

## Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name: Vacant

Position Title: Employment & Retention Specialist

Payband: J

Position Code/Number (if applicable):

Scheduled No. of Hours: 37.5 per week

Appointment Type:  12 months     Less than 12 months (please specify # months: \_\_\_\_\_)

Supervisor's Name and Title: Shanthi Rajaratnam, Director Workforce Development

Completed by: Shanthi Rajaratnam

Date: February 2020

### Signatures:

Incumbent:

Date:

*(Indicates the incumbent has read and understood the PDF)*

Supervisor:

Date:

### Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements of the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

### Position Summary

Provide a concise description of the overall purpose of the position.

Provides direct support and subject matter expertise to employers and service providers to develop and implement programs to achieve long term retention of people with disabilities and individuals with higher support needs. Serves as an advocate for support on specific cases including funding and resources allocation to enable retention.

**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. Describe duties rather than detailed work routines.

	Approximate % of time annually*
<p><b>1. Program Development</b></p> <ul style="list-style-type: none"> <li>• Undertakes best practice research to identify potential programs and strategies supporting retention, and employment for Persons with Disabilities</li> <li>• Undertakes market reviews to identify key populations for program focus</li> <li>• Liaises with other system manager organizations to share information</li> <li>• Builds and enables community based networks supporting target populations</li> <li>• Develops materials and information to share with employer and service provider community</li> <li>• Develops project plans for program development and implementation including                             <ul style="list-style-type: none"> <li>○ performance metrics and models</li> <li>○ financial models</li> <li>○ risk management plans</li> <li>○ communications and engagement strategies</li> </ul> </li> <li>• Works with the service provider and employer communities to support the development of new programs supporting retention</li> <li>• Develop processes &amp; criteria for funding allocations</li> <li>• Develops quality assurance processes related to retention</li> </ul>	30%
<p><b>2. Program Support</b></p> <ul style="list-style-type: none"> <li>• Provides subject matter expertise and support for individual cases including the determination of financial and other support resources</li> <li>• Meets with individual clients to assess effectiveness of services and identify other required supports</li> </ul>	20%

<p><b>3. Program Review, Analysis and Reporting</b></p> <ul style="list-style-type: none"> <li>• Tracks and monitors program results and outcomes</li> <li>• Undertake analysis on data and information</li> <li>• Provides insight and action plans for program enhancement</li> <li>• Provides feedback to service providers on programs and services</li> <li>• Develops reports for internal use and with external stakeholders including the Government of Ontario</li> </ul>	<p>25%</p>
<p><b>4. Program Funding Allocation</b></p> <ul style="list-style-type: none"> <li>• Solicits and / or receives proposals from service providers and employers on potential new programs, services and strategies</li> <li>• Review and assesses potential efficacy of proposal</li> <li>• Provides recommendations for funding allocation and supports decision making</li> <li>• Develops service level agreement with service provider and monitors implementation and on-going assessment</li> </ul>	<p>25%</p>

\* To help you estimate approximate percentages:

½ hour a day is 7%

½ day a week is 10%

1 week a year is 2%

1 hour a day is 14%

½ day a month is 2%

1 hour a week is 3%

1 day a month is 4%

### 1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- Up to High School
- 1 year certificate
- 2 year diploma
- Trade certification
- 3 year diploma / degree
- 4 year degree or 3 year diploma / degree plus professional certification
- Post graduate degree (e.g. Masters) or 4 years degree plus professional certification
- Doctoral degree

Field(s) of Study:

Social Work and/or Disability Studies

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No additional requirements
- Additional requirements obtained by course(s) of a total of 100 hours or less
- Additional requirements obtained by course(s) of a total between 101 and 520 hours
- Additional requirements obtained by course(s) of a total of more than 520 hours


## 2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of year of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

- Less than one (1) year
- Minimum of one (1) year
- Minimum of two (2) years
- Minimum of three (3) years
- Minimum of five (5) years
- Minimum of eight (8) years

X Minimum of five (5) years	Experience working in employment services sector including direct client service and responsibility for program design, development and implementation Experience in working with complex populations facing significant and multiple barriers to employment Experience with transfer payment agency model, practices and policies, including interface between Ministries and service providers Experience working with ODSP supported employment programs.

### 3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	Program development to achieve sustainable employment for populations facing complex and multiple barriers
How is it identified?	Evidence based research and analysis
Is further investigation required to define the situation and/or problem? If so, describe.	Data provides trends, additional investigation is required to identify root causes and solution development
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Reporting from service providers and employers Consultation with impacted populations Academic research
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	Limited given that employment retention is a relatively new outcome focus in employment services

### 3. Analysis and Problem Solving

#### #2 regular & recurring

Key issue or problem encountered

Client-specific challenges related to long term employment

How is it identified?

Data consolidated from multiple sources including program client, service providers and employers

Is further investigation required to define the situation and/or problem? If so, describe.

As in #1 above, additional research is required to understand root causes from both the participant and the employer perspective

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Highly consultative and based on identified best practices and/or the creation of tailored solutions given a specific set of employment barriers and participant challenges

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Reliance on the employment services field and others working with the identified client populations

#### #3 regular & recurring

Key issue or problem encountered

Building networks and coalitions across the sector to enhance programs and services focused on longer term employment retention

How is it identified?

Known issue given the significant changes that the employment services sector is experiencing - new operating models new funding models

Is further investigation required to define the situation and/or problem? If so, describe.

Consultations with the sector – providers, employers and job seekers – to identify opportunities for integration, and to identify barriers to change including attitudes, human capital, technology, data analytics)

Explain the analysis used to determine a solution(s) for the situation and/or problem.

Multiple pronged analysis that must weave inputs from multiple sources and different expectations and perspectives into a workable future state model

What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).

Reliance on core methodologies for community engagement



3.

4. **Planning/Coordinating**

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	<b>#1 regular &amp; recurring</b>
List the project and the role of the incumbent in this activity.	Developing a broad based geographic sector plan for enhancing employment outcomes in the area of longer term retention
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Overall plan(s) including community engagement with a wide range of stakeholders Data collection of historic and current data and demographics
List the types of resources required to complete this task, project or activity.	Stakeholder engagement Data collection and analysis Action plan development
How is/are deadline(s) determined?	Under Ministry guidelines as SSM
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	Job incumbent will consult with the program Director - expectation that incumbent is responsible for assessing progress and providing options and recommendations to the Director

**4. Planning/Coordinating**

**#2 regular & recurring**

List the project and the role of the incumbent in this activity.

Creating tailored financial support strategies for specific situations/clients

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Working with clients, service providers and employers to determine need and options for decreasing barriers / increasing employment accessibility

List the types of resources required to complete this task, project or activity.

Human resources  
Financial resources that must be allocated in fairly transparently and with measurable impact

How is/are deadline(s) determined?

Under Ministry guidelines as SSM

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Incumbent, working with clients, employers and service providers, develops options and implications and provides recommendations to Director, depending on the financial commitments

**#3 regular & recurring**

List the project and the role of the incumbent in this activity.

Supporting service providers in developing agency-specific retention programs and plans

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Change management – supporting agencies who may have limited resources to develop new programs and services

List the types of resources required to complete this task, project or activity.

Political acumen  
Credibility as a subject matter expert

How is/are deadline(s) determined?

Incumbent sets target dates for service provider submission under Ministry guidelines

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

Incumbent is responsible for working directly with service providers to assess program and need for change, and will engage with the program Director only in extreme circumstances

#### 4. 5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input type="checkbox"/>	<input type="checkbox"/>	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	
<input type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	This job is an externally focused position working directly with partners funded through the SSM role They will also serve as a subject matter expert for their peer group within the College
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

## 6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
Broad based strategic outcomes for the program	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
Incumbent in responsible for developing net new procedures, practices and guidelines - can rely on overarching Ministry directives and related performance outcomes	

How is work reviewed or verified (eg. Feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Director review of program outcomes and successes including obtaining feedback from the client, service provider and employer communities	

**6. Independence of Action**

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
Program Development and client services levels in consultation with clients, service providers and employers	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
Overall budget allocation for programs and services	
Annual workplan and program priorities	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Strategies and action plans related to, for example, research, data gathering and analysis, consultation and engagement, analysis and reporting	

## 7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Direct contact Phone Email	Through direct consultation and/or provision of print materials, or direction to websites. For example, the incumbent develops and distributes a decision making matrix to determine funding levels for training incentives paid to employers.	Any one key program participants – clients, service providers or employers	D
Formal reporting requirements related to progress and outcomes	Established through Ministry reporting protocols and timelines	Government of Ontario	M

\* D = Daily    W = Weekly    M = Monthly    I = Infrequently

## 8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Role and responsibilities of Fleming as SSM	College leadership team members, especially working in related services  Clients of programs  Service providers  Employers	D
Explanation and interpretation of information or ideas	New programs and services	Clients of programs  Service providers  Employers	
Imparting technical information and advice	New programs and services, particular reporting and financial information and requirements  New service delivery model	Service providers  Employers	
Instructing or training			
Obtaining cooperation or consent	Service providers will be responsible to the College and have a broad set of new accountabilities -- resistance is anticipated. New programs will be mandated requiring front line staff to do their jobs differently and cooperation will be critical to success.	Service providers  Employers	
Negotiating			

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### 9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Computer / sitting				X	X		
Driving			X		X		

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If lifting is required, please indicate the weights below and provide examples.

- Light (up to 5 kg or 11 lbs)
- Medium (between 5 to 20 kg or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)




### 10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (e.g. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (eg. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Analysis and reporting	W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input type="checkbox"/> No				

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## 11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Office	X
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Interactions with frustrated service providers, clients or employers	I
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Off-site meetings with employers / service providers / other stakeholders	D
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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