

JOB DESCRIPTION

POSITION TITLE: EXECUTIVE ASSISTANT II – LEARNING SUPPORT SERVICES

REPORTS DIRECTLY TO: LEARNING SUPERINTENDENT

REPORTS INDIRECTLY TO: N/A

DIRECT REPORT: N/A

**ORGANIZATION: PRAIRIE SPRIT SCHOOL DIVISION NO. 206
WARMAN, SASKATCHEWAN**

DATE: MAY 2012

ABOUT THE PRAIRIE SPIRIT SCHOOL DIVISION

The Prairie Spirit School Division No. 206 was formed in 2006 as a result of an amalgamation of three school divisions. The School Division has 45 schools located in 28 communities surrounding the City of Saskatoon which includes 3 First Nations and 9 Hutterite communities. The student population of approximately 9,400 is served by a team of dedicated professionals and support staff.

Prairie Spirit School Division requires that all employees:

- conduct themselves in a manner that is appropriate to an educational institution that provides services to children
- deal tactfully with staff and the public
- be knowledgeable and supportive of Board policies
- be willing to engage in lifelong learning
- Will respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by administration of the school or school division. Breaching confidentiality is a serious violation of acceptable conduct.

THE POSITION

This position functions as the confidential assistant to three Superintendents. It also functions as a recognized leader in the performance of the administrative duties and in planning and coordinating the support for the Learning Superintendents and/or Coordinators. There is no direct supervision of staff within the scope of this position; however, the Executive Assistant II may direct the workload of other Executive Assistant I staff member(s).

SKILL & COMPETENCY REQUIREMENTS

- Have relationship-building as the foundation of strong interpersonal and communication skills
- Demonstrated ability in maintaining strict confidentiality with respect to school division operations
- Demonstrated commitment to building team and working collaboratively within the school division
- Demonstrated effective time management skills with the ability to prioritize workload
- Demonstrated ability to work independently with minimal supervision
- Show evidence of a shared, reflective, growth-oriented work style
- Goal oriented with the ability to pay special attention to detail
- Value inclusiveness as the celebration and acceptance of all people

KEY ACCOUNTABILITIES

Accountability: General Administration (40%)

- Perform the function of a team leader in initializing, planning, and coordinating administrative support for the Learning Support Services Department
- Compose and produce correspondence from general instructions in reply to written or verbal enquiries as requested
- Assist Superintendents' in extremely confidential issues which may include students, staff, parents, and media, and as such, diplomacy, discretion, and tact is essential
- Compile, monitor, and maintain budgets for Superintendents and/or Coordinators.
- Perform financial functions including posting all purchase card transactions for Superintendents and Coordinators as well as approving and coding invoices for purchases made by the Learning Support Services and Distance Education departments for submission to accounting assistants for data entry
- Format Performance Reviews for Superintendents and ensure that all second year teachers have a report completed
- Schedule appointments, make travel arrangements, and arrange meetings as required
- Maintain and organize filing systems of records, documents, and reports including those considered being confidential in nature
- Record, type and distribute agendas, related documentation, and minutes of committee meetings
- Research and compile information for division-related initiatives
- Receive, compile, and organize information for the preparation of documents and reports as assigned
- Receive, screen, and direct calls from schools and the public to the appropriate Superintendent and/or Coordinator in the Learning Support Services department as required
- Order required materials for departments and special projects, complete requisition forms, record and distribute goods received

Accountability: Special Functions: Learning Support Services (40%)

- Assigned special functions that require independent decision-making and initiative
- Lead and support other administrative support staff in process and procedures
- Work closely with the Learning Support Services Superintendent and Coordinators to support Intensive Supports students in the school division including:
 - Educational Associate Support Staffing - receive, compile, organize, and monitor EA support staff budget
 - Therapeutic and Recreational programming – receive applications, compile, and arrange bus transportation as required
 - Learning Support Services staff (Registered Psychologists, Speech and Language Pathologists, Occupational Therapists, Capacity Building SERTS, Physical Therapist, and Counsellors) – support by providing budget updates, assistive technology, and intensive supports information as requested
 - Assistive Technology – receive, process, and monitor assistive technology requests and budget
 - Early Learning – provide support to the Early Learning Superintendent and/or Coordinator in the area of Early Entrance students and Prekindergarten programs
 - Special Education Transportation – arrange special education transportation requests as required and monitor budget expenditures
 - Special Education Resource Teacher (SERT) qualifications – annually request current completion plans and/or transcripts from SERTS who are working toward their certificate or masters in special education. Annually compose a report for the Ministry of Education requesting Interim Status for Special Education Resource Teachers. Update the SERT qualification spreadsheet as required throughout the school year.
 - Professional Development – act as registrar for conferences and workshops for Superintendents and/or Coordinators
 - Child Nutrition Development Program – collate and compile school nutrition applications for funding, and submit an annual application and quarterly reports to the Ministry of Education
 - INAC (Indian and Northern Affairs Canada) – support Superintendents' in monitoring tuition payments

- Distance Education - approve funding requests from various Distance and Online learning schools and monitor the budget for these courses and complete quarterly reports for the Coordinator of Distance Education
- Provide support to the Home-Based Education Facilitator as required
- Student Records – organize and maintain a student record area for students who have left or graduated from the school division and arrange for disposal as per current Board of Education and Ministry of Education policies
- Plan and host professional development for school Administrative Assistants.
- Coordinate with other Executive II's to lead the Administrative Support Group
- Compose and distribute Out of Area Attendance letters for all Superintendents as required
- Receive secondment requests from the Director of Education and Superintendents and provide billing information to accounting when substitute costs are covered by another agency

Accountability: Data Management (20%)

- Ensure that all Intensive Supports students are entered in the Ministry of Education's Student Data System prior to the deadline for budgeting purposes, and update the database as required throughout the year
- Maintain up-to-date Intensive Supports student lists for all schools within the division
- Provide Intensive Supports data to Superintendents, Coordinators, and Learning Support Services staff as required
- Absence tracking for professional development days and meetings
- Reconcile absences at month end for budget purposes
- PD Place Software Systems – create professional development sessions for Special Education Resource Teachers and create reports as requested by the Learning Support Services Coordinators
- Navision – budget monitoring and creating reports as required

EDUCATION, KNOWLEDGE AND EXPERIENCE

- Possess Grade 12 diploma
- Minimum of one year administrative assistant training at a recognized institution as approved by the Board of Education
- Minimum of four years' experience in the administrative field
- Ability to be independent in predicting, planning, providing leadership and support for identified priorities
- Knowledge of effective written communication skills including the proper use of grammar
- Demonstrated knowledge of computer systems and the ability to work in a variety of software applications including proficiency in Microsoft Office
- Have held positions where increased levels of responsibility and leadership were required
- Have a strong interest in the area of working with and for Senior Administration
- Proficiency in the operation of all standard office equipment
- Knowledge of basic accounting practices