

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Learning Facilitator – Team Lead

Payband: I

Position Code/Number (if applicable): S00752

Scheduled No. of Hours _____ 35 _____

Appointment Type: _____ 12 months _____ **X** (10 mths) _____ less than 12 months

Supervisor's Name and Title: Bianca Sclipa – Manager, School Operations

Completed by:

Date: October 9, 2024

Signatures:

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

Date:

Supervisor:

Date:

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 for 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 representation 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.

The Learning Facilitator – Team Lead provides team leadership to the Learning Facilitator team while supporting the Community Integration through Co-operative Education (CICE) student in maximizing their learning potential and College experience. The incumbent advocates and acts on behalf of the CICE student with faculty, other College students, and College-wide services/departments. Through group facilitation in a team approach, the incumbent supports student learning strategies, social and vocational skills that fosters student independence and promotes capacity building. In collaboration and consultation with the appropriate faculty and the Program Coordinator and other staff, the incumbent will modify assessments (i.e., tests and assignments) and course material/resources based on student learning style, strengths and needs. Through incumbent promotes inclusive practices that include supporting CICE students' participation and engagement in College social activities that align with students' interests.

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 time annually*
<p>1. Student Learning Support:</p> <ul style="list-style-type: none"> • Attends classes with the student to promote integration with other students and faculty. • In consultation with faculty approval and collaboration with CICE staff, adjusts course materials to meet the individual needs of students to promote inclusion of students into class. • Advocates on behalf of a student when needed with other students, college faculty and staff. • Provides individual support as needed to promote a smooth transition into college academic/social life. • Assists students with organization of their schedules and accessing appropriate resources (Financial Aid, Accessibility Services, Counselling Services, Rights and Responsibilities etc.). • In a collaborative approach with other CICE staff, provides and facilitates student group success sessions for all CICE courses which includes mentoring and coaching for academic, interpersonal, social and vocational skill development. • Uses technology and various software programs to assist students in the learning process in and out of the classroom. • Sets up and assists with the use of adaptive equipment, when needed. • In consultation and faculty approval, modifies tests and assignments to meet individual student needs, develops study guides, reviews questions or project outlines, as needed. • Provides support to students, as required, for tests and exams, based on their academic schedule. • Provides classroom support such as note taking, lab support, facilitating group work, as required, in both stream and CICE courses online and in person. • Provides and supports recreation/social opportunities for CICE students online and in person to enhance CICE growth and development. • Promotes inclusive College life activities and supports social opportunities and experiences for students in the CICE program. • Provides onsite orientation, job coaching /mentoring for students, as required. 	60%

Support Staff PDF

<ul style="list-style-type: none"> • Discusses field placement concerns with Field Placement Faculty when issues/concerns arise. • Communicates and brings forward any student academic/absentee concerns to the Program Coordinator. • Appropriately supports and navigates daily student behavioural issues and communicates any ongoing behavioural concerns to the Program Coordinator, CICE faculty and CICE Team. 	
<p>2. CICE Team Leadership Under the guidance of the Manager, School Operations, the incumbent:</p> <ul style="list-style-type: none"> • Develops the semester schedule for Learning Facilitators and adjusts, as needed, due to staff absenteeism and/or student needs. • Acts as a point of contact for the Learning Facilitator team to support the resolution of challenges and issues that may arise, debrief following behavioural/challenging events, advise regarding next steps and available on-campus supports. • Assists with inventorying program needs. • Assists with monitoring and identifying staff training needs. 	30%
<p>3. CICE Program Support:</p> <ul style="list-style-type: none"> • Assists with interviews and student orientation sessions and/or information sessions when required. • Attends and participates in Open House, Information nights and orientation sessions, promoting the CICE program when required. • During CICE team meetings reviews protocol, student progress, concerns and/or discusses new or revised approaches for individual students. • Works collaboratively as part of the CICE program team. 	5%
Performs other related duties as required.	5%
	100%

* 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 1 year certificate x 2 year diploma

- Trade certification 3 year diploma / degree 4 year degree or 3 year diploma / degree plus professional certification

- Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

- Doctoral degree

Field(s) of Study:

Educational Support Worker, Developmental Service Worker, Social Work, Child and Youth Worker, Recreation and Leadership

B. Check the box that best describes the requirement for 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 requirement 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.

- X No additional requirements

 - Additional requirements obtained by course(s) of a total of 100 hours or less

 - Additional requirements obtained by course(s) of a total between 101 and 520 hours

 - Additional requirements obtained by course(s) of a total of more than 520 hours
-

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

- Less than one (1) year
- Minimum of one (1) year
- Minimum of two (2) years

- Minimum of three (3) years
- Minimum of five (5) years

- Minimum of eight (8) years

	<ul style="list-style-type: none"> • Practical current work experience with persons with developmental disabilities, persons with significant learning challenges, group facilitation, conflict resolution, behavior management, strong collaboration skills, vocational and employment skill development, and experience in the teaching/tutoring environment • Excellent interpersonal skills to develop rapport, mediate difficult conversations, reconcile diverse opinions and build consensus • Ability to effectively work and contribute in a team environment • Previous experience assigning/allocating tasks to other project team members • Previous experience in a leadership capacity in a team environment • Strong de-escalation skills • Extensive experience and understanding of mental health • Demonstrated problem-solving skills, particularly when coaching and debriefing with team members • Strong collaboration skills

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement 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 judgement 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:

#1 regular & recurring

Key issue or problem encountered.

In consultation and with faculty approval and collaboration with CICE staff modify or make adjustments to course material (tests, assignments) to meet the learning needs of the students.

How is it identified?

Review of student's learning style based on student history, use of assistive technologies, student input, discussion with CICE team and research of learning disabilities as needed.

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

Discussion with CICE team as to level of modification required to meet course outcomes & modification/accommodation of past courses, all which are vetted by faculty for approvals.

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

Review student learning abilities and identify ways to meet objective at current level. With faculty consultation, modify course assignments to meet objective. Monitor modification and with faculty approval adjust when needed to student need/capabilities/learning styles/limitations.

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

Past practices.
Past course modifications.
Past assessments from high school program and/or sponsoring agencies.
CICE team members and faculty collaboration.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered

Utilizing a variety of tutoring techniques, group facilitation strategies and assistive technology to support student learning, social and vocational skills.

How is it identified?

Discussion with team staff and assessment of student learning style, communication preferences. Student's past educational history & past successful accommodations for learning.

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

Meeting with student. Discussions with CICE team use of best practice guidelines.

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

Based on assessment, design tutoring sessions to meet student learning needs. Review student learning abilities in a collaborative approach with CICE staff. Identify ways to present information. Develop and utilize learning tools and adjust accordingly to student need/capabilities/learning styles/limitations.

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

Past practices. Use of course workbooks, study guides, existing resources, CICE team member CICE Chair.

3. Analysis and Problem Solving

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

Key issue or problem encountered

Advocate for student accessibility within the College

How is it identified?

Student or service disclosure of access barrier, identification of a physical barrier

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

Investigation into event, parties involved, observation of physical barrier

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

Analyze facts of occurrence to determine if circumstance falls under existing policies
 Consultation of College policies/procedures
 Review of past practices
 Consultation and discussion with CICE staff and faculty

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

Past practice
 Operations Manager and Academic Chair
 College Human Rights Officer
 College policies and procedures (i.e., AODA)

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.

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

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	Reviewing and adjusting individual student learning approaches.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	<ul style="list-style-type: none"> Multi-tasking Collaboration Understanding student needs Communicating Scheduling <p>The incumbent will familiarize themselves with the students' abilities by reviewing any provided documentation, where appropriate, and engaging with student through one-on-one meetings and class observation to develop individualized learning approach. The incumbent will liaise with the Program Coordinator and faculty and other CICE staff as required to discuss learning outcomes, modifications, expectations, assignments, approvals etc. The incumbent will schedule tutoring sessions for each in-class subject and track homework, assignments, tests and advise/follow-up with student.</p>
List the types of resources required to complete this task, project or activity.	<ul style="list-style-type: none"> Course outlines. Student schedule and schedules of courses Student documentation Program Coordinator, faculty, CICE team, Operations Manager Departmental protocols. Classroom or meeting space for tutorial sessions.

How is/are deadline(s) determined?

In consultation with the Program Coordinator , Operations Manager and the Academic Chair, the incumbent will determine the scheduling of tutoring sessions and check-in meetings. Scheduling will be based on the established program timetable.

Deadlines are determined according to the set learning sequence as noted on the course outline as well as the type of modification required.

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

In consultation and discussion with the Operations Manager and the Academic Chair, the incumbent helps to determine if more or less follow-up/assistance is required. The final decision as to changes in a student's academic plan is made by the Program Coordinator, Operations Manager and the Academic Chair.

4. Planning/Coordinating

#2 regular & recurring

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

Planning for group tutorial sessions for students.

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

Time management
Collaboration
Needs assessment
Problem solving

The incumbent will prepare modified material by referring to the course outline and individual accommodations as approved by the faculty. The incumbent must prioritize work to ensure materials are ready for each class/student.

Ongoing communication with the faculty is required in order to receive the material that needs modification in a timely fashion.

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

Classroom/meeting space
Time to prepare
Knowledge of student needs
Test, assignment or class materials given by professor
Class materials/handouts, electronic information etc. on D2L

How is/are deadline(s) determined?

Faculty set deadlines and LF may request an extension of a due date depending on need for student modification and when material was provided for modification.

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

Learning Facilitator will consult with the faculty. Faculty make the final decision.

#3 regular & recurring

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

Scheduling of Learning Facilitator support across the CICE program (initial and ongoing).

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

Time management
Collaboration
Needs assessment
Problem solving

The incumbent will prepare an initial draft of the schedules for the upcoming semester for review by the Operations Manager. In doing so, the incumbent must have a solid understanding of CICE program offerings, understand student learning needs and dynamics as well as team skill sets, availability and scheduling preferences. Once approved by the Operations Manager, the incumbent will disseminate this information to the LFs and prepare a master calendar for everyone's reference.

Incumbent will need to make ongoing adjustments to schedules once the semester has started, due to student needs/challenges/dynamics, staff absences, etc.

Learning Facilitators will then need to complete the remainder of their schedules (based on initial schedule provided) to reflect tutorials, 1:1 student time, etc.

Frequently LFs will need to consult with LF-TL to seek guidance regarding individual student needs, tutorial availability, etc.

Final LF and student schedules are posted on Teams website.

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

Scheduling guidelines from Operations Manager
 Knowledge of student needs
 Student schedule and schedules of courses
 Student documentation
 Operations Manager
 Departmental protocols

How is/are deadline(s) determined?

Deadlines are determined based on the Academic Calendar and by the Operations Manager

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

Operations Manager Occasionally Academic Chair and/or Program Coordinator

4. Planning/Coordinating

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

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

The incumbent will participate in the planning and delivery of Graduation ceremonies, Open Houses, Orientation sessions, Information nights and prospective student interview panels. These events may fall outside of the regularly scheduled work week.

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

Collaboration
 Communication
 Multi-tasking

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

Awareness of student or caregiver needs so that events can be accessible to all
 CICE event calendar
 College's Academic Schedule
 Communication with other College departments

How is/are deadline(s) determined?

College sets most of these dates. The Operations Manager, Academic Chair determine other events.

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

Consultation and discussion will take place with CICE staff, Operations Manager to determine if changes to event dates are required.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or 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 type="checkbox"/>	X	Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	Advise / guide other faculty / staff about the CICE program / students.
<input type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	

X 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.

The incumbent accompanies students in the classroom environment; provides support in the use of computers, schedules/plans and conducts individual tutoring sessions, follows up regarding progress with homework, assignments and studying. The incumbent collaborates with faculty to discuss recommended modifications based on individual student requirements.

X 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.

Scheduling, adjusting, allocating work to LFs and making recommendations about strategies and approach to be used with students.

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the 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

Occasional (if none, please strike out this section)

Operations Manager will provide incumbent with guidelines and parameters for scheduling.

The Learning Facilitator works independently with their students, faculty and employers (where appropriate) to ensure student success.

What rules, procedures, past practices or guidelines are available to guide the incumbent?

Regular and Recurring

Occasional (if none, please strike out this section)

<p>CICE Schedule Associate stream class schedules, including Gen Eds LF scheduling requests, hours guidelines Training and protocol for assisting students. Course outlines, program information. Past practices. Modification examples for courses and files on shared drive. Notes for courses. Best practices of learning and assessment guidelines provided by the School of General Arts and Science Academic Regulations Academic Policies Absence Policy</p>	
--	--

<p>How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>Recommendations and progress are presented at Team meetings including other LF's, Operations Manager Faculty also provide feedback regarding success of modifications. Feedback from students Performance reviews</p>	

6. Independence of Action

<p>Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?</p>	
<p>Regular and Recurring</p>	<p>Occasional (if none, please strike out this section)</p>
<p>Discussing specific details of student plans (that span multiple LFs) with Student Rights & Responsibilities. Course/assessment and learning modifications in consult with faculty and the Program Coordinator, when required. Various accommodation and support methodologies used in the classroom and tutoring for the student Support of learning experiences in placement Modifications to learning resources discussed with faculty.</p>	

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)
Decisions around adjustments to LF schedules, nuances to shift requests. Decisions would be reviewed by exception in cases relating to progress of the student, decisions on course of action with faculty Health & Safety issues. Students prolonged non-compliance or lack of progress.	Issues which may have implications to the College reputation. Concerns that cannot be resolved with team members and/or faculty Recommendations for learning contracts. Recommendations for program changes. Concerns regarding mental health issues. Concerns about academic progression / behavioural plans.
Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
- Coverage issues on short notice (e.g. illness of LF) - Unexpected student issue requiring the assignment of additional LF support. - appropriate modifications / accommodations to the learning or assessment material - assistive devices to fit student learning based on observation of student's unique learning style and abilities; - appropriate tutoring methods (individual or group) - recommendations to team and faculty/Program Coordinator regarding next steps for academic progress, attendance and classroom behaviour issues; - determine how much follow-up is required to ensure student is completing homework and assignments; and - initiate liaison with faculty as required.	

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 the 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 fulfil 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.

Support Staff PDF

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Student support – Operations Manager will assign one-on-one assignments. Typically incumbent will consistently work with the same students for the duration of the academic semester.	Incumbent will prepare course modifications to align with individual student learning needs and/or identified accommodations. Incumbent will review any relevant student documentation or information, accompanied by ongoing observation of the student. Course modifications must take into account all of this information in order to properly support student learning.	Students, faculty and Program Coordinator	D
Promote the CICE Program. Initiated through team meetings.	-participate in the planning and execution of Information Night, provide campus tours, assist with Open House, Convocation, Graduation Ceremony, answer questions from potential students regarding program information, support, on campus services, admission criteria etc	Potential students, public	I

* 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 courtesies	Provide course and program information.	CICE Students, Faculty, CICE Team members, Staff in other Departments, General Public	D
Explanation and interpretation of information or ideas	Explain course objectives. Modify course materials Provide/explain instructions, summarize students' skills. Liaise between student/school and supporting people.	Students, Faculty, Staff in other Departments, General Public	D

Imparting technical information and advice	The incumbent assists students in the compilation of course material presented by professors by: breaking information down into manageable steps, converting into a different format, bringing it down to their level, using interactive games etc. This is done by fully understanding each student's individual challenges.	Students, Faculty	D
Instructing or training	Tutoring	Students	D
Obtaining cooperation or consent			
Negotiating			

* D = Daily W = Weekly M = Monthly I = Infrequently

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, 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	D			X	X		
Walking	D	X			X		

* D = Daily W = Weekly M = Monthly I = Infrequently

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 or 11 to 44 lbs)
- Heavy (over 20 kg or 44 lbs)

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 a task and the duration of the task, including breaks (eg. up to 2 hours 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 (eg. 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 (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Modifying academic material for the student	D		X (per student)	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input checked="" type="checkbox"/> No – interruptions from students, faculty, other LFs – no quiet area available to do this work.				

Activity #2	Frequency	Average Duration

	(D, W, M, I)*	Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Tutoring student in 1:1 session; reading text to student; reading test questions (paraphrasing); using supportive software.	D		X (per student)	
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Completing of initial LF schedule	I			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/>				

* D = Daily W = Weekly M = Monthly I = Infrequently

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)	Works within a classroom environment.	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	De-escalating situations involving students with behavioural management issues. (security or manager called if escalates)	I
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		

Support Staff PDF

<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input type="checkbox"/> handling hazardous substances		
<input type="checkbox"/> smelly, dirty or noisy environment		
X travel	Travel to field placements to support students (less than 3 hrs in transit weekly)	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

* D = Daily M = Monthly W = Weekly I = Infrequently