

PART TIME POSITION DESCRIPTION FORM (PDF)

College: Sir Sandford Fleming College

Incumbent's Name: VACANT

Position Title: Tutor – English Language Bridge Program

Position No: n/a

Payband: PT11

Appointment: 12 month 11 month 10 month 9 month

Scheduled No. of Hours per Week: 4/wk

Reports To: Manager, International Student Services & English Programs

Completed By: Tracey McConnery (updated 11 Mar 2020)

Signature of Incumbent: _____ Date: _____
(Indicates incumbent has read and understood Position Description Form).

Immediate 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.

Working closely with Faculty, the incumbent will be providing tutoring and workshops in a learner centred environment, designing, delivering and providing reinforcement of delivered curriculum for students attending Fleming College who are enrolled English Language Bridge program (ELB). The incumbent will also be providing individual and/or group sessions to aid each students in personalized plans for English language proficiency. The incumbent is also responsible for planning and involving students in activities to further the students' integration into the Fleming and local community.

Seen as a critical element of the College's organizational infrastructure supporting International students, this role is pivotal to the stability and maintenance of International enrolment at the College. In addition, this role is a key success factor for ensuring successful integration of International students into the College environment and to the local community, both of which have been shown to increase overall retention of International students.

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

KEY DUTIES:	
1. Plan, prepare and deliver tutoring and curriculum reinforcement based on Fleming's ELB curriculum using course outlines, course books, resource materials, on-line labs, and language learning software etc., as required.	
55%	
2. Design and modify tutoring materials based upon the teaching standards and course outlines provided by Fleming's ELB program.	
15%	
3. Conduct individual and group tutoring and language workshop sessions to improve students' proficiency in English, through reading, writing, speaking and listening skills	
5%	
4. Report on students' participation and progress to ELB faculty, Manager/Chair, either individually or through attendance at Team Meetings.	
10%	
5. Plan and coordinate community and Fleming-based activities which integrate students into the College and local community	
10%	
6. Other duties as assigned in support of the ELB program.	
5%	
	100%

Time Annually*

To help you estimate approximate percentages:

* 1/2 hour a day is 7%	1/4 day a week is 10%	day a month is 2%
1 hour a day is 14%	1 week a year is 2%	1 day a month is 4%
1 hour a week is 3%		

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, and technical or apprenticeship courses necessary to fulfil the requirements of the position.

- A university undergraduate degree and Teaching English as a Second Language (TESL) Canada Level One Professional Certification or Equivalent (eg. TESL Ontario, Certificate in Teaching English to Speakers of Other Languages (CertTESOL), Certificate in Teaching English to Speakers of Other Languages (CELTA). A diploma in teaching English (e.g. Trinity College London Licentiate; TESL) is considered 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

- More than 3 years up to 5 years teaching and /or tutoring experience with students in English as a second language programmes (international experience is an asset)

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

- Related experience working with students including active listening, situation analysis, problem-solving/reasoning, interpreting procedures, application of various learning styles, and adult learning principles
- Demonstrated excellence in tutoring, remediation, coaching, guiding, mentoring skills
- Superior written and verbal communication skills
- Demonstrated organizational skills and ability to multitask
- Pro-active approach to working with faculty, the Chair/Dean to address gaps in curriculum, course materials, and student knowledge in relation to the tutoring function
- Superior interpersonal skills, specifically the ability to relate well to people from other cultures and/or nationalities
- Ability to advocate and collaborate with faculty and support staff throughout the College on behalf of students
- Ability to demonstrate patience and remain attentive to details while using a creative and flexible approach to learners' needs
- Willingness to engage in the community and Fleming-based activities for the 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

- Incumbent needs to be able to establish a safe student centred learning environment while taking into account the diversity of the student population and have the ability to both anticipate and manage any situations which arise out of cross-cultural misunderstandings or culturally held beliefs.
- Plans for workshops and tutoring sessions may need to be quickly revised in response to student strengths and weaknesses. Creative and relevant tutoring materials and learning experiences may need to be quickly devised in order to harness student enthusiasm or review, revisit or reiterate new concepts and skills.

4. JUDGEMENT

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

- The position requires a high degree of independent judgment and rapid problem solving to address student tutoring needs and gaps in student knowledge, and to support or extend developing English language skills.
- Incumbent must be able to continually and quickly respond to the students’ needs and develop level appropriate tutoring/modifications, based on individual student needs and learning style preferences. Incumbent requires immense flexibility and solid knowledge of subject matter in order to support individual student language development.
- Incumbent must be capable of designing , administering and interpreting tutoring and feedback tools to understand student progress with regard to quizzes, tests and assignments designed to evaluate discrete skills and communicative competence. Adherence to rubrics and agreed upon non-subjective marking standards is expected. The incumbent must be prepared to facilitate multi-level workshops and tutoring sessions.

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.

- High degree of independence - incumbent would be expected to have sound knowledge of subject matter and ability to develop tutoring plans with minimal and/or no guidance e.g. students with lower level English language proficiency may vary within levels of “low proficiency” –some lack confidence or fluency when speaking, some may lack vocabulary, some may have lower level writing skills but advanced speaking skills.
- Incumbent would be expected to interpret correctly the skills deficits (in conjunction with the IELTS scores) and be able to apply appropriate methodologies and develop and assign level appropriate language practice to encourage all students to partake of the group session, while addressing individual gaps in knowledge.

5. MOTOR SKILLS

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.

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Writing – The incumbent would be required to use a whiteboard/ blackboard/smartboard and a computer to create learning materials and offer support to English language learners in the classroom. The incumbent is expected to be familiar with, or train to be able to use, the college learning platform (D2L), email, and any language learning software or reading/writing software used at Fleming college.

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

	% of Time
Computing skills (keyboarding; mouse); telephone; office machines; sitting	90%
Walking; climbing; bending; stretching (re: student/community activities)	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
- Traditional tutoring tasks such as writing on the board, standing and sitting, use of body to demonstrate words or phrases, providing detailed feedback/coaching to students
- Involvement in student-community activities which may include activities such as skating, bowling, hiking

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

Task	% of Time
Traditional tutoring and remediation tasks	90%
Walking; reaching; climbing; bending; (re: classroom & community activities)	10%

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
- Incumbent requires superior attention skills as a large part of language involves listening for incorrect pronunciation, sentence structure, grammatical inconsistency, and/or vocabulary congruency and providing supportive, Consistent and timely targeted feedback/coaching to support student success.
- Incumbent needs to be very detailed-oriented in order to identify student errors and provide relevant and timely feedback/coaching. Incumbent must review and interpret written work and oral language performance focusing closely on accuracy of language usage in order to custom tutoring supports.
- Incumbent also needs to have superior understanding of non-verbal cues e.g. students from other cultures may not ask questions due to cultural norms surrounding hierarchy; thus, the incumbent must be able to elicit any questions/ concerns students may not verbally acknowledge or state.

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

Task	% of Time
Attending skills	100
Detail-orientation	100
Culture-based non-verbal cues	100

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.

- Multiple demands as students will present with a range of proficiencies and skills gaps in addition to cultural issues, e.g. a group of multi-national or multi-cultural intermediate level students may present with different levels of competency in the major skills areas (speaking, listening, reading, writing, grammar awareness, vocabulary development). In some situations, differing cultures may be currently or traditionally in conflict which can have an effect on group dynamics in a class or tutoring session.
- Students' inability to communicate can lead to frustrations, anger which can be directed at the ESP/EAP tutor or fellow students which requires Tutors' intervention.
- Students' general integration difficulties can create immense dependency on the Tutors for a social interaction; requires the Tutor to tactfully yet clearly set professional boundaries without creating conflict
- Homesickness and culture shock may negatively affect student attendance, participation and motivation.

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*
Multiple demands due to learners' needs and cultural differences	100	NP
Communication difficulties	90	NP-TP
Lack of social integration	70	NP-TP

* **Predictability:**

PR = Predictable

UP = Usually Predictable

TP = Tends to be 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 work assignment.

Other than aiding students in being successful with the curriculum, there are very few instructions/restrictions. Incumbent is expected to be creative and flexible in aiding students' to address gaps in knowledge and achieve personalized goals.

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.

Other than adherence to College Academic procedures and policies no other specialized direction.

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 position operates with a high degree of independence. Incumbent would attend regularly scheduled ESP/EAP meetings. He/she would provide feedback to Chair on a regular basis. For example, informal mid semester student reports, formal end of semester student reports, discussions about student in particular difficulty are all typical checkpoints with the Chair regarding the Tutor's progress with students.

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.

- All tutoring activities are personalized/modified to individual student's goals/skill deficits. -100%
- Incumbent is required to develop group tutoring activities that suit all students' needs and encourage conversation, active listening skills, and coherent and cohesive written work -90%
- Development of community and/or Fleming based activities that promote integration and a "Canadian experience" – 10%

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

- Student difficulties e.g. student not attending, student behavioural issues, breach of academic integrity, student identified with additional needs (e.g. mental health issues, learning disability)

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.

Nature of Contact	Purpose	Frequency (D.W.M.I.)*
<u>Internal Contacts</u>		
ESP/EAP Students	Tutoring, remediation, coaching	D
Chair and/or Dean	Student issues	M
ESP/EAP Faculty/colleagues	Monitoring student issues/ progress	D
Liaison with faculty/colleagues at College	Monitoring student issues/ progress Advocacy	Weekly
Liaison with International Student Services Office	Student activities liaison re: student concerns e.g. student who runs out of money	Weekly to monthly
SAC/ SA	Student activities liaison re: student concerns e.g. student who runs out of money	Monthly

External Contacts		
Other ESP/ EAP tutors in other post-sec. institutions	Professional development Resource sharing	I
Community contacts for student activities	Integration of students into community	Weekly-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.

- Poor decisions which affect student learning; could have direct effect on student motivation or progress
- Poor decisions could negatively affect the reputation of the ESP/EAP programme at Fleming with community and within the College
- Inadequate record keeping/ progress reports could result in breach of student confidentiality, student not being able to progress into regular-stream programmes due to inadequate documentation, or being allowed to progress when not able to cope with the demands of progression .

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

- Check-ins with Chair and Faculty, training re: College's academic policies
- Again as noted above, effect on organization can range from student complaints to negative impact on College's reputation internationally

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

Environment	% of Time
Normal office/classroom environments	90%
Off-campus locations when participating in student/community activities	10%

G. SUPPLEMENTAL DATA

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

This position is considered extremely important in fulfilling strategic direction for the College and its ability to successfully focus on growing International enrolment. Incumbent must not only have the academic credentials and experience but a clear understanding of the importance of the role to the College and future growth in the area of ELB at Fleming. Incumbent also must have immense flexibility in supporting student learning as the College is targeting students from numerous cultures with varied levels of English language ability. The incumbent must be comfortable working with people from varied ethnicities/ religious groups/

cultures and have experience working with students at all levels of English language competency, from beginner to advanced. Must understand not only various cultures but also the discreet class systems within cultures in order to effectively support and interact with ESL students.