

## Position Description Form (PDF)

College: Fleming College

Incumbent's Name: Vacant

Position Title: Accessible Education Advisor

Payband: J

Position Code/Number (if applicable): S00765

Supervisor's Name and Title: Aime Kroes, Director, Health Promotion, Counselling & Accessible Education Services

Completed by: Joanne Spicer

Date: April 21, 2026

### Signatures:

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

Date:

Supervisor:

Date:

Supervisor's 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 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 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.

Accessible Education Advisors in Accessible Education Services assist learners with disabilities in identifying a pathway to educational equity and implementing strategies for successful completion of their college goals. The advisor plays a pivotal role in supporting learners by guiding them through the process of determining and implementing appropriate academic accommodations. Advisors work with learners to determine reasonable accommodations in consideration of the Ontario Human Rights Commission's "Guidelines on Accommodating Persons with a Disability" and work closely with learners to assess needs facilitate advocacy and collaborate with staff and faculty to ensure accommodations are appropriate and effective. This position requires extensive learner contact, dynamic problem-solving, communication and collaboration with college faculty, support staff and administrators as well as contact with community resources, school boards and learners' individual support systems.

## 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><b>Individualized Learner Accommodation Assessment:</b></p> <ul style="list-style-type: none"> <li>• Assess eligibility of individual learners to access services provided through AES based on documentation provided. Documentation includes, but is not limited to psycho-educational assessments, medical documentation and school records.</li> <li>• Communicate with health care providers and other community professionals as warranted, ensuring that appropriate documentation has been received. Follow- up for clarification or further information when required and with the learner's permission.</li> <li>• Meet with learners individually to review existing documentation related to accommodations, the learner's experience of successful strategies, and the learner's goals.</li> <li>• Develop a success plan with each learner that details accommodation needs, strategies for success and the learner's role and responsibilities in implementation, and creation of partnerships for implementation, of those strategies.</li> <li>• Obtain learner consent for communication of accommodation plans to faculty and, as appropriate for more complex accommodation needs, facilitate meeting between learner and faculty members to establish details of the success plan.</li> <li>• Plan, implement, evaluate and consult with learner, faculty and placement advisors/coordinator around accommodations plan</li> <li>• Establish touch points for follow-up with learners to review progress on success plan and effectiveness of accommodations.</li> <li>• Recommend and approve learner requests for the Bursary for Students with Disabilities (BSWD) where appropriate, and forward documentation to appropriate stakeholders to support recommendations</li> <li>• Provide workshops and presentations monthly (or as needed) to learners and staff as well as facilitate transition programmes (e.g. First at Fleming).</li> <li>• Act as an advisor and as necessary an advocate for learners, corresponding with college and where applicable to the learners' programme personnel (e.g. Enrollment Services and faculty) to discuss and ensure support for required accommodations</li> <li>• Consult and inform/update Director and/or other staff as appropriate</li> <li>• Maintain learner files according to best practices for effective transfer to other professionals.</li> <li>• Provide referrals to other professionals within the Health Promotion, Counselling and AES department – e.g., Adaptive Technologist, Counselling, Health Services ensuring that appropriate documentation is forwarded where needed.</li> <li>• Provide referrals to services on and off campus (e.g. Counselling Services, Student Success Advisors)</li> <li>• Identify need for updates to enhance accessibility of facilities and furnishings throughout the campus and process requests through Manager of Corporate Accessibility and AODA office.</li> </ul>	75%

<p>Other:</p> <p><b>Facilitating a Learning-Centred Approach:</b> Designing and delivering programs and services that prioritize student learning, growth and development. Ensuring that services and initiatives align with pedagogical best practices and support learner success</p> <p><b>Community Engagement and Building:</b> actively engaging with learners, faculty, staff, and other stakeholders to build a vibrant and inclusive campus community. Creating opportunities for collaboration, dialogue, and shared learning experiences.</p> <p><b>Data Collection and Analysis:</b> collecting, organizing, and analyzing service user data and metrics to identify trends and areas for improvement. Utilizing data-driven insights to inform decision-making and enhance the quality of our student affairs services.</p> <p><b>Evidence-Informed Decision-Making:</b> using evidence-based research and best practices to guide our strategies and initiatives. Regularly assessing the effectiveness of our programs and services, making data-informed adjustments as necessary.</p> <p><b>Promoting Diversity and Inclusion:</b> contributing to a culture that values diversity, equity, and inclusion, and ensures that all learners feel supported and included. Implementing initiatives that promote a welcoming and inclusive campus environment.</p> <p><b>Collaborative Cross-Functional Work:</b> collaborating with team members from diverse functional areas to achieve common goals and create a holistic learner experience. Sharing knowledge and best practices across the student experience team to foster a culture of continuous improvement.</p> <p><b>Professional Development and Learning:</b> Where possible, engaging in ongoing professional development to stay informed about the latest trends and innovations in student development. Encouraging and supporting the growth and development of team members.</p> <p><b>Communication and Reporting:</b> Regularly communicating the impact and outcomes of our initiatives to internal and external stakeholders. Preparing reports and presenting findings that demonstrate the value of our contributions to the institution.</p> <p><b>Student-Centered Innovation:</b> Encouraging and participating in the development of innovative solutions and services that directly benefit students and enhance their educational experience.</p> <p><b>Ethical and Responsible Service Delivery:</b> Upholding the highest ethical standards in our work and ensuring responsible stewardship of resources and student data.</p>	<p>20%</p>
<p>Other duties as assigned</p>	<p>5%</p>
	<p>100%</p>

\* 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.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Up to High School or equivalent        | <input type="checkbox"/> 1 year certificate or equivalent                            | <input type="checkbox"/> 2 year diploma or equivalent  |
| <input type="checkbox"/> Trade certification or equivalent      | <input type="checkbox"/> 3 year diploma / degree or equivalent                       | <input type="checkbox"/> 3 year diploma / degree plus professional certification or equivalent |
| <input checked="" type="checkbox"/> 4 year degree or equivalent | <input type="checkbox"/> 4 year degree plus professional certification or equivalent | <input type="checkbox"/> Post graduate degree or (e.g. Masters) or equivalent                  |
| <input type="checkbox"/> Doctoral degree or equivalent          |  |  |

Field(s) of Study:

Undergraduate degree in Disability Studies, Occupational Health, Education

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.

- 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

	<p>Minimum of three years full-time experience working with adults with disabilities in a community organization, educational institution, or healthcare setting.</p> <p>Demonstrated experience in assessing disability-related needs and recommending accommodations to reduce or eliminate barriers in an educational context.</p> <p>Experience interpreting and applying medical, psycho-educational, and other assessment reports to develop effective accommodation plans.</p> <p>Advanced understanding of the social model of disability and its application in post-secondary education.</p> <p>Strong skills in active listening, empathy, and inclusive communication to support diverse learners.</p> <p>Knowledge of relevant legislation, including the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act (AODA), and other related policies.</p> <p>Ability to work independently and as part of a collaborative team in a dynamic and diverse environment.</p> <p>Excellent organizational, problem-solving, and decision-making skills.</p> <p>Proficiency in using databases, learning management systems, and adaptive technology.</p>

Minimum of five (5) years

Minimum of eight (8) years


### 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.	Learner requests accommodations for which there is no documented need.
How is it identified?	Learner self identifies or is referred by internal or external contact.
Is further investigation required to define the situation and/or problem? If so, describe.	The incumbent reviews the learner's total situation using observation, interviews, and external documentation to determine the impact of the exceptionality on learning.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	<p>The incumbent must analyze the medical and psychological documentation and transfer that information to decisions on appropriate academic accommodations. The incumbent may be required to collaborate with specialists.</p> <p>The incumbent will be sensitive to learners with exceptionalities seeking services as learners may display apprehension, anxiousness, or anger. Incumbent provides information on what documentation is specifically required and assists learner/family with obtaining it.</p>
What sources are available to assist the incumbent finding solution(s)? (eg. past practices, established standards or guidelines).	<p>Past practice</p> <p>Provincial standards</p> <p>Ontario Human Rights Code documents/guidelines</p> <p>Professional consultations and faculty</p> <p>Supervisor</p>

### 3. Analysis and Problem Solving

#### #2 regular & recurring

Key issue or problem encountered

A learner with comorbid disabilities (e.g., ADHD and anxiety) struggles with time management and coursework, leading to incomplete assignments and elevated stress levels. Faculty are uncertain about how to adjust their expectations without compromising academic standards.

How is it identified?

The learner reports their challenges during a scheduled check-in with the Advisor, and faculty express concerns in an email about the learner's frequent missed deadlines.

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

Yes. The Advisor must gather detailed information from the learner about their specific barriers and functional limitations, as well as the expectations of faculty. This may involve reviewing medical or psychoeducational documentation, consulting with faculty on course requirements, and analyzing past accommodation effectiveness.

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

The Advisor engages in a multi-step analysis:

1. Reviews the learner's documentation to identify functional limitations.
2. Collaborates with the learner to explore challenges such as executive functioning deficits and anxiety triggers.
3. Consults with faculty to better understand critical course learning outcomes and negotiates potential adjustments (e.g., flexible deadlines or alternative assessments).
4. Balances compliance with the Ontario Human Rights Code and AODA guidelines with faculty concerns about academic integrity.
5. Designs a nuanced accommodation plan that considers both immediate needs (e.g., deadline extensions) and long-term skill-building supports (e.g., time management strategies or student success coaching).

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

Ontario Human Rights Code, AODA Guidelines, institutional policies, learner feedback, case law

**#3 regular & recurring**

Key issue or problem encountered

Challenges with faculty to support accommodation.

How is it identified?

Learner indicates to incumbent that he/she is experiencing challenges with faculty in receiving required accommodation or faculty contacts incumbent with concerns or reluctance to provide recommended accommodation.

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

The incumbent will discuss with the faculty whatever concerns he or she has. The incumbent will advise faculty of the college's responsibility around the Ontario Human Rights Code, will ensure that faculty understand that accommodations are based on medically substantiated needs, will discuss perceived course requirements vs. actual essential requirements and will work with faculty to help them identify core requirements versus expectations and performance which can be identified and measured in other ways depending on the program. The incumbent will ensure that the faculty understand that accommodations should not compromise the academic integrity of the program.

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

See above. Additionally, the incumbent will utilize their prior knowledge and skills (communication, conflict resolution, etc.) to aid in resolving the issue(s).

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

Past practice, Provincial Guidelines  
 Program guides, course outlines  
 Academic policy  
 Ontario Human Rights Code, AODA and OHRC Guidelines (IDIA and CCDI listserv)  
 Confidentiality legislation (FIPPA).

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

Key issue or problem encountered

Learner does not agree with recommended accommodations and becomes angry or seeks council through the Ontario Human Rights Commission.

How is it identified?

Learner self identifies or parents or advocates.

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

Incumbent will meet with the learner to review his/her medical documentation and recommended accommodations – will explain Fleming College institutional policies and procedures, will explain the process used in determining accommodation. Extensive written documentation requirements of Fleming College and activity summaries.

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

When rendering a decision, the incumbent is expected to have weighed the positives and negatives before determining what is reasonable. This will include evaluating carefully the impact of the decision on the learner, the AES as well as the academic program. The incumbent is also expected to consider what impact, if any, decisions about accommodations may have at the provincial level.

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

Collaborate with other staff  
 Legal Consultation  
 Consult with provincial colleagues via listservs  
 Community Experts  
 Contact learner's medical practitioners – medical doctor, psychiatrist/psychologist.  
 Use the Accommodation Essential Documentation Requirements (Provincial Standards).

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

Key issue or problem encountered

Learner arrives at office showing visible signs of distress, and states they require immediate assistance, and need to speak with someone immediately.

How is it identified?

Intake staff observes signs of distress and refers learner to incumbent.  
 Parent/guardian, faculty, or staff may contact or arrive at office, with or without learner.  
 Incumbent sees the learner in the office, identify the learner is in distress, and speak with the learner.

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

Incumbent requests that learner identify the problem or concern causing their distress. Learner may have difficulty understanding or expressing the nature or complexity of the problems they are experiencing, and there may be a combination of factors and events that may be contributing to their distress that may need to be identified and addressed according to urgency and severity.

After receiving consent, contact and discuss situation with others that may be involved in the situation (faculty, staff, counsellor, etc.) to piece together a more complete picture of the situation. Implement Wellness Intervention Process as required.

Conduct case conference to further isolate concerns, and to provide appropriate recommendations and referrals.

If incumbent identifies a crisis situation, incumbent will respond using a situation-appropriate response.

May refer learner to counsellor to explore psycho-emotional issues.

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

Incumbent obtains details of situation and possible contributing factors affecting the learner. Incumbent assists in determining the individual learner's current situation and needs and creating a customized resolution plan with the learner.

Using knowledge of the learner (from case notes, personal interactions, disability documentation) and associated disabilities, incumbent determines impact of situation on how learner may be functioning (is this situational, enduring or is this normal behaviour for learner, etc.).

Determine next steps that the learner may need to take to resolve the issue. Incumbent will determine if learner should wait to see a counsellor, or if incumbent should initiate a crisis response, or contact other area within or outside the college (health centre, diversity and harassment office, campus safety, security, emergency services, etc.) or make supervisor aware of the situation.

Consultation with staff, faculty, supervisor, and external sources (medical practitioners such as medical doctor/psychiatrist/psychologist, counsellors, parent/guardian, etc.).

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

Past knowledge/experience;

Legislations; broad college policies; counsellor; supervisor, external sources (ie. different associations such as parent/guardian, medical practitioners, etc.).

#### 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.

Developing and Implementing accommodation plans. The incumbent is proactive in as much as possible ensuring that learners have the advice, resources, supports and finances for success before a crisis occurs.

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

Prior to meeting with a new learner, the incumbent will review exceptionality documentation to outline the potential implications, suitability and challenges potentially present in relation to learner academic program and his/her requested accommodations.

The incumbent must have the ability to communicate clearly and openly with learners and faculty alike, explaining complex concepts relating to specific accommodations, the Ontario Human Rights Code, the AODA, and essential course requirements. Where faculty present concerns relating to essential requirements the incumbent will assist the faculty in considering accommodation alternatives that will allow for the maintenance of essential requirements while ensuring equal educational access for the learner. Where an impasse is reached, the incumbent will make an individual assessment of institutional obligations with respect to learner rights, and either assist faculty in communicating with learners where their accommodation requests exceed the limits of the duty to accommodate to the point of undue hardship as outlined in the OHRC, OR communicate the impasse to both the Director of AES and the Chair of the faculty's department where institutional obligations to accommodate a learner have not been met (according to incumbent's preliminary assessment).

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

The incumbent must also review Ministry system changes in related legislation, financial resources and procedures to ensure learner has up to date information and support in accessing resources.

The incumbent must have an thorough understanding of the Duty to Accommodate, as outlined in the Ontario Human Rights Code, as well as an awareness of the supports provided to the learner in the secondary system so that he/she can support and assist learners who are transitioning to the post-secondary environment which requires learners to be self advocates with self determination skills in order to achieve success.

How is/are deadline(s) determined?

Deadlines are driven by the individual needs of the learner and the demands of their program.

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.

Deadlines and/or objectives may change based on learner need, program requirements, changes in medical status. The incumbent is required to respond to learners on an as needed basis.

**4. Planning/Coordinating**

**#2 regular & recurring**

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

Juggling multiple intakes for new learner applications to meet critical timelines and maintain learner files.

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

The incumbent must be able to prioritize own workload, keep accurate and confidential records of interactions with learners, allow sufficient lead time for discussions with medical practitioners.

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

Computer skills, time management/organization skills, documentation skills for maintaining learner records.

How is/are deadline(s) determined?

Deadlines are based on learner need and academic schedules.

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.

The incumbent will set own priorities and daily schedule, adjusting where necessary to respond to urgent needs of learners, staff and faculty regarding requests and requirements.

**#3 regular & recurring**

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

Workshop preparation.

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

The incumbent provides their expertise as required by the project team. The team will develop and review the PowerPoint presentation and brainstorm/implement modifications. The team will discuss equitable coverage of the events and coordinate the schedule.

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

Current presentation, brochures, flyers.  
Listing of dates and locations of upcoming events.

How is/are deadline(s) determined?

Based on upcoming scheduled workshop(s).

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.

Requests from learners for the incumbents' assistance may cause the incumbent to reprioritize their own work.  
Exceptions would be determined by the Director.  
The team.  
Requests from faculty or community.

#### 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 balance the demands of providing service on multiple campuses – Sutherland and Frost/Haliburton

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

The incumbent will determine learner demand for services on each campus, determine work schedule between two campuses accordingly, and manage communication to both learner populations on an on-going basis, regardless of location.

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

AES staff support, Scheduling software

How is/are deadline(s) determined?

Deadlines are determined by learner schedules and demand for services between campuses.

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.

If a staff member at one of the AES locations calls in sick, the incumbent may need to assist in meeting service delivery requirements.

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

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

Coordinate the development and production of new promotional material such as the information postcard or AES website.

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

Time management, attention to detail, multi tasking, design and research, reviewing progress, communication with staff within the department as well as external departments.

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

Research – the incumbent will clarify existing learner challenges including what issues need to be addressed, will investigate what other post secondary institutions are doing, and will ensure the promotional material is consistent with up to date procedures, policies, and department goals.

The incumbent will determine costs of promotional materials and will stay within allocated budget.

How is/are deadline(s) determined?

Deadlines are determined in consultation with team members and director. Deadlines for project work are often flexible.

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.

Changes may be at the direction of the project leader, team members, or the director. i.e. The learner guide was targeted at new and existing learners so changes were dependent upon goals set by the team regarding what information would be communicated and in what format. Changes were determined based on ensuring that the material was clear, concise, accessible, and in line with departmental procedures.

## 5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, learners). 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 checked="" type="checkbox"/>		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or learners.	Incumbent provides guidance to learners relating to accommodation, self-advocacy, campus and community resources.
<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.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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 provides ongoing support throughout the academic year. The incumbent advocates on the learner's behalf and fosters independence. The incumbent will consult with faculty in designing accommodation which maintain the integrity of the academic program and will re-evaluate and adjust accommodations as required.
<input type="checkbox"/>		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.	

## 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)
<p>To ensure that learners with documented disabilities receive the support, guidance and accommodations required to most fully participate in all aspects of the academic environment.</p> <p>This is done through review of disability documentation, input from the learner with regards to their specific circumstances, strengths, challenges and needs and based on specific disability knowledge.</p>	
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>Ontario Human Rights Code</p> <p>Guidelines to Accommodating Post Secondary Learners (OHRC)</p> <p>Freedom of Information and Protection of Privacy Act (FIPPA)</p> <p>Best practices documents</p> <p>Accessibility for Ontarians with Disabilities Act</p> <p>AES and Institutional Procedures</p>	
How is work reviewed or verified (eg. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>Work is checked incidentally and by exception. AES staff have regular meetings with the director to provide updates and to discuss concerns.</p> <p>Supervisor meets with incumbent on as-needed basis</p> <p>Ad hoc meetings regarding specific learner concerns</p> <p>Larger team meetings with faculty, SSA's and AT's</p>	

## 6. Independence of Action

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)
<p>Consultation is frequently carried out with faculty relating to learner accommodation plans. Consultation with other AES staff, other disability service providers in Ontario colleges and universities through list serves and meetings.</p> <p>Consultation with Medical and other community specialists.</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)
<ul style="list-style-type: none"> <li>• Learner concerns which have the potential to escalate;</li> <li>• Financial decisions;</li> <li>• New procedures for consideration;</li> <li>• Staff coverage issues;</li> <li>• Interpersonal conflicts among the team members.</li> </ul>	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
<p>The incumbent develops accommodation plans independently and requires creativity and disability knowledge in order to individualize them to meet each learner's unique academic needs based on their disability.</p> <p>The incumbent's decisions are based on their experience, legal and policy guidelines of the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act, the mandate and policies of Fleming College, departmental procedures and past practices and Freedom of Information Legislation.</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 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.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
Coaching learners to proactively increase learner resiliency, anticipate difficulties, and improve performance, with the aim of reducing the need for learners to access mental health supports.	Incumbent uses a proactive academic coaching process, skills and tools to foster resiliency with learners who may benefit from improving their resiliency. Learner challenges and potential difficulties are identified and proactive strategies are developed and put into action through an evaluation and planning process with the learner.	Learner	D
Learner intake - learner self-identifies by visiting, emailing, calling the office or referral from internal staff or external agency and identification of appropriate accommodations.	<p>The incumbent asks appropriate questions, reviews documentation and interprets all information provided to fully understand the learners' strengths and limitations and requests or arranges for further documentation as required.</p> <p>Each learner has a uniquely personal set of strengths and challenges – many have more than one disability – and have had a variety of experiences in the past which influence their response to any intervention.</p> <p>The incumbent must utilize skills and disability knowledge to determine learners' accommodation requirements in relation to the academic requirements of their program and be aware of community resources available.</p> <p>It is imperative that the incumbent have knowledge of post secondary demands, the impact of specific disabilities and the disability legislation that governs our decisions. There are many different challenges in the post-secondary</p>	Learners / parents / third parties	D

	<p>environment and the incumbent must be a creative problem solver and keep up to date on what accommodations are taking place in the secondary schools as well as the changing demands of post secondary programs. Post secondary learners are supported in becoming self advocates and independent in working to achieve success.</p> <p>The incumbent develops accommodation plans that are reflective of the impact of the disability and the demand of the program.</p> <p>Advocate for learners when appropriate with faculty members.</p>		
Ongoing support and communication with learners.	Assist learners with developing skills in self-advocacy with sensitivity and respect for the dignity of learners.	Learners	D
Committee involvement Wellbeing Committee Learner Association College Provincial Committees	Provide information, offer expertise, educate regarding disabilities and accommodations	Staff, faculty, learners and provincial colleagues (disability service providers)	I
Provision of Accessibility Awareness and Education – presentation and consultation	The incumbent will gather information and customize presentations to meet the needs of the group.	<p>Dean or Chair may request that AES make a presentation for a specific faculty group or at a school meeting as a means of enlightening faculty who may be resistant to disability accommodation.</p> <p>College faculty and staff</p> <p>Library</p> <p>Facilities</p> <p>Health and Safety</p> <p>Community Agencies</p> <p>Parents and prospective learners and high schools</p>	M

Support Staff PDF

<p>Coordination of external services e.g. interpreters, attendant care, classroom assistants, specialized tutors, and coaches.</p>	<p>The incumbent will post position vacancies, will liaise with community contacts to seek providers of service and passes on information to supervisor for hiring.</p> <p>Or arrange for funding through the Bursary for Learners with Disabilities. Some supports are organized through volunteers and work learner learners.</p>	<p>Learners</p>	<p>W</p>
<p>Referrals to other departments and services such as Financial Aid, Facilities, SSA's, Counselling, Campus Health Centre, Admissions, Continuing Education.</p>	<p>Based on learner need, the incumbent will refer to the appropriate department and may advocate on learner's behalf when required. The incumbent will advocate independence whenever possible.</p>	<p>May engage a team including parents, faculty, and high school, in resolving challenges around a learner's need – e.g. non verbal learner.</p>	<p>D</p>

\* 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	Documenting interactions with learner, faculty, etc. (maintained within confidential learner files).  Preparing e-mails.	Learners	D
Explanation and interpretation of information or ideas	Communicate services, information and requirements to learners and families seeking assistance; intake meetings.	Learners – current or prospective	D/W
	Collaborate with Psychiatrist/psychologist, medical professionals, social worker and high school to fully understand learner's background.	Medical practitioners	I
	Advocate for learners when appropriate.	Faculty, internal departments, external agencies.	W
Instructing or training	Incumbent provides workshops based on their own area of strength or on the requirements of a give program (Transition programming, for example). Workshops are promoted within the AES and are offered on an as needed basis.	Learners	D/W
		Learners, Staff, Faculty, internal departments	M

<p>Obtaining cooperation or consent</p>	<p>The role of the incumbent is to facilitate academic access for learners with disabilities. Learners may have ideas about what accommodations they require, beyond what is demonstrated in their documentation. The incumbent explains what documentation is required to support learner access requests.</p> <p>Some parents are reluctant to relinquish their role as advocates for their children so and are angry when the accommodations they insist on are not supported by the incumbent. The incumbent (with consent) will work toward getting the parent to understand that the learner is preparing for the workplace and the parent must cooperate in order for them to achieve a level of independence.</p> <p>Respond appropriately to learners who are in distress, in order to provide assistance to the learner within the AES or facilitate referral to external supports.</p> <p>Communicate with faculty who might be unwilling to fulfill an accommodation request regarding the OHRC duty to accommodate and attempt to win both cooperation and understanding.</p>		<p>W</p>
<p>Negotiating</p>			

\* 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		
Standing	D	X			X		
Walking	D	X			X		
Lifting	W	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)

Workshop displays, boxes of resources, assistive devices technology, magnifying projectors etc.

## 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
Listening to a learner explain their situation and circumstances.	D		X	
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 #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Reviewing supporting documentation regarding the learners' condition and background.	D	X		
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
Scribing, reading, and invigilating.	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"/> No				

\* 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)		D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input checked="" type="checkbox"/> dealing with abusive people	Learners and/or parents who are unwell or angry have directed name calling, aggression and profanity to the incumbent in response to the incumbent's recommendations. The incumbent will advise the learner or parent that the conversation will not continue unless they refrain from inappropriate language / behaviour. The incumbent will determine whether or not the learner is in crisis and requires referral to mental health resources. Incumbent will determine if intervention by the Director is required.	M
<input checked="" type="checkbox"/> dealing with abusive people who pose a threat of physical harm	While it is infrequent, occasionally individuals who are unwell or angry may target the incumbent as the target of a threat, because of dissatisfaction with service.	I
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<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		
<input checked="" type="checkbox"/> travel	Satellite Campuses - the incumbent may facilitate accessibility advising to learners at Sutherland, Frost or Haliburton campuses	W/M
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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