

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section ROLE DESCRIPTIONS

Policy Name DIRECTOR OF EDUCATION

801

Board Approved: November 16, 2021

May 24, 2017

January 23, 2012

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POLICY

1.0 JOB DESCRIPTION – DIRECTOR OF EDUCATION

The following is a job description for the role of the Director of Education. It incorporates the most recent provisions of the Education Act. This resource parallels the job description of the elected Board, the dialogue and decision-making that clarifies the respective responsibilities of the Board of Trustees and the Director of Education.

SUMMARY

Accountable to the Board of Trustees, the Director of Education is responsible for providing leadership and direction in all matters relating to education in the district. The Director is responsible for ensuring equitable practices in leadership, supervision and support to the Principals, Vice-Principals, Superintendents and Managers in compliance with relevant legislation, regulations, acts and policies of Superior-Greenstone District School Board and the Education Act.

RESPONSIBILITIES (This is not an exhaustive list)

1.1 Student Achievement and Well-Being

The Director of Education:

- 1.1.1 Takes the necessary steps to provide a safe, caring, learning environment.
- 1.1.2 Provides advice and leadership to the Board in setting goals for student achievement and in promoting the value that all children can learn.
- 1.1.3 Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
- 1.1.4 Maintains the conditions that foster respectful and responsible behaviour for each student.
- 1.1.5 Takes the necessary steps to provide for the safety and well-being of students while they are participating in school programs, or are being transported to or from school programs on transportation provided by the school board.
- 1.1.6 Takes the necessary steps to provide facilities to accommodate students.
- 1.1.7 Ensures an attendance counseling function is maintained in the district.

2.1 Education Leadership

The Director of Education:

- 2.1.1 Provides leadership and direction in all matters relating to education in the district.
- 2.1.2 Develops and maintains positive and effective relations with schools and

Board departments.

- 2.1.3 In accordance with the Director's responsibilities to the Ministry of Education through the Deputy Minister provides a Director's Annual Report to the Ministry.

3.1 Director/Board Relations
The Director of Education:

- 3.1.1 Establishes and maintains positive working relations with the Board of Trustees.
- 3.1.2 Supports the Board of Trustees in performing its role and facilitates the implementation of its role as outlined in Board policy. Communicates effectively with the governing Board and individual trustees.

4.1 System Leadership
The Director of Education:

- 4.1.1 Demonstrates positive and proactive leadership that has the support of the staff with whom the Director works most closely.
- 4.1.2 Develops effective approaches for succession planning.

5.1 Fiscal Responsibility
The Director of Education:

- 5.1.1 Ensures that the fiscal management of the district is in accordance with the Ministry's Student Focused Funding Model, other applicable grant regulations, and in accordance with the provisions of the Education Act and Regulations.
- 5.1.2 Ensures that the fiscal management of the district is in alignment with the elected Board's Multi-Year Strategic Plan.

6.1 Organizational Management
The Director of Education:

- 6.1.1 Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial and Board mandates and timelines.
- 6.1.2 Reports to the Ministry with respect to matters identified in and required by the Education Act and Regulations.
- 6.1.3 Bring to the attention of the Board any act or omission by the Board that in the opinion of the Director of Education may result in or has resulted in a contravention of the Education Act or any policy, guideline or regulation made under the Act; and if the Board does not respond in a satisfactory manner to an act or omission brought to its attention, advise the Deputy Minister of the Ministry of the act or omission

7.1 Planning
The Director of Education:

- 7.1.1 Provides leadership for the development of the Board's multi-year plan and annual review of the multi-year plan.
- 7.1.2 Ensures that the multi-year plan establishes Board priorities and identifies specific actions that will be taken to achieve those priorities, specifically with regard to the Board's responsibility for student achievement.
- 7.1.3 Ensures appropriate involvement of the Board of Trustees (approval of process and timelines, establishment of the Board strategic priorities, key results and final Board approval).

7.1.4 Reports regularly on implementation and results achieved in relation to the Board's Multi-Year Strategic Plan and District Improvement Plans.

8.1 Personnel Management

The Director of Education:

8.1.1 Has overall authority and responsibility for all personnel-related issues, save and except from those personnel matters precluded by Board policy, legislation or collective agreements.

8.1.2 Ensures effective systems are in place for the selection, supervision, development and performance review of all staff.

8.1.3 Ensures ongoing capacity building and succession planning throughout the organization.

8.1.4 Ensures compliance with human rights and labour relations legislation.

9.1 Policy

The Director of Education:

9.1.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.

10.1 Communications and Community Relations

The Director of Education:

10.1.1 Establishes effective communication strategies to keep the district informed of key monitoring reports, student and staff success, local issues and Board decisions.

10.1.2 Ensures that open, transparent and positive internal and external communications are in place.

10.1.3 Ensures that School Councils and the Parent Involvement Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or Board policy.

10.1.4 Participates in community affairs in order to enhance and support the district.

11.1 Student, Staff and District Recognition/Public Relations

The Director of Education:

11.1.1 Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff and district successes.

2. SKILL

Education/Experience

- A Post Graduate University Degree in Education or another specialization relevant to the position, or a combination of experience, education and training.
- A minimum of ten (10) years of progressive related experience in a unionized environment.
- Experience as a Superintendent is recommended.
- Demonstrated leadership in a team environment.
- Proficiency in computer skills such as Microsoft applications, e-mail, cloud-based applications.

Additional Competencies/Skills

- Demonstrated ability to lead and implement change in complex environments.
- Open to learning, sharing ideas and accepting feedback.
- Strong planning and organizational skills with the ability to multitask and manage timelines.
- Communicate effectively both verbally and in writing, including presentation skills when required.
- Display excellent interpersonal skills while building positive relationships.
- Quality of work meets a high standard of accuracy and attention to detail.
- Take the initiative and make decisions based on judgement, facts and alternatives.
- Foster collaborative relationships and provide excellent customer service to internal and external stakeholders.
- Bilingualism (English/French) is considered an asset.

3. EFFORT

- Demand on energy as a result of developing relationships with and responding to multiple stakeholders, making presentations and juggling multiple and different areas of responsibility.
- Regularly required to respond to/address difficult interactions with little or no notice.
- Required to drive to various sites which may require extended periods of time sitting in a vehicle.
- Work does not require extended physical effort.

4. WORKING CONDITIONS

- Most working hours are in a normal indoor working environment.
- Regularly exposed to difficult or demanding clientele.
- Required to respond to emergencies, and regularly attend meetings outside normal business hours.
- Regularly required to travel to alternative Board locations.

References

Education Act: Bill 177 Student Achievement and School Board Governance
