includes the frequency and nature of the contact.</p>	<ul style="list-style-type: none"> <li>• Reports to the Director of Technology Services.</li> <li>• Works collaboratively with the Director of Technology Services and other Technology Services Staff.</li> <li>• Substantial contact with school administration and some contact with school staff in regards to the ongoing maintenance of the Managed Learning Network within each school.</li> <li>• External contacts include communication with vendors (pricing and ordering of resources) as well as some contact with Alberta Learning representatives (i.e. Axia Supernet personnel).</li> </ul>
	<p><b>Independence/ Problem-Solving</b></p> <p>Includes the application of knowledge/skills to the work, the structure within which the work is performed and the nature of problems encountered.</p>	<ul style="list-style-type: none"> <li>• Considerable independence is exercised in planning work, resolving problems or identifying alternative resources.</li> <li>• Work assignments range from routine day-to-day maintenance of local area networks to unexpected issues which are of a critical nature.</li> <li>• Judgement is exercised to diagnose specific problems or new situations and determine appropriate solution.</li> <li>• Problem solving and decision making skills utilized on a day-to-day basis.</li> </ul>
<b>Qualifications</b>		
	<b>Education</b>	High school diploma and certification from a recognized post-secondary institution (such as a Institute of Technology, College or University).
	<b>Experience</b>	Minimum of 4 (four) years related experience.
<i>Equivalencies may be considered on a one-for-one basis e.g. additional experience in lieu of education.</i>		

<b>Technology Series</b>	<b>Student Information Systems Coordinator</b>	
	<b>Kind of Work</b>	
	<b>Kind of Work</b>	Responsible for specialized student information systems functions. Requires a considerable amount of expert knowledge of student information systems software. Provides expert assistance as the initial contact of the job site to Division Office and provides training and assistance to schools and support offices, ensuring they are adhering to proper procedures and policies. Performs an auditing role regarding student enrollment as it relates to funding of credit enrollment units.
	<b>Administrative Support</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
	<b>Level of Work</b>	
	<b>Skills and Expertise Required</b>  Actual knowledge and skills required to do the job, however acquired.	<ul style="list-style-type: none"> <li>• Extensive knowledge of student information systems software, word and excel applications</li> <li>• Extensive familiarity with site operations and how they relate to or are impacted by this position</li> <li>• Extensive knowledge of Division policies and procedures</li> <li>• Strong communication skills</li> </ul>
	<b>Contacts</b>  Interaction with others both within the organization and external to the organization. Includes the frequency and nature of the contact.	<ul style="list-style-type: none"> <li>• Frequent internal and external contacts as the primary contact for student information systems issues</li> <li>• Provides formal and informal training, support and advice to sites</li> <li>• Training and support often occur on site</li> </ul>
	<b>Independence/Problem-Solving</b>  Includes the application of knowledge/skills to the work, the structure within which the work is performed and the nature of problems encountered.	<ul style="list-style-type: none"> <li>• Will generally work independently under the supervision of the Director of Technology using expertise to resolve site-based problems</li> <li>• Assignments are varied and procedures diverse and of a complex nature</li> <li>• Problems encountered are most often of an urgent nature requiring immediate attention</li> <li>• Largely independent on a day-to-day basis, with the incumbent responsible for organizing work to meet deadlines while balancing demands from sites</li> <li>• Appropriate external resources provide assistance when required</li> </ul>

Technology Series		<b>Student Information Systems Coordinator</b> (continued)
	<b>Supervisory Responsibilities</b>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <p>This position provides training and support services to sites, without direct line relationships. May involve responsibility to monitor sites to ensure certain procedures are being completed and ensure compliance.</p>
		<b>Qualifications</b>
	<b>Education</b>	<p>Post–secondary certificate or diploma in an area of related technology          Extensive training in specific school based systems programming and applications</p>
	<b>Experience</b>	<p>Three (3) years related experience with related software applications. Demonstrated training and presentation abilities.          Equivalencies may be considered.</p>