

JOB DESCRIPTION

Position	Coordinator, Learning Supports
Portfolio	Instruction and School Operations
Reports To	Superintendent of Education, Learning Supports
Location	Education Centre, RM of Sherwood
Salary Range	Applicable grid / or within COE Salary Grid

JOB PURPOSE
<p>The Coordinator, Learning Supports is responsible for leading and directing a team of learning supports professional staff to provide specialized support services and programming to students and teachers across the school division in order to improve opportunities and achievement for all students. This position has primary responsibility for Tier 2 and Tier 3 interventions for students with diverse needs, and programming for students requiring intensive supports.</p>
PRIMARY RESPONSIBILITIES
<ul style="list-style-type: none"> • Working with other Coordinators in Instruction and School Operations, coordinate the development and deployment of integrated, multi-disciplinary Learning Support Teams to provide targeted, timely and effective instructional supports to help all students achieve their learning potential. • Primary responsibility for the leadership and delivery of supports for Tier and Tier 3 interventions for students with diverse needs including learning disorders, speech and language disorders requiring modified alternative or functionally integrated programming, and for students identified as gifted. • Oversee the identification of, and programming for, students requiring intensive supports and the data and documentation required for these students. • Plan, manage, budget, monitor and report on assistive technology needs, taking into account student needs, equity and compliance with Division standards, to ensure students have access to safe system-standard assistive technology to maximize access to curricular and extra-curricular opportunities. • Provide leadership for Speech Language Psychologists, Occupational Therapists and the Consultant – Inclusion and Complex Needs, establishing clear direction and planning processes, aligning work with system priorities and standards, integrating efforts with other portfolios, supporting a productive and healthy work environment and leading human resources recruitment, retention, mentoring, performance feedback, and support professional development and succession planning. • Build partnerships with other school divisions, First Nations educational authorities, the Ministry of Education, and other stakeholders to assist in the planning and delivery of learning support services.
KNOWLEDGE, SKILLS AND ABILITIES
<ul style="list-style-type: none"> • Expertise in planning, implementing and monitoring student-specific interventions • Excellent leadership, collaboration and consultation skills • Excellent problem-solving skills and solution focused interactions

- Ability to work in an interdependent team environment, incorporating input and providing input from a variety of perspectives and sources
- Ability to plan, direct, and coordinate activities of diverse teams and cross-functional groups
- Ability to communicate effectively in both verbal and written forms
- Knowledge of organizational development, human resources management and early entrant, Pre-K to Grade 12 program operations
- Theoretical and practical knowledge of human resource development, management, succession planning and performance evaluation processes and practices

COMPETENCIES

- Leadership – Maintains a professional and positive manner even under changing or uncertain conditions. Works well with a wide range of individuals to provide support, coaching, encouragement and direction. Engages others in order to accomplish organizational goals and strategies.
- Time Management and Organization – Maximizes time in order to accomplish as many tasks as possible in a timely manner keeping in mind prioritizing tasks as needed. Setting out goals and objectives as well as the work plans required to complete them.
- Accountability – Takes personal ownership and responsibility for the quality and timeliness of work commitments. Follows organizational guidelines, professional standards, regulations and principles. Demonstrates reliability and integrity on a daily basis.
- Problem Solving/Creative Thinking – Resolves difficult and complicated challenges using new and innovative ideas. Develops creative approaches and seeks opportunities to improve processes that affect the workplace. Analyzes options and decisions based on long-term outcomes.
- Communication – Clearly conveys information to a variety of audiences using the tools necessary, engaging the audience to ensure the message is delivered and understood, creating a positive first impression with confidence and respect.
- Teamwork – Shares knowledge and experience with team members and others and solicits input and feedback from others to help the team problem solve and solution build. Respects contributions from all team members, demonstrating cooperation, and supports team decisions.
- Personal Development and Continual Learning – Displays ongoing commitment to learning and self-improvement by learning from mistakes, seeking feedback, and taking opportunities to acquire new knowledge, skills and abilities.
- Confidentiality – Prairie Valley School Division employees are expected to respect the confidential nature of their positions and shall keep confidential any and all information they acquire during the course of their employment that would be reasonably considered to be personal or confidential.

QUALIFICATIONS


- Bachelor or Master’s Degree in Social Work
- Registered and in good standing with the Saskatchewan Association of Social Workers, or
- Master’s Degree in Speech-Language Pathology
- Registered with the Saskatchewan Association of Speech-Language Pathologists and Audiologists, or

<ul style="list-style-type: none"> • Master’s Degree in Psychology • Registered and in good standing with the Saskatchewan College of Psychologists, and • Minimum ten years of experience in the education system, including experience at the Division level
WORKING CONDITIONS
<ul style="list-style-type: none"> • 8 hour work days, 40 hours a week, 10 months per year (as per school calendar) • Conditions of Employment (non-unionized) • Regular travel to schools is required and occasionally to Regina and/or Saskatoon, using a system fleet vehicle where possible or with mileage paid for use of personal vehicle • Shared office space
DIRECT REPORTS
<ul style="list-style-type: none"> • Speech-Language Pathologists, Psychologists, Occupational Therapists, and Consultant – Inclusion and Complex Needs


Approved by:

Supervisor Name: Lorrie Anne Harkness

Supervisor Title: Superintendent of Education, Learning Supports

Signature: 

Date: June 27, 2017

Deputy Director Reviewed 

Last Updated: June 2017

