

Executive Services Supervisor

Profile

Guided by Good Spirit School Division's foundational statements, the Executive Services Supervisor is an inspirational leader and an integral part of the Administrative Council, Education Council and Senior Administration teams. The Executive Services Supervisor must provide a full range of accessible, trusted, and technology services for the Division.

The Executive Services Supervisor plans, organizes, directs, controls, and evaluates the activities of the school division that are integral to the success of Director of Education and the administrative tasks of the school division. This will include supervision of data mining, data disaggregation, create statistical reports, digital 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 and other school division administrative matters.

This position will be a strategic thinker responsible for leading administrative assistants in developing and delivering a work plan linked to the Strategic Plan; development of strategies and processes to build strong stakeholder relationships, and promoting a healthy, productive and engaged work environment aligned with the Division's Mission, Vision and Values. The Executive Services Supervisor assists the Senior Admin in fulfilling the general and specific aspects of their work 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 Executive Services Supervisor shall perform such duties and responsibilities as may be assigned including but not restricted to the following:

1. Student Well-Being

Role Expectations:

RE 1.1 Provide support Executive Services that promote student welfare.

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 and school division data.

Quality Indicators relative to educational leadership:

- QI 2.1 Track and analyze data pertaining to student learning including early years data, reading data, 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 issue identification, school-based and division planning and interventions.
- QI 2.3 The Executive Services Supervisor ensures the Division's academic results are published.
- QI 2.4 Responsible for the collection and analysis of school enrolments.
- QI 2.5 Assist in the development of diversity factors and PTR for school staffing.
- QI 2.6 Ensure school level plans are submitted.
- QI 2.7 Provide professional and technical leadership to administrative support staff.
- QI 2.8 Assist in the development of the annual school year calendar to ensure compliance with locally negotiated agreements and provincial statutory holidays.

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 Executive Services Supervisor models a commitment to personal and professional growth.
- QI 3.3 The Executive Services Supervisor models high ethical standards of conduct.
- QI 3.4 Oversee and support the Receptionist, Learning Support Assistant, Database Administrator, and Data Reporting Assistant at the Good Spirit Education Complex

- QI 3.5 Provides exemplary supervisory oversight for Receptionist, Learning Support Assistant, Database Administrator, and Data Reporting Assistant.
- QI 3.6 Provides Receptionist, Learning Support Assistant, Database Administrator, and Data Reporting Assistant performance summary reports to the Senior Admin.

4. Board 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.
- RE 4.2.1 Ensures divisional compliance with all legislative, Ministry of Education and Board mandates (timelines and quality) within areas of responsibility

Quality Indicators relative to Board Policy and Administrative Procedures:

- QI 4.1 Ensures compliance with relevant Board policy and Administrative Procedures as required in the performance of duties
- QI 4.2 Ensure board policies are up to date and are compliant with the school division Administrative Procedures and the Education Act
- QI 4.3 Ensure Administrative Procedures are kept current.
- QI 4.4 Collection of data and procedural compliance related to the School Review process.
- QI 4.5 Assist with ensuring GSSD adheres to The Local Authority Freedom of Information and Protection of Privacy Act.

5. Executive Services Supervisor / Director Relations / Board Relations

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 the role.
- RE 5.4 The Executive Services Supervisor reports directly to the Director and in-directly 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 Executive Services Supervisor interacts with the Director in an open, honest, pro-active and professional manner.
- QI 5.3 The Executive Services Supervisor ensures high quality management services are provided to the Director.
- QI 5.4 Prepare board agenda, minutes, events and communications from the Board
- QI 5.5 Assist with the development of the Board Annual Work Plan
- QI 5.6 Assist with the Director/CEO Evaluation.
- QI 5.7 Take notes of highly confidential subjects including but not limited to Executive and Board meetings.

6. Strategic Planning & Reporting

Role Expectations:

- RE 6.1 Supports the strategic planning process.
- RE 6.2 Implements plans as approved.
- RE 6.3 Demonstrates effective organizational skills resulting in Director compliance with all legal, Ministerial and Board mandates and timelines.

Quality Indicators relative to strategic planning and reporting:

- QI 6.1 Provides IT support regarding the achievement of the key results identified in the Provincial Education Plan.
- QI 6.2 Reports at least annually on results achieved within areas of assigned responsibility.
- QI 6.3 Support Director compliance with all Ministry of Education and Board mandates (timelines and quality).
- QI 6.4 Prepare and organize the school division's Annual Report
- QI 6.5 Ensure strategic goals are communicated through the organization and distribution of the In Focus Report

7. Communications and Community Relations

Role Expectations:

- RE 7.1 Takes appropriate actions to ensure positive external and internal communications are developed in areas of assigned responsibility in accordance with Division strategy and expectations.
- RE 7.2 Serve as secondary point of contact for the Director, Deputy Director, Chief Financial Officer, and Superintendents within areas of responsibility.

- RE 7.3 Provides back-up support for Local Authority Freedom of Information and Protection of Privacy (LAFOIP) Act.
- RE 7.4 Act as the Division's primary contact for School Community Council's; schedule events and prepare communications for SCCs on behalf of the Board & Division.

Quality Indicators relative to Communications and Community Relations:

- QI 7.1 Develop and implement communications strategies and initiatives that resonate with students, staff, communities, and stakeholders and promote GSSD's schools, innovations, successes, and challenges, including Education Week, system events, performance results and selected staff, school and student accomplishments.
- QI 7.2 Act as the Division's primary contact for School Community Council's; schedule events and prepare communications for SCCs on behalf of the Board & Division.
- QI 7.3 Assist with the Director, Deputy Director, Superintendents of Schools, Chief Financial Officer to be the single point of contact for In-school Administration.
- QI 7.4 Responsible for the selection of highlighted feature stories and announcements on division websites and social media.
- QI 7.5 Responsible for the public relations budget.
- QI 7.6 Responsible for promoting Division initiatives and innovative programming.
- QI 7.7 Promote consistent branding and corporate identity across all internal and external communications channels.
- QI 7.8 Manages conflict effectively.
- QI 7.9 Ensures information regarding Board and Division initiatives and priorities are disseminated to inform the electorate.
- QI 7.10 Works cooperatively with the media to represent the Director's views/positions
- QI 7.11 Update the website with Board of Education business
- QI 7.12 Assist with the organization and planning of service recognition awards

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 he works most directly in carrying out assigned duties.
- RE 8.2 Develop performance metrics for the purpose of monitoring and evaluating operational performance areas of assigned responsibility.
- RE 8.3 Consistently act in accordance with the division value statements.
- RE 8.4 Recognizes the sensitive nature and the impact of potential solutions on the Division and seeks input from the Senior Admin.

Quality Indicators relative to leadership practices:

- QI 8.1 Provides guidance and clear directions.
- QI 8.2 Provides effective service and leadership within areas of responsibility.
- QI 8.3 Prepares and communicates decisions within areas of responsibility.
- QI 8.4 Establishes and maintains positive, professional working relationships with staff.
- QI 8.5 Unites people towards a common sense of purpose and alignment with Divisional goals in the provision of services within areas of assigned responsibility.
- QI 8.6 Demonstrates a high commitment to the needs of staff and students.
- QI 8.7 Effectively solves problems.
- QI 8.8 Continuously reviews and improves practice, based on performance data.
- QI 8.9 Demonstrates a high commitment to the needs of employees.
- QI 8.10 Works collaboratively with other services to ensure the sharing of information as required within areas of responsibility.
- QI 8.11 Exhibits a high level of personal, professional and organizational integrity.
- QI 8.12 Models a commitment to personal and professional growth.
- QI 8.13 Empowers others.
- QI 8.14 Models high ethical standards of conduct.
- QI 8.15 Maintaining confidentiality at all times.
- QI 8.16 Maintaining current with required technology to effectively execute assigned duties.

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

Qualifications

Preferred qualifications include:

- Minimum Grade 12 diploma or equivalent
- A diploma or certificate in a post-secondary program is required for all permanent employees, however, not mandatory upon commencement of employment. In accordance with Administrative Procedure 400 – Staff Recruitment and Selection, if a new permanent employee has not completed the appropriate training, he or she will be required to enroll in a Board approved post-secondary course related to an administrative program prior to the completion of his/her probationary period.
- Assets include relevant work experience or advanced education in Business Administration or Office Education

Skills and Abilities

Quality & Organization of Work

- Analytical with the ability to recognize areas of concern or opportunity for efficiencies attention to detail and ensure work is consistently completed and accurate within expected timeframes
- 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.

Adaptability & Flexibility

- Ability to lead change and people while building capacity for sustained improvement throughout the Division while ensuring this change aligns with the Division's Strategic Plan.
- Able to work effectively within a variety of situations, and with various individuals or groups. Flexibility entails understanding and appreciating different and opposing perspectives on an issue and adapting one's approach as the requirements of a situation change

Communication

- Ability to deal with people sensitively and professionally always.
- Effective communication skills both oral and written

Job Knowledge

- An Administrative Assistant must be committed to professional learning towards enhancing his or her skills and knowledge to perform the required tasks. One must demonstrate his or her ability to effectively create, manipulate and utilize spreadsheets, word documents, file management, email and calendar platforms.
- On-going commitment to personal professional growth and development.

Cooperation & Teamwork

- Strong interpersonal skills with a proven ability to build trusting, collaborative work environments with a variety of stakeholders in education

- This position involves working collaboratively with, and under the direction of senior administration and with other school personnel on a daily basis. The Executive Services Supervisor must have the ability to work as a team player and work independently with minimal supervision

Working Conditions

- Out of Scope based on a 12- month calendar
 - Office at Good Spirit Education Complex
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