

## Facilities Coordinator

<b>Portfolio:</b>	Facilities Department
<b>Reports Directly to:</b>	Facilities Manager
<b>Reports Indirectly to:</b>	Chief Financial Officer
<b>Direct Reports:</b>	Facility Technicians
<b>Department/Location:</b>	Facilities/Good Spirit Education Complex – Yorkton, SK
<b>Salary Range:</b>	Facility Coordinator Grid – 5 steps
<b>Last Updated:</b>	June 15, 2020

### Profile

The Facilities Coordinator is responsible for the maintenance, repair and general operations of Good Spirit School Division facilities. This role will work closely with the Facilities Manager in an advisory capacity regarding the establishment of priorities through advising of deficiencies as well as making recommendations for improvements.

The Facility Coordinator must provide a full range of accessible, trusted, and professional services for the Division. Leadership will be provided in the areas of regular and proactive facility maintenance. This position will be a strategic thinker responsible for leading the Facility team in developing and delivering a work plan linked to the strategic plan; development of strategies and processes to build strong stakeholder relationships, and promoting a healthy & productive facilities and work environments aligned with the Division’s Mission, Vision and Values. The Facilities Coordinator assists the Facility Manager in fulfilling the general and specific aspects of their work.

Without restricting the generality of the overview above, the Facility Coordinator shall perform such duties and responsibilities as may be assigned including but not restricted to the following:

#### 1. Student Welfare

Role Expectations:

- RE 1.1 Support safe, positive learning environments for students.
- RE 1.2 Ensure facilities are accessible.

Quality Indicators relative to student well-being:

- QI 1.1 Regular actions are taken to ensure employees and facilities operate with regard for safety, cleanliness, educational and community operations. Including but not limited to: capital projects, regular and proactive maintenance and facility operations, employee evaluations and certifications, community use of facilities, and relevant AP's.
- QI 1.2 Facilitate environments where students feel safe.
- QI 1.3 Provide an analysis and/or investigation of incident reports related to insurance claims while on school division property.

**2. Educational Leadership**

Role Expectations:

- RE 2.1 Ensures the facility department meets the training standards as laid out in Administrative Procedures.

Quality Indicators relative to educational leadership:

- QI 2.1 Supervise contractors who may be engaged to perform maintenance work for the Division.
- QI 2.2 Provide leadership in emergencies which may involve emergency callouts to affect repairs and to re-secure the buildings.
- QI 2.3 Maintain awareness of codes and regulations: converse with inspectors and regulatory agencies within the area of accountability.

**3. Fiscal Responsibility**

Role Expectations:

- RE 3.1 Ensure fiscal responsibility in relation to areas of assigned responsibility.
- RE 3.2 Adequate internal financial controls exist and are being followed in areas of responsibility.
- RE 3.3 Serve as a resource for the Facilities Manager in capital projects by assisting in the establishment of priorities, provide information required for document submission to the Ministry of Education, involved with architects, engineers and general contractors and on-site monitoring of the construction projects.

Quality Indicators relative to fiscal responsibility:

- QI 3.1 Reviews expenditures to ensure continuous improvement in terms of value for money.
- QI 3.2 Provides Facility Manager with project risk assessment reports related to areas of responsibility.

QI 3.3 Ensures tenders for purchasing are conducted in accordance with legislative requirements and Division direction in areas of responsibility.

#### **4. Personnel Management**

Role Expectations:

- RE 4.1 Assist the Facility Manager with the selection of staff within areas of assigned responsibility subject to the provisions of Policy 15.
- RE 4.2 Quality orientation and staff development are developed and effectively implemented in areas of assigned responsibility.
- RE 4.3 Promote safe work practices in accordance with Occupational Health & Safety, Board Policy, and directives by supervisors.

Quality Indicators relative to personnel management:

- QI 4.1 Model a commitment to personal and professional growth.
- QI 4.2 Ensure required training and compliance relative to OHS.
- QI 4.3 Models high ethical standards of conduct.
- QI 4.4 Implements assigned personnel related administrative procedures (section 400 of the AP manual).
- QI 4.5 Provides direct supervision of the facilities department resulting in their growth, development and achievement of prescribed outcomes as identified in their job descriptions.
- QI 4.6 Be approachable and model a commitment to high ethical standards and personal and professional growth.
- QI 4.7 Provides Superintendents, Administrators and management staff with immediate assistance and guidance in addressing their facilities concerns following HR best practices and procedures.
- QI 4.8 Consults with Human Resources on all significant personnel matters requiring intervention, investigation and prior to issuing any employee discipline
- QI 4.9 Provide leadership in safety for the facilities staff and serve as an OHS resource for Good Spirit School Division employees.

#### **5. Policy and Administrative Procedures**

Role Expectations:

- RE 5.1 Develops and implements relevant Board policy and assigned administrative procedures with integrity in a timely fashion.
- RE 5.2 Understands best practices and how to adapt these processes to the unique needs of the education environment.

Quality Indicators relative to policy role:

- QI 5.1 Ensures section 400 Personnel and Employee Relations administrative procedures are adhered to.
- QI 5.2 Demonstrates a knowledge of and respect for the role of the Chief Financial Officer and Director of Education in policy and administrative procedure processes.
- QI 5.3 Ensure effective and reflective administrative policies are up to date with best practices, conducive to the education sector and consistent with legislative and contractual requirements.
- QI 5.4 Assists the Facility Manager with ensuring administrative procedures are in compliance with the intent of Board Policy and are kept current.

## **6. Director / Chief Financial Officer / Superintendent / Board Relations**

Role Expectations:

- RE 6.1 Establishes and maintains positive, professional working relations with Senior Administration, Admin Council, and the Board.
- RE 6.2 Honours and facilitates the implementation of the Chief Financial Officer roles and responsibilities.
- RE 6.3 Provides the information which the Chief Financial Officer and Director require to perform their roles.

Quality Indicators relative to Director/Chief Financial Officer/Superintendent/Board relations:

- QI 6.1 Keeps the Facility Manager informed about facility matters.
- QI 6.2 Interacts with the Facility Manager in an open, honest proactive and professional manner.
- QI 6.3 Implements directions with integrity in a timely fashion, for the Facility Manager to perform their duties in an exemplary fashion.
- QI 6.4 Develops, for the Facility Manager's review and approval, performance metrics in areas of assigned responsibility.
- QI 6.5 Makes recommendations to the Facility Manager regarding potential value-added Board involvement.

## 7. Strategic Planning & Reporting

### Role Expectations:

- RE 7.1 Assists the Facility Manager in the development of long-range facilities plans and budgets .

### Quality Indicators relative to strategic planning and reporting:

- QI 7.1 Reports to the Facility Manager around work plan goals, challenges, timelines, adjustments, and completion.
- QI 7.2 Achieves the key results identified in the Education Sector Strategic Plan (ESSP) within areas of assigned responsibility.
- QI 7.3 Review and recommend the renovation, replacement, decommissioning of existing facilities.

## 8. Organizational Management

### Role Expectations:

- RE 8.1 Promotes a productive organizational culture that contributes to strong employee engagement, values diversity, trust and respect for individuals and their contributions.
- RE 8.2 Demonstrates effective organizational skills resulting in Division compliance with all legal, Ministerial mandates and timelines within areas of assigned responsibility.

### Quality Indicators relative to organizational management:

- QI 8.1 Ensures compliance with all Ministry of Education and Division mandates (timelines and quality) within areas of assigned responsibility.
- QI 8.2 Budgets and reporting requirements are followed or timely variance reports are provided to the Facility Manager.
- QI 8.3 Evaluates organizational efficiency and effectiveness.

## 9. Communications and Community Relations

### Role Expectations:

- RE 9.1 Takes appropriate actions to ensure positive external and internal communications are developed and maintained within areas of assigned responsibility.

### Quality Indicators relative to communications and community relations:

- QI 9.1 Represents the Division in a positive, professional manner.

QI 9.2 Effectively manages complaints to ensure resolution of employee and community concerns and issues.

QI 9.3 Consistently demonstrate a commitment to Division values as noted in Policy 1. In addition, consistently model servant leadership and positive ambassadorship.

## 10. Leadership Practices

### Role Expectations:

RE 10.1 Practices leadership in a manner that is viewed positively and has earned the trust and respect of the Facility Manager and Senior Leadership Team.

RE 10.2 Is a role model and has earned the support of those with whom they work most directly in carrying out assigned duties.

RE 10.3 Ensures the maintenance, transparency and access of records in accordance with the Local Authority Freedom on Information and Protection of Privacy legislation including all information (i.e., personnel files excluding payroll, medical files, investigations files, etc.).

RE 10.4 Performs other duties as may be required or assigned by the Facility Manager

### Quality Indicators relative to leadership practices:

QI 10.1 Provides clear directions and effective leadership for area of responsibility.

QI 10.2 Unites people toward achieving the Board's goals.

QI 10.3 Demonstrates a high commitment to the needs of employees and success of students.

QI 10.4 Empowers others and effectively solves problems.

## Qualifications

- Minimum Grade 12 or equivalent
- Minimum 5 years' experience in facilities operations and at least 2 years of supervisory experience in facilities operation or maintenance.
- Minimum 2 years' experience and knowledge in automated building controls and HVAC systems.
- Management training at a diploma level and Journeyperson status in a building related trade or Power Engineering Certification at Fourth Class or higher.
- Project Management Training would be considered an asset.
- Level I and II Occupational Health & Safety
- Workplace Hazardous Materials Information System Certification
- Saskatchewan Construction Safety Association – fall protection awareness



**Our Motto**  
**Our Mission**  
**Our Values**  
**Our Vision**

Students Come First  
Building Strong Foundations to Create Bright Futures  
Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance  
Learning Without Limits...Achievement For All

- Minimum of valid Fireman's certificate
- A valid driver's license

### **Knowledge, Skills and Abilities**

- Knowledge of building systems, trades and materials including electrical, plumbing, HVAC, carpentry, painting, flooring and grounds.
- Knowledge of legislation and applicable codes that apply to education facilities.
- Knowledge of policies, practices and procedures governing construction, renovations and maintenance of facilities.
- Knowledge of fire and building codes as well as fire/safety system requirements.
- Knowledge of preventative maintenance scheduling and techniques.
- Clear understanding and ability to provide situational leadership.
- Knowledge of computer software including Asset Planner, MS Office, email and related programs.
- Be knowledgeable and supportive of applicable Board of Education and Division policies and procedures.
- Be willing to engage in lifelong learning with respect to training, in-services and courses of study.
- Strong interpersonal skills with a proven ability to build trusting, collaborative work environments.
- Ability to deal with people sensitively and professionally at all times.
- Willingness to embrace change and encourage others to continually foster improvement.
- Effective communication skills with the ability to forge positive relations with a variety of educational partners and employee groups.

### **Competencies**

- Shows commitment to the organizational vision and foundational statements by acting in accordance with organizational expectations.
- Uses knowledge of the organization and business to solve issues and accomplish goals and strategies while complying with policies, procedures and practices.



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- Demonstrates effective organizational skills resulting in the organization's compliance with all legal, Ministerial and Board mandates and timelines. Ensures work is consistently completed and accurate within expected timeframes.
- Takes personal ownership and responsibility for the quality and timeliness of work and is expected to seek clarification on any matters of concern. Demonstrates reliability and integrity on a daily basis.
- Displays a positive attitude toward others, their work, schools and the division. Provides exceptional service to customers (internal and external) by displaying professional and respectful behaviors with timely proactive responses.
- Respectful of the confidential nature of the position and will keep confidential any and all information acquired during the course of employment. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP)*.
- Models a commitment to personal and professional growth with high ethical standards of conduct.

### **Working Conditions**

- Out of Scope based on a 12- month calendar
- Some travel may be required