Job Fact Sheet Questionnaire

CAAT Job Evaluation System for Non-Bargaining Unit Employees

Ontario Colleges of Applied Arts and Technology

The Job Fact Sheet Questionnaire (JFS) is used to gather information for job evaluation purposes for the Colleges' Administrative Staff, Part-Time Support Staff, Part-Time and Sessional Academic Staff positions. Please read each section carefully before completing.

The Education and Experience sections are to be completed by the College according to the College's recruitment standards.

Upon completion by an incumbent, the JFS is reviewed and, when necessary, adjusted by the position's Manager and the Senior Manager responsible for the position. Any changes to the JFS are to be reviewed with the incumbent prior to evaluation. The JFS is then submitted to the appropriate College official for job evaluation purposes.

The JFS is not finalized until it has gone through the job evaluation process and the results have been confirmed by the College. A copy of the finalized JFS will be provided the incumbent for information purposes and as a job description.

POSITION IDENTIFICATION   DATE: 8-Nov-2022

College: St. Lawrence

Incumbent: Vacant

Position Title: Manager, Community Integration through Cooperative Education (CICE)
Position #:

Classification: Pay band 10
NOC Code:
Division/Department:
Location/Campus: Kingston, Brockville, or Cornwall Campus (with Tri-campus Responsibilities)

Immediate Supervisor (title):   Dean, School of Interdisciplinary Studies & Pathways

Type of Position:

X☐☐Administrative   ☐☐☐Part-Time Administrative

☐☐☐Sessional Academic   ☐☐☐Part-Time Academic

☐☐☐Part-Time Support   ☐☐☐Other

I have read and understood the contents of the Job Fact Sheet (if completed by an incumbent):

Incumbent: _____   Date: _____

Recommended by

Position's Manager: _____   Date: _____

Approved by

Senior Manager: _____   Date: _____

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POSITION SUMMARY

Provide a concise description of the position by identifying its most significant responsibilities and/or accountabilities.

Reporting to the Dean, Interdisciplinary Studies & Pathways (ISP), the Manager for Community Integration through Cooperative Education (CICE) is accountable for the planning, development, organization, and implementation of CICE and other similar academic programs and projects through partnership with academic schools, high school boards, and community partners. The Manager works closely with various departments across the college, local school boards and community partners to ensure program design and implementation meets the needs of students, the community, the funding Ministries, and the College. The Manager is also responsible for marketing and promotion, overseeing the selection process for entry into the CICE program, student success and retention, and the hiring, onboarding and supervision of Learning Specialists and campus Liaisons. Last, the Manager is responsible for developing funding proposals and for the efficient allocation, management, and reporting of resources, as well as managing the faculty and employees across the CICE department and collaborating with the tri-campus CICE Program Coordinator and Program Liaisons.

K**EY** D**UTIES**	% **OF** T**IME**

1. Academic Program Management **(25%)**

- Under the direction of the Dean, ISP, works collaboratively in the development and implementation of the divisional strategic plan as part of the college's academic planning process for the CICE program.
- Oversees the review and approval of all modified learning plans that are developed by the Learning Specialist.
- Establishes and maintains sound processes to ensure the effective and efficient operation of the CICE program within established college policies and practices.
- In collaboration with the CICE team, manages CICE program Operational Planning, Marketing and Recruiting, Open Houses, Program Coordinator/Liaison meetings, Budgeting, Course and Program reviews.
- Works with students, faculty, and college staff to ensure the operational planning meets the needs of students and the community
- Promotes and participates in the planning, negotiating, and implementing of partnership arrangements within the community relating to the CICE program.
- Participates in the college's program and curriculum review process in collaboration with the Associate Dean and Program Coordinator.
- Engages with CICE Program Advisory Committee and academic program leads.
- Monitors the academic progress of students and develops departmental recruitment, retention, and student success strategies.
- Oversees/manages the Learning Specialist and Program Liaison work schedules.
- Ensures appropriate arrangements are in place for work integrated/experiential learning (placements, on-campus experience, etc.) opportunities in collaboration with other departments.
- Works with the Marketing/Recruitment staff and the Registrar's office to develop and manage a comprehensive admissions process for CICE students.

- Oversees the recruitment and selection process for CICE students and provides constructive feedback to unsuccessful applicants to encourage successful future applications.
- Works with CICE staff and School Board and community partners to ensure the availability of updated registration and program information and course descriptions for students.
- Collaborates with the Program Coordinator, Associate Dean and CICE staff as required in the review of curriculum, program structure, policies, procedures and guidelines on an on-going basis and implements changes as required to ensure needs of students are met and available funding is effectively utilized.
- Identifies and facilitates program changes in response to changes in entrance requirements of college programs and in response to changing technologies and market trends.
- Ensures the performance outcomes and service delivery standards are achieved and maintained as per Ministry service agreements.
- Oversees CICE program orientations, First Day Activities, Parent Nights, and all other Program related activities.

(15%)

2. Student Support and Management

- Creates an inclusive, respectful, and effective teaching and learning and work environment for all.
- Collaborates with Program Liaisons to maintain good relationships with students, their parents/primary caregivers/community support.
- Supports the Associate Dean and Student Rights and Responsibilities Officer in CICE student Code of Conduct Hearings.
- Collaborates with the CICE team to provide supports for CICE students living in residence.
- Collaborates with the Program Liaisons and Program Coordinator to ensure safety protocols/plans are developed and maintained for at risk CICE students.
- In collaboration with the Associate Dean, troubleshoots student classroom behaviour with faculty, Learning Specialists, Program Liaisons and the Program Coordinator and parents/caregivers/community support.
- In collaboration with the Associate Dean, conducts investigations and initiates the problem-solving process for disputes involving faculty, staff, and students by using College policies to assist in the dispute resolution process.

3. Human Resources   (25%)

- Manages staffing complement within budget and assigns staff workloads according to the provisions of the collective agreements and college practices.
- In collaboration with the Associate Dean, directs and administers activities related to faculty teaching assignments and ensures that faculty/staff assignments are consistent with college policies and procedures.
- Supervises support staff regarding hiring, administering performance reviews, performance management, professional development planning, work-place training, and prioritization of workflow while creating an inclusive, respectful, and

effective teaching and learning and work environment for all.

- Ensures timely and accurate completion of required records and documentation for Human Resources, including performance appraisals, approving all payroll and vacation, sick-time and leave requests.
- In conjunction with Human Resources, writes job descriptions, and recruits new positions; develops selection criteria and questions, conducts interviews and reference checks
- Leads the selection, hiring and onboarding of all new hires, as well as their effective on-boarding and training, and provides learning and development opportunities for all team members.
- In conjunction with Human Resources, creates accommodation plans where required, including return to work plans for employees returning from sick leaves.
- In collaboration with the Associate Dean, conducts first level investigations and initiates the problem-solving process for disputes involving faculty, staff, and students within the department. Uses collective agreements and college policies to guide and assist in dispute resolution.
- Facilitates effective communication and team development between faculty and support staff to encourage engagement, participation, and support of program initiatives, including where appropriate CICE team meetings and individual 1:1 coaching/mentoring sessions.
- Develops faculty and Support staff orientation/training on working effectively with CICE students.
- In collaboration with the Dean and Associate Dean, recommends disciplinary and termination action as required.

4. Partnership, Marketing and Outreach (15%)

- Oversees and promotes relationships with other college program areas for CICE to ensure program alignment, especially for the broadest possible offerings of elective courses.
- Oversees networking with community agencies, organizations, school boards and employers in the community to identify programming needs and promote college programs.
- Ensures appropriate CICE representation on college and provincial program committees, as required, including maintaining contacts with provincial peers, and preparing reports and presentations.
- Manages and oversees communications and marketing strategies for CICE in consultation with the CICE team, school boards, the college and community partners (e.g., the development of social media initiatives and marketing videos to promote the CICE program).
- Plans and hosts all orientation CICE events.
- Participates in local, regional, and provincial committees to ensure continuous improvement strategies are developed and performance outcomes measures are met as per College's and Ministry's expectations.
- Ensures the establishment of positive, on-going relationships with appropriate Ministry contacts, school boards and community agencies.

- Develops marketing strategies necessary to launch new initiatives to potential learners, school boards and students.

5. Financial Management (15%)
- Receives, reviews, approves, monitors, and tracks expenditures to stay on target in accordance with college policies.
- Prepares annual operating and/or new budgets for the CICE program ensuring dollars are allocated and spent according to guidelines and requirements.
- Reconciles budgets to match revenue allocations and adjusts programs accordingly.
- Completes financial/program review reports as required by the College and Ministry.
- Approves budget expenditures and resolves issues related to accounting/budgets.
- Prepares and submits student participation data and financial reports.
- Establishes and monitors annual budgets for all cost centers within area of responsibility through gathering appropriate information in a timely manner, ensuring that required controls are implemented. Ensures effective use of departmental resources, reallocating as necessary.
- Approves and tracks all support staff and faculty expenditures.

6. Health and Safety (5%)
- Works within established college policies to ensure that divisional safety requirements and protocols are followed and are current.
- Works with all staff and faculty to ensure student safety.
- Inspects divisional area and works with the Joint Health and Safety committee to ensure a high safety level for staff.
- Ensures that safety standards are met for community job placements.
- Ensures all faculty and support staff have PPE required for their jobs.

TOTAL: **100%**

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1. **COMPLEXITY - JUDGEMENT (DECISION MAKING)**
   Complexity refers to the **variety** and relative **difficulty** of **comprehending** and **critically analyzing** the material, information, situations and/or processes upon which decisions are based.
   Judgement refers to the **process** of identifying and reviewing the available options involved in decision making and then choosing the most appropriate option. Judgement involves the application of the knowledge and experience expected of an individual performing the position.
   Provide up to three examples of the most important and difficult decisions that an incumbent is typically required to make.

   a) **Student, Faculty and Support Staff Issues**
      The manager is responsible daily for analysing, responding to and resolving complex student issues within established college practices and processes. Learners in these programs have unique challenges, often requiring complex accommodations and involving parents/other

caregivers/support people. These programs are unique in that they serve as college access points for students with developmental and learning disabilities. Failing to act responsively and appropriately could result in escalated student issues, loss of reputation with school board partners, unwanted media attention and ultimately legal and/or human rights action if policy and legislation are not well understood and followed diligently.

b) Effective monitoring and management of Program Funding

The manager is responsible for local programming across all three campuses, and must ensure most effective use of funding, technology, space, and staff, and continuously monitor to identify where reallocations or adjustments may be required. Student success and retention rates must also be carefully monitored, and processes adjusted where required, as negative results in these areas also factor into continued government funding and program viability.

c) Community and Employer Relationship Management

The manager is the primary liaison with community, school boards and employer groups who partner with the college in serving CICE learners. Failing to understand their needs/concerns and/or clearly communicate college programs could result in negative impact on the college's reputation in the community potentially resulting in a loss of placements or future enrolment. Loss of placement opportunities would jeopardize the college's ability to run the program. As CICE is an access program, ineffective operation could impact on broader college reputation and successful community integration of persons with learning disabilities. Failure to maintain open communication and collaboration school boards, parents, and community partners could result in loss of student enrolment and result in a loss of funding. This would cause financial losses to the college.

2. EDUCATION (to be finalized by the College)

Education refers to the **minimum level** of formal education and/or the type of training or its equivalent that is required of an incumbent at the **point of hire** for the position. This may or may not match an incumbent's actual education or training.

The College is to finalize the minimum level of education and/or type of training or its equivalent that is required for the position based upon the College's recruitment standards.

Non-Post-Secondary

   ☐ Partial Secondary School   ☐ Secondary School Completion

Post-Secondary

   ☐ 1-Year Certificate   ☒ 4-Year Degree

   ☐ 2-Year Diploma   ☐ Master's Degree

   ☐ 3-Year Diploma/Degree   ☐ Post Graduate Degree

   ☐ Professional Designation   Specify:

   ☐ Other   Specify:

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A) Specify and describe any program specialty, certification, or professional designation necessary to fulfil the requirements of the position.

- 4-year degree in psychology, social work, disability studies, or special or adult education. A Bachelor of Education and/or a Master's is an asset (Masters of Education as an example).

B) Specify and describe any special skills or type of training necessary to fulfill the requirements of the position (e.g., computer software, client service skills, conflict resolution, operating equipment).

- Knowledge of the college environment, practices, and administrative procedures.
- Knowledge of current education trends and policies geared to maximize participation in secondary education and a smooth transition to post-secondary (College) education.
- Working knowledge of MLTSD and trades apprenticeship in general.
- Excellent problem solving and conflict management skills
- Knowledge of various programming across the College Mental health knowledge and wellness strategies.
- Knowledge of applied behavioural analysis is an asset.
- Innovative and energetic.
- Demonstrated leadership skills.
- Strong organizational skills and emotional intelligence is an asset
- Effective problem-solving skills.
- Effective listener and communicator.
- Strong financial and human resource management skills.
- Strong working knowledge of software programs such as Teams, Word, Excel, Access and PowerPoint, email, internet; Comfort in acquiring skills for specific college software applications.

3. **EXPERIENCE (to be finalized by the College)**

Experience refers to the amount of **related**, **progressive** work experience required to obtain the essential techniques, skills, and abilities necessary to fulfil the requirements of the job at the **point of hire** into the position. This may or may not match the incumbent's actual amount of experience.

The College is to finalize the minimum amount and type of experience appropriate for the position based upon the College's recruitment requirements.

Experience required at the point of hire.   Up to and including:

☐ 0 - no experience	☐ 3 years
☐ 1 month	☒ 5 years
☐ 3 months	☐ 7 years –
☐ 6 months	☐ 9 years
☐ 1 year	☐ 12 years
☐ 18 months	☐ 15 years
☐ 2 years	☐ 17 years

Specify and describe any specialized type of work experience necessary to fulfill the requirements of the position.

- Experience in working with students who have developmental disabilities and learning disabilities, and high-risk high school students is required.
- Work experience (e.g., counselling experience, at-risk students, youth worker experience) in a closely related area.
- Experience working with adult learners who have developmental disabilities or learning disabilities.
- Experience in a post-secondary academic environment.
- Experience in working with collective agreements and unionized environments.
- Teaching experience and curriculum and program development experience is an asset.
- Experience leading and managing human resources, including supervising, mentoring, and coaching staff
- Stakeholder management and community engagement experience
- Background knowledge of large budgets and financial/ funding experience

4. INITIATIVE - INDEPENDENCE OF ACTION

Initiative - Independence of action refers to the **amount of responsibility** inherent in a position and the **degree of freedom** that an incumbent must **initiate** or **take action** to complete the requirements of the position. An incumbent is required to foresee activities and decisions to be made, then take the appropriate action(s) to ensure successful outcomes. This factor recognizes the established levels of authority which may restrict the incumbent's ability to initiate or act, e.g., obtaining direction or approval from a supervisor, reliance on established procedures/methods of operation or professional practices/standards, and/or built-in-controls dictated by computer/ management systems.

A) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform using their initiative without first having to obtain direction or approval from a supervisor.

1. Position oversees guidelines, policies, and operating procedures for CICE, including hiring/supervision of staff (Learning Specialists).

2. Reallocation of resources within approved budget upon identification of over/under expenditure.

3. Addresses student and staff conflict issues through discussion and conflict resolution.

B) Briefly describe up to three typical job duties/types of decisions that the incumbent is required to perform which require the direction or approval from a supervisor.

1. Budget expenditures falling outside the parameters of the established budget, funding or beyond the incumbent's level of approval.

2. Hiring/onboarding/supervision of staff (Learning Specialists) and significant discipline and/or release of contract or full-time employee.

3. Development of guidelines for marketing/recruitment of students.

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Give specific examples of guidelines, procedures, manuals (formal or informal), computer systems/programs that are used in performing job duties and in making decisions, e.g., Government regulations, professional or trade standards, College policies or procedures, department or program procedures, computerized/manual programs/systems and any other defined methods or procedures.

1. St. Lawrence College's strategic plans, policies and practice manuals respecting all College operations e.g., program and course development and change, collective agreements, procedures for registering and scheduling students, information systems and workload management guidelines, budget guidelines and procedures, payroll procedures, purchasing guidelines, etc.

2. Ministry and other government policy and procedures manuals, program standards and vocational learning outcomes, directives, and updates from government ministries.

3. College standards and practices about customer service and an invitational approach to education, including Student Handbooks and Career Guides; Standards in Practice of Teaching.

4. College practices and procedures about program approvals and changes, committee structures and operations, planning cycles and reporting.

5. Specialized legal, industry and professional policies and regulations pertaining to programs delivered through the department.

6. Full time faculty collective agreement, Full time Support Staff collective agreement, and Part time Support Staff collective agreement.

7. MLTSD training guidelines.

8. Ontario Human Rights Code and Accessibility for Ontarians with Disabilities Act.

5. POTENTIAL IMPACT OF DECISIONS

Potential Impact of Decisions recognizes the **potential consequences** that **errors in judgement** made by an incumbent, despite due care, could have on the College. Usually, the higher the level of accountability inherent in a position, the greater the potential consequences there are on the College from errors in judgement.

Give up to three examples of the typical types of errors in judgement that an incumbent could make in performing the requirements of the position. Do not describe errors which could occur as a result of poor performance, or ones that are rare or extreme. Indicate the probable effects of those errors on the College, e.g., loss of reputation of program/College, waste of resources, financial losses, injury, property damage, effects on staff, students, clients or public.

(a) Improper identification or mismanagement of an accommodation issue could result in negative media attention and/or human rights complaints, with attendant impact on program/College reputation.

(b) Poor attention to the learning environment (e.g., compliance with standards, classroom conditions, and equipment, safety standards) can lead to serious problems in retention or future enrolment, loss of students, safety issues and loss of credentialing of programs, loss of funding, and potential legal liability for the College.

(c)   Inadequate community outreach and/or inattention to concerns of school boards and students regarding programming, administrative processes and/or support could impact enrolment and potential program viability.

6.   CONTACTS AND WORKING RELATIONSHIPS

Contacts and Working Relationships refers to the **types**, **importance** and **intended outcomes** of the contacts and working relationships required by an incumbent to perform the responsibilities of a position. It also measures the skill level required to be effective in dealing with contacts and being involved in working relationships. This factor does **not** focus on the level of the contact, but on the **nature** of the contact.

Indicate by job title, with whom an incumbent is required to interact to perform the duties and responsibilities of the positions. Describe the nature, purpose, and frequency of the interaction, e.g., exchanging information, teaching, conflict resolution, team consultation, counselling.

Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
Internal to the College:			Occasional	Frequent
Internal to the college, e.g. students, staff, senior management, colleagues.	Senior Management	Strategic direction/ planning/ information sharing	X	
	Students	Recruitment/counselling/ complaints		X
	Divisional faculty/staff	Direction/information/planning/ concerns/counselling/evaluation		X
	Dean and Associate Dean of Division	Direction/information/planning/ concerns/counselling/evaluation Presentations/reports		X
	Marketing & Communications	Information/program promotions		X
	Other College Academic/ service departments	Program development /changes /timetables/facilities issues/ HR issues		X
External to the			Occasional	Frequent
External to the college, e.g. suppliers, advisory committees, staff at other colleges, government, public/private sector.	Program Advisory Committee	Assistance with program review and development	X	
	Community Agencies	Placement opportunities/visits/problem solving/Partnerships/information sharing/joint projects		X
	College Quality Assurance	Accreditation	X	
	Heads of CICE and Community Services	Program submissions, information/joint projects	X	
	Parents, Caregivers,	Support, problem solving, information		X

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Contacts	Contacts by Job Title	Nature and Purpose of Contact	Frequency of Contact	
	Community Support	exchange		
	Residence Management	Discuss student behaviour and/or safety issues	X	

Occasional	**(O)**	**Contacts are made once in a while over a period of time.**
Frequent	**(F)**	**Contacts are made repeatedly and often over a period of time.**

7a. CHARACTER OF SUPERVISION/FUNCTIONAL GUIDANCE

Character of Supervision identifies the **degree and type** of supervisory responsibility in a position, or the nature of functional/program supervision, technical direction or advice involved in staff relationships.

(√) Check the applicable box(es) to describe the type of supervisory responsibility required by an incumbent in the position:

- ☐ Not responsible for supervising or providing guidance to anyone.
- X Provides technical and/or functional guidance to staff and/or students.
- X Instructs students and supervises various learning environments.
- X Assigns and checks work of others doing similar work.
- ☐ Supervises a work group. Assigns work to be done, methods to be used, and is responsible for the work performed by the group.
- X Manages the staff and operations of a program area/department.*
- X Manages the staff and operations of a division/major department.*
- ☐ Manages the staff and operations of several divisions/major departments.*
- ☐ Acts as a consultant to college management.
- X Supervises the work of external contractors/service providers. Please describe:
- X Other e.g., counselling, coaching. Please specify:

*Includes management responsibilities for hiring, assignment of duties and work to be performed, performance management, and recommending the termination of staff.

Specify staff (by title) or groups who are supervised/given functional guidance by an incumbent.
CICE: Learning Specialists, Program Liaisons, Part-Time Faculty.

7b. SPAN OF CONTROL

Span of Control is complementary to **Character of Supervision/Functional Guidance**. Span of Control refers to the **total number of staff** for which the position has supervisory responsibility, (i.e., subordinates, plus all staff reporting to these subordinates).

Enter the total number of full time and full-time equivalent staff reporting through to the position. Also identify the number of staff for whom the position has indirect responsibility (contract for service), if

applicable.

Type of Staff	Number of Staff
Full-Time Staff	6 FTE
Part time support staff	15 FTE
Faculty (Part-time and Partial load)	3 FTE
Total:	24 FTE

* Full Time Equivalency (FTE) conversions for non-full-time staff are as follows:

Academic Staff
Identify the total average annual teaching hours taught by all non-full-time teachers (part-time, partial load and sessional) for which the position is accountable and divide by 648 hours for post-secondary teachers and 760 hours for non-post-secondary teachers.

Support Staff
Identify the total average annual hours worked by part-time support staff for which the position is accountable and divide by 1820 hours.

1830
Administrative Staff
Identify the total average annual hours worked by non-full time administrative staff for which the position is accountable and divide by 1820 hours.

** Contract for Services
When considering "contracts for services," review the nature of the contractual arrangements to determine the degree of "supervisory" responsibility the position has for contract employees. This could range from "no credit for supervising staff" when the contracting company takes full responsibility for all staffing issues to "prorated credit for supervising staff" when the position is required to handle the initial step(s) when contract staffing issues arise.

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8. **PHYSICAL AND SENSORY DEMANDS**

Physical/Sensory Demands considers the **degree** and **severity** of exertion associated with the position. The factor considers the intensity and severity of the physical effort rather than the strength or energy needed to perform the task. It also considers the sensory attention required by the job as well as the frequency of that effort and the length of time spent on tasks that cause sensory fatigue.

Identify the types of physical and/or sensory demands that are required by an incumbent. Indicate the frequency of the physical demands as well as the frequency and duration of the sensory demands. Use the frequency and duration definitions following the tables to assist with the descriptions.

PHYSICAL DEMANDS

Describe the types of activities and provide examples that demonstrate the physical effort that is required in the position on a regular basis, i.e., sitting, standing, walking, climbing, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position, or maintaining one position for a long period of time.

Types of Activities that Demonstrate Physical Effort Required	Frequency (note definitions below)				
	Occasional	Moderate	Considerable	Extended	Continuous
Walking		X			
Sitting			X		
Standing		X			
Driving		X			

SENSORY DEMANDS

Describe the types of activities and provide examples that demonstrate the sensory effort that is required in the position on a concentrated basis, i.e., reading information/data without interruption, inputting data, report writing, operating a computer or calculator, fine electrical or mechanical work, taking minutes of meetings, counselling, tasting, smelling etc.

Types of Activities that Demonstrate Sensory Effort Required	Frequency (note definitions below)					Duration
	Occasional	Moderate	Considerable	Extended	Continuous	Short Intermediate or Long
Reading			X			L
Computer operations				X		L
Interview/phone calls			X			S

FREQUENCY:

Occasional:	Occurs once in a while, sporadically.
Moderate:	Occurs on a regular, ongoing basis for up to a quarter of the work period.
Considerable:	Occurs on a regular, ongoing basis for up to a half of the work period.

Occasional:	Occurs once in a while, sporadically.
Extended:	Occurs on a regular, ongoing basis for up to three-quarters of the work period.
Continuous:	Occurs on a regular, ongoing basis throughout the entire work period except for regulated breaks.

DURATION:

Short:	Up to one hour at a time without the opportunity to change to another task or take a break.
Intermediate:	More than one hour and up to two hours at a time without the opportunity to change to another task or take a break.
Long:	More than two hours at a time without the opportunity to change to another task or take a break.

9. **WORKING CONDITIONS**

Working Conditions considers the frequency and type of exposure to undesirable, disagreeable environmental conditions, or hazards, under which the work is performed.

Describe any unpleasant environmental conditions and work hazards that the incumbent is exposed to during the performance of the job.

Environment
Describe the types of activities and provide examples that demonstrate exposure to unpleasant environmental conditions in the day-to-day activities that are required in the job on a regular basis, e.g., exposure to dirt, chemical substances, grease, extreme temperatures, odours, noise, travel, verbal abuse, body fluid, etc. Indicate the activity as well as the frequency of exposure to undesirable working conditions.

Types of Activities That Involve Job Related Unpleasant Environmental Conditions	Frequency (note definitions below)		
	Occasional	**Frequent**	**Continuous**
Confrontational Behaviour/Complaints		X	
Travel	X		

Hazards
Describe the types of activities and provide examples that demonstrate the hazards in the day-to-day activities that are required in the job on a regular basis, e.g., chemical substance, electrical shocks, acids, noise, exposure to infectious disease, violence, body fluids, etc. Indicate the activity as well as the frequency of exposure to hazards.

Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
	Occasional	**Frequent**	**Continuous**

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Types of Activities That Involve Job Related Hazards	Frequency (note definitions below)		
Confrontational Behaviour/Complaints		X	

Frequency:

Occasional	Occurs once in a while, sporadically.
Frequent	Occurs regularly throughout the work period.
Continuous	Occurs regularly, on an ongoing basis, throughout most of the work period.

Additional Notes Pertaining to this Position:

Must have demonstrated commitment to human rights/equity/access to education for persons living with disabilities.