

1. IDENTIFICATION

Position No. See Appendix	Job Title Ilinniarvimmi Inuusiliriji	Supervisor's Position Principal	
Department Education	Division/Region See Appendix	Community See Appendix	Location See Appendix

2. PURPOSE

<p>Main reason why the position exists, within what context and what the overall end result is.</p> <p>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.</p> <p>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.</p> <p>The Ilinniarvimmi Inuusiliriji provides support and guidance to students, promotes the relevance of education in the community and fosters mutual understanding between the community and the school.</p> <p>The Ilinniarvimmi Inuusiliriji promotes self-fulfillment and success in life for students and is a cultural resource to the school staff.</p>

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> <p>Based on the IQ principles, the Ilinniarvimmi Inuusiliriji position influences and enhances relationships between the school and community and supports greater understanding of the role of the school within the community. The Ilinniarvimmi Inuusiliriji promotes resiliency and well-being in students as well as their safety, acceptance, understanding and self-confidence.</p> <p>The Ilinniarvimmi Inuusiliriji is required to act in compliance with the statutes, policies and regulations of the Department of Education pertinent to the role, such as the <i>Education Act</i>, the Nunavut Child Abuse Protocol, the Nunavut Interagency Information Sharing Protocol and the Records Management Directive.</p> <p>The Ilinniarvimmi Inuusiliriji reports to the Principal.</p>

4. RESPONSIBILITIES

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.

Facilitates a communication link between the classroom, family, community and students:

Establishes and maintains a good rapport with all students, staff and parents. Supports student engagement with Elders. Supports collaboration with community partners. Supports parental engagement. Participates in the on-going work of the Community Interagency Committee as assigned by the Principal.

Works with staff and students to identify solutions to student challenges and needs: Liaises with families, school staff and school teams to support attendance, academic and social emotional concerns and to engage students in their learning. Supports conflict resolution. Advocates for students and assists parents to advocate for their children with teachers and administrators. Works with school staff, parents and/or an interagency team to develop culturally appropriate support strategies for students.

Supports students: Listens to students. Promotes social, emotional, skill and knowledge development. Refers students to the School Team as necessary. Consults with the School Team to refer students to the appropriate agency or personnel. Works with the School Team to identify student needs. Provides universal, targeted or individual interventions, in a variety of settings, to support student well-being and resiliency. Fosters a positive learning environment. Contributes to the development of individualized student support plans.

Carries out operational duties: Maintains accurate, consistent, and up-to-date confidential records. Reports monthly to the principal and participates in regular meetings with the School Team. Conducts duties when required within the school that are a regular part of school life (e.g., recess duty). Prepares yearly/monthly/weekly plans. Organises and schedules own work in conjunction with the Principal.

Improves their own knowledge and skill: Participates in training programs, professional reading and mentorship when available and/or provided. Participates in regional and territorial meetings, teleconferences and committees. Consults appropriate agencies as necessary.

Additional Duties as directed: Acts as an interpreter in situations as directed and on a case by case basis. Serves as a member of the crisis response team.

5. KNOWLEDGE, SKILLS AND ABILITIES

Describe the level of knowledge, experience and abilities that are required for satisfactory job performance.

Knowledge identifies the acquired information or concepts that relate to a specific discipline. *Skills* describe acquired measurable behaviors and may cover manual aspects required to do a job. *Abilities* describe natural talents or developed proficiencies required to do the job.

These requirements are in reference to the *job*, not the incumbent performing the job.

The Ilinniavimmi Inuusiliriji must have a patient, caring, student-centred attitude, have good communication and interpersonal skills and a willingness to work collaboratively. The Ilinniavimmi Inuusiliriji must be self-directed, organized and be able to schedule their own work. They must have good written and oral skills in the languages of instruction. They must also know how to maintain confidentiality and seek consent when required.

The Ilinniavimmi Inuusiliriji must know how to provide support in a non-judgemental way and know how to help students with goalsetting. The Ilinniavimmi Inuusiliriji must have sound facilitation skills and an ability to work with small groups of students. The Ilinniavimmi Inuusiliriji must know how to connect people with community resources and supports.

The Ilinniavimmi Inuusiliriji must understand mental health and wellness issues that may affect students and have awareness of referral procedures and protocols, including the Information Sharing Protocol.

The Ilinniavimmi Inuusiliriji must have a deep understanding of IQ and Inuit cultural, including knowledge of Inuit history and traditions. The Ilinniavimmi Inuusiliriji must understand the importance of having a strong, positive cultural identity.

To requirements of this position may typically be met by someone that has completed Grade 12 or an adult Basic Education equivalent to grade 12 or higher and has five or more years of experience working at the community level.

The position is considered a highly sensitive position and requires a Criminal Record Check as well as Vulnerable Sector Check.

An ideal candidate should also have the following:

- A First Aid Certificate;
- Computer literacy including with programs such as Word and Excel; and
- Completion of the Suicide Prevention training (ASIST) and Mental Health First Aid 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).

Physical Demands

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

This position requires a fair degree of mobility, requiring the incumbent to regularly walk around within the school and carry out home visits as needed.

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.

Exposure to the elements as part of regular duties during the school day (e.g., recess duty, community outings).

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.

Working with parents and schools to mediate and clarify misunderstandings may require significant levels of attention, patience, tact and diplomacy.

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.

Due to being involved with conflict resolution, the incumbent may be exposed to stressful situations.

May be required to work with the school crisis response team.

May be prone to compassion fatigue.

Community and/or family relationships may create stress in and out of the school setting.

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7. CERTIFICATION

_____ 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”.

9. Appendix A-List of Positions and Corresponding Information

Position	Supervisor	Freebalance Code
09-06926	09-01826	09822-01-2-200-0980050-01
09-06929	09-02166	09826-01-2-215-0980050-01
09-12575	09-02166	09826-01-2-215-0980050-01
09-12576	09-01881	09827-01-2-220-0980050-01
09-06335	09-01889	09829-01-2-230-0980050-01
09-10610	09-01888	09845-01-2-230-0980050-01
09-14790	09-14608	09830-01-2-230-0980050-01
09-07462	09-02162	09835-01-2-240-0980050-01
09-02902	09-01958	09824-01-2-210-0980050-01
09-06927	09-01874	09825-01-2-210-0980050-01
09-06930	09-06471	09837-01-2-250-0980050-01
09-07439	09-02501	09838-01-2-250-0980050-01
09-06923	09-05922	09839-01-2-255-0980050-01
09-03015	09-02491	09823-01-2-205-0980050-01
09-10562	09-01860	09841-01-2-260-0980050-01
09-07422	09-02840	09844-01-2-265-0980050-01
09-12598	09-02918	09842-01-2-265-0980050-01
09-02911	09-01884	09828-01-2-225-0980050-01
09-02906	09-02643	09831-01-2-235-0980050-01
09-02910	09-02158	09832-01-2-235-0980050-01
09-06341	09-01849	09834-01-2-235-0980050-01
09-06931	09-01964	09833-01-2-235-0980050-01
09-12572	09-02643	09831-01-2-235-0980050-01
09-12578	09-01963	09821-01-2-235-0980050-01
09-05949	09-11460	09872-01-4-410-0980050-01
09-11631	09-06461	09873-01-4-410-0980050-01
09-12795	09-11460	09872-01-4-410-0980050-01
09-06922	09-02322	09877-01-4-415-0980050-01
09-11632	09-00971	09876-01-4-415-0980050-01
09-11624	09-00978	09878-01-4-425-0980050-01
09-10569	09-06725	09874-01-4-420-0980050-01
09-11633	09-00960	09875-01-4-420-0980050-01
09-11620	09-01343	09879-01-4-430-0980050-01
09-11637	09-03405	09852-01-3-300-0980050-01
09-11638	09-05701	09851-01-3-300-0980050-01
09-12590	09-11767	09862-01-3-300-0980050-01
09-12591	09-01548	09854-01-3-305-0980050-01
09-12647	09-07561	09853-01-3-305-0980050-01
09-12592	09-01560	09855-01-3-310-0980050-01
09-12593	09-01567	09856-01-3-315-0980050-01
09-11718	09-01594	09860-01-3-325-0980050-01
09-14004	09-13264	09863-01-3-325-0980050-01
09-05943	09-02087	09857-01-3-320-0980050-01
09-07533	09-07517	09858-01-3-320-0980050-01
09-12594	09-03970	09859-01-3-320-0980050-01
09-12595	09-02846	09861-01-3-330-0980050-01
09-12352	09-4033	09843-01-1-235-0980050-01