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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)

Regular Part-time Support Staff

**Position Title:** Educational Assistant (ELB, LINC programs)

**Position Number:** \_\_\_\_\_ **Pay Band:** 10

**Reports To:** Tracey McConnery

**Appointment Type:** Other-details at right. **“Other” Hours Details:** Depending on program needs

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

**PDF Completed By (Manager Name):** Tracey McConnery, Manager English Programs and International Student Services

**Effective Date:** September 18, 2024 **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.

## PART ONE:

### POSITION SUMMARY

The Educational Assistant provides a variety of English language educational support services for English language learners. The focus of the position is to reinforce language skills taught by the faculty/instructors using activities in both 1-1 and small group formats.

### 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	<p><b>Development of language skills</b> Develops appropriate learning strategies to meet students' individualized learning needs.</p> <p>Chooses and provides exercises and activities that are authentic and relevant and can be applied and put into practice inside and outside the classroom.</p> <p>Reinforces language skills learned in class including speaking, listening, reading, and writing.</p> <p>Assists students to develop confidence practicing their language skills, paying particular attention and time to conversational activities.</p>	85%
2	<p><b>Preparation</b> Using print and online resources, in collaboration with the faculty, prepares new activities that respond to the unique needs and requests of learners.</p>	5%
3	<p><b>Monitoring Student Progress</b> Helps assess students' status by observing progress and recording relevant data (may provide status reports for faculty).</p>	5%
4	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.

## PART TWO:

### TRAINING & TECHNICAL SKILLS

Indicate the minimum level of independent studies, formal education, internal and/or external training programs including professional and technical or apprenticeship courses necessary to fulfill the requirements of this position.

**Formal Education Requirements:**

Completion of a two (2) year college diploma.

**Field(s) of Study:**

Educational Assistant Diploma or related Social Service/Educational focus. Teaching English as a Second Language (ESL) Credentials an asset.

**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:**

Practical related experience assisting a variety of clients, particularly ELL students, new Canadians; experience working independently within a team environment, prioritizing and organizing own work; experience delivering creative and flexible learning to ELL students.

## 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 Delivering Language Skill Programming
Description This position requires the incumbent to use his/her understanding of learning challenges for those where English is an additional language. The incumbent ensures, through feedback from the student, that strategies and concepts are being understood and that progress is being made. The incumbent must be creative in their delivery of language skill programming in order to meet the unique needs and learning styles of each student.

#### Example #2

Task / Activity Working with Culturally Diverse Student Population
Description The degree of active listening, patience and theoretical knowledge required to be successful in this position makes it challenging, especially when dealing with students who are frustrated by their lack of communication skills and are new to the Canadian culture. The incumbent must have an ability to work sensitively and empathetically with a culturally diverse student population. Students will have a broad range of language skills, some lacking literacy skills in their first language.

#### **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?

All duties are varied and complex.

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 Skill Development of Students
Description The incumbent is required to monitor the progress of students and adapt the strategies to the level and learning style of the student. The incumbent is also required to formulate what the next strategy/skill for the student will be, based on the student's need and progress.

### 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:

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 Computer/keyboarding
Description Working with a computer/keyboarding in performing the tasks of the position.

### 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
Computer/keyboarding	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 Carrying materials
Description The Educational Assistant will sometimes carry educational materials such as books from one place to another and/or push portable computers on wheels in/out of offices.

### Example #2

Task / Activity Sitting
The incumbent will spend the majority of his/her time sitting at a table assisting students.

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

Task	% of Time
Lifting, carrying, transporting materials	5%
Sitting	60%

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?

Light

How would you describe the physical strain on this position?

Comfortable body positions with 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 Working with students
Description This position requires significant visual and auditory concentration. Will spend time working directly one on one or with small groups of students for up to 3 hours at a time.

### 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 (>60%)

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

Considerable

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

Task	% of Time
Visible and auditory concentration	85%

## 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 Preparation of Programming
Description Will spend time every day preparing for the next day's programming. The diversity of work and the wide range of student needs that the Educational Assistant would see in a day make this role challenging.

### **Example #2**

Task / Activity Student Challenges
Description There is strain from remaining positive, creative and adaptive when working with students who may be experiencing stress, anxiety, isolation and lack of family support/contact.

### **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?  
No critical deadlines.

How would you describe the level of interruptions this position faces?  
Interruptions are infrequent.

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

Task	% of Time	Predictability*
Preparation of Programming	20%	PR (Predictable)
Student Challenges	5%	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 Programming
Description General expectations are established between the EA and faculty/instructors. The Educational Assistant has considerable freedom to act with only occasional direction from the faculty/instructor. The EA is expected to act independently in researching, modifying and implementing programming based on individual student needs. This action is usually taken in consultation with the faculty/instructor.

### Example #2

Task / Activity Learning Materials
Description The incumbent is responsible for using materials prepared by the faculty/instructor and adapting and altering them as needed to meet individual learning needs. Flexibility and creativity are essential when presenting activities to students.

### 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
Students	Provide language skill training activities to address individual needs of students learning to speak, read and write English	Daily
Faculty/Instructors	Receive and discuss learning plans for individual students	Weekly
Continuing Education Support Staff	Scheduling of learners/sessions/rooms	Weekly
Supervisor	Performance reviews; meetings	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:

Communications in this position are typically engaged for the purpose of:

Providing detailed explanations, clarification and interpretation, empathize with the needs of others.

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

Occasionally involvement with minor 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 Academic Success
Description The incumbent's decisions and actions have a significant effect on the academic success of our students. The effectiveness of the one to one and small group sessions is often crucial to students' success, particularly those students with very low first language literacy skills. If sessions with students are not successful, students may not make sufficient progress to meet their goals or may become frustrated and drop out.

### Example #2

Task / Activity
Description

### Key Considerations:

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

How errors are typically detected for work completed by this position?

Errors detected after-the-fact.

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

Results in considerable interruption and delay in work output and waste of 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	
Outdoor work; seasonal conditions No	
Other (please specify) Behavioural Difficulties	2%
Other (please specify) Frustrated Students (difficulty with communication)	25%

### Key Considerations:

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

Moderately 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.](#)