

## **SCHOOL REGISTRY ASSISTANT**

**DISTINGUISHING FEATURES OF THE CLASS:** This position is in a central registry which refers substitute teachers and other support staff to school districts' classrooms and offices upon demand. The work is significantly performed on the telephone, in the first instance to talk with permanent staff personnel who are to be absent to learn position related facts, or with administrators of schools to learn such information or to learn of their concerns with registry placements, and in the second instance to talk with school district approved substitutes to learn of their availability for filling absentee's positions. In the course of talking with substitutes, information learned about preferences as to location, grade levels, subject matters, office experience, etc., as well as comments by administrators of schools, is recorded to aid in making future placements. Additional records are maintained relative to the participation of substitutes in the program. The work is performed under procedural supervision of the School Registry Supervisor and administrative supervision of the Director of Instructional Services of the Board of Cooperative Educational Services. Does related work as required.

### **TYPICAL WORK ACTIVITIES:**

Reviews records and tape messages and receives telephone calls to learn of the need for substitutes;

Solicits information about the position to be filled as may be necessary to select the best possible substitute candidates for calling;

Refers to the names of substitutes and their priority listing as provided by the particular district in which the placement is to be made and to interests, restrictions, qualifications and attributes of candidates as noted during previous contacts and determines the order of calling for making the best placement;

Telephones substitutes to describe position to be filled and records acceptances, declinations and reasons, and further notes additional personal information to be used in future references;

Informs schools of absences and placements and/or the inability to locate a placement;

Maintains records, files and makes a variety of internal reports;

May discuss problem situations with school administrators.

### **FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:**

Good knowledge of school organization as related to existing teacher certification subjects taught in school and different student groups; working knowledge of functions of other school support services; ability to read and interpret written material; ability to reason clearly and make sound judgments; ability to present and solicit information clearly and effectively; ability to interpret and record oral information; ability to establish and maintain accurate and precise records.

**MINIMUM QUALIFICATIONS:** An Associate's degree in any field and three (3) years of experience either as a classroom teacher, nursery school teacher, teaching assistant or related or in such personnel activities as counseling, interviewing, placement or related employment activity.

(over)

**NOTES:**

1. Additional experience outlined above may be substituted for college on a year-for-year basis.
2. Additional years of college education may be substituted for up to two (2) years of experience on a year-for-year basis.
3. A Bachelor's degree in education or appropriate state certification as a teacher shall be deemed fully qualifying.