



JOB POSTING-NON-UNION

POSITION: **Manager, School Office - Permanent**

LOCATION: Brockville Board Office

START DATE: TBD

SALARY: \$68,598.00 - \$89,176.00 (under review)

POSTING CODE: NUN-2019-03

JOB SUMMARY

The School Office Manager is responsible for the delivery of high-quality school office support through the management of centralized services and supervision of School Office Staff and Financial Assistants. The Manager, Office Support is responsible for the development, implementation and coordination of resources in order to maximize support provided to school administration, staff and students accessing a variety of services in each school's office environment. The position is a key liaison between school offices and administrative departments including Finance, Information Technology Services, Planning and Records Management.

The School Office Manager ensures school offices adhere to Board and Ministry of Education policies and procedures for school office operations and financial processes to meet organizational business needs and commitments. Responsibilities also include to identify and implement process improvements in school office management alongside mentoring school office support professionals to work to their highest capabilities in a team work environment.

KEY AND PERIODIC ACTIVITIES

List and Brief Description of Specific Duties
<ul style="list-style-type: none">— Manage allocations of school office staff in close collaboration with management to optimize office support and ensure adequate coverage and distribution of resources;— Supervise, motivate and train assigned staff to ensure effective teamwork and the high standards of work quality and organizational performance are met;— Liaise and communicate with schools and school administration, including conducting site visits, regular check-ins and audits; develop school-based plans and strategies for operational enhancements;— Ensures that staff follow UCDSB guidelines, Ministry of Education and administrative office compliance procedures are being followed accordingly;— Encourages continuous learning and innovation in others, identifies and coordinates with administrative departments the professional development needs for School Office Staff and Financial Assistants;— Monitors and evaluates staff performance. Identifies, implements and tracks training and professional development needs. Recommends improvement plans, when necessary;— Analyzes, implements, and reports on school office improvement initiatives;— Creates and maintains procedural documents, reports, and maintain efficient operations of the school offices.

List and Brief Description of Specific Duties

Other

- Communication with School Administrators and School Office Staff on a regular basis;
- Participates in the recruitment process including hiring, interviewing, conducting reference checks, as required; provides departmental orientation to new staff;
- Participate in Board initiatives;
- Makes hiring decisions, reviews and approves staff leaves, expenses, training and work plans.

SKILL

Knowledge

Specific knowledge of:

- Project management techniques to facilitate implementation of school office process improvements;
- Understanding of Board and Ministry of Education processes and procedures to ensure compliance with data management and reporting requirements;
- Advances in information technology, professional development, staff development, and engagement and system culture change;
- Presentation skills to provide information, recommendations and updates to key stakeholders on implementing school office business improvements;
- Analytical skills to identify business processes and procedure improvements for school offices.

Formal Education and/or Certification(s)

- Minimum: 3-year Specialized Community College in Office Administration or related field.

Years of Experience

- Minimum: 5 to 6 years' experience in a supervisory role. Previous and recent experience in a UCDSB school office environment is considered an asset.

Competencies

- Ability to effectively manage business activities with minimal input and direction;
- Ability to coordinate project activities related to implementing the School Office Model;
- Ability to develop new solutions in process improvements;
- Ability to calculate and present analytic data.

Interpersonal Skills

- Communications occur daily with School Office Staff and Financial Assistants, School Administration and key staff in administrative departments;
- A range of interpersonal skills are used to perform activities such as presenting, coaching, collaborating - e.g. internal meetings, listening, negotiating, presenting

and communicating complex information - e.g. Business and MOE process requirements.

- Collaboration, diplomacy and communication skills required to communicate the School Office model and build support and understanding for the model;
- Listening and facilitation skills are required to work with schools to understanding their unique priorities and/or challenges;
- Interactions related to staff relations or responding to questions/complaints from administration and staff may require diplomacy and the ability to remain calm and courteous under pressure.

EFFORT

Physical, Visual and Auditory Concentration

- Extended periods of sitting while working at a computer and fine finger/precision work;
- Manual dexterity and visual demands consistent with computer use;
- Mental and physical demands consistent with driving between schools;
- Regular periods of intense sustained concentration while using tools and applications – e.g. Office 365 suite of services;
- Visual concentration may include extended periods of analysis, review of documented Board and MOE requirements and problem-solving activities.
- Auditory concentration may include listening to employees via phone calls, Skype calls and in person discussions regarding work and listening to understand processes and issues and provide advice;
- Occasional lifting and moving of objects weighing up to 10lbs;
- May be requirements for routine driving to school sites, and occasional out of town overnight travel.

Complexity

- While some problems can be defined using established methods and procedures - e.g. troubleshooting problems, problems tend to be non-routine and diverse in nature and require analysis and creativity to solve - e.g. design of change processes, accommodation or program reviews, development and roll-out of training;
- Available supports include Board policies, Ministry guidelines, the Education Act, collective agreements, educational documents and publications, survey results and statistical reports/feedback tools, and advice and guidance from colleagues in another department.

RESPONSIBILITY

Accountability and Decision-Making

- Incumbents generally have authority to manage staff and provide advice and guidance to school office employees regarding business processes and procedures;
- Provide recommendations regarding implementation and training/professional development plans for school office processes and procedures, and to make decisions regarding courses of actions;

- Provide support, assistance and develop training for school based (including Principals, Office staff) with accounting and finance related matters. Identify opportunities for system and business process improvements;
- Frequent requests or inquiries from the schools regarding fundraising initiatives or school activities (i.e., gift cards, crowd funding, etc.) where no precedent or policy exists, require considerable examination and judgment, and possibly the development of a new procedure to resolve;
- Development and delivery of training presentations and materials to principals, office staff, other school based and departmental staff;
- Manages the CUPE PD funds for training and professional development;
- Requires formal approval for some major budget decisions.

Impact

- Generally, has impact within the organization;
- May impact the external to the organization implementing process and procedure changes within the school offices – e.g. parents and students;
- Impacts on employees and their working environments due to decisions and actions – e.g. changes to existing processes and procedures;
- Errors are generally identified by the position, a manager, or someone else within the organization.

Development and Leadership of Others

- Responsible for the supervision of approximately 100 School Office Staff and Financial Assistants;
- Tact and diplomacy are required to resolve conflicts with School Office Staff and Financial Assistants;
- Required to provide guidance, direction, leadership, performance management, task delegation, organization and coordination of others, act as a mentor and liaise with staff in various administration departments and school administration.

WORKING CONDITIONS

Environmental Working Conditions

- Works in a typical office environment with some exposure to poor weather when required to travel;
- Required to drive between schools several times per week.

HOW TO APPLY:

Applications (including covering letter and résumé) are to be submitted via email to careers@ucdsb.on.ca not later than 4pm on Monday August 12, 2019.

*All applicants will be considered, however, only those to be interviewed will be contacted. *

No late submissions will be considered.

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