

**REGULAR PART TIME POSITION DESCRIPTION FORM (PDF)**

College: Sir Sandford Fleming College

Incumbent's Name: VACANT

Position Title: English as a Second Language Educational Assistant (LINC & Post-secondary programs)

Position No: PT0104

Payband 08

Appointment:  11 month  10 month  9 month  Other: **Every semester depending on enrolment / program needs**

Scheduled No. of Hours: varies up to 24

Reports To: Tracey McConnery – Manager International Student Services and English Programs  
PDF Date: February 2012

**Last Revision: 20 Mar 2018**

Completed By: Debby Keating

**Signatures:**

Incumbent: \_\_\_\_\_ Date: \_\_\_\_\_  
(Indicates incumbent has read and understood Position Description Form).

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions for Completing the PDF:**

- 1) Please read the entire form carefully before completing any of the sections.
- 2) Answer each section as completely as you can. If you have any questions contact your Human Resources representative for clarification.
- 3) If further space is needed for any section, attach additional sheets.
- 4) Ensure PDF is completed in electronic format.

**A. POSITION SUMMARY**

Summarize the overall purpose of the position and why it is necessary within the organization. The summary should be a concise description (rarely more than two or three sentences) of the total position and should include only the most significant aspects of why the position exists in terms of its goal and objectives and its purpose in the College.

The Educational Assistant provides a variety of educational support services for LINC (Language Instruction for Newcomers to Canada) & ESL post-secondary students, primarily those assessed as literacy and Level 1 students. The focus of the position is to reinforce language skills taught by faculty using activities in both 1-1 and small group formats.

**B. DUTIES AND 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. Describe duties rather than detailed work routines.

Approximate % of  
Time Annually\*

<p><b>1. Development of language skills</b>                  Develops appropriate learning strategies to meet students' individualized learning needs.</p> <p>Chooses and provides exercises and activities that are authentic and relevant and can be applied and put into practice inside and outside the classroom.</p> <p>Reinforces language skills learned in class including speaking, listening, reading and writing.</p> <p>Assists students to develop confidence practicing their language skills, paying particular attention and time to conversational activities.</p>	<p><b>85%</b></p>
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<b>2. Preparation</b> Using print and on-line resources, in collaboration with the faculty, prepares new activities that respond to the unique needs and requests of learners.	<b>5%</b>
<b>3. Monitoring Student Progress</b> Helps assess students' status by observing progress and recording relevant data (may provide status reports for faculty).	<b>5%</b>
<b>4. Other Related Duties</b>	<b>5%</b>

TOTAL: 100%

To help you estimate approximate percentages:

1/2 hour a day is 7%  
 1 hour a day is 14%  
 1 hour a week is 3%

1/2 day a week is 10%  
 1 week a year is 2%

1/2 day a month is 2%  
 1 day a month is 4%

## C. SKILL

### 1. TRAINING/TECHNICAL SKILLS

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

*2 year Diploma*

Field of Study: *Educational Assistant Diploma or related Social Service/Educational focus. Teaching English as a Second Language (ESL) Credentials an asset.*

### 2. EXPERIENCE

- 2.1 Specify the **minimum** number of months and/or years of practical experience in any related work necessary to fulfil the requirements of the position.

*Two (2) years working with ESL students in educational setting*

- 2.2 Specify any additional skills or abilities required to fulfil the requirements of the position.

*- Practical related experience assisting a variety of clients, particularly ESL students, new Canadians*

- *Experience working independently within a team environment, prioritizing and organizing own work*
- *Experience delivering creative and flexible learning to ESL students.*

### **3. COMPLEXITY**

3.1 Describe the amount and nature of analysis, problem-solving and reasoning required to perform the duties of the position. Examples should illustrate:

- the analysis and interpretation required for problem and solution definition
- creativity
- the mental challenge
- the degree of job structure
- planning activities
- the variety and difficulty of tasks

*This position requires the incumbent to use his/her understanding of learning challenges for those where English is a second language. The incumbent ensures, through feedback from the student, that strategies and concepts are being understood and that progress is being made. The incumbent must be creative in his/her delivery of language skill programming in order to meet the unique needs and learning styles of each student.*

*The degree of active listening, patience and theoretical knowledge required to be successful in this position makes it challenging, especially when dealing with students who are frustrated by their lack of communication skills and new to the Canadian culture. The incumbent must have an ability to work sensitively and empathetically with a culturally diverse student population.*

*Students will have a broad range of language skills, some lacking literacy skills in their first language.*

### **4. JUDGEMENT**

4.1 Describe the degree of independent judgement and problem solving required to perform the duties of the position.

*This position requires a significant level of independent judgement and problem-solving to perform the required duties.*

4.2 Provide examples that illustrate how the incumbent identifies the options available and determines the most appropriate course of action. Use examples that are clearly the responsibility of the position and show the level of analysis and evaluation that is used.

*The incumbent is required to monitor the progress of students and adapt the strategies to the level and learning style of the student. The incumbent is also required to formulate what the next strategy/skill for the student will be, based on the student's need and progress.*

## 5. MOTOR SKILLS

5.1 Describe aspects of the position that require fine motor movements (delicate, intricate or precise). Provide examples that illustrate the dexterity, complexity, co-ordination and speed that is required.

- *Computer/keyboarding*

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

Task/Equipment	% of Time
<i>Computer</i>	10%

## D. EFFORT

## 6. PHYSICAL DEMAND

6.1 Describe the demand on physical energy used to complete task(s) by illustrating:

- 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

*The Educational Assistant will sometimes carry educational materials such as books from one place to another and/or push portable computers on wheels in/out of offices. The incumbent will spend the majority of his/her time sitting at a table assisting students.*

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

Task	% of Time
<i>Lifting and carrying</i>	2%
<i>Stairs, walking, pushing</i>	5%
<i>Sitting</i>	60%
<i>Reaching and bending</i>	2%

## 7. SENSORY DEMAND

7.1 Describe the demand on mental energies while performing task(s). Use examples that

illustrate:

- the level or degree of concentration ie visual, auditory, tactile or some other form of physical concentration on a mental process, and
- frequency of the requirement for careful attention to detail and accuracy

*This position requires significant visual and auditory concentration. Will spend time working directly one on one or with small groups of students for up to 3 hours at a time.*

7.2 Indicate the percentage of time that is required in performing the task(s) discussed above.

Task	% of Time
Visual and auditory concentration	85%

## 8. STRAIN FROM WORK PRESSURES/DEMANDS/DEADLINES

8.1 Describe and provide examples that demonstrate the strain associated with, or caused by frequency and predictability of deadlines, interruptions, distractions and/or workloads, multiple and/or conflicting demands and/or dealing with people in difficult situations.

*Will spend time every day preparing for the next days programming. Occasionally deals with difficult people (usually due to academic frustration). The diversity of work and the wide range of student needs that the Educational Assistant would see in a day make this role challenging. There is strain from remaining positive, creative and adaptive when working with students who may be experiencing stress, anxiety, isolation and lack of family support/contact.*

8.2 Indicate the predictability of the strain and percentage of time that is required in performing each of the tasks discussed above.

Task	% of Time	Predictability*
Difficult people	2%	UP

\* Predictability:

PR = Predictable

TP = Tends to be Predictable

UP = Usually Predictable

NP = Not Predictable

## E. RESPONSIBILITY

### 9. INDEPENDENT ACTION

9.1 Describe the kind of instructions that are required or provided at the beginning of a typical

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work assignment.

*General expectations are established between the EA and faculty. The Educational Assistant has considerable freedom to act with only occasional direction from the Instructor. The EA is expected to act independently in researching, modifying and implementing programming based on individual student needs. This action is usually taken in consultation with the Instructor.*

- 9.2 Describe the procedures, policies and past practices that are available to serve as guidelines for typical work assignments and indicate how often they are referred to.

*Procedures, policies and practices have been established within English Programs Dept for these services. Ongoing guidance, training and mentorship are in place for this position.*

- 9.3 Indicate how regularly work is checked (i.e. several times daily, in process, weekly, monthly or at the completion of a project). Describe how the work is reviewed (i.e. by detailed review, by exception, by report or by discussion).

*The Educational Assistant works independently with students with the opportunity for consultation with other team members. Although the LINC instructors are in a mentoring role with the EA s/he would not normally check the EA's work with students. Inadequate performance would surface by exception as a result of complaints from students or observing students in class or problems with the EA's interaction within the team.*

- 9.4 Describe the duties that are the incumbent's responsibility where independent action requires initiative and/or creativity and indicate how often the duties occur.

*The incumbent is responsible for using materials prepared by the instructor and adapting and altering them as needed to meet individual learning needs. Flexibility and creativity are essential when presenting activities to students.*

*Resolution of complex issues may require further instructions from faculty. For example, the EA may be working with a student who is not progressing at the same pace as the others in the small group. The EA may choose to implement new/modified activities or consult with the Instructors to discuss the student's slow progress and determine other possible approaches with the student or access/refer to other/ additional programs in the community (e.g. New Canadian Centre) .*

- 9.5 Identify the typical situations or problems that are normally referred to the Supervisor for solution.

*Normally, the supervisor would only become involved when issues such as extreme behavioural problems with students occur and/or a problem occurs with the Educational Assistant's performance. Day-to-day consultations are done with other team members.*

## 10. COMMUNICATIONS/CONTACTS

- 10.1 Describe the nature of contact and purpose involved in communicating information (i.e. to provide advice, explanation, negotiate, or influence others to reach agreement, etc.), and the confidentiality of the information involved.

*In order to successfully provide strategies and techniques to address individual needs of students, the Educational Assistant must first understand the level at which the student is functioning and what pace they are learning at. After this is understood, appropriate language skill training activities can be chosen, adapted and implemented for the needs of a particular student(s).*

Nature of Contact	Purpose	Frequency (D.W.M.I.)*
Students	Provide language skill training activities to address individual needs of students learning to speak, read and write English	Daily
LINC & Post-secondary faculty	Receive and discuss learning plans for individual students	Weekly
Supervisor	Performance reviews; meetings	Monthly

\* D = Daily

W = Weekly

M = Monthly

I = Infrequently

## E. RESPONSIBILITY

### 11. RESPONSIBILITY FOR DECISIONS/ACTIONS

- 11.1 Describe the impact that the incumbent's decisions and/or actions have on internal and public relations, the responsibility for information management, equipment, assets and records.

*The incumbent's decisions and actions have a significant effect on the academic success of our students. The effectiveness of the one to one and small group sessions is often crucial to students' success, particularly those students with very low first language literacy skills.*



- 11.2 Identify the processes used to detect errors and the effect on the organization if errors are not discovered and corrected.

*If sessions with students are not successful, students may not make sufficient progress to meet their goals or may become frustrated and drop out.*

## **F. WORKING CONDITIONS**

### **12. WORK ENVIRONMENT**

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

- the probability or likelihood of exposure to disagreeable elements,
- the nature of the disagreeable element,
- length of exposure while on the job,
- travel

<b>Environment</b>	<b>% of Time</b>
Behavioural Difficulties	2%
Frustrated students (difficulties with communications)	25%
Some travel to field trips	2%

## **G. SUPPLEMENTAL DATA**

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