

## Position Description Form (PDF)

College: Sir Sandford Fleming College

Incumbent's Name: VACANT

Position Title: Employment Consultant (DISABILITY SPECIALIST)

Payband: I

Position Number: Hours per Week: 35

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

Completed by: Elayne Furoy  
Updated by: Shanthi Rajaratnam

PDF Date: October 28, 2020  
Updated: June 28, 2021

### Signatures:

Incumbent: \_\_\_\_\_  
(Indicates the incumbent has read and understood the PDF)

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

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

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

## Support Staff PDF

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### 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 representative 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 assessment and employment counselling to unemployed individuals, primarily Persons with Disabilities (PWD) and/or high support needs. The incumbent will work with clients who present with a range of disabilities, including, but not limited to learning disabilities, fetal alcohol spectrum disorders (FASD), attention deficit-hyperactivity disorders (ADHD), acquired brain injuries, mental health disabilities, physical disabilities, chronic medical conditions, developmental delays, vision loss, hearing difficulty and individuals with sensory disabilities as well as intergenerational poverty.

The incumbent will provide disability-related supportive employment counseling and disability-related employment retention support, in addition to other disability or employment-related needs that may have an impact upon a client's successful employment. For example, develops personalized employment action plans. identifies and secures appropriate resources and funding to assist with education, training, job development and workplace accommodation supports.

Coordinates and participates in community partnerships, case coordination and advocacy support for clients with identified disabilities or barriers to ensure a smooth transition to the workplace through removal of barriers, accommodation plans and employer education.

Works with employers to educate and support the recruitment and onboarding process. Develops accommodation and retention plans for new hires. Provides ongoing retention support to incumbents with disabilities and employers, providing resources, training and ongoing personal support.

Promotes Employment Ontario programs and services, recruits job seekers and employers in the community. Maintains records, documentation and statistical information for funding, reporting and accountability purposes.

**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 the Time Annually* |
|--|-------------------------------------|
| <p><b>1. Provides Effective Case Management Support to Clients:</b></p> <ul style="list-style-type: none"> <li>• Conducts individualized and in-depth accommodation-related assessments including intakes and regular re-assessments, to determine employment, educational and other disability related needs of clients. Addresses job readiness and motivation to determine realistic employment options and to improve employment readiness</li> <li>• Determines, develops, coordinates and implements appropriate individual accommodation plans for all clients. Ensure equitable access is arranged for clients and when appropriate, promote the need for atypical or innovative accommodations.</li> <li>• Provides on-going supportive vocational counselling and advocacy supports to clients with disabilities, and refer clients to appropriate community supports and services as necessary.</li> <li>• Arranges, coordinates and schedules the provision of support services including, but not limited to, assistive and access technologies, learning strategies, workplace or placement site accommodations, and alternative format learning/training materials. Recommend allocation of available resources and supports and make referrals to other funding supports.</li> <li>• Reviews information from a variety of sources, determining accommodation plans based upon relevant documentation and experience, assessment and consultation with staff, health professionals and other community agencies.</li> <li>• Supports screening, (re)assessment and diagnosis of disabilities, related to disability, medication, access technology, specific psychological and psychiatric conditions. Determines referrals to health care or other practitioners for assessment. Reviews any reports following completion of referred assessment to implement any prescribed recommended supports or accommodations.</li> <li>• Discusses, analyses and provides advice on training and educational upgrading needs based on goals and barriers to employment. Creates customized employment action plans to include employment and training goals that meets each individual's learning style, abilities and interests. Assists in development of job search tools – resumes, interviewing, self-marketing skills.</li> <li>• Acts as advocate for client and as a link between community partners and internal staff to facilitate communication and collaboration</li> <li>• Provides consulting to employment consultants and other staff within Fleming CREW for multi-barriered and high-risk clients to ensure wrap around support and the adaptation of services based on specialized need.</li> <li>• Provides case coordination with specialized employment support agencies and/or community agencies and create referrals to community services for life stabilization, training, other health, and human services as needed</li> </ul> | <p>25%</p>                          |

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| <p><b>2. Monitoring and Retention Support:</b></p> <ul style="list-style-type: none"><li>• Provides intensive, ongoing support, advocacy and coaching to clients and employer for 12 months after securing employment to facilitate job transition and ensure retention. Addresses workplace concerns and provides crisis intervention, mediation, needs assessments; collaborates and develops solutions.</li><li>• Champions accessibility, works to develop opportunities/environments necessary for client dignity, independence and self-efficacy.</li><li>• Addresses personal and structural barriers and risk factors pertaining to employment retention. Negotiates attitudinal and behavioural changes with clients using motivational interviewing and solution focused techniques.</li><li>• Develops or facilitates additional resources and supports (internal and external as needed).</li><li>• Modifies training plans as required and provides job maintenance consulting. Also assists participant to evaluate their own achievements in placement, ensuring goals and action plans are current and relevant and provide information back to referral agencies on clients' progress.</li><li>• Works with other consultants/Coach/Facilitator to ensure employer is aware of training plans and accommodations and is supportive and cooperative. Clarifies expectations for the client, employer and service provider including roles and responsibilities of each party.</li><li>• Will be required to be available to identified clients via phone for text for after -hours crisis support specifically related to retention as determined by the Manager.</li></ul>     | <p>20%</p> |
| <p><b>3. Undertakes Job Development Initiatives:</b></p> <ul style="list-style-type: none"><li>• Identifies employment opportunities for PWD and high barriered clients through job searches, which include: employer outreach and engagement; research; community development; networking; and responding to enquiries. Matches skills and interests identified by client with the needs identified by the employer. Identifies steps to support goals and methods for monitoring progress, including self and other assessment methodologies.</li><li>• Consults and meets with employers to determine human resource needs and workplace capacity to provide accommodations. Ensures that the employer understands their responsibilities i.e. adhering to employment legislation and best practices.</li><li>• Encourages employer interest and commitment to training and hiring persons with disabilities. Demonstrates the business value in hiring PWD and diversity and helps dispel myths or misperceptions by using identified best practices.</li><li>• Supports employer recruitment efforts in hiring persons with disabilities (PWD).</li><li>• Prepares job placement and training agreements and plans for clients as per guidelines including: clear expectations and achievable goals for employment/training and measurable placement outcomes.</li><li>• Negotiates job placement incentives with the employer based on the needs of both the client and the employer.</li><li>• Answers and responds to questions and concerns regarding relevant disability legislation and other related legislation such as W.S.I.B., Human Rights, Employment Standards Act</li></ul> | <p>20%</p> |

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| <p><b>4.. File Documentation and Reports:</b></p> <ul style="list-style-type: none"><li>• Documents all activities in Employment Ontario Information System Case Management Systems.(EOIS -CaMS) entries within 24 hrs to facilitate client case coordination and tracking between staff and agencies</li><li>• Meets social assistance standards with respect to documenting compliance with a Social Assistance Client's participation agreement</li><li>• Completes follow up information and documentation at the 3,6,9 and 12-month checkpoints.</li><li>• Completes detailed file documentation on participants and maintains up-to-date client files according to program guidelines and departmental procedures.</li><li>• Uses computerized case management and Ministry client tracking systems.</li><li>• Completes statistical narrative reports for the Manager as required.</li><li>• Tracks progress toward outcome targets using Ministry reporting tools.</li><li>• Accountable for achieving outcome and follow up targets as assigned.</li></ul> | 15% |
| <p><b>5. Community Relations and Other Duties:</b></p> <ul style="list-style-type: none"><li>• Participates regularly in regional PWD Support committee meetings</li><li>• Brings forward special support requests to the Service System Manager (SSM)</li><li>• Develops and delivers presentations and workshops to facilitate awareness of disability issues and attitudes and provide coaching and advice , and/or to support specialized programming for vulnerable populations.</li><li>• Provides input to CREW policies, operation and service delivery decisions, and the design and structure of programs, activities and promotional material.</li><li>• Remains current on disability related matters, service delivery models, theories of disability, assessment tools, accommodations, relevant policies and regulations</li><li>• Maintains an active liaison with community agencies, employers and partners delivering employment-related initiatives.</li></ul>  | 15% |
| <p><b>6. Other related duties as assigned</b></p>   | 5%  |

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\* To help you estimate approximate percentages:

½ hour a day is 7%

1 hour a day is 14%

1 hour a week is 3%

½ day a week is 10%

½ day a month is 2%

1 day a month is 4%

1 week a year is 2%

**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 or equivalent

1 year certificate or equivalent

2 year diploma or equivalent

Trade certification or equivalent

3 year diploma/degree or equivalent

3 year diploma / degree plus professional certification or equivalent

4 year degree or equivalent

4 year degree plus professional certification or equivalent

Post graduate degree or (e.g. Masters) or equivalent

Doctoral degree or equivalent

Field(s) of Study:

Diploma or Graduate Certificate in Employment/Career Counselling, Social Work, Developmental services, Disability Studies or another human service related discipline.

**B.** Check the box that best describes the requirement for the 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 requirements 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 requirement obtained by course(s) of a total between 101 and 520 hours

Additional courses obtained by course(s) of more than 520 hours

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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 years 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 the on-the-job training occurs after the conclusion of the educational course or program.

|   |  |
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| <input type="checkbox"/> Less than one(1) year                |  |
| <input type="checkbox"/> Minimum of one (1) year              |  |
| <input type="checkbox"/> Minimum of two (2) years             |  |
| <input type="checkbox"/> Minimum of three (3) years           |  |
| <input checked="" type="checkbox"/> Minimum of five (5) years | <p>Extensive experience working with Persons with Disabilities in a vocational setting.</p> <p>Experience in employment programs or services (career consulting, job development, employment counselling, group facilitation). Experience working with clients in receipt of OW or ODSP, Bridges out of Poverty and/or trauma informed environments are definite assets.</p> <p>Experience working with persons with disabilities including solid experience in working specifically with one or more of the following: learning disabilities, fetal alcohol spectrum disorders (FASD), attention deficit-hyperactivity disorders (ADHD), acquired brain injuries, mental health disabilities, physical disabilities, chronic medical conditions, developmental delays, vision loss, hearing difficulty and individuals with sensory disabilities.</p> |
| <input type="checkbox"/>                                      |  |
| Minimum of eight (8) years                                    |  |



**3. Analysis and Problem Solving**

This section relates to the application of analysis and judgment 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 judgment 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.

|   | <b>#1 regular &amp; recurring</b>   |
|---|---|
| Key issue or problem encountered.   | Client demonstrates repeatedly the inability to maintain a job  |
| How is it identified?   | Job is terminated by more than one employer   |
| Is further investigation required to define the situation and/or problem? If so, describe.  | Information is gathered in order to understand the nature of the problem and be in a position to assist the client in becoming more self aware. May discover mental health issues, physical problems, social ineptness, behavioural disorders, learning disabilities, a severe lack of motivation, family disruptions, criminal history, lack of adequate resources such as housing, clothing, transportation.      |
| Explain the analysis used to determine a solution(s) for the situation and/or problem.  | The incumbent has acquired knowledge, skills, awareness and experience which enable him or her to determine the appropriate solution. The incumbent will review all pertinent and applicable information with the client in an effort to identify potential educational and employment problems and in identifying and setting up the steps leading towards fulfillment of the client's career and employment plan. |
| What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.) | Employment Ontario Guidelines and support documentation; college policies and procedures, past practices and experience in working with clients, Employment Ontario Resource Manual etc) as well as human rights legislation.   |

3. Analysis and Problem Solving

**#2 regular & recurring**

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| Key issue or problem encountered.   | The incumbent must analyze and mediate the resolution of problems between the client and the employer when contract commitments, accommodation plans, safety regulations etc., are not adhered to.   |
| How is it identified?   | The issue is usually identified by a complaint from the client on placement, the employer or is discovered by the incumbent on a monitoring visit to the work site.  |
| Is further investigation required to define the situation and/or problem? If so, describe.  | The incumbent must determine the nature of the problem in order to develop an appropriate response.  |
| Explain the analysis used to determine a solution(s) for the situation and/or problem.  | The incumbent reviews the history of the client's placement with the employer, interviews the client, the client's supervisor, and others if necessary, in order to develop an accurate understanding of the situation, the severity of the problem, and development of an appropriate resolution and ultimately benefits the interests of the client. |
| What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.) | Various provincial and federal labour legislation, Ministry Guidelines, past practices in dealing with employer misunderstanding or abuse of the program.  |

**#3 regular & recurring**

|   |  |
|---|--|
| Key issue or problem encountered.   |  |
| How is it identified?   |  |
| Is further investigation required to define the situation and/or problem? If so, describe.  |  |
| Explain the analysis used to determine a solution(s) for the situation and/or problem.  |  |
| What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.) |  |

**3. Analysis and Problem Solving**

**#1 occasional** (if none, please strike out this section)

Key issue or problem encountered.

How is it identified?

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

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

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

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**#2 occasional** (if none, please strike out this section)

Key issue or problem encountered.

How is it identified?

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

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

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

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**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.

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

|   | <b>#1 regular and recurring</b>   |
|---|---|
| List the project and the role of the incumbent in this activity.  | There is an employment action plan that is developed by the Employment Consultant and client based on the client's needs identification and skill level. The Employment Consultant then creates a specific employment search action plan in conjunction with the client.  |
| What are the organizational and/or project management skills needed to bring together and integrate this activity?  | Must be able to provide direction, guidance, and motivate and support the client. Engagement and rapport building skills are important. Communication and skills analysis are key.  |
| List the types of resources required to complete this task, project or activity.  | Clients resumes, labour market info, phone book, internet, computer, action plan form, past relationship with employers.  |
| How is/are deadline(s) determined?  | There are not firm deadlines because client services are dependent on need; but an action plan should be at least initiated during the first client visit in most cases will be complete by that time.  |
| Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples. | The Employment Consultant and/or the client may initiate such changes. Changes to the plan would really only impact the client. For example if the client decided after researching a field that it was not what they wanted to do, they would advise the Employment Consultant who would change focus on what he/she was looking for out in the community. |

4. Planning/Coordinating

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

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

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

How is/are deadline(s) determined?

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

**#2 regular and recurring**

Documentation and monitoring of placement.

Time management and follow through

Calendar, computer, monitoring forms

Deadlines set within program guidelines. Documents must be signed in order for client to start his/her placement; monitor call should be completed; monitoring to be scheduled prior to the end of the placement.

Client, employer or Employment Consultant. If the client is placed with an employer as a result of the action plan and problems occur, the plan may need to be revised which might impact the actual Employment Consultant who recommended the client and will need to discuss with the client and the employer who may or may not wish to continue; and, the Employment Consultant who may have to facilitate a resolution to the problem.

**#3 regular and recurring**

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

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

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

How is/are deadline(s) determined?

Workshops and job fairs and presentations to clients.

Identifying client skill level requirements for the job and assessing job seeker search and providing a link to employers through job fairs. Identify the appropriate workshop materials, handouts, activities etc. to meet specific client needs

Client focus groups, calendars, internet, workshop booklets, posters

Deadlines are determined on a monthly basis. Workshops are predetermined as to assess upcoming

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

employment seasons i.e. summer versus winter, client requests, ongoing training. Job fairs deadlines are determined based on employer hiring seasons, new contracts for employees and access to certain job markets

Changes to the project or activity are determined by manager. At times, workshops are not required on an ongoing basis or there are no participants. Team would determine what recent changes have occurred for lower numbers or why some workshops are not as popular as others. The team would assess ways to increase awareness of workshops and perhaps create new ones to appeal to our clients. Job fairs are determined by the employment team and are assessed on a case by case basis. Job fairs are created to service our clients and therefore are brought in by demand and by employer requests. Team would assess past success, interest and adequate space.

4. Planning/Coordinating

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

**#1 occasional** (if non, please strike out this sections)

Collaborate with community agencies to deliver employment related events

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

Collaboration skills, political sensitivities and time management skills are necessary to deliver a joint event.

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

Past practices, community knowledge, project guidelines and partner agency target focus.

How is/are deadline(s) determined?

Dependent on project and various partners goals.

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

Success of the project will be measured by the partner agencies based on their goals, Continuation of the project will be determined through discussion with the manager.

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

**#2 occasional** (if non, please strike out this sections)

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

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

How is/are deadline(s) determined?

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

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work 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 checked="" type="checkbox"/> | <input type="checkbox"/>            | Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students   | Employment and Training Consultants will welcome and assess clients who come to the resource room; explain computer applications, answer questions and help navigate within their job search.  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks | May provide recommendations to employers on how to handle specific situations. Uses expertise to advise and guide others. 'Intensive service' clients who require employment assistance and guidance. Provide encouragement, solutions, and ongoing customer care. Develop resumes, career actions plans, job search strategies, and provides ongoing career directions to clients. . Provides information to employers related to hiring practices and provides advice/guidance on handling placement related situations. Identifies client's barriers to employment and develops long and short-term steps for them to overcome barriers. Monitors the client's progress and adapts the steps to accommodate unexpected situation. Assigning tasks to clients i.e. job interviews, job search worksheets, attend workshops |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.           | Acts as a consultant to other staff and Coach/Facilitator. Makes recommendations on employment action plans, training plans, required on-the-job   |



supports, accommodation plans,  
coaching support, access to specialized  
funding.

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <p>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.</p> |
| <input type="checkbox"/> | <p>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.</p>                                       |

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in this 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<br>After initial training, incumbent generally plans and completes work on their own | Occasional (If none, please strike out this section)<br>When a problem occurs, manager or leader may provide specific direction. Team decision may provide guidance and assistance as well. |

|  |   |
|--|---|
| What rules, procedures, past practices or guidelines are available to guide the incumbent?   |   |
| Regular and Recurring<br>Employment Ontario guidelines, AODA and other Disability Legislation, College policies, Employment Ontario Resource Manual, file management, best practices within team | Occasional (If none, please strike out this section)<br>WSIB, Employment Standards Act, Health and Safety Act, Ontario Works, Federal agency programs, Ministry of Labour |

|  |   |
|--|---|
| How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?  |   |
| Regular and Recurring<br>Manager conducts performance reviews of the Employment Consultant monthly, reviews of statistical data as well as client and employer satisfaction surveys, performance reviews, Ministry reviews and status reports. | Occasional (If none, please strike out this section)<br>Ministry or Service System Manager (SSM) will monitor and conduct program reviews including individual client file audits as required. Annual conferences and outside partnership meetings. |

|   |   |
|---|---|
| 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)  |
| <ul style="list-style-type: none"> <li>• Other Consultants, Coach/Facilitator – services offered, case conferencing with other staff around coordination of all aspects of service to clients.</li> <li>• Partner Agencies – case conferencing, advocacy, presentations, discussing problem employers, clients</li> </ul> | <ul style="list-style-type: none"> <li>• Probation Officers</li> <li>• Ontario Works (OW) or Ontario Disability Support Program (ODSP) Caseworkers (referrals)</li> <li>• Apprenticeship Representatives Service System Manager (SSM)</li> <li>• Disability Regional Committee</li> <li>• Employers</li> </ul> <p>Accessing specialized supports, advocacy. The above agencies or ‘workers’ may be consulted to develop an appropriate action plan for a client. Their expertise may be needed to fully address the issues or barriers of a client.</p> |

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| 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)   |
| <p>Administering client supports</p> <p>Changes to processes, meeting target numbers, scheduling</p> <p>Training Incentive Fund allotment</p> | <p>Conflict with other agencies, case reviews, budgets, problem clients a/o employers</p> <p>When guidelines are unclear</p> |

|   |  |
|---|--|
| Describe the type of decisions that would be decided by the incumbent.  |  |
| Regular and Recurring   | Occasional (If none, please strike out this section)   |
| <ul style="list-style-type: none"> <li>• Determining if clients are eligible for intensive services</li> <li>• Accommodation plans and required supports</li> <li>• Employer/Client conflicts</li> <li>• Client intake – Assessment session</li> <li>• Problems with client progress and placement</li> <li>• Appropriate jobs for client</li> <li>• Assessing employer environments for Accessibility</li> <li>• Length of placement</li> <li>• Resume suggestions/changes</li> <li>• Closing client files</li> <li>•</li> </ul> | <p>Termination of placement or discontinue a client from the program. Makes decisions about whether or not to allow an employer to participate, or to continue a participant in the program. Employer/client conflicts</p> |

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 a 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 fulfill 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?   |                 |                      |
| The incumbent receives requests for career and employment services from the public/potential clients. | Consultant explains how job support is conducted and provides ideas to ensure success. Ongoing customer care is maintained to ensure client contact is not lost. Rigorous follow-up with client up to one year to ensure success and support.<br>Individuals are assessed to see if they match Employment Ontario criteria. The incumbent then assess the individuals' situation/qualifications and determines appropriate action – referral to outside service? Suitable job readily available? Support job search? | Clients         | D                    |
| Employers contact the incumbent to discuss their hiring needs.  | If they are new to the service, the consultant listens to their requests and determines how we can help. If they are an ongoing customer the designated consultant will assess their request.  | Employer        | W                    |
| Ministry/SSM requires follow up on clients.   | Employment and Training Consultant will request follow up on client to determine success of clients after placement and file being closed.   | Ministry or SSM | M                    |
| Resolve Employer/client conflicts   | Listen, suggest solutions, alternatives and options.   | Employer/Client | W                    |

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|---------------------------------------|---|---------|---|
| Request for the delivery of Workshops | Customize workshop materials to meet needs of a particular client | Clients | 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 | Program overview with clients, employers, community partners  | Employers, Consultants, clients, agencies | D                    |
| Explanation and interpretation of information or ideas.   |   |   |                      |
| Imparting technical information and advice                | Job Search information via internet. Explaining details and components of the apprenticeship training system, including access, eligibility requirements and challenge process.   | Clients and the general public.           | D                    |
| Instructing or training                                   | Provides information on a variety of employment related topics such as resume writing, job search techniques, career clarification, apprenticeship, on-the-job training in a formal workshop setting.   | Clients                                   | M                    |
| Obtaining cooperation or consent                          | Working with Employers to place clients. Contracting the placement through writing a Participant Training Plan, ensures cooperation and 'buy in' of employer and client.<br><br>Discusses and establishes training expectations, placement duration, and training subsidy incentive | Employer and Client<br><br>Employer       | W                    |
| 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, and 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 |
| Sitting at a computer                                   | D                    |                  | X                 |                   | X                        |    |     |
| Driving   | D                    |                  | X                 |                   | X                        |    |     |
| Walking at different employer job sites                 | W                    | X                |                   |                   | X                        |    |     |
| Lifting   | M                    | X                |                   |                   |                          |    | X   |
| Standing in front of a group when delivering workshops. | M                    |                  | 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 and 11 to 44 lbs.)

Heavy (over 20 kg. or 44 lbs.)

|   |
|---|
| Movement of boxes of materials, display units, promo items for workshops and trade fairs. |
|   |
|   |



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 the task and the duration of the task, including breaks (e.g. up to two hrs. 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 (e.g. 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<br>(D,W,M,I)* | Average Duration |                   |                  |
|--|-------------------------|------------------|-------------------|------------------|
|  |                         | Short < 30 min   | Long up to 2 hrs. | Extended > 2 hrs |
| Client intake session  | D                       |                  | X                 |                  |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why? |                         |                  |                   |                  |
| <input checked="" type="checkbox"/> Usually<br><input type="checkbox"/> No                     |                         |                  |                   |                  |

| Activity #2   | Frequency<br>(D,W,M,I)* | Average Duration |                   |                  |
|---|-------------------------|------------------|-------------------|------------------|
|   |                         | Short < 30 min   | Long up to 2 hrs. | Extended > 2 hrs |
| Writing placement contract and training plans   | M                       |                  | X                 |                  |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?  |                         |                  |                   |                  |
| <input type="checkbox"/> Usually<br><input checked="" type="checkbox"/> No  |                         |                  |                   |                  |
| Client interruptions, phone, staff requiring information. Must attend to walk in clients and phone calls when no one else is in the office. |                         |                  |                   |                  |

| Activity #3  | Frequency<br>(D,W,M,I)* | Average Duration |                   |                  |
|--|-------------------------|------------------|-------------------|------------------|
|  |                         | Short < 30 min   | Long up to 2 hrs. | Extended > 2 hrs |
| Workplace Visit or on-the-job coaching   | W                       |                  | X                 |                  |
| Can concentration or focus be maintained throughout the duration of the activity? If not, why?                           |                         |                  |                   |                  |
| <input type="checkbox"/> Usually<br><input checked="" type="checkbox"/> No   |                         |                  |                   |                  |
| Problems can be multifaceted with client. Worksite might not be private, others may be present, disruptions could occur. |                         |                  |                   |                  |

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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 environment for daily work  | D                    |
| <input type="checkbox"/> accessing crawl paces/confined spaces  |  |                      |
| <input checked="" type="checkbox"/> dealing with abusive people   | Clients who become angry with program and rules or clients who are wanting an outcome that we can not provide may become frustrated or use abusive language                                      | I                    |
| dealing with abusive people who pose a threat of physical harm  |  |                      |
| <input type="checkbox"/> difficult weather conditions   |  |                      |
| <input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)                                  |  |                      |
| handling hazardous substances   |  |                      |
| <input type="checkbox"/>  |  |                      |
| <input checked="" type="checkbox"/> smelly, dirty or noisy environment  | Employer work sites can be very noisy or hazardous (construction sites, welding/fabricating shops, factories).   | M                    |
| <input checked="" type="checkbox"/> travel  | Travel is required to meet with staff, clients and/or employers, to provide consultancy, assessment, job coaching or on-the-job training.. * Typically 2 day/week throughout Haliburton County.. | W                    |
| <input type="checkbox"/> working in isolated or crowded situations  |  |                      |
| <input type="checkbox"/> other (explain)  |  |                      |

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