

Fleming College

POSITION DESCRIPTION FORM (PDF)

Part-time Support Staff

Instructions for Completing the PDF:

- This 'smart' form template is to be completed & submitted electronically to the HR Consultant.
- Complete each section as accurately and succinctly as you can in the space provided. If you have questions, contact your respective HR Consultant for assistance.

Depending on the duration of the work assignment, you will be required to complete the Cover Page and Part 1 only **or** Parts 1 & 2 **or** Parts 1, 2 and 3.

CPT Tier I - Cover Page and Part 1 only

- Casual part-time support staff work that is temporary/transitory only and will not exceed a duration of one academic semester (4 months). For temporary assignments within this category which are recurring year-over-year within specific business cycles (e.g. start-up), please follow the directions below for Tier II.

CPT Tier II - Cover Page and Parts 1 & 2 only

- Casual part-time support staff work that is term certain but that will be for a duration of more than one academic semester up to four academic semesters (more than 4 months up to 16 months).

RPT only - Cover Page and Parts 1, 2 & 3

- Regular part-time (RPT) support staff work that is required as part of ongoing operational needs and is considered to be long-term/permanent in nature.

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POSITION DESCRIPTION FORM (PDF)

Regular Part-time Support Staff

Position Title: Student Advisor

Position Number: PT0157 **Pay Band:** 08

Reports To: Michael Andrews

Appointment Type: 12 Months **“Other” Hours Details:** [Click here to enter text.](#)

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

PDF Completed By (Manager Name): Michael Andrews

Effective Date: TBD **Last Revision:** [Click here to enter text.](#)

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

The incumbent provides a single point of contact for learners considering the Academic Upgrading (AU) program within their assigned portfolio. They are also a point of contact for the ministry and other community agencies that provide Literacy Basic Skills (LBS) programs or employment services (ES). The incumbent focuses on awareness building of the program, information-sharing and referrals with internal and external partners, gathering intake (and exit) information, initial assessment and orientation sessions, transitioning the learner to post-secondary programs, to apprenticeship or to employment and supporting the learner while in the AU program.

The Student Advisor is responsible for registration, record keeping, financial assistance, communication of marks from faculty to the Registrar's Office, and reporting of statistical information to the college and the ministry.

Through learner consultation and analysis of assessment results, the incumbent creates, reviews and finalizes learner training plans and ensures correct documentation and reporting has been completed for the ministry. The incumbent inputs learner data into the ministry information system in a timely and accurate manner, including tracking learner progress (e.g., attendance, learning activities, milestones).

The incumbent communicates AU policies and procedures to internal and external customers and works with other AU staff and AU faculty at the other Fleming LBS sites to ensure consistency and compliance with ministry and college system procedures and processes.

This incumbent also supports other Student Advisors and learners across other campus programs when needed to support capacity changes. This could include intake and assessment being available to offer academic advice, guidance and referrals to college services to assist with a successful transition and ongoing learner success.

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	Provides Effective Case Management Support to Learners: <ul style="list-style-type: none">• Conducts case management assessments by gathering information from applicants or Employment Ontario/LBS partners. enters this information into the ministry's reporting system.• Discusses, analyzes and provides consultative advice on educational upgrading needs based on the individual learner's goals, learning barriers and cultural requirements including multi- barrier and high-risk learners.	40%

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	Summary Details	Percentage %
	<ul style="list-style-type: none"> • Assist with learner retention by identifying challenges, providing support and guidance and/or making referrals to community resources. • Creates and updates learner training plans. Prepares, maintains and updates service/learner plans for each learner as per ministry and college guidelines. • Liaises with admissions department for assistance with learner entry into post-secondary programs. Helps learners understand correspondence received from college admission departments (Fleming and others). • Arranges and facilitates information sessions and orientation activities for new learners. • Ensures information from a referral agency or EO office is transferred as necessary and builds on work already accomplished by the referring partner and continues the process of assisting the learner to create strategies for success to obtain realistic, obtainable outcomes. • Matches skills and interests identified by the learner to available programs. Identifies steps to support goals and methods for monitoring progress, including self and other assessment methodologies. • Answers and responds to questions from other EO agencies or LBS partners. • Administers, invigilates and scores various program assessments for intake into the AU program and evaluates results with the assistance of program coordinators as needed. • Completes customer/student satisfaction surveys meeting Ministry-designated follow-up deadlines. 	
2	<p>Monitoring and Support:</p> <ul style="list-style-type: none"> • Updates training/learner plans as required and provides check-ins and follow-ups with learners regarding progress of goals/achievements. • Assists learners in evaluation of their own achievements, ensuring goals and action plans are current and relevant • Conducts regular check-ins and follow-ups with students regarding academic progress, including monitoring for inactive learners. • Communicates and works with faculty regarding student retention and transition to next goal. • Using attendance records, prepares payment requests for students receiving child care and travel allowances. • Coordinates with other LBS/ES and community agencies to provide needed services and support through referral and follow-up. 	20%

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	Summary Details	Percentage %
3	File Documentation and Reports: <ul style="list-style-type: none"> • Schedules academic upgrading classes in Evolve. • Ensures a complete and accurate case file by maintaining up-to-date learner records, training agreements and correspondence according to ministry guidelines and departmental procedures. • Maintains and edits student learner plans as required. • Ensures all ministry-related program data is entered in an accurate and timely manner into the ministry’s case management reporting system. • Completes learner and agency reports. • Produces reports as requested by the Manager/Leader 	25%
4	Community Relations and Outreach Initiatives: <ul style="list-style-type: none"> • Represents the college at partnership meetings and other outreach events in the community to increase awareness and referrals, improve collaboration and provide input to community- based strategies for program delivery. • Participates in network building events with community partners, local committees and responds to agency and learner enquiries. • Develops a systematic approach to making personal contact with agencies and generating learner referrals. 	5%
5	Markets the Program to Potential Agencies/Learners: <ul style="list-style-type: none"> • Working with student advisors at other Fleming sites, develops marketing tools and strategies to ensure effectiveness in assisting the program to meet the annual targets as assigned by the ministry and recommends adjustments to strategies accordingly. • Acts as a public relations resource when representing the AU program and College. Prepares and delivers promotional presentations to existing and potential community stakeholders, including for Fleming’s Open House and postsecondary classes. 	5%
6	Other Duties As Assigned <i>(do not amend this section)</i>	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:

Employment/Career Counseling, Social Work, Human Resources or relevant field

Other Vocational Certifications and/or Apprenticeships:

[Click here to enter text.](#)

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:

Relevant work or volunteer experience in adult education and skills training, Career Consulting, career planning and human resources Experience working independently in a front-line customer service position. Comfortable in a team environment and able to prioritize, organize and problem-solve one's own work. Experience and intermediate to advanced skills in a variety of computer applications i.e. word processing, spreadsheets, data management, email, internet and social media. Experience dealing with sensitive and confidential information and the Freedom of Information Act. Knowledge of Ministry Literacy and Basic Skills Programs and Adult Learning Principles. Comfortable relating to students from varying social, academic, economic and cultural backgrounds.

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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

Scheduling each week to coordinate responses to inquiries, provide info sessions, assessments, intake appointments, learner plan updates, Evolve entries, and timely and accurate reporting in the Ministry database.

Description

Requires communication, time management, and attention to detail, and knowledge of information management systems and processes Student Advisors would work with coordinators and the manager to institute any changes. For example, adopting a new assessment tool and process must be coordinated and changes can have impact because of the time required to learn new processes.

Example #2

Task / Activity

Continuity and Retention: Learner demonstrates repeatedly the inability to maintain regular attendance in program.

Description

Learner requests assistance or through monitoring of monthly attendance sheets. Information is gathered to understand the nature of the problem. May discover mental health issues, physical problems, social ineptness, behavioural disorders, learning disabilities, severe lack of motivation, family disruptions, criminal history, or a lack of adequate resources such as housing, clothing or transportation. The incumbent has acquired knowledge, skills, awareness and experience which enable them to determine the appropriate solution.

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?

Some duties are varied and complex.

Describe the business processes used by the position.

Processes are different and unrelated.

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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

Based on submitted documents and/or information gathered during discussion, determining if a learner should apply to go directly into college or whether upgrading may be needed/recommended.

Description

Review any transcripts that the learner has provided to determine if they have the minimum admission requirements for their college program of choice, and also analyze responses to questions meant to explore whether the learner experienced any difficulties in school that may be indicative of barriers to learning as well as the learner's sense of preparedness to the idea of going to college. If the learner does not have the minimum requirements, and/or if the learner experienced significant difficulties in school, has barriers to learning, is very unsure of their skills, then the incumbent will complete an Information Session and schedule the learner to write an assessment

Example #2

Task / Activity

Student is exiting the AU program and requests an accomplishment document.

Description

Incumbent must gather all pertinent information from faculty and analyze what learning levels have been completed and what combinations have been completed. The incumbent would determine what accomplishment documentation the student has earned. May consult with faculty, Records staff, AU Coordinator, or manager.

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:

Some choice of action within established limits.

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

Choose from a range of existing options.

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MOTOR SKILLS

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 Sitting at desk and using keyboard, mouse and phone
Description Most of the job entails sitting at a desk, using mouse and keyboard for telephony (Jabber), email, document creation and editing, data entry and information gathering. Ensuring accuracy and speed in entering information into College and Ministry databases and develop electronic training plans.

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:

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
Sitting at desk and using keyboard, mouse and phone	90

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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 Standing/walking/climbing stairs
Description Standing in front of a group when delivering information sessions or at other community event to promote program. Walking to location. Stairs may be required if location isn't accessible.

Example #2

Task / Activity Sitting at desk and using keyboard, mouse and phone
Description Most of the job entails sitting at a desk, using mouse and keyboard for telephony (Jabber), email, document creation and editing, data entry and information gathering. Ensuring accuracy and speed in entering information into College and Ministry databases and develop electronic training plans.

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

Task	% of Time
Sitting at desk	50
Standing/walking/climbing stairs	10

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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 Data entry	Description Ensuring accuracy and speed in entering information into College and Ministry databases and develop electronic training plans.
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Example #2

Task / Activity Intakes/Assessment/Learner plan development	Description Writing learner plans requires careful attention to detail to ensure clear identification of learner needs to be matched appropriately with program offerings. The appropriate assessment must be administered and accurate information recorded during intake.
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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
Intake/Assessment/Learner plan development	25
Data entry	25

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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 Obtaining cooperation or consent
Description The Advisor often encounters student resistance in changing behaviours which adversely impact academic performance (e.g attendance, engagement). The incumbent utilizes communication skills to gain learner cooperation in developing and implementing a plan address these behaviours to support student retention.

Example #2

Task / Activity Dealing with economically, emotionally and socially impoverished learners
Description Need to use personal and communication skills including listening and empathy to support needs when learners are facing barriers and other life complicating factors.

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 reasonable and rarely change.

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*
Obtaining cooperation or consent	5	UP (Usually Predictable)
Dealing with barriered learners	25	UP (Usually Predictable)

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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.

Example #1

Task / Activity Learner eligibility
Description Determining if learners are eligible for supports or other ministry-funded services based on established Ministry criteria.

Example #2

Task / Activity Learner intake
Description Assessment session to determine what services are appropriate and potential interventions (ex. child-care, disability supports, etc.) would support learner success based on knowledge of incumbent and available supports.

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 someone else.

How frequently is the work checked?

Most processes are reviewed weekly.

Describe duties which are the incumbent's responsibility where independent action requires initiative and/or creativity and indicate how often the duties occur. Identify the typical situations or problems that are normally referred to the Manager for solution.

- 1) Regular case conferences with AU faculty and Coordinator to coordinate all aspects of service to clients.
- 2) Planning and delivering presentations to partner agencies

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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
Faculty, Coordinators, Counsellors, Advisors	Relay or solicit information or explain procedures (eg. student registration, fee collection, student educational plan)	Daily
Students	Solicit information or explain procedures and policies (eg. client intake, interpreting previous educational documents, student marks)	Daily
Other College Depts. - RO, Finance, Counsellors	Provide information, advocate for the student	Weekly
Dean, Chair, Manager	Provide information, status reports, statistical reports	Weekly
Outside Agencies - funding agencies, Ontario Works	Exchange routine information, provide direction, explain policies & procedures	Daily
Parents	Provide or solicit information - eg. transcripts, policies & procedures	Monthly

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 guidance/technical advice of a specialized nature; seeks to secure cooperation of others.

What type of involvement does this position have with confidential information?

Regular involvement with moderate disclosure implications.

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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 Assessments and data collection
Description Inappropriate student assessments and/or data collection could result in wasted time and resources, as well as negative perception of the College service and negative Ministry audit results. Manager reviews statistical reports; clients provide feedback through surveys; MTCU conducts audits. If errors are not discovered and corrected, the results would mean negative perception of the College service, angry clients, damaged partner agency relationships, and negative Ministry audit results

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 usually detected through verification and review processes.

What is the typical scope of impact to the organization for errors in this position?

Little/no organizational impact.

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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	100
Outdoor work; seasonal conditions No	
Other (please specify)	
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:

Slightly disagreeable

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

Occasional

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

Infrequent (less than 10% of their time in transit)

SUPPLEMENTAL DATA

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

[Click here to enter text.](#)