

# Fleming College

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## 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)

Choose an item. **Part-time Support Staff**

**Position Title:** TutorII

**Position Number:** [Click here to enter text.](#) **Pay Band:** 10

**Reports To:** David Luinstra

**Appointment Type:** 10 Months **“Other” Hours Details:** 1

**Scheduled Weekly Hours (maximum 24 hours per week):** [Click to enter text.](#)

**PDF Completed By (Manager Name):** David Luinstra

**Effective Date:** April 9, 2021 **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 will provide tutoring for students at Fleming College in a variety of programs and courses. The incumbent will deliver this service through pre-booked individual appointments, groups, and drop-in sessions. Due to the diversity of programs and the specialized nature of many of our courses, it is necessary to have PT staff to help us fulfil our mandate of providing tutoring service for all students, in all subject areas.

### 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	<ul style="list-style-type: none"> <li>Plan, prepare and deliver tutoring and curriculum reinforcement based on using pre-existing course outlines, course books, and other resource materials as required.</li> </ul>	80
2	<ul style="list-style-type: none"> <li>Report on students participation in tutoring session. This includes recording no-shows, taking notes on progress made or issues encountered during session, etc.</li> </ul>	10
3	<ul style="list-style-type: none"> <li>Preparing for upcoming sessions, liaising with faculty around subject matter/curricula</li> </ul>	5
4	<ul style="list-style-type: none"> <li></li> </ul>	
5	<ul style="list-style-type: none"> <li></li> </ul>	
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 three (3) year college diploma or, three (3) university degree.

**Field(s) of Study:**

Subject area relevant to tutors assigned responsibilities

**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:**

- Related experience working with students including active listening, situation analysis, problem solving and reasoning, interpreting procedures, application of different learning styles and adult learning techniques.
- Experience tutoring a range of College level communications skills, math, or nursing concepts including but not limited to, essay writing, critical analysis of essays, analysis of media works American Psychological Association (APA) style, memos, business writing and college-level health/nursing related topics
- Experience working independently, planning and organizing own work within a team environment.
- Strong written and verbal communication skills
- Ability to demonstrate patience and remain attentive to details while using a creative and flexible approach to learners' needs.

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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 Student-centred learning environment
Description 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.

#### Example #2

Task / Activity Adaptation of teaching style
Description Incumbent is required to adapt/adjust teaching style and content to meet the needs of a number of different learners with different academic needs within a group lab situation for math and communications. Students with learning disabilities make up a large percentage of our clients. While not expected to diagnose a learning disability, the incumbent should, if he or she notices that the student is struggling more than the average student with a concept, report this to the Tutoring & Academic Skills Coordinator who take the appropriate action (e.g., referral to counselling department).

#### **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.

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Describe the business processes used by the position.  
Processes are different and unrelated.

## 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 Responding to students' learning challenges
Description Incumbent would need to be able to identify when students are fundamentally not grasping a concept and be able to probe to determine where gaps in understanding are and then experiment with different methods in order to overcome the obstacle to learning. Incumbent would be expected to adapt their approach and techniques depending on the learning style of the student.

### Example #2

Task / Activity Expert referral to service
Description The tutor should be aware of the other services available on campus and refer when appropriate (e.g., Career Services for resume help, Counselling if the tutor suspects a mental health issue, the Library for assistance with writing citations, etc).

### Key Considerations:

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

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The work duties typically require:

Interpretation of complex data or refinement of work methods.

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

Modify/refine existing methods and 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 Computing skills
Description  This is primary a sedentary position, only requiring the incumbent to sit with a student and work through academic material.

### 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
Computing	10



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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 Traditional Tutoring and remediation Tasks
Description  The physical demands associated with this position are low. The incumbent spends most of his or her time sitting with student/students providing traditional tutoring services. Occasionally the incumbent will be required to walk from student to student or pick up instructional material.

### Example #2

Task / Activity
Description

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%

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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
Tutoring and remediation work with individual or groups of students
Description
Incumbent provides tutoring for many courses that require math or writing skills. In each subject, the tutor is responsible for noticing mistakes and inconsistencies and working with the student to correct these errors. For example, in math-based courses, even a small miscalculation could have a major impact on the result. And in writing courses, the incumbent must be able to notice grammatical inconsistency, sentence structure, vocabulary, etc. Incumbent needs to be very detailed-oriented in order to identify student errors and provide relevant and timely feedback/coaching.

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

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

<b>Task</b>	<b>% of Time</b>
Detail orientation	100

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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 Multitasking
Description Multiple demands as students will present with a range of proficiencies and skills gaps. When working with groups of students, incumbent must be able to quickly switch between problems, topics, and subject areas.

### **Example #2**

Task / Activity Working with frustrated students
Description Many students who use Tutoring Services are experiencing learning difficulties and may be at risk of failure and may have concerns about academic progression. As such, students may vent their frustration towards the incumbent, and they must be able to defuse these situations.

### **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.

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Task	% of Time	Predictability*
Multi-tasking – Student present with a range of proficiencies and skills gaps	80	UP (Usually Predictable)
Frustrated students	20	NP (Not 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.

### Example #1

Task / Activity Providing feedback
Description The position operates with a high degree of independence. They would provide feedback to coordinator 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 Coordinator regarding the Tutor's progress with students. Tutors are evaluated using the automated booking tool (WC-ONLINE) as well as through our annual survey.

### Example #2

Task / Activity Student Tutoring
<ul style="list-style-type: none"> <li>Tutoring activities are personalized/modified to individual student's goals/skill deficits. -100%</li> <li>Incumbent is required to use tutoring and remediation techniques and methods that suit all students' needs facilitate two-way communication to help the student work through a problem. - 90%</li> </ul>

### **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?

Uses procedures and past practices but may adapt them, as required.

What degree of supervision is typically provided to the incumbent?

Most work is completed independently; supervisory input provided upon request.

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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.

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.

Tutoring work is typically only reviewed and discussed with Coordinator and/or Manager when students indicate a concern related to the service offered. Tutor is expected to use their judgment and expertise to find solutions to a wide range of problems and issues related to learning barriers, challenges, and conceptual confusion. Many students who use Tutoring Services have learning disabilities and the incumbent must use their knowledge of the subject matter as well as a range of strategies for breaking through blocks to learning in a variety of contexts.

## 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
Students	Tutoring	Daily
Coordinator	Any issues or problems with students, availability, issues with pay/timesheets, policy questions	Weekly
Manager	Issues/concerns that cannot be resolved by Coordinator	Infrequently
Faculty	Course focus, course requirements	Monthly
		Choose an item.
		Choose an item.

**Key Considerations:**

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

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Communications in this position are typically engaged for the purpose of:  
Providing resolution of complex problems; may need to influence/sway others opinions.

What type of involvement does this position have with confidential information?  
Occasionally involvement with minor 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 Reporting
Description Inadequate record keeping/progress reports could result in breach of student confidentiality.

### Example #2

Task / Activity Tutoring
Description Poor decisions which affect student learning could have direct effect on student motivation or progress

### 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?

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	100
Outdoor work; seasonal conditions No	
Upset/unpredictable students	15
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.](#)