



# Digital Support Specialist

[Position Description](#) | [Qualifications](#)

## OVERVIEW

Under the direction of the District Administrator of Information Technology for Learning, the Digital Support Specialist (DSS) is part of the Information Technology for Learning (ITL) support team and is responsible for supporting school district staff in their use of technology. The DSS liaises with and supports school district staff such as district and school administrators, teachers, educational assistants, ITL support staff, and beyond-the-district personnel to understand what information is needed, design and build appropriate digital content for the users, and publish content to the school district's support website on an ongoing basis. The DSS provides level 2 support and resources for district-wide technology services.

## POSITION DESCRIPTION

### Digital Support Specialist

#### DSS-1

The DSS is responsible for creating, planning, and implementing content for district websites, newsletters, and other media as required, including procedures for posting guidelines and the dissemination of information.

#### DSS-2

Liaises with district staff to create support resources to be disseminated to relevant district personnel. Also liaises with district support teams to create materials based on trends witnessed through support tickets, email communication, and direct conversation with ITL staff and other stakeholders in the district.

#### DSS-3

Creates webpages, physical handouts, infographics, screencasts, and other media to best convey information for large groups of individuals. The DSS tailors' material to small groups and individual needs as required.

**DSS-4**

Supports district technology escalated from level 1 HelpDesk specifically for district-wide services. Examples include but are not limited to, School Messenger, Destiny, Microsoft Bookings, etc. The DSS creates self-help resources for staff who utilize these digital services.

**DSS – 5**

The DSS establishes, develops content, and maintains the department knowledge base by liaising with relevant stakeholders and subject matter experts

**DSS-6**

Creates consistent branding and design throughout all materials in consultation with the district Communications Department.

**DSS-7**

Understands the flexible, dynamic, and evolving nature of this role which may require additional duties not yet listed, but that are within the scope of this position. These duties include, but are not limited to, level 1 HelpDesk support as required, device repairs, etc.

**DSS-8**

Promotes and supports The Freedom of Information and Protection of Privacy Act (FOIPPA) as it relates to this environment.

**QUALIFICATIONS FORM  
Digital Support Specialist**

<b>EDUCATION</b>	<p><b>TECHNICAL REQUIREMENTS</b></p> <p>Grade 12 or equivalent</p> <p><b>OTHER RELATED COURSES</b></p> <p>A Computer Science degree or equivalent combination of education and experience</p>
<b>EXPERIENCE</b>	<p>A minimum of four years' experience with digital content creation and publishing</p> <p><b>Or</b></p> <p>six (6) years or more of related experience.</p>

<p><b>KNOWLEDGE</b></p>	<p><b><i>TECHNICAL REQUIREMENTS</i></b></p> <p>Understands the classroom environment and the needs of teachers and administrators in their effective use of technology</p> <p>Understanding of the difference in technology needs for various employee groups at elementary, middle, and high school levels</p> <p>Ability to create educational content appropriate for consumption by adults</p> <p>Understands the gaps of knowledge in staff's effective use of technology</p> <p>Has knowledge of common content publishing tools and systems</p> <p>Has understanding of district technology programs and initiatives</p>
<p><b>SKILLS AND ABILITIES</b></p>	<p><b><i>TECHNICAL REQUIREMENTS</i></b></p> <p>Proficiency with Photoshop, HTML, and WordPress</p> <p>Graphic design</p> <p><b><i>INTERPERSONAL REQUIREMENTS</i></b></p> <p>Responsibility</p> <p>Confidentiality</p> <p>Tact/Courtesy in exchanging and/or exchanging data or information</p> <p>Initiative/self-starter</p> <p>Oral communication skills including the ability to relate to students, staff, and public</p> <p>Persuasive diplomacy</p> <p>Flexibility</p> <p>Patience</p> <p>Ability to work in a team/school setting as well as independently</p>

	<p><b><i>PROBLEM SOLVING REQUIREMENTS</i></b></p> <p>Ability to:</p> <ul style="list-style-type: none"> <li>• communicate clearly when problem-solving with others</li> <li>• apply appropriate methods, procedures, and policies</li> <li>• document, summarize, and interpret information</li> <li>• develop work methods for timely project completion</li> <li>• give and receive advice, guidance, instructions, and directions</li> <li>• pay close attention to detail</li> <li>• monitor quality, accuracy, and quantity of work assignments</li> <li>• manage time appropriately</li> <li>• travel throughout the district</li>   <li>• Analytical ability</li>   <li>• Creative/ Innovative</li> <li>• Organizational skills</li> <li>• Ability to manage and meet deadlines</li> <li>• Ability to take complex problems and present solutions in a sequential and organized fashion</li> </ul>
<p><b>WORKING CONDITIONS</b></p>	<p><b><i>OCCUPATIONAL REQUIREMENTS</i></b></p> <p>Sufficient vision and hearing to perform related job duties</p> <p>Able to lift up to 18 kg (40 lbs) and operate related equipment</p> <p>Able to perform related physical and mental activities</p>

Revised: September 2024