

SENIOR EXECUTIVE ASSISTANT

Areas of assigned responsibility: data mining, data disaggregation, create statistical reports, maintain the visibility wall, digital data wall and data warehouse, communications including In Focus and media releases, Board meeting preparation, coordinate and develop Annual Report, develop employee and division calendars, ministry reporting (eg. School Closure checklist), track Out of Attendance Area requests, track and report student discipline reporting, monitor Locally Developed course approvals, Student Data System, and support LA FOIP requests. The Senior Executive Assistant is assigned the following specific areas of responsibilities:

1. Student Welfare

Role Expectations:

RE 1.1 Provide support for student welfare processes.

Quality Indicators relative to student well-being:

QI 1.1 Develop monthly student incident reports for the Director.

QI 1.2 Coordinate the student discipline committee processes as per Board Policy 13 and Administrative Procedure 351.

QI 1.3 Track and analyze data pertaining to student welfare including student attendance, suspensions/expulsions, and OurSchool data for consideration of the Deputy Director of Education.

2. Educational Leadership

Role Expectations:

RE 2.1 Provide support for the collection and analysis of student learning information.

Quality Indicators relative to educational leadership:

QI 2.1 Track and analyze data pertaining to student learning including EYE, F&P, credit attainment, graduation rates, outcome based reporting, required sector plan data.

QI 2.2 Provide student learning data within the Data Warehouse in order to facilitate trends and issues identification, school-based and division planning and interventions.

QI 2.3 The Senior Executive Assistant ensures the Division's academic results are published.

3. Personnel Management

Role Expectations:

- RE 3.1 Staff and provide direct supervision of the Receptionist and Learning Services Executive Assistants.
- RE 3.2 Ensures effective evaluation and supervisory processes are developed and implemented to provide for growth and accountability.

Quality Indicators relative to personnel management:

- QI 3.1 Quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes are developed and effectively implemented for staff in areas of assigned responsibility.
- QI 3.2 The Senior Executive Assistant models a commitment to personal and professional growth.
- QI 3.3 The Senior Executive Assistant models high ethical standards of conduct.

4. Policy and Administrative Procedures

Role Expectations:

- RE 4.1 Implements relevant Board policy and Administrative Procedures with integrity in a timely fashion within areas of assigned responsibilities.

Quality Indicators relative to policy role:

- QI 4.1 Ensures compliance with relevant Board policy and Administrative Procedures as required in the performance of duties.

5. Senior Executive Assistant / Director

Role Expectations:

- RE 5.1 Establishes and maintains positive, professional working relations with the Director.
- RE 5.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
- RE 5.3 Provides the information which the Director requires to perform his role.
- RE 5.4 The Senior Executive Assistant reports directly to the Director and indirectly as delegated by the Director to the Chief Financial Officer and the Deputy Director of Education.

Quality Indicators relative to Director/Board relations:

- QI 5.1 Board agendas and the Director's reports are prepared and distributed to trustees in sufficient time to allow for appropriate trustee preparation for the meeting.
- QI 5.2 The Senior Executive Assistant interacts with the Director in an open, honest, pro-active and professional manner.
- QI 5.3 The Senior Executive Assistant ensures high quality management services are provided to the Director.

6. Organizational Management

Role Expectations:

- RE 6.1 Demonstrates effective organizational skills resulting in Director compliance with all legal, Ministerial and Board mandates and timelines.

Quality Indicators relative to organizational management:

- QI 6.1 Support Director compliance with all Ministry of Education and Board mandates (timelines and quality).

7. Communications and Community Relations

Role Expectations:

- RE 7.1 Serve as secondary point of contact for the Director, Deputy Director, Chief Financial Officer, and Superintendents within areas of responsibility.
- RE 7.2 Provides back-up support for Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act.

Quality Indicators relative to communications and community relations:

- QI 7.1 Represents the Division in a positive, professional manner.
- QI 7.2 Manages conflict effectively.
- QI 7.3 Ensures information regarding Board and Division initiatives and priorities are disseminated to inform the electorate.
- QI 7.4 Works cooperatively with the media to represent the Director's views/positions.

8. Leadership Practices

Role Expectations:

- RE 8.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works most directly in carrying out the directives of the Director.

Quality Indicators relative to leadership practices:

- QI 8.1 Provides clear direction.
- QI 8.2 Establishes and maintains positive, professional working relationships with staff.
- QI 8.3 Unites direct reports toward providing Senior Management support services in an efficient and effective manner.
- QI 8.4 Demonstrates a high commitment to the needs of students.
- QI 8.5 I trust the Senior Executive Assistant.
- QI 8.6 Empowers others.
- QI 8.7 Effectively solves problems.

Note: Leadership practices may be examined upon the direction of the Director. Normally leadership practices are self-monitored by the Senior Executive Assistant.

Updated: January 2018