

New

Ministry

Describe: Basic Job Details**Position**

Position ID

Position Name (200 character maximum)

Requested Class

Job Focus

Supervisory Level

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

 Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Design: Identify Job Duties and Value**Job Purpose and Organizational Context**

Why the job exists:

The Business Operations Partner provides consultation, advice, and direction to an assigned portfolio of provincial school authorities including school jurisdictions, francophone authorities, independent schools, ECS operators, and charter schools. Senior representatives of school authorities such as secretary-treasurers and superintendents rely extensively on the specialized expertise and recommendations of this position to inform strategic planning and decision-making relating to school authority business operations and the delivery of education programs to students.

The Business Operations Partner leads the development, implementation, and evaluation of policies, guidelines, and processes pertaining to diverse business operations matters such as separate school district establishments, boundary adjustments, and school board trustee elections and complex business operations and governance issues including capital borrowing, disposition of property, school board structure and financial health. This position is the primary contact for senior representatives of school authorities regarding the interpretation and application of associated legislation, regulations, and policies and the identification and resolution of complex legislative, governance, and business operations issues. The Business Operations Partner is also assigned the lead role for initiatives with a provincial focus, including those pertaining to regulatory reviews, guidelines for school board trustee elections, and jurisdictional maps.

As a key liaison with the assigned portfolio of school authorities, this position represents the Minister and the Ministry in the field, providing senior school authority representatives with critical and timely information regarding Ministry initiatives and programs. The Business Operations Partner also serves as a key source of business intelligence within the Ministry, providing senior Alberta Education and Childcare representatives with information as to current and emerging school business operations issues and reactions of school authorities to associated Ministry programs and initiatives.

This position is relied on to provide consultation and expertise to stakeholder organizations including training, resource materials, and manuals to enhance understanding of legislation, regulations, policies, guidelines, and processes pertaining to school business operations and governance. The Business Operations Partner develops and maintains effective relationships with stakeholder organizations including the Association of School Business Officials of Alberta (ASBOA) and the College of Alberta School Superintendents (CASS) to support the ongoing improvement of school business management practices and capacity development within school jurisdictions.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

1. The assigned portfolio of school authorities is provided with advice, consultation, specialized expertise, and direction in relation to the implementation and application of legislation, regulations, policies, and guidelines pertaining to school business operations and governance practices, programs, and issues.

Activities:

- Provides consultation, expertise, and recommendations to senior representatives of school authorities including secretary-treasurers and superintendents as well as stakeholder organizations to enhance understanding and facilitate implementation of legislation, regulations, policies, and guidelines for diverse school business operations and governance issues and requirements.
- Provides leadership and expertise for the review and approval of school board capital borrowing initiatives; develops policies and processes for the Ministry and school authorities to adhere to in relation to capital borrowing requests including business case templates, borrowing thresholds, authorizations of borrowing and additional requirements. Provide associated consultation and interpretation to senior school authority representatives.
- Provides school authorities with direction, information, and recommendations pertaining to school board trustee elections to ensure compliance with relevant legislation and regulations including the *Local Authorities Election Act*. Ensures the School Boards Elections Guide is provided to school authorities and provide school authorities, municipalities, returning officers, and candidates with direction regarding complex school board trustee election issues.
- Prepares recommendations on behalf of the Ministry relating to the disposition of property (other than school buildings), ensuring compliance with the *Education Act* and *Disposition of Property Regulation*. Represents the division for approval consideration of school board disposition of property, including sales, transfers, joint use of property and demolition. Collaborates with Ministry and Alberta Infrastructure representatives to review disposition of property requests. Conducts outstanding debt and land title searches on properties identified for disposition.
- Investigates, makes recommendations to the Minister, and coordinates processes pertaining to requests for alterations of school jurisdiction boundaries for public, separate, and francophone school authorities or when municipal annexations have occurred, ensuring compliance with relevant requirements of the *Education Act*.
- Serves as the primary Ministry contact regarding establishment of separate school districts, including interpreting legislation, providing information, conducting separate school establishment and census training, and representing the Minister by chairing community information meetings, and acting as a Returning Officer during the vote to ensure adherence to the *Education Act*.
- Leads and coordinates preparation of Ministerial Orders for legal name changes, jurisdiction type and designation changes, increases, and decreases to the number of trustee members on boards, official trustee appointments for boards, establishment and dissolution of school boards and associated transfers of assets and liabilities, boundary adjustments and electoral ward and sub-division changes.
- Provides expertise and consultation to school boards on rules governing internal procedures and board meetings.
- Conducts inquiries pursuant to the *Education Act*, *Local Authorities Election Act*, *Municipal Government Act*, *Freedom of Information and Protection of Privacy Act*, and related regulations and policies as required by the Minister, Deputy Minister, or other senior officials and provides associated recommendations.

2. School business operations-related programs and initiatives, typically with a provincial focus, are provided with leadership, expertise, and direction.

Activities:

- Represents the sector and/or chairs various working groups and committees, including:
 - the Independent Schools and ECS Operator Accreditation Working Group which annually reviews applications

from new and existing independent schools and ECS operators.

- the Charter School Review Committee to conduct reviews and make decisions on the future operations of new applications for and renewals of charter schools.
 - Develops information relating to school business operations for distribution to stakeholders such as school board elections and special school tax levy plebiscite information packages.
 - Leads coordination, collection, and assimilation of changes to electoral ward, municipal, and school jurisdiction boundaries for the province resulting from alterations to boundaries for public, separate and francophone school authorities, municipal annexations, dissolutions and name changes. Oversees complex processes to update maps and data bases in response to boundary changes and manages preparation of associated Ministerial Orders.
3. School authorities are provided with expertise, guidance, and consultation in relation to school board governance.
- Activities:**
- Provides expertise and advice to the Minister and Ministry representatives relating to school board governance, including leading investigations, participating in Ministerial Reviews, making recommendations to ensure compliance with the *Education Act*, and reviewing and clarifying findings and recommendations with senior representatives of school authorities and the Ministry.
 - Collaborates with secretary-treasurers and superintendents within the assigned portfolio to resolve issues and respond to inquiries relating to school board structure and board representation. Interprets legislation relevant to specific school jurisdictions and provides expertise, options, and recommendations as to board organization and governance.
4. Collaborative relationships are developed and maintained within the Ministry and with the assigned portfolio of school authorities and stakeholder organizations to ensure business intelligence, expertise, and information is available to clients and stakeholders, facilitate continuous improvement of business operations and governance practices, and build leadership capacity within school authorities.
- Activities:**
- Establishes and maintains effective communication and working relationships with clients and stakeholders to facilitate timely and accurate transfer of information between the Ministry and school authorities, identify issues, provide high quality service delivery, and facilitate school business operations field liaison program.
 - Consults with senior school authority representatives to determine reactions to Ministry initiatives, facilitate problem solving, and identify and facilitate adoption of school business operations best practices and innovative solutions to continually enhance effectiveness of school business operations and support senior school authority representatives in their roles as business operations leaders.
 - Determines trends, researches precedents, and provides business intelligence gained from ongoing discussions with school authorities to senior Ministry representatives to support strategic planning and decision-making.
 - Represents the Minister and other senior Ministry representatives at stakeholder meetings such as ASBA, CASS, ACSTA, PSBAA, ASBOA, AISCA and TAAPCS on various departmental, inter-departmental, and multi-disciplinary project teams addressing issues with provincial and/or jurisdictional implications.
 - Attends ASBOA conferences and zone meetings, annual general meetings, and cross-ministry, government, and external committees and teams to facilitate decision-making; communicate and respond to perspectives and requirements; determine trends and issues; and build effective relationships.
 - Develops and delivers training sessions, presentations, resources, and materials to school authority representatives to enhance knowledge of legislation, policies, processes, and best practices and promote sound, viable school business operations practices.
5. Prepares briefing notes, action request responses, and draft correspondence for the Minister and other senior Ministry representatives in a timely and appropriate manner. Advice is provided to the branch managers and director for issues with implications for the branch, sector, and Ministry.
6. The Director and sector senior management team are provided with active support, including contributing to the development, implementation and evaluation of business and operational plans and strategies.

Problem Solving

Typical problems solved:

Staff is expected to learn and understand student funding requirements and review student registrations to determine whether or not a student meets funding criteria for a variety of grants, as well as interpret various legislative and policy documents to answer complex questions from school board officials. Staff must understand school operations requirements and be able to advise school officials and applicants of these requirements.

Types of guidance available for problem solving:

Education Act, Funding Manual for School Authorities, regulations, staff in other parts in the ministry.

Direct or indirect impacts of decisions:

Directly impacts authority funding, student registration.

Key Relationships

Major stakeholders and purpose of interactions:

Internal

- Regular contact with manager, branch director and branch staff, other branch internal staff regarding the application of legislation and funding manual requirements, discussion of current issues and coordination of initiatives and projects.

External

- Regular contact with senior representatives of school authorities including secretary-treasurers, superintendents, program area leads, independent schools and ECS operators to provide advice regarding funding manual and legislative requirements and assist with resolving complex issues.

- As required contact with industry stakeholders including Association of School Business Officials of Alberta (ASBOA) or the Association of Independent Schools and Colleges in Alberta (AISCA), to answer questions regarding legislation, funding, and discuss challenges.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)			

If other, specify:

Job-specific experience, technical competencies, certification and/or training:

Knowledge of relevant ministry and government policies and legislation including the Funding Manual for School Authorities, *Education Act*, Establishment of Separate School Districts Regulation, ECS Regulation, Independent Schools Regulation and Student Record Regulation.

Candidate must have the ability to manage multiple issues at the same time and adapt to changing priorities.

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Systems Thinking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Takes a long-term view towards organization's objectives and how to achieve them:</p> <ul style="list-style-type: none"> • Takes holistic long-term view of challenges and opportunities • Anticipates outcomes and potential impacts, seeks stakeholder perspectives • Works towards actions and plans aligned with 	<p>- Considers current policy direction, government mandate and potential risks when determining solutions to emergent issues.</p> <p>- Provides objective and substantiated advice to senior ministry and school authority representatives.</p> <p>- Implements solutions</p>

		<p>APS values</p> <ul style="list-style-type: none"> • Works with others to identify areas for collaboration 	<p>that support government's goals and ministry mandate.</p>
Creative Problem Solving	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Engages the community and resources at hand to address issues:</p> <ul style="list-style-type: none"> • Engages perspective to seek root causes • Finds ways to improve complex systems • Employs resources from other areas to solve problems • Engages others and encourages debate and idea generation to solve problems while addressing risks 	<ul style="list-style-type: none"> - Able to review current and past projects for understanding and develop and implement efficiencies. -Able to analyze and target high risk areas in monitoring to ensure compliance with funding rules. - Able to review legislation, regulations, and policy documents and provide advice on potential amendments.
Agility	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Identifies and manages required change and the associated risks:</p> <ul style="list-style-type: none"> • Identifies alternative approaches and supports others to do the same • Proactively explains impact of changes • Anticipates and mitigates emotions of others • Anticipates obstacles and stays focused on goals • Makes decisions and takes action in uncertain situations and creates a backup plan 	<ul style="list-style-type: none"> - Able to anticipate, assess, and quickly adapt to changing priorities that may impact policy approach and funding. - Anticipates obstacles to change and thinks ahead about next steps. - Able to explain policy or funding changes, offers alternative solutions and identifies benefits. - Maintains an open perspective regarding school authority and parent concerns while displaying empathy.
Drive for Results	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Takes and delegates responsibility for outcomes:</p> <ul style="list-style-type: none"> • Uses variety of resources to monitor own performance standards • Acknowledges even indirect responsibility • Commits to what is good for Albertans even if not immediately accepted • Reaches goals consistent with APS 	<ul style="list-style-type: none"> - Understands the cycle of work activities and takes proactive steps to plan, coordinate and ensure deliverables are of a high quality, on-time and complete - Works within tight and unpredictable timelines to ensure the timely completion of work items and projects.

Develop Networks	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>	direction Makes working with a wide range of parties an imperative: <ul style="list-style-type: none"> • Creates impactful relationships with the right people • Ensures needs of varying groups are represented • Goes beyond to meet stakeholder needs • Ensures all needs are heard and understood 	<ul style="list-style-type: none"> - Utilizes effective communication skills to collaborate and build relationships with ministry colleagues and school authorities - Understands who to contact within the ministry and with school authorities to discuss complex issues and find solutions - Continually strives to better understand the challenges faced by school authorities so that they feel heard and understood
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Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

Employee Name	Date yyyy-mm-dd	
Supervisor / Manager Name	Date yyyy-mm-dd	Supervisor / Manager Signature
Director / Executive Director Name	Date yyyy-mm-dd	Director / Executive Director Signature
ADM Name	Date yyyy-mm-dd	ADM Signature