

St. Lawrence College
Position Description Form (PDF)

Effective Date: January 2025

Campus:

Incumbent's Name: Vacant

Position Title: Professional Tutor

Payband: E

Position Number:

NOC Code:

Hours per Week: 35

Supervisor's Name and Title: Sonja Irving, Manager, Libraries and Learning Commons

Completed by: Student Success Division

Signatures:

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

Supervisor: _____ Date: _____

One-Over-One: _____ Date: _____

Support Staff PDF

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 representative 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 Professional Tutor facilitates student learning by providing tutoring services in the Academic Support Centre. This includes providing support on a drop-in, appointment, or recurring basis to clarify course content and promote appropriate study strategies. The Tutor works with students in reviewing course concepts and provides feedback to help students learn and improve their understanding of the course concepts. The tutor may also advise students on effective strategies for the specific subject.

The Tutor may be providing one-to-one tutoring, group tutoring, or workshops as part embedded or supplemental instruction, in one or more of the following subject areas:

- Math
- Science
- Accounting
- Writing
- English as a Foreign Language
- Computer literacy

The incumbent has a knowledge of a variety of teaching techniques and learning styles and has excellent communication (written and verbal) skills.

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 the Time Annually*
1. Conduct in-person or online tutoring sessions at the campus location or on College-approved technology platform	50%
2. Consult with appropriate faculty for advice or guidance regarding course content or assessment	10%
3. Communicate with ASC staff, students and manager regarding services or issues	10%
4. Maintain awareness of, prepare, and assist in the promotion of tutoring services	10%
5. Maintain records and student information as per established policies and procedures	10%
6. Assist with other projects such as creating/revising learning resources, promoting services or as assigned	10%
	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 or equivalent

☐ 1 year certificate or equivalent

☐ 2 year diploma or equivalent

☐ Trade certification or equivalent

X ☒ 3 year diploma/degree or equivalent

☐ 3 year diploma / degree plus professional certification or equivalent

☐ 4 year degree or equivalent

☐ 4 year degree plus professional certification or equivalent

☐ Post graduate degree or (e.g. Masters) or equivalent

☐ Doctoral degree or equivalent

Field(s) of Study:

Completion of a 3-year diploma or degree program in a relevant field of study.

B. Check the box that best describes the requirement for the 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 requirements 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 requirement obtained by course(s) of a total between 101 and 520 hours

☐ Additional courses obtained by course(s) 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 years 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 the on-the-job training occurs after the conclusion of the educational course or program.

☐ Less than one(1) year	
X Minimum of one (1) year	One year of teaching or tutoring experience. Experience working with diverse clients.
☐ Minimum of two (2) years	
☐ Minimum of three (3) years	
☐ Minimum of five (5) years	
☐ Minimum of eight (8) years	

3. Analysis and Problem Solving

This section relates to the application of analysis and judgment 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 judgment 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.	Listen to student's questions and provide responses to help students learn the course concepts.
How is it identified?	Through discussion with student at tutoring session.
Is further investigation required to define the situation and/or problem? If so, describe.	Analysis and problem solving is done according to established instructions and procedures.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	Solutions may require selection of the most appropriate, predefined alternative.
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	Course curriculum, learning resources, past practice, tutoring resources.

3. Analysis and Problem Solving

Key issue or problem encountered.

How is it identified?

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

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

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

#2 regular & recurring

Key issue or problem encountered.

How is it identified?

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

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

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

#3 regular & recurring

3. Analysis and Problem Solving

	#1 occasional (if none, please strike out this section)
Key issue or problem encountered.	
How is it identified?	
Is further investigation required to define the situation and/or problem? If so, describe.	
Explain the analysis used to determine a solution(s) for the situation and/or problem.	
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	

	#2 occasional (if none, please strike out this section)
Key issue or problem encountered.	
How is it identified?	
Is further investigation required to define the situation and/or problem? If so, describe.	
Explain the analysis used to determine a solution(s) for the situation and/or problem.	
What sources are available to assist the incumbent finding solution(s)? (eg. past practice, established standards or guidelines.)	

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.

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

#1 regular and recurring	
List the project and the role of the incumbent in this activity.	Arrange appointments between self and students.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Plan/coordinate activities and resources to complete own work and achieve overlapping deadlines.
List the types of resources required to complete this task, project or activity.	Outlook, scheduling system.
How is/are deadline(s) determined?	Based on learning needs and timelines.
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	Employee in consultation with direct supervisor.

4. Planning/Coordinating

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	
What are the organizational and/or project management skills needed to bring together and integrate this activity?	
List the types of resources required to complete this task, project or activity.	
How is/are deadline(s) determined?	
Who determines if changes to the project or activity are required? Who determines whether these changes have an impact on others? Please provide concrete examples.	

	#3 regular and recurring
List the project and the role of the incumbent in this activity.	
What are the organizational and/or project management skills needed to bring together and integrate this activity?	
List the types of resources required to complete this task, project or activity.	
How is/are deadline(s) determined?	
Who determines if changes to the project or activity are required? Who determines	

whether these changes have an impact on others? Please provide concrete examples.

4. Planning/Coordinating

#1 occasional (if non, please strike out this

sections)

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

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

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

How is/are deadline(s) determined?

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

#2 occasional (if non, please strike out this

sections)

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

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

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

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? Who determines

whether these changes have an impact on others? Please provide concrete examples.

5. Guiding/ Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus the actions taken (rather than the communication skills) that directly assist others in the performance of their work 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
☐	☐	Minimal requirement to guide/ advise other. The incumbent may be required to explain procedures to other employees or students	
☐	☐	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete certain tasks	
X	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	Guide students in their tutoring session and learning objectives.
☐	☐	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 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 this 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)
Incumbent is provided with training for their role. Information on student's learning objectives are provided by a variety of sources including faculty, the student, etc.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
The incumbent follows the tutoring guidelines when providing tutoring services to students.	

How is work reviewed or verified (e.g. Feedback from others, work processes, supervisor)?	
Regular and Recurring	Occasional (If none, please strike out this section)
Position duties are completed according to established procedures. Decisions are made following specific guidelines. Changes may be made to work routine.	

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)
Scheduling issues for tutoring sessions.	

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 that are outside of regular guidelines and established practices.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
The most appropriate learning method for the student in the tutoring session.	

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 a 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 fulfill 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?		
Student requests appointments or drop-in for services	In-person or online meeting	Students	D

* 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	Receive and answer students' questions	Students	D
Explanation and interpretation of information or ideas.	Explaining course concepts	Students	D
Imparting technical information or advice	Receive and answer students' questions	Students	D
Instructing or training	Group tutorials	Student	I
Obtaining cooperation or consent	NA		
Negotiating	NA		

* 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, and 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 with student in person	D	X			X		
Sitting at a computer for online tutoring	D	X			X		
Standing at an information booth to promote program	I		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 and 11 to 44 lbs.)

☐ Heavy (over 20 kg. or 44 lbs.)

No lifting required.

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 the task and the duration of the task, including breaks (e.g. up to two hrs. 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 (e.g. 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 min	Long up to 2 hrs.	Extended > 2 hrs
Listen to student questions and responding during in-person session	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually ☐ No				

Activity #2	Frequency (D,W,M,I) *	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Review course assignment and content in order to answer student questions	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually ☐ No				

Activity #3	Frequency (D,W,M,I) *	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Read a report submitted by student and provide written feedback	D	X		
Can concentration or focus be maintained throughout the duration of the activity? If not, why? X Usually ☐ 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)*
X acceptable working conditions (minimal exposure to the conditions listed below)	Open office space with desks for one-on-one interaction Open office space with desk/computer for one-on-one interaction	D
☐ accessing crawl spaces/confined spaces		
☐ dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		
☐ difficult weather conditions		
☐ exposure to very high or low temperatures (e.g. freezers)		
☐ handling hazardous substances		
☐ smelly, dirty or noisy environment		
☐ travel		
☐ working in isolated or crowded situations		
☐ other (explain)		

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

