

*Employee Relations Department*

*A Guide*

**TO WRITING JOB DESCRIPTIONS**

*For*  
*Boards of Education*

*The job description  
provides the basis  
and support for  
many human  
resource activities.*

This guide was prepared by the Saskatchewan School Boards Association, Employee Relations Department to assist Boards of Education in the development of job descriptions that accurately describe the responsibilities of various non-teaching jobs within the education sector in the best way possible.

***If you have questions and/or require further assistance and support, please call your assigned Employee Relations Consultant at the Saskatchewan School Boards Association at 569-0750.***

# Table of Contents

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<b>Introduction</b>	4
<b>SECTION 1</b> <b>What Is A Job Description?</b>	5
A. The Purpose of A Job Description	5
B. Features of A Well-Written Job Description	7
<b>SECTION 2</b> <b>Writing The Job Description</b>	9
A. Getting Started	9
B. Writing The Job Description	10
1. Job Identification	10
2. Job Scope, Summary or Purpose	10
3. Typical Duties and Responsibilities	11
4. Qualifications	12
<b>SECTION 3</b> <b>Additional Resources</b>	15
Acknowledgements	15
Appendix A – Sample Position/Job Analysis Questionnaire	
Appendix B – Sample Job Descriptions	
Appendix C – Action Verbs For Use in Job Description Writing	
Appendix D – Knowledge, Skills and Abilities	

## INTRODUCTION

Well-written, up-to-date job descriptions are fundamental to effective human resource practices and processes. While writing a job description should be a joint and cooperative task between the direct supervisor and incumbent, it is the responsibility of the supervisor to ensure a job description is developed and maintained for each employee who reports to them.

In the event of a dispute regarding the job description content, the supervisor and/or Administration has the responsibility to determine the job content.

This guide is designed to make the task simpler by offering tips on how to get started, what to include in the descriptions, and what to avoid.

# 1

## What Is A Job Description

A job description is a written record of work currently performed in a job. The description must accurately reflect all the duties and responsibilities assigned to the job as well as the qualifications that a person requires to perform these duties and responsibilities. It is NOT a description of the attributes of the person who currently holds the job.

It consists of a number of short written statements that describe the content and requirements of the job. It is important that the description is written in fairly simple language, so the reader can easily understand what the job is required to do.

A job description must reflect the job as it exists today, not what it was last year or how it may be at some point in the future. In the case of a newly created job, the description should reflect what is realistically expected to develop in the coming year.

Remember: the job description should not mention staff performance. It is the job you are describing, NOT the incumbent.

### A. *What Is the Purpose of A Job Description?*

While the primary purpose of the job description is to communicate information on what a job does and why it is done, it is important to understand that it is also a fundamental tool that provides the foundation and support for many other human resource activities. The diagram below identifies the major areas of Human Resource Management. The following list of Human Resource activities for which job descriptions are used are categorized within these major Human Resource areas:





**Strategic HR Planning**

**Ensure Effectiveness Of Organizational Structure:** ensures job functions in a particular unit(s) are designed to ensure maximum effectiveness and are vital to the administrative effectiveness of the unit(s).



**Staffing**

**Recruiting, Hiring and Placement:** is the basis for creating the job advertisement, as well as determining the necessary knowledge, skills and abilities of applicants in order to facilitate effective and legally defensible hiring decisions.

**Orientation and Training New Employees:** provides an overall view of the job and thus fosters a better understanding of what is expected.



**Organizational & Employee Development**



**Performance Management**

**Performance Reviews:** measures the employee's performance against the responsibilities and functions as they appear in the job description.

**Role Clarification:** clarifies responsibilities, assignments and job relationships for the incumbent and for the team or work unit as a whole.

**Self-Understanding, Development, Career Pathing/Succession Planning:** helps the incumbent assess his/her qualifications and abilities in relation to the job's responsibilities and allows the supervisor to identify a ladder of progression or direction for future development for those employees interested in improving their career.

**Assessment Of Training Needs:** identifies training opportunities either individually or for a particular occupation group required to improve a unit's efficiency.



**Compensation & Benefits**

**Salary Comparison (Internal Equity):** provides the basis to measure the relative ranking of jobs within the organization to avoid salary inequities and establish fair prices for jobs of similar scope and responsibility.

**Salary Surveys (External Equity):** provides the necessary foundation for comparing compensation within the organization with compensation for similar jobs outside the organization; thereby permitting determination of a compensation strategy such as competitive pay ranges.

**Individual Salary Determination:** reclassification of a job may have a direct impact on the incumbent's pay.



**Health & Safety**

**Health & Safety:** raise awareness of and recognize risks and hazards with a position's responsibilities and helps to identify necessary safety training and precautions that need to be in place.

## ***B. Features Of A Well-Written Job Description***

### *Detail Vs Generalization*

The objective of a job description is to give the readers the true sense or overview of the job by striking a balance between over-generalization and excessive detail (it is not appropriate to see a list of tasks or the exact procedures required).

In addition, consistency of language (words, phrases, format, etc) is imperative in well-written job descriptions as this ensures the Administration's actions and decisions with respect to human resource management activities are legally defensible.

### *Organization of Major Responsibilities*

The activities performed by a job should be analyzed and then organized into major responsibilities. Again, because jobs differ, there is no "right" number of major responsibilities to be found in a good job description. Virtually all jobs can be broken down into between six and twelve key responsibilities.

The order of these responsibilities should reflect their importance - from the most important to the least important. The order selected should be one that best expresses your job. Otherwise the description may be disjointed and splintered causing the reader confusion.



# 2

## Writing The Job Description

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### A. *Getting Started*

The most difficult part of writing a job description is getting started. Reviewing other job descriptions, and following a standardized format will assist you in getting started. *Appendix B* provides two sample job description formats for your reference.

A useful tool in the development of a job description is a **Position or Job Analysis Questionnaire (PAQ/JAQ)**. Job Analysis is a process used to collect, analyze and document the important facts about a particular job. A PAQ/JAQ is the tool used to facilitate this structured collection and analysis.

Job Analysis seeks to know:

#### WHAT AN EMPLOYEE DOES

Duties  
 Tasks

#### HOW THE EMPLOYEE DOES IT

Methods  
 Tools  
 Techniques

#### WHY THE EMPLOYEE DOES IT

Products  
 Services

#### EMPLOYEE QUALIFICATIONS

Skills  
 Knowledge  
 Abilities  
 Physical Demands

Refer to *Appendix A – Sample PAQ/JAQ* for further guidance to assist you in capturing the appropriate information for writing your job description.

## ***B. Writing The Job Description***

Each job description contains four main sections:

1. Job Identification
2. Job Scope, Summary or Purpose
3. Typical Duties and Responsibilities
4. Qualifications

Let's take a closer look at the type of information you should include in each section.

### ***1. JOB IDENTIFICATION***

The first section of the description identifies the job. This section should include:

-  Job Title
-  Job Identifiers (Classification Code, Classification Number)
-  Name of the Department, Section and/or Locations

### ***2. JOB SCOPE, SUMMARY OR PURPOSE***

The job scope section (sometimes referred to as job summary or purpose) provides a “snap shot” of the job by clearly describing its purpose. It introduces the reader to what the job is supposed to accomplish. It contains the basic features that distinguish it from all other jobs.

It provides the overview for all that follows and it must be complete enough to stand on its own as a clear, concise description of the job.

When you are writing this section, ask yourself the following questions:

-  What is the purpose of the job?
-  What is it supposed to accomplish?
-  What is the outstanding factor in the job that makes it different from all other jobs?

The job scope section should end with the title of the person to whom the job reports and identify if the job directly or indirectly supervises others.

### 3. *TYPICAL DUTIES AND RESPONSIBILITIES*

Only the major duties and responsibilities of the job should be listed in this section. This includes daily as well as occasional duties.

When writing this section, consider which words will most precisely explain the various duties and responsibilities to a person who knows nothing about the job. The language of job description writing is exacting. Choose your words carefully, particularly your verbs. Verbs are powerful words; each one conveys a specific mental image. Consult *Appendix C* for a list of action verbs that will help you select the “right” verb.

Prepare a succinct, clear statement about each responsibility. This section of the description should expand upon the job scope, explaining each part of the job so logically that someone who knows nothing about the job can visualize the scope of responsibilities and understand the job. However, it is not so detailed that it is a listing of specific tasks.

The Position/Job Analysis Questionnaire (PAQ/JAQ) as a tool is invaluable at this point. Use this tool to sort out statements that apply to each responsibility. Remember, most jobs have no more than eight main duties. Rethink how you have labelled some of the duties if you have more than eight listed. Several could possibly be combined under one.

List the duties in order of importance so your reader does not become confused. Record only pertinent facts, not unnecessary details. Details clutter a description and can make it difficult for the reader to sort out the main functions of the job unless they are strictly relevant. For each duty attempt to describe what is done and how it is done.

Once you have identified the typical duties performed, it is important to add as the last statement: “***May perform other related duties as assigned.***” This statement is not intended to be a ‘catch all’ for any and all additional duties the Administration may want to assign to the employee. Additional duties must reasonably be associated with the employee’s basic job assignment and this preserves the point that the job description is not a complete listing of tasks and is not intended to be comprehensive or restrictive with respect to assignment of work.

#### 4. *QUALIFICATIONS*

The final portion of the description describes the Qualifications required to perform the duties and responsibilities at a satisfactory level. Remember that qualifications are interpreted by Arbitrators to be broad therefore a good job description will clearly identify the required qualifications under general categories:

- A. Education
- B. Experience
- C. Required Licenses, Certification and Regulations
- D. Knowledge, Skills and Abilities
- E. Other Critical Factors

Remember that only the qualifications required for the job are identified, NOT those of a person(s) already filling the job.

##### A. *Education*

This section identifies the formal education required of someone who has the ability to get the job done. It may help if you consider the statements you would use if the job was vacant and you were advertising the vacancy.

- ##### B. *Experience*
- should relate closely to the job although it need not be gained in the work environment. For example, if the required experience in the job description for a job dealing with a particular group of people or the general public states, “3 years experience dealing with the public”, this identifies the type of experience required versus how the person obtained the experience.

##### C. *Licenses, Certifications and Registrations*

Indicate whether a particular credential, license, trade certification, or professional designation is required by legislation. Specify here only those credentials *required* to fulfill the requirements of the job, not ones that may be desirable.



*Where there are no legal requirements for specific qualifications, it is recommended that you include a statement identifying that an equivalent combination of education and experience will be considered.*

*D. Knowledge, Skills and Abilities (KSA)*

The knowledge, skills and abilities section describes the specific knowledge, skills and abilities required in order to fulfill the expectations as outlined in the Duties & Responsibilities section. A skill, knowledge or ability is something a worker knows or can do that enables the employee to successfully perform the duties of the job. Basic knowledge, skill and ability categories include but are not limited to the following:

-  Knowledge of specific principles, practices and procedures
-  Communication or Interpersonal Skills (Reading, Writing, Speaking)
-  Mathematical Skills
-  Decision Making and/or Reasoning Skills
-  Self-Management Skills
-  Human Relations Skills
-  Vocational Skills

Each KSA statement should indicate:

-  what level of ability
-  in what context, for what purpose. (Optional)

*Appendix D* provides more detailed information to assist in establishing and phrasing appropriate knowledge, skills and abilities.

### *E. Other Critical Factors*

There may be other critical factors unique to the job that are fundamentally considered necessary qualifications or abilities. Without these, the applicant applying for the job would not be able to perform the main duties and responsibilities. Most often these fall into two categories:

- i. Physical, Mental and Visual Demands
- ii. Working Conditions

#### *i. Physical, Mental and Visual Demands*

Indicate the physical, mental and visual demands of the job. Most jobs only require a normal level of physical, mental and visual exertion.

Some, however, require a high concentration in one or more of these areas. For example, keyboarding and coding material onto a word processor requires a high level of visual and mental exertion.

Jobs such as mailroom clerks, maintenance workers or custodial workers may also require physical skills beyond normal requirements such as lifting, bending, or stooping.

#### *ii. Working Conditions*

Where physical conditions under which the job duties must be performed are a departure from what may be considered a normal environment, the job description can contain a *Working Conditions* section.

Ask yourself - Does the nature of the work indicate that the incumbent might be exposed to hazards that would be considered unusual or highly dangerous? (*note: most working environments don't pose such hazards*).

# 3

## Additional Resources

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If you have any questions or require support/assistance in developing, updating or assessing your job descriptions, feel free to contact the Saskatchewan School Boards Association, Employee Relations Department.

**Remember:** the job description you prepare is critical as you may be called upon to justify the description that is approved in the event of a challenge to a hiring decision or termination of an employee and/or in the negotiation of rates of pay or various other human resource processes.

By following the approach and tips given in this guide, you should be able to prepare descriptions that accurately reflect the duties and responsibilities of the jobs within your school division.

*Good luck and good writing!*

### **ACKNOWLEDGEMENTS:**

*BC Public Service Agency  
City of Regina  
Lamar University  
Minnesota State Colleges & Agencies  
Nova Scotia Public Service Commission  
University of California  
University of Western Ontario*



# **APPENDIX A**

## **Sample PAQ/JAQ**



## Sample Position/Job Analysis Questionnaire

### PURPOSE

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This questionnaire is used to describe the specific duties and minimum requirements for this *job* and serves to assist in developing or updating the job description and/or establish an appropriate rate of pay for the position. The information should provide an accurate and complete representation of the job.

### INSTRUCTIONS

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Ideally, the employee will complete an initial draft questionnaire, as that person is the most familiar with the actual tasks performed, equipment operated, and methods utilized. In the event of a vacant position, the immediate supervisor should complete the PAQ.

The employee and supervisor should review the completed questionnaire for accuracy, consistency, and legibility.

The PAQ should then be sent to the next higher level(s) of management and/or Director of Education for their review, critique and approval. Upon approval of the Director of Education, the final completed PAQ is sent to the Human Resources Department where the questionnaire will be kept on file.

1. Review the entire questionnaire to make sure you understand the questions.
2. Consider and provide responses which accurately represent the way the job currently functions. Keep these points in mind:
  - Consider the job's usual responsibilities. Do not dwell on limited, short-term tasks or future responsibilities. Focus on those duties that are an *essential* and *regular* part of the job.
  - Consider the job and its requirements, *not* on an individual's personal background or how you would like to see the job performed or designed.
3. Answer all of the questions. Leave nothing blank. Please type, print or write legibly.
4. Where applicable, ensure employee, supervisor and Director sign and date the questionnaire.

***If you have any questions concerning the completion of the questionnaire, please contact the Saskatchewan School Boards Association, Employee Relations Department at 569-0750 for assistance.***

**PLEASE PRINT OR TYPE when completing the questionnaire.**

<b>GENERAL JOB IDENTIFIER INFORMATION:</b>	
Date:	Job Title:
Incumbent's Name:	Division/School/Work Unit Name:
Supervisor's Job Title:	Supervisor's Name:

1. Is this a NEW job? \_\_\_\_\_YES \_\_\_\_\_NO

2. Is this a review/update of an existing job description? \_\_\_YES \_\_\_\_\_NO

I certify that the information contained in this document is a true and accurate listing of the duties assigned to and performed by this job.	
Incumbent's Signature:	Date:
Supervisor's Signature:	Date:
Executive Director's/Director of Education's Signature:	Date:

### **JOB SCOPE, SUMMARY OR PURPOSE**

Please describe the primary purpose of this job. (Why does the job exist, what do you do?)

## KEY DUTIES AND RESPONSIBILITIES

List your major work duties and responsibilities. Try to place them in approximate descending order of importance, and describe them so someone not familiar with your work would understand them.

Avoid the phrase “responsible for.” Rather use action words such as “operates”, “schedules”, “types”, “prepares”, “calculates”, “reviews”, “conducts”, etc. See *Appendix C of the Employer’s Guide To Writing Job Descriptions* for a list of action verbs.

After you have listed your major duties, estimate the portion of your time spent on each. The total percentage must be 100%.

### MAJOR DUTIES & RESPONSIBILITIES

### APPROXIMATE % OF TIME (Total =100%)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**The Qualifications Section Must Be Completed By The Immediate Supervisor**

**QUALIFICATIONS**

**A. FORMAL EDUCATION**

This section assesses the minimum job requirements in terms of formal education which are required of the job in order for it to be performed at least **satisfactorily**.

**Remember:** This is the education level required for the job, **not necessarily the incumbent's level of education.**

Describe the *lowest level* of education and/or training usually required to understand and perform the work. Include specific degree, technical training, or post-high school course work and the field of study, if any *required* to qualify for this job.

Describe the licenses or certification, if any, that are *required* to qualify for the job.

Describe any equipment/machines etc; that are required to operate in this job..

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**B. EXPERIENCE**

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This factor identifies the least amount (i.e. in months or years) and type of work experience required, if any, in order for the duties of the job to be performed at least satisfactorily.

Describe the specific amount and type of experience required in the job.  
Include any equipment/machines etc; the employee is required to operate in this job.

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## KNOWLEDGE, SKILLS AND ABILITIES

This section describes the knowledge, skills and abilities required of the job in order for it to be performed at least satisfactorily. Knowledge, skills and abilities can be described in many different ways. This section provides a number of structured categories with common descriptive levels to assist in the collection of data. In employing this structured approach, the language applied in your job descriptions will be consistent.

Refer to *Appendix D* for further assistance in writing your knowledge, skills and abilities.

The categories are as follows:

- A. Problem Solving (i.e. Reasoning Skills)
- B. Decision Making (i.e. Self-Management Skills)
- C. Interpersonal Skills (i.e. Communication Skills)
- D. Written Communications (i.e. Communication Skills)
- E. Working Conditions, Physical/Mental Effort, Working Environment (i.e. Vocational Skills)
- F. Supervision (i.e. Human Relation Skills)

## A. PROBLEM SOLVING (i.e. Reasoning Skills)

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The following describe typical levels of problem solving:

1. Work tasks are well-defined with clearly stated directions and guidelines. The work steps tend to be the same from day to day and usually cannot be modified. Problems are solved by reporting them to a supervisor.
2. Work tasks follow the same order and require little interpretation. Problems can be solved by choosing between a few clear choices which are clearly spelled-out through talking with a supervisor.
3. Problems generally involve the selection of standard procedures, organizing work, and checking results. Answers are usually found by selecting from specific choices defined in standard work policies or procedures.
4. Problems are not easy to identify, but are similar to those seen before. Solving them requires judgment such as setting priorities, evaluating results, or coordinating with others. Solution can often be found by using methods chosen before in similar situations.
5. Problem solving involves identification and analysis of diverse problems; answers are usually found by reviewing standard technical manuals and administrative procedures and modifying them for unusual situations. Guidance is usually provided on the specific sources to review and solutions are reviewed before approval/implementation.
6. Problems are complex, varied and only mildly related to those seen before. Simply determining what the problem is requires major individual effort and/or consultation with others within the department or university. A high degree of analytical ability and inductive thinking may be required to solve highly intricate, technically complex problems. Must be able to develop new and nonstandard approaches.

Describe the problem solving required in the job and provide one or two examples. This does not mean the most difficult problems faced, but the typical level encountered over an extensive period of time.

## B. DECISION MAKING (i.e. Self-Management Skills)

Decision making is measured in terms of: the opportunity for independent action and the level of direction and supervision received. The following describes typical levels of decision making:

1. **Standardized:** Little, if any, independent judgment or decision-making is required. The incumbent follows standard procedures in a predefined order for each assignment.
2. **Routine:** Work may occasionally involve non-standard assignments; however, the methodology is normally prescribed in detail by the immediate supervisor. There is limited opportunity for independent judgment.
3. **Basic:** Ongoing supervision is provided on an “as needed” basis. Some independent judgment is necessary to select and apply the most appropriate of available procedures.
4. **Varied:** Supervision is present to establish general objectives relative to a specific project, to outline the desired end product and to identify potential resources for assistance. Independent judgment is required to identify, select, and apply the most appropriate of available guidelines and procedures, interpret precedents, and adopt standard methods or practices to meet variations in facts and/or conditions.
5. **Analytic:** Supervision is present to establish and review broad objectives relative to basic job duties or departmental responsibilities. Independent judgment is required to study previously established, often partially relevant guidelines; plan various interrelated activities; and coordinate such activities within a work unit or while completing a project.
6. **Highly Complex:** Supervision is present to review established departmental and/or school/centre objectives. Independent judgment is required to recommend departmental or school/centre objectives, evaluate new approaches to problem solving, and assess changing facts or conditions.

Describe the decision making required in the job and provide one or two examples.

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**C. INTERPERSONAL SKILLS (i.e. Communications Skills)**

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Interpersonal skills are assessed in terms of: the nature, frequency and level of contact required of the job in carrying out duties of the job. The following describe typical levels of contacts:

1. Requires *very little contact* with others outside own work area.
2. Requires *some contact* within or outside the university to give or obtain information.
3. Requires *frequent contact* with students, faculty, staff and general public. Advises others of options, interprets procedures, and resolves problems.
4. Requires *daily contact* with internal staff and external stakeholders to represent the organization.
5. Requires a high level of contact with high-level administrators and/or government officials to negotiate or persuade outcomes of considerable consequence.

Describe the nature, frequency and level of contact required in the job and provide one or two examples.

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**D. WRITTEN COMMUNICATIONS (i.e. Communications Skills)**

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Written Communications are measured in terms of: the frequency and nature of written materials required of the job in carrying out duties of the job. The following describe typical levels of written communications:

1. Incumbent is not required to compose written materials (Excludes personal time keeping forms)
  
2. Incumbent completes standard forms; prepares short notes, memos, routine letters or instructions which require writing simple sentences or paragraphs. Information conveyed is basic/routine in nature and well within the framework of established procedures.
  
3. Incumbent writes non-routine correspondence which may concern complex or sensitive issues; operational or technical based manuals; or short articles or other descriptive narrative. Formulation of a search strategy and research utilizing a variety of sources is required.
  
4. Employee writes complex and abstract materials, consultant reports, grant proposals or lengthy narrative for publication. Extensive analysis research, and/or editing are required.

Describe the frequency and nature of contact required in the job and provide one or two examples.

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**E. WORKING CONDITIONS, PHYSICAL/MENTAL EFFORT, WORKING ENVIRONMENT (i.e. Vocational Skills)**

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Describe the physical environment in which the duties must be performed; physical/psychological demands of the job; and/or the degree to which the job requires intense mental concentration and /or visual strain. Provide an example for each unusual condition identified.

*To assist you, the following list identifies examples:*

*General office environment, Outdoor work, Confined spaces/high places, Toxins or fumes, Equipment/machinery, Traffic, Electricity, Explosive materials, Radiation, Biohazards, Loud noises, High level of emotional stress, Risk of personal injury*

**F. SUPERVISION (i.e. Human Relations Skills)**  
**(To be completed only by individuals who supervise other employees)**

List the job titles of the employees who report *directly* to you, and not through a subordinate supervisor.

TITLE	No. of Employees

List the job titles of the employees who report *indirectly* to you, through a subordinate supervisor.

TITLE	No. of Employees

Briefly describe the nature and extent of responsibility for supervising other employees. Indicate the scope of authority as well as the frequency.

Does the job supervise highly technical areas?  
 If yes, Describe

Is the job responsible for developing, controlling, or implementing a budget?

\_\_\_\_\_NO    \_\_\_\_\_YES    AMOUNT \$\_\_\_\_\_

If yes, describe the nature of budget control/responsibility including any approval limits.

**EMPLOYEE COMMENT SECTION**

Because no single questionnaire can cover every part of a job, can you think of any other information which would be important in understanding your job? If so, please give us your comments below.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

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### IMMEDIATE SUPERVISOR COMMENT SECTION

This portion of the questionnaire is to be completed by the employee's immediate supervisor. As a supervisor, it is important that you review this questionnaire and note any comments you may have considering the job (not the person). The space provided below is for general remarks you may have.

\_\_\_\_\_  
Immediate Supervisor's Signature

\_\_\_\_\_  
Date

### DIRECTOR GENERAL COMMENTS

This portion of the questionnaire is reserved for comments by the Director. As a higher level of management over this job, it is important that you review this questionnaire and note any comments you may have considering the job (not the person). The space provided is for general remarks you may have.

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

# **APPENDIX B**

## **Sample Job Descriptions**



### Sample Job Description #1

Employer LOGO	<b>JOB DESCRIPTION</b>
	<b>JOB TITLE:</b> JOB TITLE
	<b>LAST UPDATED:</b> Date Job Description Last Updated (MMM/YYYY)

#### **PURPOSE:**

*This section should be a brief, one paragraph general summary and is intended to give anyone reading the job description an overall grasp of the job and what it entails. The last sentence describes the organizational reporting relationships via references to the job title of the direct supervisor.*

#### **EXAMPLE:**

**This position performs a variety of custodial duties and general facility maintenance. Working closely and in cooperation with the Principal, this position oversees the day-to-day operation of the assigned facility ensuring a safe, clean environment for students, staff and the public. This position reports directly to the Facilities Manager and does not supervise staff.**

#### **DUTIES AND RESPONSIBILITIES:**

*This section should contain information concerning the primary duties, functions, and responsibilities of the job in a list format (generally 6 to 12 items). Duties should be listed in rank order, according to highest importance and/or frequency of action.*

*Action verbs should be used to describe the general nature of the duties and responsibilities. The list is not to be an exhaustive itemization of tasks thus only the primary functions are described. Always include as the following last list item: "Performs other related duties as required."*

#### **EXAMPLE:**

**Communicates with Principal or Head Caretaker to ensure a safe, secure and clean environment is maintained in all buildings and outside grounds.**

**Performs caretaking responsibilities on a regular daily basis that are associated with the cleanliness and upkeep of all buildings and outside grounds.**

**Ensures building is secure and locked.**

**Provides guidance and/or training to casual caretaking and summer staff.**

**Ensures that permit holders adhere to regulations related to the use of facilities. Investigates unauthorized activities in or on grounds of school and reports subsequent problems to supervisor and proper authorities, including vandalism, break-ins and fire alarms. Assists permit holders with set up and proper use of equipment and associate overtime as required for supervision or cleaning.**

**Prepares work orders in cooperation with Principal or Head Caretaker, where applicable, for repairs and maintenance as required.**

**Requisitions and maintains an inventory of caretaking supplies.**

**Responsible to operate all machinery associated to duties, ensuring equipment is properly utilized and maintained.**

**Performs minor ground maintenance, including snow removal from entrances, walkways, roof, etc., salting/sanding, removal of garbage from grounds and attending to flowers/shrubbery.**

**May perform other duties as assigned.**

### **QUALIFICATIONS:**

*This section should contain all of the bona-fide occupational requirements necessary to satisfactorily perform the duties and functions of this job. The qualifications section is separated into distinct sections to clearly identify requirements for the reader.*

#### **Education, Training and Experience:**

*Educational requirements should also include the option of equivalency of experience or combination thereof through the use of the following introduction: “Typically the required knowledge, skills and abilities are obtained through.....”*

*Where Educational requirements are absolutely necessary (e.g. duties assigned require Journeyman status by law), eliminate the word ‘typically’. (“The required knowledge, skills and attributes are obtained through successful completion of...”).*

### **EXAMPLE:**

**Typically the required knowledge, skills and abilities are obtained through successful completion of Grade (10) ten coupled with Caretaker Technician Certificate or equivalent caretaking experience.**

### Required Licenses, Certifications and Registrations:

*Identify requirements for additional licenses, certifications, or other registrations such as driver's licence, Fireman's certification, WHMIS, equipment operator certifications, etc.)*

#### **EXAMPLE:**

**A Valid Fireman's Certificate may be required where The Boiler and Pressure Act and Regulations prescribes.**

### Knowledge, Skills And Abilities (KSA):

*The following section identifies the specific knowledge, skills and abilities required in order to fulfill the expectations as outlined in the Duties & Responsibilities section (i.e. Knowledge of specific principles, practices and procedures; Communication Skills; Mathematical Skills; Decision Making Skills; Self-Management Skills, Human Relations Skills, Vocational Skills, Physical/Mental Requirements, etc.).*

#### **EXAMPLE:**

**Demonstrated knowledge and skill in the use of standard cleaning practices and procedures, equipment and products including safe handling and storage techniques for various chemical-based cleaning agents.**

**Demonstrated knowledge and skill in the use of building maintenance and basic repair practices and procedures, equipment and tools.**

**Knowledge of and ability to follow Board policies and procedures.**

**Knowledge of and ability to operate basic HVAC systems and apply current energy management practices.**

**Ability to understand and carry out oral and written instructions.**

**Ability to work independently with minimal on-site supervision demonstrating sound judgement and decision making skills to ensure quality of work meets expected standards.**

**Ability to establish and maintain effective working relationships with staff, students and the public demonstrating tact and diplomacy.**

**Ability to conduct oneself in a manner appropriate to an educational institution that provides services to children including demonstrating strict attention to confidentiality of school operations and student information.**

**Ability to perform standard caretaking and maintenance duties including standing, walking, carrying, bending, stooping, climbing and lifting (exerting up to 50 lbs. of force occasionally, and/or up to 20 lbs. of force frequently, and/or up to 10 lbs. of force constantly to move objects).**

**Ability to maintain current knowledge of safe practices and techniques by engaging in lifelong learning with regard to training, inservice and courses of study.**

*The following statement can be included at the end of the job description document and serves the following purpose:*

- *Clearly explains the general nature of the job description so as to avoid any inclination to compile an exhaustive list*
- *Clarifies that the job description is not intended to be the employment contract*
- *Clearly identifies that changes are within management's rights to make as necessitated by operational requirements.*

The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the job if the work is similar, related or a logical assignment to the job.

The job description does not constitute an employment agreement between the Board of Education and the employee and is subject to change by the Board of Education as the needs of the Employer and requirements of the job change.

### Sample Job Description #1 - TEMPLATE



#### **JOB DESCRIPTION**

**JOB TITLE:** JOB TITLE

**LAST UPDATED:** Date Job Description Last Updated (MMM/YYYY)

#### **PURPOSE:**

#### **DUTIES AND RESPONSIBILITIES:**

#### **QUALIFICATIONS:**

Education, Training and Experience:

Required Licenses, Certifications and Registrations:

Knowledge, Skills And Abilities (KSA):

*The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the job if the work is similar, related or a logical assignment to the job.*

*The job description does not constitute an employment agreement between the Board of Education and the employee and is subject to change by the Board of Education as the needs of the Employer and requirements of the job change.*



## Sample Job Description #2

### JOB DESCRIPTION

<b>JOB TITLE:</b>	JOB TITLE
<b>LAST UPDATED:</b>	Date Job Description Last Updated (MMM/YYYY)
<b>PURPOSE:</b>	
<p><i>This section should be a brief, one paragraph general summary and is intended to give anyone reading the job description an overall grasp of the job and what it entails. The last sentence describes the organizational reporting relationships via references to the job title of the direct supervisor.</i></p> <p><b>EXAMPLE:</b></p> <p><b>This position performs a variety of custodial duties and general facility maintenance. Working closely and in cooperation with the Principal, this position oversees the day-to-day operation of the assigned facility ensuring a safe, clean environment for students, staff and the public. This position reports directly to the Facilities Manager and does not supervise staff.</b></p>	
<b>DUTIES AND RESPONSIBILITIES:</b>	
<p><i>This section should contain information concerning the primary duties, functions, and responsibilities of the job in a list format (generally 6 to 12 items). Duties should be listed in rank order, according to importance and/or frequency of action.</i></p> <p><i>Action verbs should be used to describe the general nature of the duties and responsibilities. The list is not to be an exhaustive itemization of tasks thus only the primary functions are described. Always include as the following last list item: "Performs other related duties as required."</i></p> <p><b>EXAMPLE:</b></p> <p><b>Communicates with Principal or Head Caretaker to ensure a safe, secure and clean environment is maintained in all buildings and outside grounds.</b></p> <p><b>Performs caretaking responsibilities on a regular daily basis that are associated with the cleanliness and upkeep of all buildings and outside grounds.</b></p> <p><b>Ensures building is secure and locked.</b></p> <p><b>Provides guidance and/or training to casual caretaking and summer staff.</b></p> <p><b>That permit holders adhere to regulations related to the use of facilities. Investigate unauthorized activities in or on grounds of school and reports subsequent problems to</b></p>	

**supervisor and proper authorities, including vandalism, break-ins and fire alarms. Assist permit holders with set up and proper use of equipment and associate overtime as required for supervision or cleaning.**

**Prepares work orders in cooperation with Principal or Head Caretaker, where applicable, for repairs and maintenance as required.**

**Requisitions and maintains an inventory of caretaking supplies.**

**Responsible to operate all machinery associated to duties, ensuring equipment is properly utilized and maintained.**

**Performs minor ground maintenance, including snow removal from entrances, walkways, roof, etc., salting/sanding, removal of garbage from grounds and attending to flowers/shrubbery.**

**May perform other duties as assigned.**

#### **QUALIFICATIONS:**

*This section should contain all of the bona-fide occupational qualifications necessary to satisfactorily perform the duties and functions of this job. The qualifications section is separated into distinct sections to clearly identify requirements for the reader.*

##### Education, Training and Experience:

*Educational requirements should also include the option of equivalency of experience or combination thereof through the use of the following introduction: “Typically the required knowledge, skills and abilities are obtained through.....”*

*Where Educational requirements are absolutely necessary (e.g. duties assigned require Journeyman status by law), eliminate the word ‘typically’. (“The required knowledge, skills and attributes are obtained through successful completion of...”).*

##### **EXAMPLE:**

**Typically the required knowledge, skills and abilities are obtained through successful completion of Grade (10) ten coupled with Caretaker Technician Certificate or equivalent caretaking experience.**

##### Required Licenses, Certifications and Registrations:

*Identify requirements for additional licenses, certifications, or other registrations such as driver’s licence, Fireman’s certification, WHMIS, equipment operator certifications, etc.)*

##### **EXAMPLE:**

**A Valid Fireman’s Certificate may be required where *The Boiler and Pressure Act and Regulations* prescribes.**

**Knowledge, Skills And Abilities:**

*The following section identifies the specific knowledge, skills and abilities required in order to fulfill the expectations as outlined in the Duties & Responsibilities section (i.e. Knowledge of specific principles, practices and procedures; Communication Skills; Mathematical Skills; Decision Making Skills; Self-Management Skills, Human Relations Skills, Vocational Skills, Physical/Mental Requirements, etc.).*

**EXAMPLE:**

**Demonstrated knowledge and skill in the use of standard cleaning practices and procedures, equipment and products including safe handling and storage techniques for various chemical-based cleaning agents.**

**Demonstrated knowledge and skill in the use of building maintenance and basic repair practices and procedures, equipment and tools.**

**Knowledge of and ability to follow Board policies and procedures.**

**Knowledge of and ability to operate basic HVAC systems and apply current energy management practices.**

**Ability to understand and carry out oral and written instructions.**

**Ability to work independently with minimal on-site supervision demonstrating sound judgement and decision making skills to ensure quality of work meets expected standards.**

**Ability to establish and maintain effective working relationships with staff, students and the public demonstrating tact and diplomacy.**

**Ability to conduct oneself in a manner appropriate to an educational institution that provides services to children including demonstrating strict attention to confidentiality of school operations and student information.**

**Ability to perform standard caretaking and maintenance duties including standing, walking, carrying, bending, stooping, climbing and lifting (exerting up to 50 lbs. of force occasionally, and/or up to 20 lbs. of force frequently, and/or up to 10 lbs. of force constantly to move objects).**

**Ability to maintain current knowledge of safe practices and techniques by engaging in lifelong learning with regard to training, in-service and courses of study.**

<b>(Optional) APPROVALS:</b>	
<i>This section confirms appropriate approval processes have been followed.</i>	
_____ Supervisor	_____ Director
DATE _____	DATE _____

*The following statement is to be included at the end of the job description document and serves the following purpose:*

- *Clearly explains the general nature of the job description so as to avoid any inclination to compile an exhaustive list*
- *Clarifies that the job description is not intended to be the employment contract*
- *Clearly identifies that changes are within management’s rights to make as necessitated by operational requirements.*

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The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the job if the work is similar, related or a logical assignment to the job.

The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the Employer and requirements of the job change.

**Sample Job Description #2 - TEMPLATE**



**JOB DESCRIPTION**

<b>JOB TITLE:</b>	JOB TITLE
<b>LAST UPDATED:</b>	Date Job Description Last Updated (MMM/YYYY)
<b>PURPOSE:</b>	
<b>DUTIES AND RESPONSIBILITIES:</b>	
<b>QUALIFICATIONS:</b>	
<u>Education, Training and Experience:</u>  <u>Required Licenses, Certifications and Registrations:</u>  <u>Knowledge, Skills And Abilities:</u>	
<b>(Optional) APPROVALS:</b>	
_____ Supervisor	_____ Director
DATE _____	DATE _____

*The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the job if the work is similar, related or a logical assignment to the job.*

*The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the Employer and requirements of the job change.*



# **APPENDIX C**

## **Action Verbs For Use In Job Description Writing**



## Action Verbs For Use In Job Description Writing

*This is not intended to be an exhaustive list of verbs. Further tools that would be beneficial include thesaurus and/or dictionary.*

### -A-

**Accepts** – to receive as true; to regard as proper, normal, inevitable

**Accounts for** – gives a reason or explanation, tells the cause

**Accomplishes** – brings to fulfillment

**Acknowledges** – to recognize as true or pertinent; to admit obligation; to report receipt of (a letter, cheque, etc.)

**Acts** – performs in lieu of or in substitute capacity for, operates for another as in assuming responsibility and authority of a superior

**Adjusts** – settles differences or discrepancies, fits to meet regulations or requirements, adapts in accordance with situation

**Administers** – manages or directs execution, conduct or application of, performs offices of an administrator

**Adapts** – to suit or fit by modification

**Adjusts** – to bring to a more satisfactory state; to bring the parts of something to a true or more effective position

**Adopts** – takes up and practice on one's own

**Advises** – consults with, gives advice to, counsels, gives information or notice to, recommends course of action (particularly applicable to staff and technical fields)

**Allocates** – plans an apportionment or allocation of funds, materials or equipment

**Alters** – to make different without changing into something else

**Amends** – to change or modify for the better

**Analyzes** – studies parts, elements, or factors of a situation or problem in detail to determine course of action, solution, or outcome; examines critically for understanding the organization or nature of something

**Answers** – to speak or write in reply

**Anticipates** – to foresee and deal with in advance

**Applies** – places in contact with, puts to use, employs

**Appraises** – estimates, judges

**Approves** – to sanction officially; to accept as satisfactory; to exercise final authority with regard to commitment of resources

**Arranges** - to make preparations for an event; put in proper order

**Assembles** – to collect or gather together in a predetermined order from various sources

**Assesses** – determines the importance, size

**Assigns** – appoints, prescribes a course of action, specifies, selects or designates

**Assists** – aids, helps or supports as a regular part of duties, as requested, required or initiated

**Assumes (duties)** – takes over the authority and responsibility of another, usually as a temporary substitute in the absence of the other person

**Assures** – ensures, confirms, makes certain

**Attends** – to be present

**Audits** – assures adherence to standard practices such as checking the accuracy of accounting records

**Authorizes** – permits, empowers, establishes by authority of job

**-B-**

**Balances** – to compute the difference between the debits and credits of an account; to reconcile accounts

**Batches** – to assemble into a group for one operation

**Budgets** – to plan expenditures

**Builds** – to construct

-C-

**Calculates** – determines by mathematical processes, inputs highly intricate processes as against *Computes* which implies simply arithmetical process and exact results; forecasts consequences or results, as in taking risks

**Calibrates** – ascertains the caliber of, determines, rectifies or marks the graduations of, adjusts on accordance with a previously defined standard

**Certifies** – assures, makes certain, verifies, endorses authoritatively, testifies to in writing

**Charts** – draws or exhibits on a chart, map or graph

**Checks** – reviews, controls, tests, verifies, investigates, by means of checks

**Circulates** – to pass from person to person to place

**Classifies** – places in categories, as personnel, jobs, supplies, etc.

**Cleans** – to remove dirt or make tidy

**Clears** – to rid of objects or obstructions

**Codes** – to use symbols (letters or numbers) to represent words

**Collaborates** – to work jointly with; cooperate with others

**Collates** – to organize or assemble in a predetermined sequence

**Collects** – gathers together, assembles, accumulates, compiles, calls for and/or receives payment

**Communicates** – to impart a verbal or written message; to transmit information.

**Compiles** – collects into proper or designated form, composes out of materials from other documents, such as summary reports and statistical summaries from several reports

**Composes** – forms a combination, makes up, constitutes, puts together in proper order or form, makes coherent and integral, adjusts or settles, or reconciles (as reconciles contending factions)

**Computes** – determines by calculation, reckons or counts, takes account of, makes up a count computes a payroll

**Concurs** – to agree with a position, statement, action or opinion

**Conducts** – supervises and personally performs work necessary to accomplish the results desired; to perform; does *not* imply management

**Confers** – consults, compares views, holds conferences, confers with (as in obtaining opinions, recommendations, advice)

**Confirms** – makes firm or firmer (as in recording verbal order into written form), verifies and makes valid by formal assent

**Considers** – gives thought to accepting or adopting best possibility or one of several courses of action

**Consolidates** – unites into one mass or body, brings together in close union

**Constructs** – puts together systematically, builds, devises

**Consults** – to seek the advise of others

**Contributes** – gives or supplies in part, along with others, as information or advice, a section of a plan

**Controls** – checks or regulates; keeps within limits; exercises directing, guiding or restraining power over

**Co-operates** – acts or operates jointly with another or others; implies voluntary action rather than under orders or implicit direction

**Co-ordinates** – brings into common action with others, generally with equal ranks, not subordinates, as in coordinating staff functions to obtain a result that requires action on the part of several staff sections. To bring into common action, condition or harmony; to produce a smooth operation. An employee can only co-ordinate activities if he/she has authority to control them. When the term co-ordinate is used, it must be followed by the activities or elements being coordinated.

**Corrects** – makes or sets right; alters or adjusts to bring to a required condition; rectifies; indicates errors, faults, discrepancies to be amended

**Correlates** – to establish a reciprocal relationship

**Corresponds** – to communicate with

**Counsels** – advises, gives advice to, recommends as action, takes advice from others

**Creates** – to bring into existence; to produce through imaginative skill; to design

**-D-**

**Debugs** – to detect, locate and remove mistakes from a routine of malfunctions from a computer

**Decides** – arrives at a solution that ends uncertainty or dispute, makes a choice or judgment

**Defines** – determines or sets down boundaries of, sets down or shows the precise outlines of, determines and states the limits and nature of, describes exactly, gives the distinguishing characteristics of, states or explains the meaning of

**Delegates** – to commission another to perform tasks or duties that may carry specific degrees of accountability

**Delineates** – traces the outline of, sketches out, describes

**Delivers** – to carry to intended designation

**Demonstrates** – gives evidence of, displays, shows with the intent of proving, explains or illustrates

**Designs** – to conceive, create and execute according to plan

**Detects** – discovers the presence or existence of something previously hidden or unclear

**Determines** – sets bounds or limits to; fixes conclusively or authoritatively; comes to a decision concerning, as the result of investigation, reasoning, etc.; obtains definite and firsthand knowledge of

**Develops** – unfolds more completely, evolves the possibilities of, makes active (something latent), advances further, promotes the growth of, unfolds gradually, forms or expands by a process of growth, makes more available or usable, obtains a new method or product by combining, and/or expanding various existing ideas

**Devises** – contrives, forms new methods or possibilities of; implies using ingenuity under difficult circumstances when regular technical assistance or standard materials are not available

**Diagnoses** – recognizes, analyzes and identifies (usually a disease) by examination and observation

**Directs** – regulates the activities or course of, controls, guides, gives an order or instruction to, assigns, guides, and reviews the work of others. Does *not* imply complete supervision

**Discusses** – to exchange views for the purpose of arriving at a conclusion

**Dispenses** – deals out in portions, distributes

**Disposes** – to get rid of

**Disseminates** – to spread or disperse information

**Distributes** – to deliver to proper destinations

**Drafts** – to prepare papers or documents in a preliminary form

**-E-**

**Edits** – to revise and prepare material (written, film, tape, sound track) for publication or display

**Endorses** – to support or recommend

**Enforces** – gives force to, strengthens, invigorates, executes with vigor

**Ensures** – makes sure, ensures, guarantees, makes certain through appropriate controls

**Establishes** – to bring into existence

**Estimates** – forms a judgment about, gauges, determines or calculates approximately

**Evaluates** – determines value or worth of, appraises

**Examines** – tests by an appropriate method, interrogates closely subject to inquiry or inspection

**Executes** – to put into effect or carry out

**Exercises** – puts into action, uses, employs practices, activates for the purpose of training or developing, exerts, wields, or has influence, control, authority

**Exhibits** – presents or exposes to view, shows, displays, gives evidence of, reveals

**Expedites** – to accelerate the process or progress of

**Exposes** – lays open to, or sets out for inspection or examination, reveals, subjects a sensitive plate or film to radiation

**Extracts** – draws out. Pulls out, deduces, derives, manages to obtain, copies out, makes a selection or quotation

**-F-**

**Facilitates** – to make easier

**Files** – to arrange in a methodical manner; to rub smooth or cut away with a tool

**Finalizes** – to put in finished form

**Follows Up** – to pursue closely in order to check progress; to monitor

**Forecasts** – to estimate in advance; to predict realistically future events or possible results of actions.

**Forges** – forms by beating or hammering, beats into a shape

**Formulates** – expresses or puts in systematized statement

**Furnishes** – supplies, provides, equips

**-G-**

**Guides** – regulates, manages, directs in a certain way, orders, instructs, superintends training of

**-H-**

**-I-**

**Identifies** – establishes the identity of, distinguishes, discriminates

**Illustrates** – makes clear, explains, demonstrates (by figures and examples)

**Implements** – accomplishes, fulfills, completes, carries out, puts into effect

**Improves** – to make something better

**Informs** – gives knowledge to, tells, acquaints with a fact

**Initiates** – brings into practice or use, introduces by first doing or using

**Inserts** – puts or thrusts in, sets in, introduces

**Inspects** – looks at carefully, examines critically, examines or reviews officially, examines to test against established standards, usually a physical comparison or measurement

**Installs** – to set up or use

**Instructs** – to teach; to coach; to communicate knowledge; to direct or order

**Integrates** – unites, combines, unifies, consolidates, organizes, systematizes, puts together to form a whole

**Interprets** – explains or tells the meaning of; understands or appreciates in the light of individual belief, judgment, or interest; construes; makes inferences from ambiguous information to provide meaning or make relevant

**Interviews** – meets with personally, sees, consults formally with; usually implies questioning or obtaining information

**Inventories** – to catalogue or to count and list

**Investigates** – to study through close examination and systemic inquiry

**Issues** – gives out officially

**Itemizes** – to list; to write down in detail

-J-

-K-

-L-

**Leads** – to guide or direct on a course or in the direction of; to channel; to direct the operations of

**Loads** – to place in or on a means of conveyance; to increase the weight of by adding something heavy

**Localizes** – limits or confines to a place, area, or locality; determines the origin or place of, as an organic or mechanical malfunction, etc.

**Locates** – designates the site or place of, defines the limits of, stations someone in a place, searches for and discovers the position of

-M-

**Machines** – planes, shapes, turns, mills, etc., by machine

**Maintains** – holds or keeps in a state or condition, especially in a state of efficiency, newness, validity or cleanliness; keeps property (real estate, machinery, equipment) in such fashion as not to let fail or decline; supports, sustains, upholds, defends; keeps in a prescribed state of condition, as maintains records by keeping them up-to-date

**Manufactures** – makes by hand, machinery, or other agency; works into suitable forms for use; fabricates

**Merges** – to combine items from two or more similarly ordered sets into one set that is arranged in the same order

**Monitors** – to watch, observe, or check with an eye to reach agreement

**Motivates** – provides with ideas, incentives, goals, reasons that stimulate and prompt desired action

**-N-**

**Negotiates** – confers with another to arrive at the settlement of a matter

**Notifies** – to make known to

**-O-**

**Observes** – adheres to, follows, keeps or abides by (law, duty, rule, custom); celebrates; notices or perceives; pays special attention; examines scientifically

**Obtains** – to acquire or gain possession of

**Operates** – puts into or continues in operation or activity; manages, conducts, carries out or through; drives, as to operate a vehicle

**Orders** – commands; gives an order to; commissions someone to purchase, sell or supply goods

**Organizes** – arranges, systematizes persons or things into proper places, especially in relation to each other, gives structure to, puts in proper order

**Orients (orientates)** – puts (particularly oneself) into correct position or relation; acquaints (oneself) with an environment, condition or situation; sets or arranges in position; fixes direction

**Outlines** – summarizes most significant features of, or gives preliminary or general sketch of, as systems, regulations, etc.

**Overhauls** – examines thoroughly and checks for needed repairs, and adjustments needed to restore working order

**Oversees** – supervises, superintends, inspects, examines, checks the work of others for performance without supervisory responsibility or authority over their efforts

**-P-**

**Participates** – to take part in

**Performs** – to fulfill or carry out some action

**Places** – to locate and chose position for

**Plans** – represents as by a diagram, devises or projects as a method or course of action, prearranges the details of (as to plan a campaign), intends, proposes to do

**Plots** – makes a plan or map of something, marks the position of something on a map or plan, delineates, draws, outlines an action in advance, lays out, devises

**Posts** – transfers or carries from a book of original entry to a ledger

**Practices** - performs work repeatedly in order to gain proficiency

**Predicts** – to declare in advance; to foretell on the basis of observation, experience, or scientific reason

**Prepares** – adapts or qualifies beforehand for a purpose, end or condition; makes ready; puts into a state for use or application

**Prescribes** – lays down or sets as a guide, direction or rule of action

**Presents** – to introduce; to offer, to view

**Preserves** – keeps from harm, damage, danger, evil, etc.; protects; keeps from spoiling or rotting; maintains

**Prevents** – forestalls, averts; generally implies taking immediate and effective measures, or establishing appropriate controls to keep from happening

**Processes** – prepares by or submits to a special treatment or process

**Procures** – obtains, secures, gets, purchases through appropriate channels

**Produces** – to grow; to make, bear, or yield something; to offer to view or notice; to exhibit

**Programs** – works out a sequence of operations to be performed (as an electronic computer)

**Promotes** – furthers, contributes to growth or activity of something, advances in rank

**Proposes** – to declare a plan or intention

**Provides** – to supply what is needed; furnish

**Purges** – cleanses or rids of impurities, foreign matter, or undesirable elements; clears away, off or out; drains of water or air (nautical)

**Purchases** – to buy or procure by committing organizational funds

-Q-

**Quantifies** – to make explicit the logical amount of; to determine or express the amount of

**Questions** – to interrogate; to doubt; to dispute; to inquire

**-R-**

**Receives** – to acquire, come into possession of

**Reclaims** – gets back, purifies for re-use

**Recommends** – advises, counsels, offers or suggests course of action

**Reconciles** – makes congruous, adjusts, settles (e.g., checking returned and uncashed cheques, verifying bank statements when satisfied)

**Reconstructs** – to rebuild; to reorganize or reestablish

**Records** – writes, enters, registers for purpose of evidence or reproduction

**Reduces** – diminishes (especially in bulk, amount, or extent); brings into a certain order, arrangement, or classification; brings from one form to another

**Refers** – sends or directs to some person or place, as for treatment, aid, decision, information, etc.

**Refines** – to improve or perfect; to free from impurities

**Registers** – enters in a record or list, enrolls, records officially; indicates on a scale; safeguards by having a record made, as registered mail

**Releases** – sets free, unfastens and lets go (as something snagged); permits to be shown, issued, published

**Regulates** – directs in accordance with regulations, brings under control of assigned authority

**Rejects** – refuses to accept, generally because considered unsatisfactory as to condition or status against standards

**Relieves** – frees from, wholly or in part; releases a person from a duty post, station

**Remedies** – provides or services as a remedy for; cures, relieves, corrects, repairs something broken or out of order; corrects a malfunction

**Remits** – to send money in payment of; to submit or refer for consideration, judgment, decision, or action

**Renders** – causes to be or to become; represents or depicts; furnishes (as an account of money or actions); gives, delivers, or transmits

**Repairs** – to fix or make usable

**Reports** – gives an account of; relates; tells; repeats; prepares an account of, orally or in writing; presents conclusions reached; makes, issues, or submits formal report; presents oneself

**Represents** – acts as the equivalent of; to act in the place of or for

**Requests** – asks for something or some action desired

**Requisitions** – makes a formal request, application or written order for equipment, tools, paper, food, supplies, etc.

**Researches** – conducts investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws, in the light of new facts or practical application of such new or revised theories or laws

**Resolves** – analyzes, determines, decides, settles, solves, explains, convinces, assures, implies position and authority for making a decision

**Responds** – to make an answer; to show favorable reaction

**Retrieves** – recovers, regains, brings back, restores to the place of origin

**Reviews** – examines again; makes formal or official examination of the state of (as inspection of men, equipment, etc.)

**Revises** – looks at or over again and corrects or improves (estimates, plans, etc.), makes new, improved, up-to-date version of (procedures, etc.)

**Routes** – sends, forwards, or transports in an established manner; arranges the course of; fixes the order of procedure in a series of operations

-S-

**Scales** – arranges in a graduated series, scales a test; makes or patterns in regularly graded proportions, hence, regulates; rises in a graduated series (as of steps or notes)

**Scans** – looks over to pick out certain pertinent items from details

**Schedules** – designates fixed times for accomplishment of

**Screens** – passes through standardized test for sorting out candidates, subjects to interviews or tests, reviews to determine security classification

**Secures** – makes safe; guards, protects; makes certain, guarantees; ensures (as with a pledge); makes firm, fast, tight; gets hold or possession of, obtains, acquires

**Selects** – to choose the best suited

**Services** – performs maintenance, supply, repair, installation, distribution, etc., for or upon

**Sets up** – brings into active operation or use; institutes, establishes, arranges; puts together or erects

**Signs** – to formally approve a document by affixing a signature

**Solves** – finds or provides a satisfactory answer or explanation for, makes clear, explains

**Sorts** – to separate or arrange in detail or name explicitly

**Specifies** – names or states explicitly or in detail, includes as an item in a specification

**Stacks** – piles up, arranges in a pile whose sides are relatively uniform so as to prevent collapse of the structure

**Stimulates** – to excite to activity; urge

**Studies** – reads and examines so as to learn or understand, such as regulations, etc.

**Submits** – refers, offers or puts forward as an opinion, defers to the opinion or authority of another

**Summarizes** – to restate material (facts, figures, etc.) briefly

**Supplies** – to furnish something that is needed; to provide; to equip

**Supervises** – gives direct orders and instructions followed up by personal observation of activities of subordinates; carries out assignments through subordinates, directly supervises small numbers of exempt supervisors

**Surveys** – to examine as to condition, situation, or value

**Synchronizes** – causes to be or appear synchronous, arranges or tabulates so as to indicate coincidence, renders synchronous in operation

**Synthesizes** – to form new product or idea by combining different elements

-T-

**Tabulates** – to put in table form; to set up in columns, rows

**Takes action** – assumes a task or duty; performs a function; does something to accomplish a desired end as a result of a condition, requirement, directive, etc; frequently qualifies by “follow-up” or “remedial”: takes follow-up action pertaining to renewed, repeated or supplementary action; takes remedial action pertaining to corrective action

**Tests** – examines critically or tries out material; measures skills, knowledge, capacities, or aptitudes of an individual or group

**Trains** – to teach or guide others in order to bring up to a predetermined standard

**Transacts** – carries on, performs, conducts or completes a piece of business, negotiates

**Transcribes** – makes a written or typewritten copy of (shorthand notes, speech, etc.); arranges or adapts (a piece of music) for an instrument, voice or ensemble other than that for which it was originally composed; records for broadcast

**Transfers** – conveys from one place, person or thing to another; transports, removes or causes to pass to another; prints or otherwise copies from one surface to another; makes over the possession or control of; conveys

**Translates** – to turn into one's own or another language

**Transmits** – sends, forwards, transfers from one place to another; implies passing on to others through established channels

**Treats** – subjects to some action or process to improve appearance, taste, usefulness, etc.; processes; brings or puts a person or thing into a specified or implied condition by treating

**Troubleshoots** - corrects, removes, or mitigates a trouble or a deleterious condition by treating

**Types** – to write using a typewriter/keyboard

-U-

**Updates** – to bring current

**Utilizes** – to make use of

-V-

**Verifies** – proves, confirms, substantiates, authenticates, checks or tests the accuracy or exactness of

-W-

**Weighs** – to ascertain the heaviness of; to consider carefully

**Writes** – to compose or edit

-X-

-Y-

-Z-

# **APPENDIX D**

## **KNOWLEDGE, SKILLS AND ABILITIES**



## **KNOWLEDGE, SKILLS AND ABILITIES**

This appendix contains supplementary information related to common knowledge, skills and ability descriptions. It is intended to further assist your descriptions of the knowledge, skills and abilities necessary to perform a variety of duties and responsibilities for most jobs.

The following reflects seven common categories:

### **1. KNOWLEDGE**

- A. General Knowledge*
- B. Working Knowledge*
- C. Detailed Knowledge*

### **2. COMMUNICATION AND INTERPERSONAL SKILLS**

- A. Reading Skills*
- B. Writing Skills*
- C. Speaking Skills*

### **3. MATHEMATICAL SKILLS**

### **4. DECISION MAKING AND/OR REASONING SKILLS**

### **5. SELF-MANAGEMENT SKILLS**

### **6. HUMAN RELATIONS SKILLS**

### **7. VOCATIONAL SKILLS**

## **1. KNOWLEDGE**

The following terms may be used to assist in defining the level of knowledge required.

### *General Knowledge*

Knowledge of the types of information contained in source documents, or knowledge of the general types of information covered in a subject field. General knowledge enables one to use a source to find specific information when it is needed. For example, a general knowledge of staff policies refers to the knowledge of the purpose of the rules, the general subjects which the rules cover, and how to reference the rules.

### *Working Knowledge*

Includes general knowledge plus knowledge of and ability to recall important and commonly used information from the source. For example, a general working knowledge of the staff personnel policies would include, as well as general knowledge, ability to recall major commonly used provisions of specific rules. However, working knowledge does not imply a thorough detailed knowledge of the specific provisions of all the rules.

### *Detailed Knowledge*

Thorough knowledge of all information contained in the source. Using the staff personnel policies example again, an individual with detailed knowledge would be expected to know the provisions of all rules in detail without having to look them up, including provisions which are not frequently used. (In practice few jobs actually require detailed knowledge, since reference documents are generally available.)

## **2. COMMUNICATION AND INTERPERSONAL SKILLS**

### **A. READING SKILLS**

#### *Reading to File*

Skill in reading English words, simple sentences and numbers on documents so they can be properly filed.

#### *Reading Standard English Text*

Skill in reading documents written in standard English text (e.g. administrative manuals).

#### *Reading Technical*

Skill in reading (technical, legal or scientific) documents, such as \_\_\_\_\_...

### **B. WRITING SKILLS**

#### *Basic Writing*

Skills in using basic English words and phrases to complete \_\_\_\_\_...

Skill in writing brief sentences to \_\_\_\_\_...

#### *Visualization*

Writing skill to vividly describe people or scenes so that others can visualize them.

#### *Business Writing*

Skill in writing grammatically correct routine business correspondence such as brief memos or notices.

Skill in writing concise, logical, grammatically correct analytical reports to explain \_\_\_\_\_...

### **C. SPEAKING SKILLS**

#### *Basic Oral Communication*

Skill in speaking simple sentences to \_\_\_\_\_... (*Appropriate vocabulary and grammar not critical factors*)

*Conversational Speaking*

Ability to speak on a one-to-one basis using appropriate vocabulary and grammar to:

- obtain information
- explain policies, procedures, etc.
- persuade others to accept or adopt a specific opinion or action, etc.

*Public Speaking*

Ability to make oral group presentations to:

- persuade others to accept a specific opinion, action, etc.
- provide information or explain procedures, policies, etc.

*Dealing With Unexpected or Constantly Changing Circumstances*

Skill in discussing a variety of job-related topics on short or no notice.

Skill in handling rapid changes in conversation involving difficult questions.

*Speaking with People of Various Backgrounds*

Skill in speaking with persons of various social, cultural, economic and educational backgrounds to \_\_\_\_\_...

*Bilingual Speaking*

English/French bilingual oral communication skill to \_\_\_\_\_...

*Phone Reception*

Skill in speaking clearly and distinctly using correct English to \_\_\_\_\_...

### 3. MATHEMATICAL SKILLS

#### *Basic Arithmetic*

Skill in adding and subtracting two digit numbers to \_\_\_\_\_...

#### *Measures and Weights*

Skills in performing operations with units such as cup, pint, and quart; inch, foot, yard; ounce and pound to \_\_\_\_\_...

#### *Metric System*

Knowledge of the metric system units (length, area, volume, capacity, mass and weight) and Canadian equivalents to \_\_\_\_\_...

#### *Money Computation*

Skill in making change involving all denominations of Canadian currency.

#### *Arithmetic*

Skill in adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals without a calculator to \_\_\_\_\_...

#### *Ratios, Rates and Percentages*

Skill in computing ratios, rates and percentages to \_\_\_\_\_...

#### *Shop Math*

Skill in the practical application of fractions, percentages, ratios and proportions, logarithms, slide rule, practical algebra, geometric constructions, and essentials of trigonometry to \_\_\_\_\_...

#### *Statistics*

Knowledge of descriptive statistics such as measures of central tendency and measures of dispersion.

#### **4. DECISION MAKING AND/OR REASONING SKILLS**

##### *Comparing*

Skill in comparing/ inspecting \_\_\_\_\_ and judging whether they are similar to or different from prescribed standards.

##### *Classifying*

Skill in systematically arranging into groups or categories according to established criteria.

##### *Copying*

Skill in accurately copying, posting or transcribing data.

##### *Analyzing*

Skill in analyzing information, problems, situations, practices or procedures to:

- Define the problem or objective. Identify relevant concerns or factors
- Identify patterns, tendencies and relationships. Formulate logical and objective conclusions. Recognize alternatives and their implications

Skill in perceiving and defining cause and effect relationships in \_\_\_\_\_...

Ability to analyze complex technical data such as using logic and quantitative reasoning.

##### *Coordinating*

Skill in coordinating \_\_\_\_\_ by determining the time, place and sequence of actions to be taken on the basis of analysis of data.

##### *Innovating*

Skill in organizing material, information, people in a systematic way to optimize efficiency and minimize duplication of effort.

## 5. **SELF-MANAGEMENT SKILLS**

### *Changing Tasks*

Skill in performing a variety of duties, often changing from one task to another of a different nature. (Consider when several duties in a job indicate significant differences in technologies, techniques, environmental factors, physical demands or work situations.)

### *Repetition*

Skill in performing repetitive work according to set procedures, sequence and pace. (Consider when the work is performed according to a routine or set sequence and there is an absence of diversion or room for independent judgment.)

### *Distractions*

Skill in performing under the stress of frequent interruptions and/or distractions.

### *Fluctuating Workload*

Ability to perform effectively under conditions of fluctuating workload.

### *Prioritizing*

Skill in setting priorities which accurately reflect the relative importance of job responsibilities.

Skill in prioritizing assignments to complete work in a timely manner when there are:

- changes in a workload
- changes in assignment
- pressures of deadlines
- competing requirements
- heavy workload

### *Follow Through*

Skill in working independently and following through on assignments with minimal direction.

### *Ambiguity*

Ability to accept equivocal circumstances and take action where answers to a problem are not readily apparent.

## 6. HUMAN RELATIONS SKILLS

### *Coaching*

Skill in encouraging individuals on a personal, caring basis by approximating a peer or family type relationship either in a one-to-one or small group situation.

Skill in establishing rapport and gaining the trust of others.

Skill in listening perceptively and conveying awareness.

### *Persuading and Negotiating*

Skill in selling or promoting \_\_\_\_\_...

Skill in motivating others; stimulating people to effective action.

Skill in mediating between contending parties or groups.

Skill in negotiating; exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions or solutions.

Skill in reasoning persuasively to \_\_\_\_\_...

### *Teaching*

Skill in fostering a stimulating, accepting learning environment.

### *Teamwork*

Skill in working as part of a team; collaborating with colleagues.

### *Establishing Work Relationships*

Ability to establish and maintain cooperative working relationships with \_\_\_\_\_...

### *Interacting with People of Various Backgrounds*

Skill in interacting diplomatically with the public in a high volume, continuous public contact setting.

Ability to maintain composure in the face of resistance, indifference or hostility.

*Public Relations*

Skill in interacting with persons of various social, cultural, economic and educational backgrounds for the purpose of \_\_\_\_\_...

*Supervising*

Skill in supervising \_\_\_\_\_ including:

- organizing objectives
- delegating responsibility
- training
- delegating responsibility
- evaluating subordinate effectiveness
- administering necessary discipline

## 7. VOCATIONAL SKILLS

Vocational, or work content skills, are those which deal with mastering a particular vocabulary, procedure or subject matter. They are related to performing a job in a particular field. They are rooted in personal experience acquired by such means as technical education, apprenticeship, or on-the-job training. Differentiation should be made between skill/knowledge specific to the organization.

- ❑ Skill in management of space, equipment and material resources including developing utilization plans and justifying acquisitions.
- ❑ Knowledge of public sector collective bargaining including scope of representation, contract compliance and public sector labour union behaviour.
- ❑ Knowledge of where to go within the organization for needed information and ability to judge what information should be passed on to different levels of management.
- ❑ Skill in projecting and monitoring income trends on the basis of existing revenue and cost data.
- ❑ Knowledge of purchasing practices (including determination of needs, selection of items, bid letting and store management) sufficient to develop new procedures and purchasing programs.
- ❑ Knowledge of federal and provincial Human Rights laws and regulations applicable to K-12 education institutions sufficient to analyze proposed personnel policies and procedures.
- ❑ Knowledge of related outside agencies, their services, roles and responsibilities to contact them appropriately to obtain needed information.
- ❑ Word Processing skill to prepare business correspondence and reports with speed and accuracy.
- ❑ Knowledge of chart, graph and table formatting.
- ❑ Knowledge of the rules and procedures of sanitation and safety as applied to kitchens, dining areas and food supplies.