

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION

July 2022

College: St. Lawrence College

Incumbent: Vacant

Position Title: Senior Budget & Financial Analyst

Classification: Pay Band 9

Division/Department: Financial Services

Location/Campus: Kingston, with Tri-Campus Responsibilities

Immediate Supervisor (title): Vice-President, Finance, Risk, Facilities, Procurement & CFO

Type of Position:

☒ ☐ ☐ Administrative	☐ ☐ ☐ Part-Time Administrative
☐ ☐ ☐ Sessional Academic	☐ ☐ ☐ Part-Time Academic
☐ ☐ ☐ Part-Time Support	☐ ☐ ☐ Other

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____

Date: _____

Recommended by
Position's Manager: _____

Date: _____

Approved by
Senior Manager: _____

Date: _____

POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

Reporting to the Vice-President, Finance, Risk, Facilities, Procurement & CFO, the Senior Budget & Financial Analyst acts as a key resource and advisor to Budget Managers and College staff, in the preparation of budgets and forecasts. The Senior Budget & Financial Analyst is also responsible for completing various elements of the budgeting and forecasting processes and conducting financial reviews and analysis to support Management's decision making. The Senior Budget & Financial Analyst develops and maintains financial and management reports that meet vendor requirements and delivers information and insight to support data-driven decision making. In addition, the Senior Budget & Financial Analyst supports the management of the finance and budgeting systems and the implementation of financial controls that enable sound financial management of the College and the integrity of financial data.

KEY DUTIES

Provide a description of the position's key duties. Estimate the percentage of time spent on each duty (to the nearest 5%). Add an extra page if necessary.

<u>KEY DUTIES</u>	<u>% OF TIME</u>
1. FINANCIAL PLANNING AND FORECASTING:	(45%)
• Act as a resource and advisor to Budget Managers and College staff in the preparation of budgets and forecasts for assigned departments. • Leading the process and supporting Budget Managers in the development of budgets and forecasts for staffing costs. Development and maintenance of salary and benefit costing models, and detailed assumptions for each position. • Prepare budgets and forecasts for assigned budget line items. • Assist in the preparation of the College's 5-year forecast and other in-year forecasts. • Identify risks and opportunities in budgets and forecasts and communicate these to the Vice-President, Finance, Risk, Facilities, Procurement & CFO, Budget Managers, and other Management as appropriate. • Contribute to the preparation of budget and forecast documents for Management and the Board of Governors.	
2. FINANCIAL ANALYSIS AND DECISION SUPPORT:	(25%)
• Act as a resource and advisor to Budget Managers and College staff in conducting financial analysis and the interpretation of financial results, for assigned departments. • Perform financial variance analysis, for assigned departments or teams. • Complete annual academic program costing. • Complete program costing and analysis for new academic programs and academic programs under review and renewal. • Perform ad hoc financial reviews, costing and analysis as assigned. • Complete costing of staff positions on an as needed basis. • Develop and maintain tools for financial analysis, to support the Finance Department and other departments across the College. • Identify risks and opportunities when conducting financial analysis and communicate these to the Vice-President, Finance, Risk, Facilities, Procurement & CFO, Budget Managers and other Management as	

appropriate.

4. FINANCIAL AND MANAGEMENT REPORTING (10%)

- Develop and maintain financial reports using PeopleSoft nVision, spreadsheets or other appropriate software to support reporting needs across the College, including enabling departments to track their respective financials.
- Prepare government and other external vendor reports in accordance with reporting requirements. This includes the annual budget and mid-year forecast prepared in the College Financial Information System (CFIS) format.
- Contribute to the preparation of reports to the Board of Governors.
- Create ad hoc financial and management reports as required.

3. FINANCIAL SYSTEMS MANAGEMENT AND FINANCIAL CONTROLS (15%)

- Serve as a Subject Matter Expert for the College's budgeting software (Budget Maestro) and the financial reporting tool (PeopleSoft nVision).
- Document defined business processes and recommend system and process improvements.
- Create and implement new finance system chartfields such as general ledger accounts and program codes, at the direction of the Vice-President, Finance, Risk, Facilities, Procurement & CFO.
- Update finance system chartfield combination rules and trees (hierarchical structure), at the direction of the Vice-President, Finance, Risk, Facilities, Procurement & CFO.
- Upload budget and forecast data from the budgeting software (Budget Maestro) to the finance system (Peoplesoft).
- Based on the approved budget, implement budget commitment controls within the finance system.
- Investigate and resolve chartfield and budget errors in Peoplesoft Finance.
- Process approved out-of-cycle changes to the capital budget.
- Monitor operating and capital expenditures for assigned departments or teams and initiate discussions with the Budget Managers on anomalies and correction of errors if necessary.

4. OTHER DUTIES (5%)

- Provide input on the critical paths for the annual budgeting process, mid-year forecast and other budget and planning processes.
- Provide training, both in a formal setting and on an ad hoc basis to users of financial systems.
- Provide budgeting and forecasting training to Budget Owners and Budget Managers as required.
- Support year-end financial close activities as required.
- Other duties as assigned.

TOTAL:**100%**

1. COMPLEXITY - JUDGEMENT (DECISION MAKING)

Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analysing** the material, information, situations and/or processes upon which decisions are based.

Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.

Provide up to three examples of the most important and difficult decisions that an incumbent is typically required to make.

- a) Assess risks and opportunities in departments' budgets and provide Budget Managers with appropriate suggestions and advice. Advise Budget Managers on assumptions used for budgeting and forecasting, ensuring reasonability, thus mitigating the College's financial risk.
- c) Identify anomalies, errors, inappropriate items or amounts in budgets, forecasts, and actual transactions, and communicate this to business leads and relevant Finance management. Where appropriate, provide suggestions and advice.
- b) Design PeopleSoft nVision reporting that enables efficient access to financial information for decision making and reporting to relevant parties.

2. EDUCATION (to be completed by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to identify the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Non-Post Secondary

☐ Partial Secondary School

☐ Secondary School Completion

Post Secondary

☐ 1-Year Certificate

☒ 4-Year Degree

☐ 2-Year Diploma

☐ Masters Degree

☐ 3-Year Diploma/Degree

☐ Post Graduate Degree

☐ Professional Designation

Specify:

☐ Other

Specify:

A) Specify and describe any program speciality, certification, or professional designation necessary to fulfil the requirements of the position.

- Four-year degree in Business, Finance, or Accounting.

B) Specify and describe any special skills or type of training necessary to fulfil the requirements of the position (e.g., computer software, client service skills, conflict resolution, operating equipment).

- Knowledge and skills in the use of Peoplesoft nVision would be considered an asset.
- Advanced working knowledge/competence in the use of integrated financial systems.
- Expert with advanced functions in Excel.
- Exceptional analytical skills combined with intuition, creativity, and sound judgement.
- Demonstrated understanding of financial analytics, planning, and forecasting techniques, as well as business processes.
- Familiarity with Public Sector Accounting Standards.
- Excellent interpersonal and communication skills.
 - Ability to explain accounting procedures to non-financial personnel across the diverse College community.
 - Ability to present complex financial, statistical, and other information in a clear and understandable manner.
 - Ability to work successfully with diverse and sometimes conflicting interests and philosophies.
 - Ability to deal confidently with senior managers, staff members, Ministry representatives, etc.
 - Ability to resolve issues independently.

3. EXPERIENCE (to be completed by the College)

Experience refers to the amount of **related, progressive** work experience required to obtain the essential techniques, skills, and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to identify the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire. Up to and including:

☐ 0 - no experience

☐ 3 years

☐ 1 month

☒ 5 years

☐ 3 months

☐ 7 years

☐ 6 months

☐ 9 years

☐ 1 year

☐ 12 years

☐ 18 months

☐ 15 years

☐ 2 years

☐ 17 years

Specify and describe any specialized type of work experience necessary to fulfil the requirements of the position.

- Proven experience developing budgets and performing financial analysis in a non-for-profit organization.
- Experience presenting complex financial, statistical, and other information.
- Experience working successfully with people at all organizational levels.

4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent has to **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or take action, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/management systems.

A) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

- a) Recommend budgeting and financial management process improvements, along with related system changes and internal controls.
- b) Advise Budget Managers and College staff on the process of budget preparation. Analyse and interpret financial results. Identify budget risk areas and discuss with relevant managers.
- c) Prepare financial reports by interpreting reporting requirements from partners such as the Ministry and seeking clarity as appropriate.

B) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which required the direction or approval from a supervisor.

- a) Implementing major budget and forecast process changes.
- b) Structural changes within the finance system (Peoplesoft).
- c) Granting users access to finance systems.

5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, effects on staff, students, clients or public.

- a)** Inappropriate assumptions or advice given to Budget Managers when budgeting, forecasting, or preparing financial models could lead to inappropriate decisions being made and ultimately inappropriate resource allocation, unfavourable financial variances, and/or misleading or incorrect/incomplete reports and presentations to Board, Ministry, etc. In the longer term, severe impairment of the College's sustainability, reputation, and quality of programming could result.
- b)** Misinterpretation of reporting requirements and inappropriate structuring of nVision reports could lead to misrepresentation of financial results or metrics thus affecting quality of decisions made and information presented to Management, Board of Governors and/or external partners. This could impact the reputation and perceived financial integrity of the College.

6. CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types**, **importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose, and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Financial Services	Advise on setup of new finance system chartfields. Share budget info as required and assist with errors and variance analysis.		X
	College Budget Managers and Budget Owners	Advice and support for budgeting; financial analysis, support and training on budgeting and reporting applications, liaison re: results, etc.		X
External to the College:			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Various Ministries	Respond to queries and requests for information; Prepare or support the preparation of reports; Interpretation of application and reporting requirements	X	
Occasional (O)	Contacts are made once in a while over a period of time.			
Frequent (F)	Contacts are made repeatedly and often over a period of time.			

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- ☐ Not responsible for supervising or providing guidance to anyone.
- ☒ Provides technical and/or functional guidance to staff and/or students.
- ☐ Instructs students and supervises various learning environments.
- ☐ Assigns and checks work of others doing similar work.
- ☐ Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- ☐ Manages the staff and operations of a program area/department.*
- ☐ Manages the staff and operations of a division/major department.*
- ☐ Manages the staff and operations of several divisions/major departments.*
- ☐ Acts as a consultant to College management.
- ☐ Other e.g., counselling, coaching. Please specify:
 -

* Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.

- Budget Managers
- College staff

7b. SPAN OF CONTROL

Span of Control is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full-time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if applicable.

Type of Staff	Number of Staff
Full-Time Staff	0
Non-Full Time Staff (FTE) *	0
Contract for Service **	
Total:	0

*** Full Time Equivalency (FTE) conversions for non-full-time staff are as follows:**

Academic Staff

Identify the total average annual teaching hours taught by all non-full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post secondary teachers and 760 hours for non-post secondary teachers.

Support Staff

Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

Administrative Staff

Identify the total average annual hours worked by non-full-time administrative staff for which the position is accountable and divide by 1820 hours.

**** Contract for Services**

When considering “contracts for services,” review the nature of the contractual arrangements to determine the degree of “supervisory” responsibility the position has for contract employees. This could range from “no credit for supervising staff” when the contracting company takes full responsibility for all staffing issues to “prorated credit for supervising staff” when the position is required to handle the initial step(s) when contract staffing issues arise.

8. PHYSICAL AND SENSORY DEMANDS

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Sitting for extended periods				X	
Computer workstation				X	
Talking on the telephone			X		

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Concentration / Attention to Detail				X		I
Preparing reports / analysis/ Complex spreadsheets			X			I
Frequent interruptions and changing priorities and demands			X			S

FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

9. WORKING CONDITIONS

Working Conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions, or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment

Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Not applicable			

Hazards

Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g., chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	Frequent	Continuous
Not applicable			

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position: