

JOB ANALYSIS - Registrar

JOB ANALYST: Nancy Kennedy, MS,CRC	DATE OF ANALYSIS: February 2016
PHONE #: (800) 477-0626 X 4435	DATE REVISED: NA
Conducted for: Chico Unified School District	Information Provided by: High School and Junior High School Registrars, District Administrators

General Description:

Under direction, the Registrar provides complex administrative assistance to site administration involved in all aspects of registering, scheduling and programming students and in interpreting, evaluating and maintaining grades and credits on transcripts; and performs a variety of related clerical duties as assigned.

Essential Job Functions:

- Perform a variety of complex clerical duties involved in registering and programming new students, including assisting administrators, counselors, parents and students in developing class schedules.
- Organize and compile information/data and implement various phases of programming; including preparing timeline, master schedule and programming materials through development stages and finalization.
- Obtain and compile pertinent and required information from student records, cum files, and direct contact with parents, student and other school sites.
- Utilize the district's computer data base system and specialized applications to organize, update, and maintain required information including, but not limited to, the master schedule, grades, rosters, student/parent portal, on-line registration, etc.
- Develop creative and workable solutions to problems with the computer system meeting the needs of the school, including in areas of scheduling design conflicts, room assignments, student schedules, grades, transcripts, reports, inter and intra district forms and other areas as necessary.
- Set up the Master Schedule (Course Catalog) in the district computer system by assigning course numbers and sections, teachers, room numbers and number of seats available, periods, term and days taught for each section offered; enroll students after grading period starts; evaluate and update all data pertaining to programming.
- Coordinate with district psychologists, special education/special program teachers, ESL teachers and County personnel in the enrolling and scheduling of special education and special program students; create and maintain separate master schedules for special education and special program students (medical necessity home instruction, etc.).
- Prepare Master Schedules by department and room assignment for distribution to staff, administration, District Office, students and the community; make changes resulting from program errors, recommended student program changes and balance classes after grading period starts adhering to district requirements.
- Prepare registration materials, curricular catalogs and program planning sheets; make student information materials available.

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- Interpret and evaluate transcripts of new and returning students; enter grades and credits from previous schools into data base to establish a current transcript; maintain grades, credits and transcripts for all students; request new student cumulative folders and transcriptions from previous schools and provide same to requesting schools for student transferring out of the school or district.
- Research data, compile information and perform computations for Federal, State, and District reports.
- Perform a variety of clerical duties, including collecting, checking and distributing report cards and transcripts, I-20, Form 10 and 11 requests, language assessment (ESL), ethnicity reports, disadvantaged information, Chapter 1, GATE, Migrant Ed, and other information.
- Serve as resource person for school site and district administrators, teachers and other school personnel, parents, students and the community on various school and computer issues; provide assistance in navigating programs, establishing access/sign-in, and other related issues.
- Design, prepare and revise a variety of documents, reports, handbooks, catalogs, forms, letters, and other materials; request supplies and materials as needed; operate various office equipment; and provide assistance to other staff as necessary.
- Attend and participate in staff meetings and in-service activities as assigned; attend workshops, conventions, and classes to increase professional knowledge.

Required Knowledge Skill and Abilities

Knowledge of: Fundamentals of computer software program(s) utilized in maintaining an accurate student/school site data base; procedures and practices for registering students, data collection, records management, and report processing; procedures and practices for obtaining and securing student confidential records; procedures for assessing and evaluating grades and credits on transcripts; procedures for preparing school schedule, student /teacher ratios, and related criteria; school web site and student/parent on-line portals; District and school site organization, and policies and procedures related to scope of responsibility; office practices and procedures, including operation of equipment; principals of business mathematics and proper use of English in oral and written form.

Skill/Ability to: Learn and apply principals and practices of programming, scheduling classes and registering students; learn and apply principals and practices of course, grade and credit evaluation in relation to school district requirements; learn and apply District policies, procedures and requirements related to the Registrar function; understand the organization and operation of the school; understand and effectively utilize the school computer system and adapt to technological changes related to job functions; interpret and apply policies, procedures, laws, codes and regulations pertaining to assigned programs and functions; evaluate courses, grades and credit in relation to District graduation requirement and college entrance requirements; interpret information from other schools in student records related to Registrar's role; collect, compile and analyze information and data; prepare and maintain accurate, clear, concise and complete reports; meet and deal tactfully and effectively with the public; explain complicated issues and overcome objections or diffuse resistance in the collection of information; respond to request and inquiries from the general public and District staff; exercise good judgment, flexibility, creativity and sensitivity in response to changing situations and needs; work independently in the absence of supervision; communicate clearly and concisely both orally and in writing; establish, maintain, and foster positive and harmonious working relationships with persons contacted in the course of work.

Physical Demands:

Definitions for rating Physical Demands (Per U.S. Department of Labor Definition):

Rating	Rarely - < 1%	Infrequently 2-5%	Occasionally 6-33%	Frequently 34-66%	Constantly 67% +
Sedentary			0 – 10 lbs.		
Light			11 – 20 lbs.	0 – 10 lbs.	
Medium			21 – 50 lbs.	11 – 25 lbs.	1 – 10 lbs.
Heavy			51 – 100 lbs.	26 – 50 lbs.	11 – 20 lbs.
Very Heavy			100 + lbs.	50 + lbs.	20 + lbs.

STANDING: *Remaining on one's feet in an upright position at a workstation without moving about.*

Infrequently to Occasionally, varies. Standing occurs to access a wall board (general schedule), file cabinets and storage areas, and when consulting with school staff, parents, students or others. Standing occurs primarily in administration offices, or other school facility locations on level surfaces. Standing will also occur if assisting at a counter to back up or assist other office staff, and when using office machines, or filing. Standing varies based on individual preference of the Registrar and business needs of the school site.

WALKING: *Moving about on foot.*

Infrequently to Occasionally. Walking will occur to access school sites when consulting with teacher(s), counselors, and other staff. Registrars may escort new enrollees to a classroom or need to walk to centralized office machines. Walking distances of 30 to 40 feet generally occurs within the main offices, but will be up to several 100 feet or more to access classrooms. Walking surfaces are level and the ability to walk great distances is not a physical requirement to perform job functions.

SITTING: *Remaining in the normal seated position.*

Frequently to Constantly. Sitting in an office task chair will occur when perform most job functions. Registering students, compiling data, and retrieving or entering data into the records system occurs throughout the work day, and for prolonged periods especially when preparing general schedules, or preparing progress/grade reports.

LIFTING: *Raising or lowering an object from one level to another (including upward pulling).*

	Never	Rarely	Infrequently	Occasional	Frequently	Constantly	Height
Under 5 lbs.				X			Floor to Shoulder
6 to 10 lbs.			X				Floor to Mid-torso
11 to 20 lbs.			X				Floor to Desk
21 to 25 lbs.		*X					Floor to Desk

Typical items lifted:

0 – 5 lbs.: Student files, report cards, miscellaneous documents, office supplies, etc.

6 – 10 lbs.: Large student files (cum files) or stack of files, Binders, or multiple items less than 5 lbs.

11-20 lbs.: Stack of files, generally lifted to organize, or box of files.

*21-25 lbs.: Box of files to be archived, or received for incoming students-generally at beginning or end of school year. Assistance may be available or weigh broken down.

CARRYING: *Transporting an object usually holding it in the hands, arms or shoulders.*

	Never	Rarely	Infrequently	Occasionally	Frequently	Constantly	Distance
Under 5 lbs.			X-----	-----X			Any distance walked
6 to 10 lbs.			X				At discretion-any distance walked
11 – 20 lbs.		*X					Several feet

See Lifting Section for typical items carried. *If necessary, multiple items less than 5 lbs, box of student records.

PUSHING: *To exert force on or against an object in order to move it away.* **PULLING:** *To draw towards oneself, in a particular direction or into a particular position.*

Not Required. Light force may be exerted to open doors, file cabinets, or slide a stack of files on desk or counter.

CLIMBING: *Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using hand and feet.*

Not Required. School sites with multiple floors are accessible via elevators. Climbing is not a physical requirement to perform job functions. However, Registrars in these settings may utilize stairways to access classrooms.

BALANCING: *Maintaining body equilibrium to prevent falling when walking, standing, crouching or running on narrow, slippery or erratically moving surfaces.*

Not Required.

STOOPING/BENDING: *Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.*



20 Degrees- Infrequently to Occasionally. Bending forward to occurs when handling documents to parents or students when standing at a counter or seated at a desk, and to access files and records or supplies stored in cabinets.



45 Degrees- Rarely. Bending 30 to 45 degrees will to access student records/files in lower file drawers, and miscellaneous supplies stored at lower levels. May occur when purging files for archiving intermittently at end of school year from a seated or standing position.



90 Degrees- Not Required. May occur rarely at the discretion of the Registrar to access a low file cabinet drawer or storage area.

TWISTING/TURNING: *Rotating the torso. This includes turning of upper and lower back, and hips.*

Upper torso: Rarely. Twisting to left or right will occur when accessing records on a desk top or counter, and when moving chair is not practical or expedient.

Lower Body: Not Required.

KNEELING: *Bending legs at knees to come to rest on knee or knees.*

Not Required.

CROUCHING/SQUATTING: *Bending body downward and forward by bending legs and spine.*

Rarely, and at discretion. Accessing cords or equipment under desk level may occur when troubleshooting or assisting others with the use of computer; or when accessing stored files, boxes of files, or supplies in a lower cabinet or shelf.

CRAWLING: *Moving about on hands and knees or hands and feet.*

Not Required.

NECK POSITIONS:

Extension: 0- 60 degrees: Occasionally, 0 - 45 degrees. Glancing upward to observe immediate surroundings will occur as brief glance, or when speaking with a standing person from a seated position.

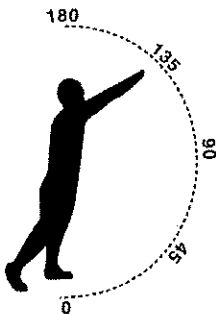
Flexion: 0- 60 degrees: Occasionally to Frequently, 0 - 45 degrees. Looking downward occurs routinely to write, read and review written information or files, view desk top area, and observe immediate surroundings.

Left/Right Lateral Rotation: 0 - 45 degrees: Rarely to Occasionally, 0 -30 degrees. Glancing left or right occurs to view immediate surroundings, adjacent work areas (down corridors). The Registrar is observant of students, or parents/visitors to the school site who may be in need of assistance. Range and frequency depends on location within school administrative offices.

Left/Right Lateral Flexion: 0 – 45 degrees: Not Required. However, cradling the telephone handset may occur when speaking with a parent or person requiring concurrent access to computerized data.

REACHING: *Extended hand(s) and arm (s) in any direction.*

Forward Reaching: Forward reaching is required to perform essential functions to the capacity indicated below.



135 to 180 Degrees - Not Required.

90 to 135 Degrees - Rarely to Infrequently. (Upper shelf/Master Schedule)

45 to 90 Degrees - Occasionally to Frequently.

Below 45 Degrees - Infrequently.

Abduction (side reaching): Not Required.

Horizontal Abduction (0-90 degrees)/Adduction (0-45 degrees): Occasionally.

Accessing documents, files and miscellaneous items on desk or counter occurs routinely and intermittently, and will vary away from body (abduction) or across body (adduction) based on office set up or desk top layout which varies from school site to school site.

HANDLING: *Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch.*

Frequently. Handling occurs routinely to access files, documents, and materials/supplies used throughout the work day.

FINGERING: *Picking, pinching, touching, feeling or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.*

Frequently. Fingering commonly occurs to key-stroke or use a mouse to enter or retrieve data, and also to paginate, or separate file pages, collate and gather documents. Fingering is intermittent with handling (guiding mouse) or other handling functions.

TALKING: *Expressing or exchanging ideas by means of the spoken word.*

Speaking clearly and effectively using appropriate wording and language is critical to job performance. The Registrar must be able to ask for information that is of a personal or confidential nature, and provides explanations regarding registration policies or school/District requirements to parents/guardians or older students. Discussions and collaboration with others is critical to scheduling and maintaining an accurate records system. Speaking occurs throughout the work day with others, including personnel of school site, District, and other schools or agencies in-person or telephonically.

HEARING: *Perceiving the nature of sounds by ear.*

Normal range hearing is required to distinguish conversational tones and sounds, and use telecommunication devices in order to communicate effectively to coordinate information; to understand questions or comments made by others in the course of all work activities.

SEEING:

Normal, near normal, or corrected to-vision is necessary for visual acuity for near (<20-inches), or far (>20-feet) to perform regular job functions. Viewing computer monitor(s) requires the ability to read and distinguish data on pre-formatted programs/applications. The Registrar utilizes visual accommodation, depth perception, field of vision, and color identification abilities to refer to the master schedule on a bulletin board, distinguish color of forms or other identifiers, and to view immediate or adjacent surroundings.

ENVIRONMENTAL CONDITION - EXPOSURE TO: (Checked items apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Weather - 90% inside / 10% outside | <input type="checkbox"/> Extreme Cold (non-weather related) |
| <input type="checkbox"/> Extreme Heat (non-weather related) | <input type="checkbox"/> Wet and/or Humid (non-weather related) |
| <input type="checkbox"/> Noise intensity level: | <input type="checkbox"/> Vibration (equipment/machinery) |
| <input type="checkbox"/> Atmospheric Conditions | <input type="checkbox"/> Electrical Shock |
| <input type="checkbox"/> Work in High Exposed Places | <input type="checkbox"/> Radiation (i.e. X-ray) |
| <input type="checkbox"/> Explosives | <input type="checkbox"/> Toxic or Caustic Chemicals |
| <input type="checkbox"/> Proximity to Moving Mechanical Parts | <input type="checkbox"/> Other Environmental Conditions |

PSYCHOLOGICAL FACTORS:

1. **ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS:** *The ability to maintain attention and concentration for necessary periods. The ability to understand written and oral instructions, and the ability to do work requiring set limits, tolerances, or standards.*

100% of job functions require the ability to understand and accurately apply instructions in oral or written form, and to maintain attention and necessary concentration for prolonged periods of time. The Registrar will experience frequent interruptions while performing detailed work, and must have the capacity to retain information and follow established methods and guidelines.

2. **ABILITY TO PERFORM SIMPLE AND REPETITIVE TASKS:** *The ability to ask simple questions or request assistance; the ability to perform activities of a routine nature; and the ability to remember locations and work procedures. The ability to obtain information and answer questions regarding company procedures, or standards for immediate staff is required.*

10% of job functions are simple, routine, and repetitive, and involve sorting, printing documents/reports, and simple organizational tasks. When assisting or backing up other staff members routine matters will be handled that involve simple questions/answers. Experienced Registrars will utilize their general knowledge base frequently as it relates to the District and school sites organization, or how to utilize equipment, locations, etc. but comprises little of overall work functions.

3. **THE ABILITY TO MAINTAIN A WORK PACE APPROPRIATE TO A GIVEN WORKLOAD:** *The ability to perform activities within a schedule, maintain regular attendance and be punctual; and the ability to complete a normal workday and/or work week and perform a consistent pace.*

100% of job functions require the ability to perform within and adhere to a time schedule and maintain a consistent work pace through the work day. Registrar's must complete registration details for newly admitted students, obtain records from former schools attended, and follow up where information is delayed. In addition, the master school schedule must be developed in coordination with the site administrator to ensure that it is complete and timely. Required reports from compiled student/school data will be due to meet the need of the site administrator or District. Time management is critical to overall effectiveness as a Registrar, as duties performed are unique to the position.

4. **ABILITY TO PERFORM COMPLEX AND VARIED TASKS:** *The ability to synthesize, coordinate, and analyze data; and the ability to perform jobs requiring precise attainment of set limits, tolerances and standards.*

90% of job functions involve assessing or evaluating information accurately in order to coordinate, or synthesize and interpret correctly. This impacts specific job functions in critical ways, and all job functions to some degree. Registrars evaluate student records to determine credit or transferability, analyze personal information to categorize and maintain records, and synthesize multiple factors with precise requirements when working on the master schedule. Understanding and working with the complexities of the student data base, school web site, and the requirement for precise accuracy and application of policy/procedures in the establishment and maintenance of school records is the critical component of the role of the Registrar. The Registrar must have the flexibility and be able to manage multiple projects or work activities effectively.

5. ABILITY TO RELATE TO OTHER PEOPLE BEYOND GIVING AND RECEIVING INSTRUCTIONS:

The ability to get along with coworkers or peers; the ability to perform work activities requiring negotiation with, explaining, or persuading; and the ability to respond appropriately to evaluation or criticism.

75 to 90% of the Registrar's job functions involve the ability to relate to people and understand beyond the giving or receiving of instructions. Interviewing parents/guardians and older students (as applicable) to obtain information is necessary for the registration process. Understanding cultural, linguistic, and socio-economic differences is critical to obtaining correct information, and also to making appropriate referrals to intra-District personnel. The Registrar follows up on students assigned to Medical Necessity Home School, and receives and utilizes complex and/or personal information in the course of job functions. This includes understanding the demands or special circumstances of school staff/teachers that impact on the Registrar's job functions. The Registrar utilizes an understanding and receptive manner when listening to parents/guardians, students, teachers and other staff in order to foster effective relationships; explain procedures/policies to garner compliance, and generate positive outcomes. The Registrar will on occasion be required to deal with complaints or difficult issues related to scheduling and registration matters, and must be able to diffuse and address issues in a helpful and supportive manner prior to referring to administrators. Getting along with others facilitates the collection of information, and effective use of school resources.

6. ABILITY TO INFLUENCE PEOPLE: *The ability to convince or direct other; the ability to understand the meaning of words and to use them appropriately and effectively; and the ability to interact appropriately with people.*

75 to 90% of job functions involve providing specific directions to others where use of words must be appropriate and effectively to achieve a desired outcome. The Registrar will need to explain policies and procedures in order to receive correct information utilized in the registration process, and follow up where information is incomplete or not provided. This will involve interaction with parents/guardians and older students, and as necessary other schools and school districts regarding student records and information related to completed or required coursework for placement or graduation/promotion. Convincing others to respond or submit information necessary for registration, grading, and other requirements is critical to meeting deadlines. In addition, the Registrar assists parents/guardians, students and staff with navigation of the school site or District web-based services; and assists with troubleshooting general problems encountered through in-person or telephonic means. This requires the ability provide directions for complex or unfamiliar matters in an easily understandable manner.

7. ABILITY TO MAKE GENERALIZATIONS, EVALUATIONS, OR DECISIONS WITHOUT

IMMEDIATE SUPERVISION: *The ability to recognize potential hazards and follow appropriate precautions; the ability to understand and remember detailed instructions; the ability to make independent decisions or judgments based on appropriate information; and the ability to set realistic goals or make plans independent of others.*

100% of job functions performed involve the ability to make generalizations, evaluations and decisions requiring independent reasoning and application of policies and procedures within the scope of the Registrar's job functions. The Registrar receives, reviews, and evaluates information and data regarding all aspects of registering, scheduling and programming students, and interpreting, evaluating and maintaining grades/credits for accurate transcripts and records management. While job functions are primarily clerical in nature, administrators rely the Registrar's ability to evaluate student's records in order to properly categorize and compile data, and to effectively set up the Master Schedule by assessing class size, teacher load, subject/course distribution requirements (number of sections required), room availability at facility, length of term/days taught, etc. These involve creativity, and abstract thinking along with adaptation to changes in personnel, student need, and other variable factors and needs of the school and/or District. The Registrar must be able to work independently when administrators are not present, and exercise good judgment.

- 8. ABILITY TO ACCEPT AND CARRY OUT RESPONSIBILITY FOR DIRECTION, CONTROL, AND PLANNING:** *The ability to set realistic goals or make plans independently of others; the ability to negotiate with, instruct or supervise people; and the ability to respond appropriately to changes in the work conditions.*

50 to 100% of job functions involve accepting and carrying of responsibility for direction, control and planning. The Registrar is responsible for entering accurate information into the student data base and record system where registration data is maintained for the school site assigned. This is based on reliance on information provided by others and mediation of discrepancies. The Registrar must be highly organized and goal oriented, with a high ability to prioritize work load to meet designated deadlines and make allowances for changes in work flow or events at the school. The Registrar is responsible for planning own work flow, and will regularly change from task to task. The Registrar does not directly supervise other staff, but may give guidance and direction to staff, teachers, and student aids; and provides important or critical information to parents/guardians and students in coordination with administrators and counselors. The Registrar must have the ability to anticipate problem issues and take constructive actions or advise administrators.