

Superintendent of Human Resources

Portfolio:	Human Resources
Reports Directly to:	Deputy Director of Education Services
Reports Indirectly to:	Director of Education
Direct Reports:	2
Department/Location:	Human Resources /Good Spirit Education Complex – Yorkton, SK
Salary Range:	Superintendent Grid – 5 steps
Last Updated:	September 2, 2019

Profile

Guided by Good Spirit School Division’s foundational statements, the Superintendent of Human Resources (Superintendent) is *an inspirational leader* and an integral part of the Administrative Council and senior leadership team. The Superintendent must provide a full range of accessible, trusted, professional human resources services for the Division. Leadership will be provided in the areas of recruitment and retention, HR policies, procedures and legislated requirements, HR information systems, leaves of absence, managing attendance and workforce accommodation, complaints and investigations, organizational development and job design, workforce analytics, compensation, performance management and labour and employment relations. This position will be a strategic thinker responsible for leading the HR team in developing and delivering an HR Business Plan linked to the Strategic Plan; development of strategies and processes to build strong employee relationships promoting a healthy, productive and engaged work environment aligned with the Division’s Mission, Vision and Values. The Superintendent assists the Deputy Director in fulfilling the general and specific aspects of their work as defined in the Education Act and Board Policy and will represent the Division in an ethical, positive and professional manner. This position works toward 4 strategic focus and long-term goals: Student & Family; Internal Process; People Capacity and Financial Stewardship.

Without restricting the generality of the overview above, the Superintendent shall perform such duties and responsibilities as may be assigned including but not restricted to the following:

1. Student Welfare

Role Expectations and Quality Indicators:

- RE 1.1 Support safe, positive learning environments for students.
- QI 1.1 Update, educate and ensure compliance with both Employee and Volunteer Codes of Conduct and supporting AP’s in particular confidentiality and data minimization.
- QI 1.2 Support the senior leadership team in providing advice and guidance to Administrators in effectively addressing student and parent complaints.

QI 1.3 Facilitate environments where students feel safe, and have high levels of intellectual engagement.

2. Educational Leadership

Role Expectations and Quality Indicators:

RE 2.1 Ensures teachers in the Division meet the professional standards of education set by the Minister and support staff have the necessary qualifications to ensure student success.

RE 2.2 Ensure teachers and support staff are provided training and development opportunities to support student achievement targets.

RE 2.3 Recruitment efforts are high quality and specialized teachers and support staff to meet Division needs.

QI 2.1 Ensures accurate, regular and effective evaluation of teachers and support staff and tracks certification, training and educational requirements.

QI 2.2 Works in conjunction with the senior leadership team in setting and analyzing student achievement targets and assists in monitoring and ensuring teachers and support staff are able to provide instruction to achieve student success aligned to the Strategic Plan.

QI 2.3 In collaboration with the senior leadership team implements creative recruitment initiatives to fill identified vacancies as far in advance as possible to ensure quality hires and develops initiatives to fill special needs (PAA, FN & Metis) and gaps in rural areas.

3. Fiscal Responsibility

Role Expectations and Quality Indicators:

RE 3.1 Ensure fiscal responsibility in relation to areas of assigned responsibility.

QI 3.1 Adequate internal financial controls exist and are being followed in areas of responsibility.

QI 3.2 Reviews expenditures to ensure continuous improvement in terms of value for money.

4. Personnel Management

Role Expectations and Quality Indicators:

RE 4.1 Coordinate and oversee an efficient and effective recruitment and selection process of Superintendents of Education, Principals, Vice Principals, Teachers, certified and non-certified support staff.

RE 4.2 Develop and implement a comprehensive orientation process for new employees.

RE 4.3 Ensures effective performance management and progressive discipline processes and procedures are developed, implemented and consistently applied to provide for growth and accountability at all levels.

RE 4.4 Develops and oversees an effective attendance management process ensuring employee confidentiality.

- RE 4.5 Provides direct supervision of the HR department resulting in their growth, development and achievement of prescribed outcomes as identified in their job descriptions.
- RE 4.6 Supports Superintendents of Education in supervision of teachers including Intensive supervision.
- QI 4.1 Effectively leads teacher and intern recruitment, orientation and retention; coordinating with Superintendents and Administrators with respect to staffing allocations and transfers.
- QI 4.2 Establishes measurable outcomes and targets in the recruitment/selection process, obtaining feedback and tracking success (i.e. time to recruit, ease of use, validation of interview guides, quality of hires, etc.) and ensures efficient and accessible use of technology.
- QI 4.3 Develop and implement a comprehensive orientation process to better enable new employee success by reducing the learning curve, and improve process to increase efficiencies and retention.
- QI 4.4 The Superintendent is approachable and models a commitment to high ethical standards and personal and professional growth.
- QI 4.5 Provides Superintendents, Administrators and management staff with immediate professional support, assistance and guidance in addressing their personnel matters following HR best practices and procedures.
- QI 4.6 Develop and maintain performance management processes and guidelines to support administrators and management staff to ensure all employees are given the direction and support required to excel within their jobs.
- QI 4.7 Provide timely guidance and support to the Division in the application of corrective or disciplinary action.
- QI 4.8 Provides Superintendents, Administrators and management staff with development opportunities and accessible resources to build their competencies as effective supervisors and leaders.
- QI 4.9 Consults with SSBA legal counsel to ensure the Board is properly informed and protected to the greatest extent possible with respect to personnel matters.
- QI 4.10 Consults with Deputy Director on all significant personnel matters requiring intervention, investigation and prior to issuing any suspensions or terminations.

5. Policy and Administrative Procedures

Role Expectations and Quality Indicators:

Role Expectations:

- RE 5.1 Develops and implements relevant Board policy and assigned administrative procedures with integrity in a timely fashion.
- RE 5.2 Understands human resources best practices and how to adapt these processes to the unique needs of the education environment.

- QI 5.1 Ensures section 400 Personnel and Employee Relations administrative procedures are adhered to.
- QI 5.2 Demonstrates a knowledge of and respect for the role of the Deputy Director in policy and administrative procedure processes.
- QI 5.3 Ensures HR related administrative procedures are up to date, effective and reflective of HR best practices, conducive to the education sector and consistent with legislative and contractual requirements.

6. Director/Deputy Director/Superintendent/Board Relations

Role Expectations and Quality Indicators:

- RE 6.1 Establishes and maintains positive, professional working relations with the senior leadership team, management and the Board.
- RE 6.2 Honours and facilitates the implementation of the Deputy Director's roles and responsibilities.
- RE 6.3 Provides the information which the Director and Deputy Director requires to perform their roles.
- QI 6.1 Proposed submissions to Board agendas are made in a timely comprehensive manner and in accordance with the prescribed format. Such submissions shall contain balanced, sufficient, concise information and where appropriate, clear recommendations. The Deputy Director has responsibility for preparing the draft accountability reports as assigned by the Director.
- QI 6.2 Keeps the Deputy Director informed about HR matters.
- QI 6.3 Interacts with the Deputy Director in an open, honest proactive and professional manner.
- QI 6.4 Contributes positively to the effectiveness of Administrative Council and Education Council meetings.
- QI 6.5 Implements directions with integrity in a timely fashion, in order for the Deputy Director to perform their duties in an exemplary fashion.
- QI 6.6 Develops, for the Deputy Director's review and approval, performance metrics in areas of assigned responsibility.
- QI 6.7 Makes recommendations to the Deputy Director regarding potential value added Board involvement.

7. Strategic Planning & Reporting

Role Expectations and Quality Indicators:

- RE 7.1 Develops and implements a comprehensive HR Business Plan incorporating best practices that are aligned with the Division's Strategic Plan.
- QI 7.1 Annually develop at minimum two Departmental goals with measureable outcomes linked to the HR Business Plan.

8. Organizational Management

Role Expectations and Quality Indicators:

- RE 8.1 Evaluates organizational efficiency and effectiveness.
- RE 8.2 Promotes a productive organizational culture that contributes to strong employee engagement, values diversity, trust and respect for individuals and their contributions.
- RE 8.3 Leads all investigations or reviews pertaining to administrative procedures or legislative contractual requirements.
- QI 8.1 Develops a process to measure employee engagement and track turnover rates.
- QI 8.2 Oversees successful conversion and implementation of HRIS.
- QI 8.3 Oversees the development and maintenance of accessible human resources information (ie, job descriptions, employee handbook, supervisor tool kit) to promote staff knowledge, efficiencies and effectiveness.

9. Communications & Employee/Community Relations

Role Expectations and Quality Indicators:

- RE 9.1 Builds and maintains strong relationships with associations such as GSTA, STF and CUPE to assist in the planning and management of employee relations services.
- RE 9.2 Assists in the preparation of collective bargaining strategies and negotiations with a variety of employee groups (GSTA, CUPE 4784, CUPE 5123, Deer Park Association) including Out of Scope employees consistent with the goals of the Division.
- QI 9.1 Effectively manages complaints to ensure resolution of employee relations concerns and issues. Represents the organization in show cause hearings, board of references of professional staff and grievances and arbitration meetings for support staff as required.

10. Leadership Practices

Role Expectations and Quality Indicators:

- RE 10.1 Practices leadership in a manner that is viewed positively and has earned the trust and respect of the Senior Leadership Team.
- RE 10.2 Is a role model and has earned the support of those with whom they work most directly in carrying out assigned duties.
- RE 10.3 Acts as the LA FOIP Privacy Officer and ensures the maintenance, transparency and access of records in accordance with the Local Authority Freedom on Information and Protection of Privacy legislation including all information (i.e., personnel files excluding payroll, medical files, investigations files, etc.).
- RE 10.4 Performs other duties as may be required or assigned by the Deputy Director of Education Services.
- QI 10.1 Provides clear directions and effective leadership for area of responsibility.

QI 10.2 Unites people toward achieving the Board's goals.

QI 10.3 Demonstrates a high commitment to the needs of employees and success of students.

QI 10.4 Empowers others and effectively solves problems.

Qualifications

- Bachelor of Education along with a human resource discipline or a related discipline (i.e., business administration, industrial relations or commerce) at the Master's level.
- Chartered Professional in Human Resources (CPHR) designation is a definite asset.
- 5 - 7 years' senior level human resources experience preferably in a Pre-K – 12 educational environment or equivalent human resources experience in a corporation.
- Experience working in a unionized environment.

Knowledge, Skills and Abilities

- Strong interpersonal skills with a proven ability to build trusting, collaborative work environments.
- Ability to deal with people sensitively and professionally at all times.
- Excellent knowledge of all human resources competencies and best practices.
- An understanding of current trends, developments in Pre-K to Grade 12 education would be a definite asset.
- Ability to lead change and people while building capacity for sustained improvement throughout the Division and ensuring this change aligns with the Division's Strategic Plan.
- Ability to design and deliver training and professional development.
- Analytical with the ability to recognize areas of concern or opportunity for efficiencies.
- Senior administrative experience.
- Demonstrated fiscal management skills and understanding of budgeting processes.
- Willingness to embrace change and encourage others to continually foster improvement.
- Effective communication skills with the ability to forge positive relations with a variety of educational partners and employee groups.
- On-going commitment to personal professional growth and development.

Competencies

- Shows commitment to the organizational vision and strategic goals by acting in accordance with organizational expectations. Uses knowledge of the organization and business to solve issues and accomplish goals and strategies while complying with policies, procedures and practices.
- Demonstrates effective organizational skills resulting in the organization's compliance with all legal, Ministerial and Board mandates and timelines. Ensures work is consistently completed and accurate within expected timeframes.
- Takes personal ownership and responsibility for the quality and timeliness of work and is expected to seek clarification on any matters of concern. Demonstrates reliability and integrity on a daily basis.

- Displays a positive attitude toward others, their work, schools and the division. Provides exceptional service to customers (internal and external) by displaying professional and respectful behaviours with timely proactive responses.
- Respectful of the confidential nature of the position and will keep confidential any and all information acquired during the course of employment. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act (LAFOIP)*.
- Models a commitment to personal and professional growth with high ethical standards of conduct.

Working Conditions

- Out of Scope based on a 12- month calendar
- Some travel may be required

Approved by:	
Supervisor Name	Donna Kriger
Supervisor Title	Deputy Director of Education Services
Signature	
Date	

Reviewed and initialled by Director of Education or designate (Human Resources) on

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