



Sahtú Divisional Education Council

IDENTIFICATION

Department	Position Title	
Sahtú Divisional Education Council	Superintendent	
Position Number	Community	Division/Region
98-12531	Norman Wells	Sahtú

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 Sahtú Divisional Education Council. The Superintendent is responsible to the Sahtú 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 Sahtú schools in the division.

SCOPE

The Superintendent reports to the Chairperson of the Sahtú Divisional Education Council (SDEC) and the Assistant Deputy Minister of Education, Culture, and Employment.

The SDEC serves approximately 560 students in five schools, is responsible for a staff of administrators, teachers, and support staff, and a budget of over \$14.1 million. The Superintendent, Assistant Superintendent and administrative staff of the DEC 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 Council.

The Superintendent is responsible and accountable for the development, delivery and results of educational programs from junior kindergarten through grade twelve in the five 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.

As Superintendent, the incumbent is required to perform the duties assigned by the elected officials of the Council and the Sahtú 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 employs educational program and language consultants that provide support to schools. The program and language consultants, 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 Superintendents in the Council office are the Assistant Superintendent, and Supervisor of Budiness Affairs. The Superintendent has the authority to administer disciplinary action if required.

The Superintendent oversees all recruitment and is directly involved in the recruitment and supervision of all principals and other staff.

The Superintendent is responsible for working with the Council and staff to develop a long-term strategic plan and an annual accountability report that includes audited financial statements.

DIMENSIONS

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| • Reporting Positions | 2 direct, and approximately 150 indirect |
| • Compensation & Benefits | \$12.4 Million (approximately) |
| • Operations & Maintenance | \$2.5 Million (approximately) |
| • Grants & Contributions | \$ |
| • District Education Authorities | 5 |
| • Schools | 5 |

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 Divisional Education Council and the District Education Authorities in the region, including but not limited to:**
 - Provide visionary leadership in all educational matters within the district.
 - Practice ethical leadership with Board and Ministry support.

- 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 with respect of its powers
- Provide orientation to District Educational bodies to increase capacity and agility as governing entities
- 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 bodies as required.
- Coordinate the entire proposal and grant application process, ensuring compliance with funding guidelines and deadlines.
- Work closely with relevant stakeholders, including Indigenous organizations, healthcare providers, and government agencies, to gather necessary information.

3. Ensures oversight and leadership for the development of educational programming and assessment practice for students and adheres to the Ministerial Directive on Inclusive Learning 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 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 homeschooling programs in accordance with the home-schooling regulations and, at the direction of the District Education Authority, terminate homeschooling programs.

4. Ensures oversight and leadership for the development of educational programming for students teacher professional development and adheres 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 all indigenous languages and culture-based teaching and learning practices appropriate to their Regional Division;
- 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 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 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 for 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 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 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, 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.

7. Liaises with 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 of 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 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 conditions.

Sensory Demands

No unusual demands.

Mental Demands

The incumbent is expected to travel up to 70 days per year (approximately 35% to 40% of the school year).

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of classroom teaching at the K-12 level
- Knowledge of education administration in a K-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 operational change in a large system
- 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

Eligible for an NWT Teaching Certificate.

Eligible 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 records 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