



Commission scolaire francophone Territoires du Nord-Ouest

L'école francophone, l'avantage par excellence.

IDENTIFICATION

Department	Position Title	
Commission scolaire francophone des Territoires du Nord-Ouest	Superintendent	
Position Number	Community	Divison / Region
95-10790	Yellowknife	North Slave

PURPOSE OF THE POSITION

The Superintendent is responsible for following the directions of the Minister of Education, Culture and Employment and the Commission scolaire francophone des Territoires du Nord-Ouest. The Superintendent is responsible to the Board of Trustees of the Commission scolaire francophone des Territoires du Nord-Ouest and accountable to the Minister for overall administration, fiscal management, supervision of employees and the implementation and monitoring of approved educational programs for the schools in the board.

SCOPE

The Superintendent reports to the Chairperson of the Commission scolaire francophone des Territoires du Nord-Ouest and the Assistant Deputy Minister of Education, Culture, and Employment, Education and Early Learning.

The CSFTNO serves approximately 260 students in 2 schools, is responsible for a staff of approximately 65 administrators, teachers and support staff and a budget of over \$8 million. The Superintendent and administrative staff of the CSFTNO provide professional advice; educational, administrative, technical and financial services; and support and assistance to the Board of Trustees, school administrators and staff, stakeholders, members of the public, and particularly, students and their families to ensure the delivery of quality educational programs and services within the board.

The Superintendent is responsible and accountable for the development, delivery and results of educational programs from junior kindergarten through grade twelve in the two 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 NWTTA and UNW Collective Agreements and the Excluded Employees' and Senior Managers' Handbooks is necessary for carrying out the duties of the superintendency. The Superintendent is also responsible for the development and delivery of out-of-school childcare services for children 4 to 11 years old as well as the development and delivery of a 0 – 3-year-old licensed childcare center. A thorough knowledge of the *Early Learning and Child Care Act* and Standards and Regulations is necessary.

As Superintendent, the incumbent is required to perform the duties assigned by the elected officials of the Board of Trustees. Once established, the Superintendent is required to implement Board policies and directives. The Superintendent represents the Board's interests with all other boards and agencies.

The Board of Trustees employs educational programs and language consultants that provide support to schools. The program consultants, the Administrative Coordinator, the Comptroller, the principals in each of the schools and other designated staff report to and take direction from the Superintendent. Reporting directly to the Superintendent at Central Office are the Administrative Coordinator, Comptroller, Technology Coordinator, Literacy and Numeracy Coach, Regional Inclusive Schooling Coordinator, and the Manager of Childcare programs. The Superintendent has the authority to administer disciplinary action when required.

The Superintendent oversees all recruitment and is directly involved in the recruitment and supervision of Principals, the Administrative Coordinator, Comptroller, Technology Coordinator, Literacy and Numeracy Coach, Regional Inclusive Schooling Coordinator and the Manager of Childcare programs as well as teachers and most support staff.

The Superintendent is responsible for working with the Board of Trustees, staff and the school community to develop a long-term strategic plan. The Superintendent is also responsible for writing an annual accountability report that includes audited financial statements.

DIMENSIONS

• Reporting Positions	8 direct, and approximately 65 indirect
• Compensation & Benefits	\$5 Million (approximately)
• Operations & Maintenance	\$2 Million (approximately)
• Grants & Contributions	\$1 Million (approximately)
• District Education Authority	1
• Schools	2

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; 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 Board of Trustees including but not limited to:

- Provide visionary leadership in all educational matters within the CSFTNO.
- Practice ethical leadership with CSFTNO and Ministry support.
- Ensure the respect of Article 23 of the Canadian Charter of Rights and Freedoms.
- Ensure CSFTNO policies are implemented and followed.
- Review CSFTNO policies annually and make recommendations for deletions, additions or edits as deemed necessary.
- Follow the directions of the Board of Trustees.
- Advise the Board of Trustees with respect to its powers.
- Provide orientation to the Board of Trustees to increase capacity and agility as the governing entity.
- 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.
- Report the results of a review to the education body as required.
- Coordinate the entire proposal and grant application process, ensuring compliance with funding guidelines and deadlines, including Jordan's Principle and Children's First Initiative funding.
- Work closely with relevant stakeholders, including Indigenous organizations, healthcare providers, and government agencies, to gather necessary information, to build relationships and partnerships.

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

- Ensure a safe and caring environment for students and staff.
- 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 schooling 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 Schooling.
- Ensure that assessment, evaluation and reporting for all students is consistent with territorial and education body standards.
- Approve, review and monitor homeschooling programs in accordance with the home-schooling regulations and, at the direction of the principals, terminate homeschooling programs.

4. Ensures oversight and leadership for the development of educational programming for students and teacher professional development and adheres to the Policy on Indigenous Language and Culture-Based Education and its reporting requirements to secure conditional funding.

- Establish, implement and supervise the administration and delivery of education programs in accordance with the Policy.
- Demonstrate leadership, understanding and commitment to all indigenous languages and culture-based teaching and learning practices appropriate to their Region.
- Ensure all written procedures and policies required by the Policy are in place and followed.
- Monitor the implementation of the Policy, including policies and guidelines that support Indigenous language and culture-based teaching and learning.
- Establish teaching and learning priorities, together with education bodies, to specifically strengthen and support Indigenous 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 Indigenous language learning, revitalization and cultural practice.
- Report annually to ECE in accordance with the Policy, including reporting on accountability measures and detailed expenditures of funding allocated for Indigenous language and culture-based education.
- Ensure that assessment, evaluation and reporting for all students is consistent with territorial and CSFTNO standards.

5. Develop 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 the development of School Improvement Plans that include priorities and budget and ensure that regional work plans are implemented.
- Ensure that work plans and individual staff growth plans are aligned with CSFTNO 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 people responsible for the regional administration of education, culture and employment to meet the education needs of the CSFTNO.

- Act as a liaison between the CSFTNO and local representatives for justice, social services, health and community organizations.
- 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 Ministry directives.
 - Provide in the annual report a summary of principal and teacher performance appraisals in accordance with the Principal Growth and Evaluation and Teacher Growth and Evaluation Guides.
 - Provide direction, supervision and evaluation for the Administrative Coordinator, Comptroller, coordinators, coach and Principals employed by the CSFTNO.
 - Ensure the occupational health and safety of all employees and oversight of all associated tasks and reporting.
 - Ensure the establishment of safe and caring schools in accordance with related regulations and policies.
 - 7. Liaises with the GNWT Department of Finance's Human Resources branch.**
 - Provide guidance and support in addressing grievances and disciplinary matters.
 - Stay informed about changes in labour laws and regulations, ensuring organizational compliance.
 - Provide advice and guidance to principals on labour relations matters, minimizing legal risks.
 - Facilitate open and transparent communication between principals and employees regarding matters related to labour relations.
 - Develop and implement communication strategies to keep employees informed about changes in policies, procedures and contractual agreements.
 - 8. Responsible for strategic and tactical planning to continue improving student learning and achievement. Lead the district strategic planning process.**
 - 9. Required to ensure continued professional self-development to remain current and relevant to emerging education trends and best practices, including in the area of life-long learning strategic planning to better support educational directives.**
 - 10. Ensure positive internal and external communication to foster transparency and positive relationships with partner agencies and the community at large.**
 - 11. Uphold and consistently practice personal diversity, inclusion, and cultural awareness, as well as safety and sensitivity approaches in the workplace. Practice and ensure that any subordinate management and supervisory roles also prioritize staff mentorship and on-the-job training, including staff development in annual general objectives.**

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 25 days per year (approximately 15% to 20% of the school year).

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of classroom teaching at the JK-12 level
- Knowledge of education administration in a JK-12 school setting
- Knowledge of and ability to understand and implement legislation and employment agreements
- Analytical and evaluative problem-solving skills
- Leadership and communication skills
- Skill at coordinating and facilitating group decision-making
- Business and financial planning and reporting skills
- Computer skills
- Ability to write effectively in the areas of policy, programs and correspondence
- Time management and priority setting skills
- Interpersonal skills
- Knowledge of established and emerging administrative technologies for communication, management and data analysis
- Ability to work in a multicultural setting
- Knowledge and understanding of Northern and Indigenous education
- Knowledge of and ability to affect systemic operational change
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.

Typically, the above qualifications would be attained by:

A Master's degree in Educational Administration or Education Leadership, and a minimum of ten (10) years of relevant experience, including a minimum of five (5) years each of classroom teaching experience teaching in a K-12 school setting, and administrative experience in a K-12 school setting and/or at school board-level.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

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 various training programs offered by the employer and professional organizations may be required.

Position Security

- ☐ No criminal records check required
- ☐ Position of Trust – criminal records check required
- ☒ Highly sensitive position – requires verification of identity and a criminal record check

French language (check one if applicable)

- ☒ French required (must identify required level below)

Level required for this Designated Position is:

ORAL EXPRESSION AND COMPREHENSION

Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☒

READING COMPREHENSION:

Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☒

WRITING SKILLS:

Basic (B) ☐ Intermediate (I) ☐ Advanced (A) ☒

- ☐ French preferred

Indigenous language: Select language

- ☐ Required
- ☐ Preferred