

1. IDENTIFICATION

Position No.	Job Title Ilinniarvimmi Inuusiliriji (School Community Counsellor)	Supervisor's Position PRINCIPAL
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Department Education	Division/Region XXXXXX Operations	Community	Location
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Fin. Code:

2. PURPOSE

<p>Main reason why the position exists, within what context and what the overall end result is.</p> <ul style="list-style-type: none"> • The Ilinniarvimmi Inuusiliriji is a community resource person and student advocate who supports, promotes and involves students, parents and the community as partners in Education. • The Ilinniarvimmi Inuusiliriji is an active member of the education staff and School Team and provides a liaison between the community, home, school and the student. • The Ilinniarvimmi Inuusiliriji provides counselling and guidance to students, promotes the relevance of education in the community and fosters mutual understanding between the community and the school leading to self-fulfillment and success in life.

3. SCOPE

<p>Describe the impact the position has on the area in which it works, or if it impacts other departments, the government as a whole, or the public directly or indirectly. How does the position impact those groups/individuals, the organization and/or budgets? What is the magnitude of that impact?</p> <ul style="list-style-type: none"> • The Ilinniarvimmi Inuusiliriji position influences the following: <ul style="list-style-type: none"> • enhancement of school/community relationships • increased cultural sensitivity within the school • increased understanding of the role of the school in the community • overall feeling of safety, acceptance, understanding and self-confidence in students and staff • resulting in increased student attendance, resulting in more skilled graduates leading to increased self-esteem by all

4. RESPONSIBILITIES

<p>Describe major responsibilities and target accomplishments expected of the position. List the responsibilities that have the greatest impact on the organization first and describe them in a way that answers why the duties of the position are being performed. For a supervisory or management position, indicate the subordinate position(s) through which objectives are accomplished.</p> <ul style="list-style-type: none"> • WORKS TOWARD:
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<ul style="list-style-type: none"> • ASSISTING IN FACILITATING A COMMUNICATION LINK between the classroom, family, community and students by: <ul style="list-style-type: none"> • establishing and maintaining a good rapport with all students, staff and parents • serving as a cultural resource person to the school staff • facilitating the inclusion of community resources in the life of the school • bringing the school, parents and the community together to support the education of children • helping the school, parents and the community overcome the problems that affect the education of their children • helping to mediate conflict resolution between student, family and school • advocating for students and assisting the school and/or family to seek solutions where warranted • assisting parents to advocate for their children with teachers and administrators • helping organise parent support groups within the schools • assisting in kindergarten orientation/pre-screening activities by working with the families and school
<ul style="list-style-type: none"> • SUPPORTING STUDENTS by: <ul style="list-style-type: none"> • providing a 'listening ear' to hear a success or discuss an issue in their life • assisting in transitions, i.e. home to school, school to school, school to community • promoting positive self-esteem, realistic problem solving strategies and coping skills, and effective communication skills, in small groups, one-on-one, or with entire classes in collaboration with the classroom teachers • reinforcing positive student behaviour • advocating in their best interests as required • referring students to the appropriate agency or personnel to assist with a serious problem, in consultation with the school team • assisting students in getting the help they require • providing various kinds of group or individual interventions
<ul style="list-style-type: none"> • ASSISTING THE SCHOOL TEAM by: <ul style="list-style-type: none"> • working to foster, support and implement a positive learning environment • assisting in the orientation of new teachers • working with school staff, parents and/or an interagency team to develop culturally appropriate support strategies for students • monitoring absenteeism as an index of personal and social problems in the school community • participating in the development of supports for families and school members using planning processes including, but not limited to, <u>Circle of Friends</u>, <u>McGill Action Planning System (MAPS)</u>, and <u>PATHs (Planning Alternative Tomorrows with Hope)</u> • facilitating debriefings that are required for crises within the school and community • participating in the on-going work of the community interagency committee
<ul style="list-style-type: none"> • PROMOTING THE VALUE OF EDUCATION by: <ul style="list-style-type: none"> • serving as a role model through continuous personal and professional self-improvement • encouraging parents to participate in their children's education by assisting them to become involved, to ask questions and raise issues • encouraging parents and Elders to visit the school and attend school activities and projects • promoting the use of community resources and personnel to enhance school programs • encouraging regular attendance • participating in regional or territorial meetings, teleconferences and/or committees •
<ul style="list-style-type: none"> • FOSTERING HEALTHY LIFESTYLES by: <ul style="list-style-type: none"> • working with members of the school community to explain how education will make a difference in their future lifestyle • reinforcing positive expectations and behaviours • consulting appropriate agencies as necessary •

<ul style="list-style-type: none"> • ADMINISTRATION DUTIES include: • maintaining accurate, consistent, and up-to-date confidential records which shall be treated as counsellor's notes as per current legislation • providing monthly reports to the principal, and the Student Support Consultant • attending regular meetings with the School Team • conducting duties when required within the school that are a regular part of school life • following up on student lateness and absences
<ul style="list-style-type: none"> • PLANNING INCLUDES BUT IS NOT LIMITED to: • preparing yearly/monthly/weekly plans • organising and scheduling own work • working with the Student Support Teacher to identify student needs
<ul style="list-style-type: none"> • DEMONSTRATES A COMMITMENT TO LIFE LONG LEARNING by: • Participating in training programs when available and/or provided, professional reading and mentorship

5. KNOWLEDGE, SKILLS AND ABILITIES

<p>Describe the level of knowledge, experience and abilities that are required for satisfactory job performance. <i>Knowledge</i> identifies the acquired information or concepts that relate to a specific discipline. <i>Skills</i> describe acquired measurable behaviors and may cover manual aspects required to do a job. <i>Abilities</i> describe natural talents or developed proficiencies required to do the job.</p> <p>These requirements are in reference to the job, not the incumbent performing the job.</p>
<ul style="list-style-type: none"> • THE ILINNIARVIMMI INUUSILIRIJI must: • Participate in further training as it becomes available • have a patient, caring, student-centred attitude • have good communication and interpersonal skills • have good written and oral skills in Inuktitut/Inuinnaqtun, English and/or French as required • be able to work as a member of a cooperative team • be self directed – organizing and scheduling own work • (work may also be assigned by the principal or through parent, student or staff referrals) • keep detailed confidential records • keep shared information confidential
<p>What training/education and experience would most usually produce these skills? Where would these skills and abilities most usually be obtained? Include any licenses or certification/designations that are legally required to perform this work.</p>
<ul style="list-style-type: none"> • THE FOLLOWING TRAINING, EDUCATION, AND EXPERIENCE Would MOST USUALLY PRODUCE THESE SKILLS AND WILL BE CONSIDERED ASSETS: • completion of Adult Basic Education equivalent to Grade 12 or higher • completed the Ilinniarvimmi Inuusiliriji training program/certification, (part of the Human Services Program at Arctic College), or willingness to complete if and when available • First Aid Certificate • Non-Violent Crisis Intervention Certificate • Five or more years experience working at the community level • computer literacy • Critical Incidence Training • Suicide Prevention Training

6. WORKING CONDITIONS

List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent. Express frequency, duration and intensity of each occurrence in measurable time (e.g. every day, two or three times a week, 5 hours a day).

- community and/or family relationships may create stress
- differences of opinion regarding work duties may cause conflict resulting in potential increased stress

Physical Demands

Indicate the nature of physical demands and the frequency and duration of occurrences leading to physical fatigue or physical stress.

- At times of critical incidents this individual may suffer from long hours due to emotional critical incidents and which may also cause fatigue.

Environmental Conditions

Indicate the nature of adverse environmental conditions to which the jobholder is exposed, and the frequency and duration of exposures. Include conditions that increase the risk of accident, ill health, or physical discomfort.

- There may be a requirement to make home visits in adverse weather conditions.
- The requirement for home visits may expose the individual to allergens such as cigarette smoke, perfumes, cleaning supplies.

Sensory Demands

Indicate the nature of demands on the jobholder's senses. These demands can be in the form of making judgements to discern something through touch, smell, sight, and/or hearing. It may include concentrated levels of attention to details through one or more of the incumbents' senses.

- Conflict resolution requires employee to be in a constant state of readiness.
- May be required to deal with distraught, angry, violent, verbally and or abusive individuals

Mental Demands

Indicate conditions within the job that may lead to mental or emotional fatigue that would increase the risk of such things as tension or anxiety.

- Working with parents and schools to mediate and clarify misunderstandings
- Acting as an interpreter in cross-cultural situations.
- Addressing the emotional problems of others and to work with individuals who have high needs is stressful and fatiguing by nature.
- Maintaining confidentiality when working with students.
- Dealing with family/community stressors in and outside of the school settings

7. CERTIFICATION

	Superintendent of Schools
Employee Signature	Supervisor Title
Printed Name	Supervisor Signature
Date:	Date
I certify that I have read and understand the responsibilities assigned to this position.	I certify that this job description is an accurate description of the responsibilities assigned to the position.
Deputy Head Signature	
Date	
I approve the delegation of the responsibilities outlined herein within the context of the attached organizational structure.	

8. ORGANIZATION CHART

Please attach Organizational Chart indicating incumbent’s position, peer positions, subordinate positions (if any) and supervisor position.

“The above statements are intended to describe the general nature and level of work being performed by the incumbent of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of this position”.