1. IDENTIFICATION

Position No.	Job Title		Supervisor's Position	
09-02554	Manager, Information Technology		Director, Corporate Services	
Department	**Division/Region**	**Community**		**Location**
Education	Corporate Services	Iqaluit		1107
Financial Code: 09220 01 1 111 0900000 01 1xxx				

2. PURPOSE

Main reason why the position exists, within what context and what the overall end result is.

Reporting to the *Director, Corporate Services* (*Director*); the *Manager, Information Technology* (*Manager*) is tasked with the strategic leadership, management, and administration of the Department's Information and Education Technology Group (EDU-IT). In so doing, this position contributes to satisfying the Government of Nunavut's and Department's commitment to the provision of effective, efficient, and applicable Information and Education Technology services to approximately 11000 students and 1000 staff in Nunavut Schools and Department offices. This is accomplished through adherence to established standards and requirements in Nunavut, the application of the principles of IT Service Management and Information Technology Infrastructure Library (IT-IL), and the application of best practices in the field.

The *Manager* contributes to ensuring that the Department adheres to the requirements outlined in the *Public Service Act*, *Education Act*, *Access to Information and Protection of Privacy (ATIPP) Act,* and other legislation, policies, directives, etc. as it relates to developing, maintaining, and ensuring the provision of Information and Education Technology supports to schools.

3. SCOPE

Describe in what way the position contributes to and impacts on the organization.

The *Manager* ensures that all departmental Information and Education Technology applications and infrastructure is monitored, maintained, supported, and expanded (as needed) to meet or exceed the Department's needs and requirements.

The *Manager* supports and provides services to the Regional School Operations (RSO) offices, Headquarter offices (HQ), all school staff, and all students to ensure the Department operates within established requirements. While this position reports to the *Director*, it collaborates with other members of the Information and Education Technology Group (EDU-IT), other departmental staff, RSO and school staff, and others (e.g., Department of Community and Government Services (CGS)) to identify and successfully address needs and achieve education technology and other technical goals and objectives.

More specifically, the *Manager* is accountable for the procurement, installation and deployment, user support and operations and maintenance of:
- teaching technologies (e.g., interactive projectors and boards, speech enhancement systems, staff and student computer and tablet hardware and software);
- communication tools and mobile devices used by staff and students ((Mobile Devices, Telephones,

Internet, etc.);
- school safety and security infrastructure (e.g., CCTV, overhead paging, bell, intrusion alarm systems);
- education-specific databases and systems (e.g., the student information system (SIS), resource distribution and Learning Management Systems);
- user accounts and software licensing; and
- school networks (wired and wireless staff and student networks) and email systems in all Nunavut schools and regional offices.

The *Manager* oversees a capital budget, an Operations & Management (O&M) budget and a team of multiple direct reports. As it relates to these direct reports, the *Manager* performs supervisory duties including: directly assigning work, assessing employee performance, and dealing with performance issues which may arise.

The *Manager* supports the Department in the application of its Project Management Process Administrative Directive and participates in committees (as and when required) that pertain to the activities of the Division and / or the Department as a whole. The *Manager* provides advice and recommendations to the Director of Corporate Services and other members of the Department's senior management team as needed. Additionally, the *Manager* ensures that the services and supports they provide reflect / are aligned with the Inuit Qaujimajatuqangit (IQ) principles.

4. RESPONSIBILITIES

Describe major responsibilities and target accomplishments expected of the position. For a management position, indicate the subordinate position(s) through which objectives are accomplished.

The *Manager, Information Technology* is responsible and accountable for:

1. **Functioning as the Department's lead on all information and education technology matters:**
   - Providing advice, interpretations, and direction on issues and questions relating to the Department's IT systems, hardware (including mobile devices), software, telephone services (cellular and VoIP), security protocols, policies and procedures, technical obligations, networks, wireless technologies, technical infrastructure, outside of the services provided by CGS;
   - Providing advice and recommendations to the *Director*, and other senior managers as required;
   - Ensuring the availability of technology to support various learning modalities (e.g., coordinating the distribution of mobile devices to support remote learning); and
   - Supporting interdepartmental relations and coordination, such as with CGS, by acting as the key representative and main point of interdepartmental contact for all information and educational technology relevant to the Department of Education.

2. **Assessing the Department's information and education technology, systems, tools, supports, activities with a view to improving efficiency, effectiveness, responsiveness and compliance.**
   - Overseeing the engagement, periodically, with the staff (RSO and HQ staff), senior management to identify the strengths, gaps, challenges and needs of the Department's technical IT program;
   - Overseeing the identification, in consultation with the Policy and Planning Division and Student Achievement Division, of anticipated staff and student needs (e.g., new or updated technology requirements, data needs, hardware and software needs);
   - Prioritizing, in consultation with the *Director*, needs and developing strategies to address

priority needs;
- Engaging with the *Director* to ensure adequate availability of funding to address needs;
- Developing / overseeing development of proposals for third party funding to support projects as appropriate;
- Overseeing the development of work plans to allow for the implementation of approved strategies to address priority needs and supporting with implementation.

3. **Advising and overseeing the design, development / procurement, and deployment of major information and education technology systems, tools, databases, hardware appliances and software:**
- Reviewing specifications to ensure compliance with system requirements, infrastructure, and architecture in order to address identified needs;
- Ensuring engagement with CGS and Department staff (as appropriate) to ensure design specifications are practical and appropriate;
- Overseeing / leading procurement activities;
- Upgrading IT infrastructure used by departmental staff (RSO, HQ and school) and students;
- Overseeing the creation, maintenance, and successful onboarding of Nunavut schools to the independent student network;
- Guiding the integration of the SIS with other internal systems (i.e., Learning Management Systems);
- Overseeing the migration of archived paper-based student records into the Department's SIS;
- Ensuring development, testing, and deployment activities align with established policies, procedures, and best practices;
- Providing approval on all major activities being undertaken by the Education and Information Technology Group; and
- Providing project management leadership for deployment / roll-out projects.

4. **Ensuring the Information and Education Technology Group provides user support as needed:**
- Developing performance targets as it relates to client / customer service and monitoring to ensure the Group is providing quality service and support to users;
- Overseeing processes to manage the flow of requests for support;
- Overseeing the work of the *Education and Technology Technicians* to ensure that user identified issues are triaged, prioritized and addressed with minimal delay, particularly for schools in association with the SIS;
- Overseeing and participating in investigations related to system failures; and
- Providing / ensuring the provision of consistent and timely advice, clarification, and general communication to staff and users.

5. **Ensuring the Department's information and education technology systems and networks are managed and operating in the manner designed and intended:**
- Auditing and testing the Department's information and education technology tools, educational databases and hardware appliances to ensure they are operating in accordance with specifications;
- Ensuring periodic monitoring of system integrity, security, and capacity (e.g., disk space availability) and ensuring the Department's systems, networks, tools are sufficiently buttressed to enable continued provision of service and support to the level expected;
- Ensuring technology systems, databases, applications are current with the most recent updates, well-maintained, secure and equipped with appropriate spam filters, and being utilized in the manner designed;
- Ensuring proper data protection strategies are in place (e.g., back-ups, fail-over processes); and
- Ensuring proper client management controls are in-place (e.g., user profiles are assigned proper rights, archiving of old profiles, password management).

6. **Ensuring adequate supplies of hardware, software to meet the current and anticipated needs of staff and students:**
   - Documenting identified staff and student needs;
   - Overseeing the warehousing of purchased IT infrastructure, equipment and tools;
   - Maintaining an up-to-date inventory of purchased IT infrastructure, equipment and tools;
   - Ensuring that the Group is maintaining a current and accessible inventory of all key information (e.g., warrantees, licences, tombstone data) on deployed information and education technology and their users; and
   - Distributing required IT infrastructure, equipment and tools to schools and staff as needed.

7. **Keeping current with research, developments, and requirements in the area of information and education technology, and: (a) promoting that information to staff, (b) taking steps to ensure the Department's technical approach is responsive:**
   - Ensuring inter-jurisdictional research is carried-out to identify applicable information and education technology best practices (preferably in Northern environments).

8. **Providing strategic leadership, administration, management, and oversight of the Information and Education Technology Group:**
   - Establishing goals, objectives, and performance indicators for the Group; evaluating the Group's ability to deliver on expected results; and identifying strategies to improve the Group's efficiency and effectiveness;
   - Developing the annual strategic / critical path forward for the Group to effectively deliver on its mandate and priority areas of need;
   - Effectively and efficiently managing the annual budgets assigned to the Group in accordance with the requirements of the *Financial Administration Act* and departmental policies;
   - Providing strategic insight into the needs of the Group / Department (inclusive of schools and Regional School Operations offices); and
   - Providing estimates on future budgetary needs.

9. **Monitoring the broad policies and priorities of the Government as expressed in legislation regulations, and any reports and documentation to ensure consistency across the Department's policy and programs:**
   - Ensuring pertinent documents (e.g., research reports and studies, Legislative Assembly debates, policies and motions from District Education Authorities) are analyzed to identify items likely to impact the Department's policies, procedures and approaches to managing and delivering information and education technology supports and services;
   - Developing (in consultation with the *Director*) strategies to address impact to the Department; and
   - Overseeing the development of communication / guidance materials to ensure departmental staff are aware of new or amended policies, procedures, requirements, approaches that will impact their information and education technology related activities.

10. **Ensuring all schools, staff and students are aware of the Department's information and education systems and tools (hardware, software, applications, etc.) and their responsibilities when using these items:**
    - Overseeing and informing the development and administration of information and education technology policies, procedures, protocols to ensure users are aware of proper conduct when using the Department's systems (software, hardware, applications, mobile devices);
    - Overseeing the development of tools and resources (e.g., manuals, guidance documents, etc.) to support each tool, application, software deployed and maintained by the Department to ensure users are properly educated on how to utilize the Department's supports in order to yield the greatest benefits;
    - Overseeing and informing the development of in-service training; and
    - Overseeing and/or participating in the delivery of in-service user training.

11. **Managing projects (including special projects):**
    • Coordinating the selection of suitable contractors as and when needed;
    • Overseeing and contributing to the development of contracts and terms of references;
    • Monitoring and evaluating contractor deliverables to ensure fulfilment of the terms of the contract; and
    • Approving contractor invoice payments, resolving any work-related issues, terminating contracts for unsatisfactory work (as appropriate).

12. Preparing and/or contributing to the preparation of departmental proposals, options papers, briefing notes, reports, presentations on technical systems and activities, Financial Management Board submissions, business cases, communications products, the Main Estimates, the Department's Capital and Business Plan, departmental budget and decision papers tabled by the Minister, when called upon.

13. Participating in departmental and external committees and working groups (e.g., project management boards) and representing the Group and/or Division at meetings, seminars, workshops and conferences dealing with matters pertaining to supporting the IT needs of the Department and its users.

14. **Managing direct reports by:**
    • Performing general supervisory tasks and associated mentorship and on-the-job coaching regular intervals;
    • Reviewing staff work on a regular basis to ensure established outcomes are achieved;
    • As appropriate, utilizing employee retention, succession planning, and vacancy management practices;
    • Conducting performance reviews to assess the extent to which mutually agreed upon objectives have been achieved;
    • Addressing employee performance issues and/or imposing progressive discipline as required;
    • Developing and implementing staff training plans; and
    • Ensuring that staff duties and responsibilities are addressed particularly in situations where staff may be absent.

15. **Performing other duties as required.**

5. KNOWLEDGE, SKILLS AND ABILITIES

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

Contextual Knowledge:
    • Advanced knowledge of/proficiency with various hardware used in an educational context, including computers, tablets, projectors, smartboards, speech enhancement systems, CCTV systems, paging and bell schedule systems and Intrusion Alarm Systems;
    • Advanced knowledge of computer software applications, including the Microsoft environment and specifically Microsoft Excel, Word, Outlook, Teams Visual Basic, Access, SQL, network software and email server software;
    • Current with evolving theory, approaches, and best practices in the area of network maintenance, security, data protection, education and information technology systems and supports, IT systems management;
    • Strong understanding of MAC (OSX), PC (Windows) and tablet (iOS) operating systems;
    • Knowledge of the development and implementation of internal networks using the Microsoft suite of products;

- Sound understanding of principles of Help Desk management, administration and operations;
- Knowledge of and proficiency with in-class learning technologies, tools and resources (i.e., video conferencing hardware and software, smart boards, assistive learning devices etc.)
- Knowledge of and proficiency with cloud-based applications and computing.
- Knowledge of information systems design and project development;
- Knowledge and significant proficiency (and / or capable of becoming proficient) with GN technological infrastructure, caching server appliances;
- Knowledge of remote access and configuration of access points for systems technologies and computers;
- Strong knowledge of, and effectively utilizing, the Department's computerized systems and software;
- Sound knowledge of Cisco protocols and the configuration of secured wireless networks;
- Sound technical understanding of maintaining LAN connections, servers, proxy servers;
- Sound understanding of database management;
- Knowledge of Learning Management systems;
- Knowledge and understanding of Nunavut's operational environment and the skill to apply this knowledge when engaging in planning initiatives for the Department;
- Familiar with the *Education Act* and Regulations, and applicable legislation, policies, regulations, procedures, directives, etc.;
- Current with theories, principles, and practices of human resources and financial management Grounded understanding of decision-making processes in the public sector context;
- Knowledge of the Department's philosophy, educational principles, goals, beliefs, especially in relation to inclusive education and supporting students with diverse needs; and
- Knowledge and awareness of Inuit Qaujimajatuqangit.

Skills and Abilities:
- Excellent networking skills;
- Excellent Linux/Unix skills;
- Skilled in managing large networks, inclusive of network design and implementation, troubleshooting, hardware configuration, and performance tuning with minimal impact to users;
- Facilitation and training skills; ability to prepare and deliver training tools, materials, and workshops targeted to a range of audiences;
- Skilled at developing and working with teams, participating in shared leadership situations, and managing conflict;
- Project management skills; ability to manage program/project budgets and balance multiple competing priorities;
- Detailed-oriented, methodical and organized;
- Excellent communication (written, verbal, listening) skills (i.e., capable of communicating in a bilingual / bicultural context, ability to convey complex ideas and information using layperson terms);
- Ability to coordinate the seamless addition and removal of applications on / to networks;
- Ability to contribute to the review and development of system specification / design documents;
- Ability to work in a regulatory environment reviewing, interpreting, and monitoring activities relative to legislated / regulatory requirements;
- Ability to produce strategic communication (e.g., briefing notes, reports, etc.) for distribution to varying audiences;
- Critical thinker with the ability to: (a) analyze and recommend appropriate actions / strategies, policies, guidelines, directive, procedures; (b) assess and manage complex and

potentially sensitive issues; (c) effectively identify and manage risk situations;
- Demonstrated aptitude undertaking large and discrete research projects applying a principled methodological approach;
- Demonstrated ability to build best practice systems / approaches / policies / procedures;
- Ability to work under tight timelines and meet deadlines;
- Ability to manage contractors / vendors;
- Ability to work both independently and collaboratively, with initiative and sound judgement;
- Ability to participate in an informed and sensitive manner as a member of a cross-cultural team; and
- Ability to uphold and apply principles of excellent customer / client service.

Qualifications:
The requirements for this position come from:
- A Bachelor's Degree in Computer Science or Computer Engineering;
- A minimum of 3 years of experience delivering services similar to those required of this position, including experience in operations and maintenance of databases, IT hardware and software systems;
- At least 1 year of supervisory experience that includes serving as a team leader, mentor and coach to reporting staff.
- Performance of these duties will occasionally require school visits. As such, the position is considered a highly sensitive position and requires both a clean Criminal Record Check as well as Vulnerable Sector Check.

Assets:
- A Master's Degree in Computer Science or Computer Engineering.
- Nunavut based IT experience, or IT experience within an education system.
- A candidate with Project Management Professional (PMP) Certification.

Equivalencies consisting of a combination of education and experience requirements may be considered.

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 occurrence of physical demands, environmental conditions, demands on one's senses and mental demands.

Physical Demands

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

The *Manager* has a heavy workload and may, at certain times of the year, deal with a heightened demand for support where the timeline to deliver on requests are very tight. This may require work on weekends or evenings to ensure tasks are completely on-time.

Further to this, there are long periods where the *Manager* is seated at a computer or on the telephone carrying-out work tasks. This can contribute to back and muscle strain.

Environmental Conditions

Indicate the nature of adverse environmental conditions to which the jobholder is exposed, jod the frequency and duration of exposures. Include conditions that disrupt regular work schedules and travel requirements.

The *Manager* works in an environment where they are exposed to the normal interruptions expected of their position (e.g., unscheduled phone calls, impromptu meetings with team members, etc.). This can be somewhat distracting and pose a challenge to concentration.

Further this, this position will be required to travel (from time-to-time for varying lengths/durations) to communities across Nunavut. While on travel, the *Manager* will likely be exposed to environmental conditions that are not the same as their home community.

Sensory Demands

Indicate the nature of demands on the jobholder's senses to make judgements through touch, smell, sight and hearing, and judge speed and accuracy.

The work undertaken by the *Manager* requires a great deal of coordination, strategic thinking, and accuracy. As such, he / she will spend prolonged and intense periods of time focusing and concentrating on: conducting research, reviewing various documents (e.g., system specification documents, design documents), and making recommendations / taking steps to mitigate risks and enhance user experience with the Department's information and education technology systems, tools, services, and supports. With this in mind, it is likely that the *Manager* will be required to manage several projects at any given time whilst still meeting critical deadlines (i.e., annual reporting deadlines). These may all contribute to stress.

Mental Demands

Indicate conditions that may lead to mental or emotional fatigue.

The work performed by the *Manager* demands a great deal of focus and strategic thinking. The outcome of his / her work will have a significant impact on the Department and key decisions made by senior management; as such, there is considerable pressure to ensure that work is completed quickly and accurately. Addressing the Department's information and education technology needs and requirements is not a one-size-fit-all approach; it calls for creative problem-solving. The outcome of the *Manager's* work has a significant impact on the quality of user experience and the safety, security, and stability of the Department's information and education technology systems; as such, there is considerable pressure placed upon the him / her to ensure that work is completed quickly and accurately (errors in judgement can compromise the core operations of schools and the Department).

Coupled with this, the *Manager* (at any given time) will be managing several critical tasks (e.g., responding to requests for support, drafting specifications documents, etc.). The collective demands of this position are likely to contribute to mental stress.

7. CERTIFICATION

_____ Employee Signature	_____ Supervisor Title
_____ Printed Name	_____ Supervisor Signature
_____ Date I certify that I have read and understand the responsibilities assigned to this position.	_____ Date 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 <u>the general nature and level of work</u> 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".