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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/TPT Tier I - Cover Page and Part 1 only

- Casual/temporary part-time support staff work that is temporary/transitory only and will not exceed a duration of one academic semester (4 months).

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

- Casual/temporary part-time support staff work that is term certain but that will be for a duration of more than one academic semester up to two academic semesters (more than 4 months up to 9 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.

# POSITION DESCRIPTION FORM (PDF)

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

**Position Title: Carpentry and Construction Technologist**

**Position Number: TBD      Pay Band: 11**

**Reports To: Mary MacLeod, Operations Manager, School of Trades & Technology**

**Appointment Type: Other-details at right.      "Other" Hours Details: 8 months (Sep-Apr annually)**

**Scheduled Weekly Hours (maximum 24 hours per week): 10**

**PDF Completed By (Manager Name): Mary MacLeod**

**Effective Date: October 9, 2023      Last Revision: NA**

## 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.**

## PART ONE:

### POSITION SUMMARY

Supports the Carpentry and Construction Post-Secondary and Apprenticeship Programs, Dual Credit and Experiential Learning events by reinforcing previously taught concepts, supporting student learning outcomes, facilitating student success, organizing and maintaining tools, equipment, and consumables. Communicates and coordinates with the full-time technologist, faculty and program coordinators by ensuring curriculum is being reinforced to achieve learning outcomes with students. Supports labs by increasing awareness, creating a safer working environment while ensuring Health & Safety of students and staff are held to the highest standards.

### 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	Supports academic program delivery for the Carpentry and Construction programs and associated events. Provides technical services to faculty, other technologists, and students. Incumbent will reinforce the learning of previously taught concepts with students during labs including post-secondary, dual credit, and Carpentry Apprentices.	75%
2	Follow and implement health and safety procedures and policies. Recognize hazards and continuously improve lab safety to ensure students and staff support a safe work and learning environment.	5%
3	Coordinates and maintains tools and consumables required for programs. Gather information, maintain and organize inventories. Prepare materials needed for student learning outcomes for post-secondary programs, 3 levels of carpentry apprenticeship, dual credit and other event days which promotes trades programs	5%
4	Supports the full-time technologist to ensure program equipment is maintained and functioning as per the academic schedule. Incumbent will troubleshoot, diagnose, and repair equipment breakdown.	5%
5	Communicates with faculty, technologists and Operations Manager to prioritize work, preparing for upcoming labs	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.

## 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:**

Carpentry and Construction

### **Other Vocational Certifications and/or Apprenticeships:**

Completion of Level 3 Carpentry Apprenticeship, and passed the exam to attain a Certificate of Qualification in either Carpentry or Construction or equivalent.

## 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 five years up to eight years.

### **Additional Skills & Abilities:**

Experience operating, troubleshooting, maintaining, and repairing a variety of equipment related to the Carpentry and Construction trades. Experience working independently with minimum supervision within a team environment. Experience with various computer software programs including spreadsheets, word processing and inventory software. Experience with inventory systems/control. Experienced problem solver with excellent interpersonal skills and strong oral and written communication skills. Experience planning and organizing own work as well as setting and meeting deadlines. Experience working in an environment where health and safety is a primary focus. Experience reading blueprints and schematics. Analytical and calculation abilities. Preferred: Experience in an educational or training environment, especially providing faculty and student assistance. Ability to attain and maintain Standard First Aid and 5S Elements, Operation of Construction related equipment.

## 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
Support student learning outcomes to build a house. Explain to students' errors in their work which may contradict Ontario Building Code or Ontario Fire Code.
Description
Recognizing errors in students work and reinforcing the learning outcomes to ensure all students fully understand the Ontario Building Code and the Ontario Fire Code in the construction industries. Examples: critically reviewing the stair rise and run, framing, roofing, siding, egress, concrete forming for structural integrity, etc.

#### Example #2

Task / Activity
Trouble-shooting an issue with a piece of equipment and performing maintenance to correct the issue.
Description
Student asks the incumbent to assist them using a piece of equipment for the first time. The student is incorrectly loading the piece of equipment causing the equipment to malfunction. Need to demonstrate the proper method of loading the piece of equipment, and the safe operation of the piece of equipment. The equipment is not performing to the highest standards, determine root-cause analysis on why it's not cutting efficiently (could be a jam, dull blades, not enough oil, 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:

Is the work considered to be routine/non-routine?

Routine

How would you describe the complexity of the work?

All duties are varied and complex.

Describe the business processes used by the position.

Processes are specialized.

## 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 Performing maintenance on a piece of carpentry equipment.
Description Listening to equipment to notice if students are using a piece of equipment incorrectly, or if the equipment blades or teeth are too dull, recognizing this is a hazardous situation and could result in the wood kicking back and injuring students and/or staff. Knowing how to perform basic maintenance on carpentry related tools and equipment is essential for this position to ensure safety of staff and students in the lab.

### Example #2

Task / Activity Deeming a piece of equipment unsafe for use.
Description Recognizing that someone removed a safety guard from a piece of equipment will demand immediate response by locking out a piece of equipment, notifying faculty and other technologists (if present) of the impacted piece of equipment which the incumbent locked out, trying to determine if the safety guard is in tact (if it can be found) and reinstalling it onto the equipment as per the manufacturer's operations and maintenance manual.

### **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:

Uses established analytical techniques.

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

Uses established analytical techniques.

## 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 Demonstrating a carpentry technique to a student and reinforcing lessons taught
Description During most of the time working all duties require fine motor skills, utilizing the tools and equipment demand high dexterity and strength from the incumbent. For example cutting wood to precise dimensions, using and demonstrating proper use of carpentry lathes to design and make various spindles.

### Example #2

Task / Activity Completing preventative maintenance on tools and equipment to achieve optimal performance and maintaining high levels of health and safety standards
Description Incumbent must read and decipher owners and operations manuals and diagrams to complete preventative maintenance on tools and equipment. Sharpening teeth on a saw, replacing the blade on a saw-stop.

### 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 major consideration.

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

Task	% of Time
Demonstrating a carpentry technique to a student and reinforcing lessons taught	90%
Completing preventative maintenance on tools and equipment to achieve optimal performance and maintaining high levels of health and safety standards.	10%

## 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 Organizing stock, moving wood in and out of the main lab from outside storage
Description Forklift can only be brought into the shop to a certain point, need to relocate a variety of carpentry stock by hand. Work is frequent and requires use of both larger muscle groups and also fine muscle movements, depending on the task at hand.

### Example #2

Task / Activity Assisting a busy group of 20 students (typical lab size in Carpentry)
Description Assist up to 20 students during a lab all completing various tasks and different speeds, abilities, experience and comprehension. Need to advise and reinforce the learning activities drawing from extensive carpentry experience to ensure students are completing work on tools and equipment safely and at their highest level of quality which they have at this point in their learning and experience journey. This is physically demanding to assist this many students.

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

Task	% of Time
Organizing stock, moving wood in and out of the main lab from outside storage	10
Assisting a busy group of 20 students (typical lab size in carpentry)	90

How would you describe the frequency of the physical demands of this position?

Recurring (most of the day)

How would you describe the nature of the physical demands of this position?

Heavy

How would you describe the physical strain on this position?

Awkward bodily positions over extended periods of time; limited flexibility of movement.



## 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 Listening to both students, staff and equipment to be alerted that someone needs assistance.
Description High degree of concentration is always required to ensure student and staff safety. Noticing the difference in the pitch or frequency of the oscillation of a piece of equipment can alert the incumbent that something could be wrong in the lab with a student and/or a piece of equipment.

### Example #2

Task / Activity Building a house, spatial awareness of students working on building a house or other construction activities.
Description This requires high degree of concentration of all senses, visual, auditory and tactile. Being constantly alert of surroundings. Never let your guard down. Communication in the carpentry lab is key, both listening and speaking.

### 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 (>60%)

How would you describe the requirement for sensory demand in this position?

Extensive

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

Task	% of Time
Listening to both students, staff and equipment to be alerted that someone needs assistance.	60
Building a house, spatial awareness of students working on building a house or other construction activities.	40

## 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 Student lacks confidence to utilize a piece of equipment while other students need support
Description Providing support and guidance and demonstrating an activity repeatedly, so the student then feels confident to complete the task by themselves. This happened frequently, a the same time there could be up to 20 students needing the incumbent’s attention at the same time.

### **Example #2**

Task / Activity Preparing material for 100 students for an upcoming experiential learning event with a school board
Description Working in the carpentry lab, cutting pieces of material in preparation for an event with 100 students. Constant interruptions from other students and staff requiring assistance.

### **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 may periodically change.

How would you describe the existence of critical deadlines in this role?

Frequent critical deadlines.

How would you describe the level of interruptions this position faces?

Interruptions are continuous and unpredictable.

Indicate the predictability of the strain and percentage of time required in each task discussed above.

<b>Task</b>	<b>% of Time</b>	<b>Predictability*</b>
Student lacks confidence to utilize a piece of equipment while other students need support	50	NP (Not Predictable)
Preparing material for 100 students for an upcoming experiential learning event with a school board while other students/staff need assistance, many interruptions	25	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 Faculty request a specific setup for a lab
Description Incumbent works in a self-directed manner and has significant autonomy to work directly with all necessary stakeholders to achieve successful task completion and work assignment outcomes.

**Example #2**

Task / Activity Repairing a piece of equipment
Description Incumbent will utilize resources on the internet, through manufacturers websites to attain details on how to fix a piece of equipment. Should the incumbent determine this work needs to be outsourced for warranty reasons (or otherwise). The incumbent has independent decisions and actions to determine the best path forward to a solution of repairing the equipment in determining if it will be themselves, the other full-time tech, outsourcing the work by arranging this with the full-time technologist.

**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?

Considerable freedom to act independently; supervisory input provided upon request.

How is the work typically checked and verified?

Output is reviewed only upon request.

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.

## 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
Coordinator and Faculty	To discuss a concern with a student, their actions or behaviour	Weekly
Operations Manager	To discuss a concern with the equipment and/or lab	Weekly
Dean and/or Academic Chair	To discuss a concern with a faculty team member or a coordinator	Monthly
Students	Reinforce the learning outcomes, explain their tasks, how to use tools and equipment, how to do a specific technique	Daily
Manufacturers/Suppliers	To attain owners manuals, to consult on a repair process.	Monthly
Health and Safety Supervisor /Security Personnel	Urgently ask for help due to a medical incident and/or accident in the lab. Get security onsite ASAP to respond to medical concern, if critical call 911 directly then security immediately afterwards (ensuring the injured person is cared for).	Infrequently

### 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.

## 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
Determining competency of students if they are ready to be introduced to a new piece of equipment
Description
Students develop their abilities and progress in their learning and experience at different rates, new equipment is introduced at different times. The incumbent will assess if a student is ready to be introduced to a new piece of equipment for themselves to try.

### Example #2

Task / Activity
Maintaining equipment in safe and peak working order
Description
Along with the full-time technologist ensure the maintenance of the carpentry equipment is in safe and peak working order. Incumbent will decide if it is necessary to take piece of equipment out of service if maintenance is necessary or overdue.

### **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 some workflow disruption, duplication and/or wasted resources.

## 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	20
Outdoor work; seasonal conditions Yes	15
Other (please specify) Location of Lab (in the KTTC) is not air-conditioned (intensely hot in the summer months)	30
Other (please specify) Noisy - frequently	75

### Key Considerations:

With respect to the nature of disagreeable/hazardous elements this position is in contact with, would you describe them as:

Extremely disagreeable.

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

Recurring

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.](#)