

Northern Gateway Public Schools



CLASSIFICATION GUIDE

SCHOOL BASED SUPPORT POSITIONS

Acknowledgements

The original Classification Guide, 2000 was composed by a committee of representatives from the Division. A review of this document was conducted during the 2002-2003 school year, using a consultative process with the employees affected by it. The reviewing members included a number of staff from the original committee as well as new members from across the Division.

The following individuals contributed to the preparation of the original Guide. Their efforts are appreciated.

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Northern Gateway Public Schools Classification Guidelines

For School Based Support Positions

PLEASE NOTE: The purpose of these guidelines is to provide a set of general descriptors which can be used to group jobs according to similar duties and responsibilities. No single job description is likely to match all the descriptors stated in this manual. It is to be understood that the set of general descriptors does not describe every single job activity. Further it is important to remember that positions are classified, not employees.

I. What is Classification?

Classification is the process of analyzing, assessing and categorizing the duties and responsibilities of positions in order to determine relative value within an organization. Classification examines the content of a position; it **does not** assess an individual's performance.

II. What are the benefits of having a Classification System?

Employees and employer representatives often pose that question when an organization first begins to develop classifications for employee groups. The following reasons are cited in response:

- **A classification system provides structure and tracks changes in job assignments.** In other words it records the current duties associated with a position. This is useful when descriptions are required for posting job vacancies. Also, with regular updating it provides comparative information, which is used to assess whether there are significant changes in job expectations over time.
- **It tracks changes in the complexity of job assignments.** New work demands such as proficiency in the use of technology, requirements for specialized training, or increasingly sophisticated expectations of clients are more easily recognized when a classification system is in place.
- **It leads to a better recognition of a changing workload.** A classification system describes the range of duties an individual employee may be expected to assume. The exercise of comparing individual job descriptions with classifications leads to a greater understanding of changing work loads.

- **It results in the development of and regular updating of individual job descriptions.** The adoption of a classification system establishes the requirement that the employee and the supervisor cooperate in the creation and regular updating of a job description for the employee. This leads to a better, fairer, and more businesslike understanding of work expectations and a better basis for evaluation.
- **It provides a basis for the differentiation of work assignments at individual job sites.** Improved understanding of workload will produce a better basis for determining whether job assignments need to be redistributed and whether the size of the staff complement needs to be changed.
- **It leads to a clarification of different levels of positions and results in different levels of recognition, rewards, and compensation.** Classification systems provide a rational basis for determining whether one position is assigned more or less recognition and/or compensation than another.
- **It provides an employee with information that can form the basis for initiating self-reflection and professional development planning.** Having a broad list of duties and responsibilities for reference is useful to the employee as it allows for a comparison with an individual's job description. This comparison may lead to the pursuit of a personal or professional development plan.

III. Roles and Responsibilities

Role of the principal

- Be knowledgeable of the classification system.
- Create and approve the job descriptions of support staff in the school (Appendix 1).
- Ensure that job descriptions are current.
- Recommend a classification for new positions and for the reclassification of existing positions (Appendix 2).

Role of the employee

- Be knowledgeable of the classification system.
- Assist the principal in keeping the job description up to date.
- Understand the duties and responsibilities required for the job.

Role of Human Resources

- Act as a resource regarding the classification system.

- Ensure consistency in the application of the system; e.g., approving principal recommendations, recommending changes if required.
- Promote awareness of the system.

IV. Maintaining a Current Classification System

A classification system is most useful when it is kept current. With changing demands brought about by technology, new expectations, new procedures and the desire for better accountability, changing work assignments are becoming the norm. Therefore it is recommended that this document be reviewed again in similar fashion prior to September 1, 2012.

V. Position Classification Appeal Procedure

In the event that an employee believes that his/her position has been inappropriately classified, the employee is encouraged to follow the steps outlined below:

- Discuss the concerns with the principal;
- If the matter is not resolved, discuss the concerns with the Deputy Superintendent; and
- If the matter remains unresolved, submit a written appeal to the Superintendent of Schools. The written appeal shall identify specific concerns. Within 14 days, the Superintendent shall make a final decision and inform the affected parties in writing.

Position Classification: Teacher Assistant B

Under the direct supervision of a teacher, a Teacher Assistant provides instructional support services within a school setting. A Teacher Assistant works as a member of a multi-disciplinary team to provide educational and special needs assistance to students (individually, in groups, or classes).

Level and kind of work:

- Instructional support is provided through a variety of the activities for which judgment is required to determine the best approved procedure to use.

Typical duties:

- Supports the teacher in the planning and modification of individual program plans.
- Implements, under the supervision of the teacher, individual program plans.
- Participates as a team member in conferencing, recording and reporting student development and tracking student progress where several teachers are involved.
- Operates specialized equipment to support instruction of disabled/special needs students, provide regular and often specialized physical and health assistance to students with disabilities.
- Assists students in organizing timetables, participating in work experience or job shadowing activities.
- Assists in providing basic support for the personal hygiene, physical care and medical care needs of the student, e.g., tooth brushing, feeding, intermittent toilet assistance.
- May include other tasks assigned by the supervisor that are consistent with education and experience.

Decision making responsibility:

- Under the general supervision of a teacher, uses judgment in selecting specific resources to meet student needs, recording student progress, intervening when student behavior is inappropriate.

Contacts:

- Students, school staff, caregivers, and consulting specialists.
- May participate in meetings and case conferences.

Supervisory responsibility:

- Students, volunteers.
- May include the coordination of the assignments of volunteers and students.

Supervision received:

- Under the general supervision of a teacher /school administrator.

Characteristic demands:

- Frequent sitting, standing, moving, lifting, and bending. Considerable physical effort required. Potential of significant psycho/emotional demands.

Working conditions:

- Work area is generally comfortable but with occasional exposure to factors causing mild physical discomfort.

Desired education and experience (equivalencies may be considered):

- High School Diploma.
- One year equivalent work related program.
- One year of related experience.

Position Classification: Teacher Assistant C

Under the direct supervision of a teacher, a Teacher Assistant provides instructional support services within a school setting. A Teacher Assistant works as a member of a multi-disciplinary team to provide educational and special needs assistance to students (individually, in groups, or classes).

The duties of a position classified at the C level will substantively exceed the duties of a B level position.

Positions classified at the C level require annual approval of the Deputy Superintendent.

Level and kind of work:

- While remaining under the direct supervision of a teacher, instructional support that involves a high level of responsibility or utilizes highly specialized education.

Typical duties:

In addition to the general descriptors listed under Teacher Assistant B:

- Assists in the site coordination of educational programs for classes or groups of students that requires frequent liaison and communication assistance to a wide audience including school staff, students, caregivers, consulting specialists, community agencies, and regulatory agencies; or
- Applies highly specialized skills/knowledge to assist in implementing a student's program, e.g., Braille, sign language, specialized instructional software for multiple handicapped students; or
- Applies highly specialized education to provide complex personal care to behavior disordered and medically fragile students; and
- Other duties identified under Teacher Assistant B; and
- May include other tasks assigned by the supervisor that are consistent with education and experience.

Decision making responsibility:

- Holds a high degree of responsibility in the implementation of programs.

Contacts:

- Wide audience which includes school staff, students, caregivers, consulting specialists, community agencies, regulatory agencies, work experience places, and other off campus sites.

Supervisory responsibility:

- Students, volunteers.
- May include the coordination of assignments of other staff, volunteers, students, etc. as the team leader.
- May include the supervision of other staff that on a regular and ongoing basis includes: the assigning, reviewing and ensuring completion of work, providing input into the selection, performance evaluation and training of staff.

Supervision received:

- Under the general supervision of the teacher/school administrator.
- Follows written guidelines that outline the scope of the work.

Characteristic demands:

- May require continuous physical work to provide personal care to behavior disordered and medically fragile students. Potential of significant psycho/emotional demands.

Working conditions:

- The work place is generally comfortable but there may be frequent exposure to factors causing noticeable physical discomfort or moderate risk of accident.

Desired education and experience (equivalencies may be considered):

- High School Diploma.
- One or two year related program.
- Two years of related experience.

Position Classification: School Secretary B

Level and kind of work:

- Provides standardized and complex secretarial support to an individual or group of individuals in an office, between offices and/or departments for which judgment is required to determine the best approved procedure to use.

Typical duties:

- Word processing that makes use of a variety of complex software programs to produce varied methods of communications.
- Financial responsibilities such as maintaining records of accounts, inventory control, budget documentation, cash management, ordering and receiving, and other financial information management activities.
- Records management of a variety of hard copy or electronic files of student health, educational progress, attendance, registration, etc.
- Books/coordinates arrangements, e.g., field trips, facility use, in-service programs, substitute staff, lockers, volunteers, home schooling, outreach programs, school interviews, etc.
- Provides a variety of services that directly involve students, e.g., student supervision, first aid, dispensing medications, home/student communications.
- Key communicator responsibility between the school and its stakeholders through receptionist/switchboard duties, and/or the use of a variety of print and other electronic/communications media to personalize contacts. May also be responsible for processing incoming and outgoing school mail, involving conventional and electronic media.
- Provides initial support to staff regarding operations of office equipment.
- May include other tasks assigned by the supervisor that are consistent with education and experience.
- May include coordination of the assignments of the volunteers and students.

Decision making responsibility:

- Routine tasks are performed independently and judgment is exercised in choosing the most appropriate procedure to use. Difficult tasks that depart from policies and procedures are referred to the supervisor.

Contacts:

- Students, staff, parents, community, division office, suppliers, Alberta Learning, school administration.

Supervision received:

- Responsibilities are performed under the general administrative supervision of the principal. Completed work generally does not require specific approval before it is released for use.

Characteristic demands:

- Frequent sitting, standing, moving, lifting, and bending. Working in a high paced, multi-task environment.

Working conditions:

- The work site is generally pleasant except for mild physical discomfort, e.g., lifting, sitting, screen fatigue, noise.

Desired education and experience (equivalencies may be considered):

- High school diploma.
- Relevant formal education/experience, e.g., secretarial, business administration, accounting

Position Classification: School Secretary C

In addition to the general descriptors listed under School Secretary B, supervision and/or additional duties as assigned by the principal.

Specifically, this involves the supervision of other staff that on a regular and ongoing basis could include: the assigning, reviewing and ensuring completion of work, providing input into the selection, performance evaluation and training of staff and/or additional duties as may be assigned by the principal.

The duties of a position classified at the C level will substantively exceed the duties of a B level position.

Positions classified at the C level require annual approval of the Deputy Superintendent.

Position Classification: School Librarian B

Level and kind of work:

- Under the direction of the school principal and/or teacher designate, oversees the operation of the school library/instructional media centre.

Typical Duties:

- Collaborates with teachers in the assessment, selection and gathering of the library collection.
- Arranges for the procurement of selected resources through the school's established purchasing procedures.
- Processing selected resources, maintaining an archival record system, developing and maintaining a cataloguing system (electronic or other), maintaining the library collection in good order, supervising the circulation of the library collection, and creating an attractive, pleasant, user-friendly environment.
- Supervise casual staff, volunteers and work experience or practicum students within the library.
- Assist teachers with the preparation and delivery of library based programs/projects and coordinating library activities such as book fairs and author visits.
- Assist in the development and implementation of procedures and protocol for library users. Facilitates training and in-services for users in these areas.
- Promote the library.
- Maintain a liaison with the regional libraries.
- May be responsible for the school's textbook depository.
- May include other tasks assigned by the supervisor that are consistent with education and experience.

Decision making responsibility:

- Implement library circulation procedures and protocol.

- Promotion of the school and regional libraries.

Contacts:

- Students, staff, patrons, suppliers, school administration, division support services.

Supervisory responsibility:

- Students, work experience/practicum students, volunteers.
- Users of equipment.

Supervision received:

- School principal or designated teacher.

Characteristic demands:

- Some sitting, standing, moving, climbing, lifting, and bending. Some physical effort is required.

Working conditions:

- Working in a generally comfortable area except for minor physical discomfort associated with air circulation/quality.

Desired education and experience: (equivalencies may be considered)

- High School Diploma.
- One-year equivalent work related education.
- Demonstrated aptitude, interest, and people skills
- Word processing, spreadsheet, data base skills.
- Education in library courses, e.g., collection development, cataloguing.

Position Classification: School Librarian C

In addition to the general descriptors listed under school librarian B, Lead Supervision is provided.

Specifically, this involves the supervision of other staff that on a regular and ongoing basis could include: the assigning, reviewing and ensuring completion of work, providing input into the selection, performance evaluation and training of staff and/or additional duties as may be assigned by the principal.

The duties of a position classified at the C level will substantively exceed the duties of a B level position.

Positions classified at the C level require annual approval of the Deputy Superintendent.

Position Classification: Technical Assistant B

Under the direct supervision of a teacher, a Technical Assistant provides technical support services within a school setting.

Level and kind of work:

- Technical support is provided through a variety of activities for which judgment is required to determine the best approved procedure to use.

Typical duties:

- Installs software and hardware.
- Designs, sets up and maintains local area networks.
- Prepares proposals for the acquisitions of software and hardware.
- Diagnose software and hardware problems.
- Installs, maintains and repairs software and hardware.
- Provides in-servicing for staff relative to software and hardware management.
- Creates and maintains databases of software and hardware inventory and licenses.
- Recommends updates and upgrades software and hardware as required.
- Remains current in technological changes and trends.
- Troubleshoots.
- May include other tasks assigned by the supervisor that are consistent with education and experience.

Decision making responsibility:

- Under the supervision of the designated supervisor, uses judgment to carry out the responsibilities listed above.

Contacts:

- School staff, students, and technical specialists.

Supervisory responsibility:

- May include the coordination of the assignments for volunteers and students.

Supervision received:

- Under the general supervision of the designated supervisor.

Characteristic demands:

- Frequent sitting, standing, moving, lifting and bending. Considerable physical effort may be required.

Working conditions:

- Work area is generally comfortable although restricted area workspaces do occur.

Desired education and experience (equivalencies may be considered):

- High School Diploma.
- One year of related experience.
- One year of work related education.

Position Classification: Technical Assistant C

In addition to the general descriptors listed under Technical Assistant B, Lead Supervision is provided.

Specifically, this involves the supervision of other staff that on a regular and ongoing basis could include: the assigning, reviewing and ensuring completion of work, providing input into the selection, performance evaluation and training of staff and/or additional duties as may be assigned by the principal.

The duties of a position classified at the C level will substantively exceed the duties of a B level position.

Positions classified at the C level require annual approval of the Deputy Superintendent.

Position Classification: FNMI Liaison B

Under the supervision of an administrator, a FNMI Liaison helps to build positive relationships between the Aboriginal and school community, supports the academic and personal success of FNMI students, and promotes understanding of FNMI cultures. A FNMI Liaison works as a member of a multi-disciplinary team to support FNMI students.

Level and kind of work:

- Under the general supervision of a school administrator, the FNMI Liaison exercises considerable responsibility and utilizes high levels of knowledge and skills to support FNMI students, build productive relationships between home and school, and promote FNMI cultures.

Typical duties:

- Advocate for FNMI students; develop positive relationships with students and support their academic/personal/social/emotional growth and development.
- Be a member of the student support team and work with the student support team (counsellors, special education coordinator and administrators) to enhance the student's opportunities for success.
- Be available for student consultation, either personal or school related.
- Build and maintain ongoing and cooperative relationships with FNMI parents/guardians. This relationship will foster greater student success potential, build and support home/school/community communications, foster parent/guardian familiarity with the school community and school procedures, and encourage parent involvement in school council and school volunteer activities.
- Maintain ongoing and cooperative relationships with various individuals and agencies in an effort to coordinate programs and services for students and/or families (e.g. Alberta Health Services: addictions, mental health, probation, children's services etc.).
- Assist in the orientation and registration of students new to the school and community.
- Access resource people, books, material and other resources for the school that relate to the Division and school FNMI goals/priorities.
- Gather information on post secondary programs and resources available for FNMI students (funding, scholarships, tutoring etc.)
- Work as part of the school team to support cultural infusion in the classroom.
- Foster awareness of aboriginal culture within the school and its community in such ways as researching teaching resources and student materials, coordinating native cultural awareness events and promoting student attendance at aboriginal cultural events and student conventions/conferences.

- May assist in the parent-teacher interview process as an advocate of the aboriginal students and their parents/guardians.
- Work independently and also as a team member.
- Keep records of interviews with students.
- Attend staff meetings.
- Attend interagency meetings as approved by administration.
- Participate in professional development activities, approved by administration, for ongoing improvement and expertise in job related skills.
- Prepare reports and other documentation as required.
- Coordinate and maintain files regarding possible guest speakers, books, materials and resources.
- Other assignments and responsibilities as assigned by the principal.

Decision making responsibility:

- Under the general supervision of an administrator, uses judgment in selecting specific strategies and resources to meet FNMI student needs and to support the accomplishment of school FNMI goals.

Contacts:

- Students, school staff, caregivers, consulting specialists, outside agencies, services providers, Elders.
- Participates in meetings and case conferences.

Supervisory responsibility:

- Students, guests, presenters, Elders
- Coordinates the activities of volunteers, guests, presenters, Elders and students.

Supervision received:

- Under the general supervision of a school administrator.

Characteristic demands:

- Frequent sitting, standing, moving, lifting, and bending. Considerable physical effort required. Potential of significant psycho/emotional demands.

Working conditions:

- Work area is generally comfortable but with occasional exposure to factors causing mild physical discomfort.

Desired education and experience (equivalencies may be considered):

- High School Diploma.
- A minimum of a two year diploma with a supervised practicum component.
- One year of related experience.
- Membership in professional associations (eg. Provincial Guidance Council, provincial FNMI Council).

Position Classification: FNMI Liaison C

In addition to the general descriptors listed under FNMI Liaison B, Lead Supervision is provided.

Specifically, this involves the supervision of other staff that on a regular and ongoing basis could include: the assigning, reviewing and ensuring completion of work, providing input into the selection, performance evaluation and training of staff and/or additional duties as may be assigned by the principal.

The duties of a position classified at the C level will substantively exceed the duties of a B level position.

Positions classified at the C level require annual approval of the Deputy Superintendent.

Appendix 1

Job Description for a: _____ (position)

The following job description is provided to: _____.

The immediate supervisor of this position is: _____.

Please attach this job description to the Classification Recommendation form and provide a copy to the employee.

1. Primary Responsibilities of this Position

Descriptor bullets shall describe and identify: typical duties, decision making authority, expected contacts and supervisory responsibilities.

- **and other duties as assigned.**

2. Specific/Unique Duties/Responsibilities to this Position

Identify and describe any unique conditions applicable to this position.

Appendix 2

Northern Gateway Public Schools
Recommendation of Position Classification Form

Date: _____

Employee's Name: _____

School: _____

Position Type: _____
(eg. Secretary, Librarian, Teacher Assistant/Home Liaison/ Technical Assistant/FNMI Liaison)

Recommended Position Classification Level: _____
(eg. Level A, B, or C*)

Name of Immediate Supervisor: _____

Submitted by: _____

If the classification of the position is new or different, a complete job description must be attached to this submission and provided to the incumbent.

*Note: If this position is being recommended at Level C, please describe below the detailed circumstances pertaining to the recommendation. (Refer to the Classification Guide.)
