



## **IDENTIFICATION**

<b>Department</b>	<b>Position Title</b>	
South Slave Divisional Education Council	Superintendent	
<b>Position Number(s)</b>	<b>Community(s)</b>	<b>Division/Region(s)</b>
99 - 12532	Fort Smith	South Slave

## **PURPOSE OF THE POSITION**

The Superintendent, as the Chief Executive Officer, is responsible for following the directions of the Minister of Education, Culture and Employment and the South Slave Divisional Education Council to provide leadership in all matters relating to kindergarten to grade twelve education within the division. The Superintendent is responsible to the South Slave Divisional Education Council and accountable to the Minister for overall administration, fiscal management, supervision of employees and the implementation and monitoring of approved educational programs for the eight schools in the division.

## **SCOPE**

The Superintendent reports to the Chairperson of the South Slave Divisional Education Council. The South Slave Divisional Education Council is the governing body for the South Slave region as legislated under the *Education Act*. The South Slave Divisional Education Council (SSDEC) consists of one member from each of the five District Education Authorities (DEAs) that represent the communities of Fort Smith, Hay River, K'atl'odeeche First Nation, Lutsel K'e and Fort Resolution.

The SSDEC serves approximately 1,300 students in eight schools, is responsible for a staff of approximately 200 administrators, teachers and support staff and a budget of over \$29 million. The Superintendent, Assistant Superintendent and administrative staff of SSDEC provide professional advice, educational, administrative, technical and financial services; and support and assistance to the Council, DEAs, school administrators and staff, stakeholders, members of the public, and particularly, students and their families in order to ensure the delivery of quality educational programs and services within the region.

The Superintendent is responsible and accountable for the development, delivery and results of educational programs from Kindergarten through grade twelve in the eight schools of the division and the allocation of financial resources for their delivery. A thorough knowledge of legislation and directives including the *Education Act*, *Regulations*

and Ministerial Directives; the *Financial Administration Act* and the Financial Administration Manual, the *Public Service Act* and Human Resource Manual, the NWT TA and UNW Collective Agreements and the Excluded Employees' and Senior Managers' Handbooks is necessary in carrying out the duties of the superintendency.

As CEO, the incumbent is required to perform the duties assigned by the elected officials of the Council and the five District Education Authorities. Once established the Superintendent is required to implement Council policies and directives. The Superintendent represents the Council's and DEA's interests with all other boards and agencies.

The Council and Superintendent hire Inclusive Schooling, Language and program consultants who provide support to schools. The Assistant Superintendent, Comptroller, Technology Manager, Public Affairs Coordinator, Executive Secretary, consultants, the principals in each of the 8 schools and other designated staff report to and take direction from the Superintendent. As Deputy Head, the Superintendent has the authority to hire staff, appoint layoffs, and administer disciplinary action including suspensions and rejections on probation when required.

The Superintendent oversees all recruitment and is directly involved in the recruitment and supervision of all principals, and regional office staff including the Assistant Superintendent, Comptroller and consultants.

The Superintendent is responsible to work with the Council and staff and external auditors in the development of a long term strategic plan and an annual accountability report that includes audited student achievement data and financial statements.

## **DIMENSIONS**

- Reporting Positions (5 direct reports or 200 indirect reports/functional relationship in 8 schools)
- Compensation & Benefits (\$24,372,000)
- Operations & Maintenance (\$ 3,670,000)
- Grants & Contributions (\$ 1,200,000)
- Number of DEAs - 5
- Number of Schools - 8

## **RESPONSIBILITIES**

**1. Perform duties assigned to the Superintendent by the *Education Act*, the regulations and the Minister of Education, Culture and Employment, including but not limited to:**

- Follow all directions of the Minister of Education, Culture and Employment;

- Develop and submit, on an annual basis, a business plan, accountability report and audited financial statements in a format as described by the Minister;
- Review and evaluate school programs as required by or under the *Education Act*; and
- Report the results of a review to the Minister as the circumstances require in a format as described by the Minister.

**2. Perform duties assigned to the Superintendent by the Divisional Education Council and the District Education Authorities in the region, including but not limited to:**

- Ensure Council policies are implemented and followed;
- Review Division policies annually and make recommendations for deletions, additions or edits as deemed appropriate;
- Follow the directions of the education bodies;
- Advise the education body in respect of its powers;
- Develop a long term strategic plan and, on an annual basis, develop a business plan, annual accountability report and audited financial statements;
- Review and evaluate school programs as required by or under the *Education Act*; and
- Report the results of a review to the education bodies as the circumstances require.

**3. Ensures oversight and leadership for the development of educational programming and assessment practice for students and adhere to the Ministerial Directive on Inclusive Learning and its reporting requirements to secure conditional funding**

- Establish, implement and supervise the administration and delivery of education programs and individual education plans in accordance with the Directive;
- Demonstrate leadership, understanding and commitment to inclusive learning practices;
- Ensure all written procedures/policies required by the Directive are in place and followed;
- Monitor the implementation of the Directive, including policies and guidelines that support inclusive learning practices;
- Work with education bodies to assist with targeting inclusive learning priorities that will strengthen programming and support for all schools, students and staff;
- Report annually to ECE in accordance with the Directive, including reporting on accountability measures and detailed expenditures of funding allocated as Inclusive learning;
- Ensure that assessment evaluation and reporting for all students is consistent with territorial, education division and education district standards; and
- Approve, review and monitor home schooling programs in accordance with the home schooling regulations and, at the direction of the District Education Authority, terminate home schooling programs.

**4. Ensures oversight and leadership for the development of educational programming for students, teacher professional development and adhere to the Ministerial Directive on Aboriginal Language and Culture-Based Education (ALCBE) and its reporting requirements to secure conditional funding**

- Establish, implement and supervise the administration and delivery of education programs in accordance with the Directive;
- Demonstrate leadership, understanding and commitment to Aboriginal language and culture-based teaching and learning practices;
- Ensure all written procedures/policies required by the Directive are in place and followed;
- Monitor the implementation of the Directive, including policies and guidelines that support Aboriginal language and culture-based teaching and learning practices;
- Establish teaching and learning priorities, together with education bodies, to specifically strengthen and support Aboriginal language and culture-based programming;
- Promote awareness and understanding among students and staff in the school and parents and stakeholders in the community about the importance of both Aboriginal language learning/revitalization and cultural practice;
- Report annually to ECE in accordance with the Directive, including reporting on accountability measures and detailed expenditures of funding allocated as Aboriginal language and culture-based education; and
- Ensure that assessment evaluation and reporting for all students is consistent with territorial, education division and education district standards.

**5. Develop and communicate educational goals and plans in the area within the Superintendent's jurisdiction.**

- Develop, monitor and report on activities to achieve system wide goals as set by the Minister;
- Facilitate development of Council's Division priorities and budget, and ensure regional work plans, Community-based Education (improvement) Plans, and individual staff growth plans are aligned with these Council priorities and resources;
- Encourage cooperation between education staff, students, parents, community elders and other members of the community in the development of educational goals and plans within the jurisdiction;
- Work cooperatively with Aurora College, and with the persons responsible for the regional administration of education, culture and employment to meet the education needs of each education district;
- Act as a liaison between District Education Authorities in the area within the jurisdiction and local representatives for justice, social services, human resources, health and community organizations;
- Communicate decisions and policies made by the Council to staff, students, parents, organizations and members of the public; and
- Develop and maintain positive and effective internal and external communications.

**6. Supervise all education staff in the Superintendent's jurisdiction.**

- Ensure recruitment and hiring of all staff is done in accordance with the *Public Service Act*, and related policies and regulations;
- Ensure that supervision and evaluation of school staff is consistent with territorial, education division and education district standards;
- Provide an annual report to summarize principal and teacher performance appraisals in accordance with the *Principal Growth and Evaluation Guide* and *Teacher Growth and Evaluation Guide*;
- Provide direction, supervision and evaluation for the Assistant Superintendent, Comptroller, consultants and principals employed in the jurisdiction;
- Ensure the occupational health and safety of all employees and oversight of all associated tasks and reporting; and
- Ensure the establishment of safe and caring schools in accordance with related regulations and policies.

**KNOWLEDGE, SKILLS AND ABILITIES**

- Seasoned knowledge of classroom teaching at the K-12 level
- Seasoned knowledge of education administration in a K-12 school setting
- Knowledge of and ability to understand and implement legislation and employment agreements
- Strong analytical and evaluative problem-solving skills
- Strong leadership and communication skills
- Skill at coordinating and facilitating group decision-making
- Business and financial planning and reporting skills
- Strong computer skills
- Ability to write effectively in the areas of policy, programs and correspondence
- Effective time management and priority setting skills
- Strong interpersonal skills
- Ability to work in a multicultural setting

**Typically, the above qualifications would be attained by:**

- A Bachelor of Education degree or related degree
- A Masters degree in Educational Administration or Education Leadership
- 7 years of classroom teaching experience teaching in a K-12 school setting
- 7 years of administrative experience in a K-12 school setting
- Eligibility for an NWT Teaching Certificate
- Eligibility for an NWT Principal Certification obtained through completion of the NWT Educational Leadership Program offered over two summers
- Participation in a variety of training programs offered by the employer and professional organizations is considered an asset.

## **WORKING CONDITIONS**

### **Physical Demands**

No unusual demands.

### **Environmental Conditions**

No unusual demands.

### **Sensory Demands**

No unusual demands.

### **Mental Demands**

The incumbent is expected to travel up to 90 days per year or between 25% and 50% of the school year.

## **ADDITIONAL REQUIREMENTS**

### **Position Security (check one)**

- No criminal records check required
- Position of Trust – criminal records check required
- Highly sensitive position – requires verification of identity and a vulnerable sector criminal records check