

Fleming College

POSITION DESCRIPTION FORM (PDF)

Regular Part-time Support Staff

Position Title: Integration Facilitator

Position Number: Pay Band: 10

Reports To: Academic Chair

Appointment Type: Other-details at right. "Other" Hours Details: (9 months)

Scheduled Weekly Hours (maximum 24 hours per week): 24

PDF Completed By (Manager Name): John MacKinnon - Academic Chair

Effective Date: October 2019 Last Revision: October 2019

SIGNATURES

Incumbent: _____ Date: _____

(indicates incumbent has read and understood the Position Description Form details)

Supervisor: _____ Date: _____

(indicates the supervisor has authorized and assigned the duties & responsibilities in the PDF)

NOTE: Please return the original PDF to HR Operations (Michelle Bozec) as soon as it has been signed. Thank you.

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PART ONE:

POSITION SUMMARY

KEY DUTIES & RESPONSIBILITIES

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Keep sentences short, simple and to the point. *TIP: Describe major clusters of functional work rather than detailed individual work routines and procedures.* Do not use allocations of less than 5%.

	Summary Details	Percentage %
1	<p>Act as a liaison between students, college faculty and staff by:</p> <ul style="list-style-type: none"> • Providing a smooth transition into college/academic life • Meeting with teachers to promote inclusion of students in the classroom • Assisting students to access appropriate resources (Financial Aid, Accessibility Services, Academic Counseling) • Promoting inclusion of the CICE students in College life 	15%
2	<p>Provide academic support by:</p> <ul style="list-style-type: none"> • Attending classes with the student to promote smooth integration with other students and classroom teacher • Adjusting curriculum objectives to fit student needs pending faculty approval • Supplementing class material for student use • Providing individual/group tutoring and mentoring • Using the computer and various computer programs to assist student in the learning process • Setting up and assisting with the use of adaptive equipment when needed • With Faculty approval, modifying tests and assignments to meet individual student needs, develop study guides, review questions or project outlines • Monitoring tests and exams to provide support with assistive devices and clarification of questions where required • Providing classroom support such as note taking and lab support, facilitation of group work • Assist students with course options and selection • Provide onsite job coaching for students as required • Advising new part time staff with regard to above 	70%
3	<p>Working with the CICE team the incumbent assists with admissions by:</p> <ul style="list-style-type: none"> • Assist with interviews and student orientation sessions and/or information sessions when required 	5%

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	Summary Details	Percentage %
	<ul style="list-style-type: none"> • Ensures all required documentation required for admissions completed by the CICE student • Assists with setting CICE student weekly schedules 	
4	Assisting with the continued success of the CICE Program by: <ul style="list-style-type: none"> • Promoting the program to local and regional agencies, schools, employers and/or businesses • Tracking/filing and recording program documents and other pertinent program information for future reference by staff • Mentoring new part time staff • Meeting with faculty periodically to review protocol and discuss new or revised approaches 	5%
5	Performs other related duties as required.	5%

To calculate the relative percentage of time allocated to each cluster of key duties & responsibilities, remember to consider the total amount of hours this part-time position will normally work in a year.

For example:

An RPT position which normally works 24 hours per week for 10 months of the year would have approximately 960 annual hours (24 hrs/wk x 4 wks/month x 10 months). If this position is estimated to spend 5 hours per week completing a cluster of work associated with organizing and maintaining business files, you would allocate 20% to this function calculated as (5 hrs/wk x 4 wks/month x 10 months) divided by 960.

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PART TWO:

TRAINING & TECHNICAL SKILLS

Indicate the minimum level of independent studies, formal education, internal and/or external training programs including professional and technical or apprenticeship courses necessary to fulfill the requirements of this position.

Formal Education Requirements:

Completion of a two (2) year college diploma.

Field(s) of Study:

Educational Support, Developmental Service Worker, Social Work, Child and Youth Worker

Other Vocational Certifications and/or Apprenticeships:

No additional requirements.

EXPERIENCE

Specify the minimum number of months and/or years of practical experience in any related work necessary to fulfill the requirements of this position.

Practical Work Experience:

More than one year up to three years.

Additional Skills & Abilities:

Practical work experience with persons with developmental disabilities, persons with significant learning challenges and experience in the teaching/tutoring environment, Employment advising.

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PART THREE:

COMPLEXITY

Describe the amount and **nature of analysis, problem-solving and reasoning** required to perform the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity

Modification/accommodation of course outcomes and/or objectives to address the student learning challenges.

Description

Identified: Review of student's learning style based on student history, past Individual Education Plans, use of assistive technologies, student input, discussion with CICE team and research of learning disabilities.

Further investigation if required: Discussion with CICE team as to level of modification required to meet course outcomes & modification/accommodation of past courses, all which are vetted by faculty for approvals.

Analysis to determine solution(s): Review student learning abilities and identify ways to meet objective at current level. Modify courses/assignments to meet objective with faculty approval. Evaluate modification regularly and adjust according to student need/capabilities/learning styles/limitations, with faculty approval.

Sources to assist: Past practices. Past assessments from high school program and/or sponsoring agencies. CICE team members and faculty collaboration.

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Example #2

Task / Activity Creating and using variety of tutoring techniques and assistive technology to support student learning.
Description Identified: Discussion and assessment of student learning style. Student's past educational history & past successful accommodations for learning. Further investigation if required: Meeting with student. Discussions with CICE Use of best practice guidelines. Analysis to determine solution(s): Based on assessment, design tutoring sessions to meet student learning needs. Review student learning abilities. Research delivery options. Identify ways to present information. Develop and design tools and adjust accordingly to student need/capabilities/learning styles/limitations. Sources to assist: Past practices. Use of course workbooks, study guides, CICE team member CICE Chair.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

Is the work considered to be routine/non-routine?
Non-routine.

How would you describe the complexity of the work?
All duties are varied and complex.

Describe the business processes used by the position.
Processes are specific and related.

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JUDGMENT

Describe the degree of independent judgment and problem-solving required to perform the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Designing recommended modifications for faculty approval
Based on review of student learning styles and needs, develop custom modifications for assignments and assessments.

Example #2

Task / Activity Classroom support for CICE Students
Description Identified: Classroom support for CICE students Further investigation if required: Review assessments & discussion with student – past supports. Discussion with other CICE Integration Facilitators and faculty, student or agency records of previous supports. Analysis to determine solution(s): Review student needs/disabilities/barrier. Determine need based on student, class and instructional format. Assess student in classroom setting. Evaluate support on a daily basis and adjust according to student need/capabilities/learning styles/limitations Sources to assist:– IEP. Best practices guidelines for note-taking, use of audio/visual, test taking guides obtained from Accessibility Office. Past practice/past supports. Admissions interview information. CICE Chair.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

The work duties typically require:

Breakdown facts or components of the problem situation to find a solution.

In determining a solution for problems, the incumbent has discretion to:

Modify/refine existing methods and options.

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Describe the aspects of the position that require fine motor movements (delicate, intricate or precise) related to the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Computer Work/word, One Drive/Excel
Description Working with computers to modify assignments for students, developing and creating schedules

Example #2

Task / Activity Demonstrating culinary methods, use of knives, fine cutting
Description Working in the Culinary stream courses, ability to carve, show students how to handle a knife, providing tutorials on using kitchen equipment

Key Considerations:

With respect to the examples above and the regular duties associated with this position’s core functions, please answer the following questions:

When considering ‘speed’ of fine motor movements for this position:
Speed is a secondary consideration.

Indicate the percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time
Computer Work/word, One Drive/Excel	40%
Demonstrating culinary methods, use of knives, fine cutting	30 % (for IF's assigned to Culinary stream only)

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PHYSICAL DEMAND

Describe the degree of **physical demand** required to perform the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position that illustrate the type and duration of physical effort, the frequency, the strain from rapid and repetitive fine muscle movements or the use of larger muscle groups, lack of flexibility of movement, etc.

Example #1

Task / Activity Sitting for 1-2hrs at a time for regular classes / For Culinary Stream > 2 hrs at a time
Required to attend classes, taking notes requiring focus and attention.

Example #2

Task / Activity Lifting light weight
Depending on program, IF may need to assist student in lifting weight up to 5kgs or 11lbs

Indicate the percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time
Sitting	40%
Standing	40%
Lifting	Infrequent

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SENSORY DEMAND

Describe the degree of **sensory demand** required to perform the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position that illustrate the level/degree of concentration (visual, auditory, tactile, etc.). Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Taking lecture and seminar notes for the student
Required focus and attention to details as professor is delivering a class to that the students get the correct information regarding what is being taught.

Example #2

Task / Activity Tutoring Students
Reading text to student – reading test questions (paraphrasing) – using supportive software if necessary.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

How would you describe the requirement for attention to detail in this position?
Frequent/Regular

Indicate the percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time
Taking lecture and seminar notes for the student	20%
Tutoring Students	20 %

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STRAIN FROM WORK PRESSURES / DEMANDS / DEADLINES

Describe the degree of **work pressures** involved in performing the duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position that illustrate the deadlines, interruptions, distractions, multiple or conflicting demands/workloads and dealing with people in difficult situations. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Dealing with abusive people.
Students may have behavioural issues or anger management problems resulting in verbal abuse or threats of harm to incumbent and /or others. Students require redirection and occasional support in the quiet room, or support to go for a walk.

Example #2

Task / Activity Dealing with behavioural difficulties
Modifying assessments involves multiple conflicting demands and done in an open office environment subject to interruptions from students in between classes and other College members.

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

How would you describe the workflow demands this position typically faces?
Deadlines are tight OR may periodically change or conflict.

How would you describe the existence of critical deadlines in this role?
Occasional critical deadlines.

How would you describe the level of interruptions this position faces?
Interruptions occur regularly but tend to be predictable.

Indicate the predictability of the strain and percentage of time required in each task discussed above.

Task	% of Time	Predictability*
Dealing with abusive people.	10%	NP (Not Predictable)
Dealing with Behavioural issues	35%	TP (Tends to be Predictable)

INDEPENDENT ACTION

Describe the degree of **independent action** and **autonomy** required to perform the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

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Example #1

Task / Activity Ensure Student Success
Once the student schedule process is complete, IFs work independently with students and faculty to ensure student success. Concerns are raised with the CICE Chair and/or other team members at any time and in particular at regular staff meetings.

Example #2

Task / Activity
Description

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

What type of instruction is typically given to the incumbent?

Works within general procedures and past practices.

What degree of supervision is typically provided to the incumbent?

Periodic supervision; occasional supervisory input.

How is the work typically checked and verified?

Output is reviewed by exception only.

How frequently is the work checked?

Most processes are reviewed monthly.

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COMMUNICATIONS / CONTACTS

Describe the nature of contact and purpose involved in communicating information (i.e. to provide advice, explanation, to negotiate, or influence others to reach agreement, etc.), and the confidentiality of the information provided. Answer the questions listed below in the Key Considerations section.

Nature of Contact (Who)	Purpose of Contact (What)	Frequency
CICE Students	Exchanging routine information, extending common courtesy. Imparts technical information to ensure students learn the skills and knowledge required for the course they are taking. Persuasive skills to ensure student cooperation and commitment to program goals.	Daily
Faculty	Collaborates with the faculty to gain approvals for modified work recommendations: Advocates with students with faculty as necessary	Daily
CICE Chair	Email updates on students, requests for clarification on role and responsibilities.	Daily
CICE Student Parents	Where an FOI is completed shares appropriate information regarding the students with the Parent(s)	Monthly
Counselling/Accessibility Services	Connecting students to services	Monthly
External Partners	Work placement support in community	Infrequently

Key Considerations:

With respect to the examples above and the regular duties associated with this position’s core functions, please answer the following questions:

Communications in this position are typically engaged for the purpose of:
 Providing explanation or interpretation, empathize with the needs of others.

What type of involvement does this position have with confidential information?
 Regular involvement; disclosure implications could include adverse publicity or litigation.

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RESPONSIBILITY FOR DECISIONS AND ACTIONS

Describe the type of **responsibility** that exists for the **decisions** and **actions** related to the core duties of the position. Provide up to two (2) examples in the space provided below of regular duties for this position. Answer the questions listed below in the Key Considerations section.

Example #1

Task / Activity Ensures rubrics are modified and approved by faculty that meet the student's modification requirements.
Description IF's develop modified rubrics and assignments for students and are responsible for ensuring they are within the abilities of the student requiring the modifications- IF's must ensure faculty approval is obtained for all modifications, however the appropriateness of the modification would not be apparent until the results of the student assessment are known or guardians/students express concerns In these circumstances, an assignment may be remodified and approval to re-take assessment obtained from faculty.

Example #2

Task / Activity
Description

Key Considerations:

With respect to the examples above and the regular duties associated with this position's core functions, please answer the following questions:

How errors are typically detected for work completed by this position?
Errors detected after-the-fact.

What is the typical scope of impact to the organization for errors in this position?
Results in minor embarrassment, confusion or expense.

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WORK ENVIRONMENT

Describe the physical environment that the incumbent works in. Consideration should be given to:

- The probability or likelihood of exposure to disagreeable/hazardous elements.
- The nature of the disagreeable/hazardous element
- Length of exposure while on the job
- Travel

Complete the chart below. Answer the questions in the Key Considerations section.

Environment	% of Time
Professional office environment Yes	90
Outdoor work; seasonal conditions No	
Other (please specify) Volatile student interactions	25
Other (please specify)	

Key Considerations:

With respect to the nature of disagreeable/hazardous elements this position is in contact with, would you describe them as:

Moderately disagreeable

With regard to the disagreeable/hazardous elements referenced above, how often does the position encounter them?

Recurring

If this position is required to engage in business related travel, what is the frequency of the travel?

Travel to support students – less than 3hrs weekly.

SUPPLEMENTAL DATA

Provide any additional information which will serve to further enhance understanding of the position.

Incumbents work in an office and learning classroom environment, and the probability or the likelihood of exposure to disagreeable/hazardous elements is small.