

St. Lawrence College
Position Description Form (PDF)

Updated March 7, 2023

Campus: Brockville

Incumbent's Name: Vacant

Position Title: Pre-Service Firefighter Technologist

Payband: i

Position Number: 0000042

Hours per Week: 35

Supervisor's Name and Title: Tammy Winter, Associate Dean, Public Safety and Human Studies

Completed by: Tammy Winter, Associate Dean, Public Safety and Human Studies

Signatures:

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

Date: _____

Supervisor: _____

Date: _____

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements 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 individual provides high level technical support to the Pre-Service Firefighter Program required to meet the identified learning outcomes. The incumbent will be responsible for the design, maintenance, organization and preparation of equipment and the associated workspace. Assistance in laboratory work as carried out by the student body and faculty is an essential role of the incumbent and includes the responsibility for instructing students to understand the application of the theory as it pertains to the learning outcomes. Additional responsibilities include the following: Ensuring that proper operational procedures and safety precautions are employed; maintenance and inventory of all equipment in lab; ordering, receiving, and distribution of laboratory supplies; preparation of written manuals/work instructions, including the updating of the Material Safety Data Sheets.

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*
Plans, facilitates and organizing specific lab set-ups and tear downs in conjunction with Program Coordinator to support specified training outcomes	30%
Reinforce practical skills outlined in the classroom. Schedules and direct other part-time staff to execute learning outcomes.	25%
Maintains a complete inventory of all material and equipment. Contributes to ordering, receiving, and distribution of laboratory supplies.	10%
Coordinate preventative maintenance.	5%
Plans for operational procedures and safety precautions.	10%
Assists in the preparation of written manuals/work instructions.	10%
Updates Material Safety Data Sheets.	5%
Maintains student records as required.	5%

* 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 | ☐ 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:

Graduate of a Pre-Service Firefighter Program or NFPA 1001 Firefighter 1 & 11 (or equivalent). Achievement of 1st Class Firefighter rank. Ontario Fire Marshall Trainer (OFM) or Facilitator Training/Certificate an asset.

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.

- ☐ 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

NFPA 1041 Level 1 & 2. NFPA 1006 Rope Rescue.

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

☐ Minimum of one (1) year

☐ Minimum of two (2) years

☐ Minimum of three (3) years

☐ Minimum of five (5) years

X ☐ Minimum of eight (8) years

Minimum of 8 years of recent experience with a fire department.

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 issues or problems encountered.	Fire training equipment is not working properly or not operating at all.
How is it identified?	Incumbent identifies inoperable equipment through routine checks or Program Coordinator identifies inoperable equipment for repairs.
Is further investigation required to define the situation and/or problem? If so, describe.	no
Explain the analysis used to determine a solution(s) for the situation and/or problem.	- Start with most obvious problem and solution and then work through a check list. - Undertake a visual inspection which usually identifies the problem. - If solution is within the position's expertise the incumbent proceeds to resolve; otherwise, the problem and a possible solution, if one, are referred to the Program Coordinator or supervisor.
What sources are available to assist the incumbent in finding solution(s)? (e.g. past practice, established standards or guidelines.)	- Operating manuals - Past practices – has this happened before – what was the problem/solution - Contractors, suppliers - Coordinator - Colleagues

3. Analysis and Problem Solving

Key issues or problems 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 in finding solution(s)? (e.g. past practice, established standards or guidelines.)

#2 regular & recurring

Heads-Up display on the Self-Contained Breathing Apparatus (SCBA) not working properly.

Students or technologist identify problem.

Testing is required to determine issue. Activate the unit and determine appropriate pressure.

Analysis requires the use of a battery replacement to determine if correct level of operation may be achieved. If battery does not correct the problem, referral to external resources required.

Operational manual, provincial standards, external specialist required.

Key issues or problems 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 in finding solution(s)? (e.g. past practice, established standards or guidelines.)

#3 regular & recurring

Problems with Jaws of Life encountered.

Routine tests, inspections and maintenance. Documented problems during the usage.

Yes - Diagnose, maintain and repair. Knowledge required to diagnose when an adjustment or repairs to the Jaws of Life tool is required.

Observations, student feedback, experience on the level of performance that should be achieved with the Jaws of Life.

Operational manual, suppliers and supervisor.

3. Analysis and Problem Solving

Key issues or problems 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 in finding solution(s)? (e.g. past practice, established standards or guidelines.)

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

Students are having difficulty adjusting to the structured learning environment in the Pre-Service Firefighter Program.

Observation, student contact, student feedback.

Notify the faculty. Meet with faculty and students to discuss how the curriculum and teaching and learning strategies are used to replicate the Fire Hall environment.

Student, technologist and faculty discussion.

Faculty, student services including counseling, peer tutoring, program handbook.

Key issues or problems 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 in finding solution(s)? (e.g. past practice, established standards or guidelines.)

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

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.	Coordinate the maintenance, sanitation, preparation and quantity of student's personal protective equipment (SCBA, Helmets, Boots, Bunker Gear) and facilities as required.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to coordinate activities to ensure each user has adequate protective equipment, firefighting equipment, space and consumables.
List the types of resources required to complete this task, project or activity.	Course outlines, equipment inventory, property inventory, repair, maintenance, delivery schedules.
How is/are deadline(s) determined?	Deadlines are established by course calendars and outlines, and coordinated delivery schedules.
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.	The incumbent works with the Program Coordinator to determine if changes are required. Impact on others is determined by consultation with Program Coordinator. Example: More SCBA required to accommodate student numbers. Resolved by offering alternating timelines for specific exercises.

4. Planning/Coordinating

	#2 regular and recurring
List the project and the role of the incumbent in this activity.	Plans, coordinates service and maintenance requirements for repair of training props.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Coordinate activities to ensure students are not impacted. Must be able to break large plan into manageable smaller plans.
List the types of resources required to complete this task, project or activity.	Develops preventative maintenance procedures and communicates plans with Management and Program Coordinator.
How is/are deadline(s) determined?	Deadlines are determined by training schedule and coordination of other repairs and maintenance.
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.	The Program Coordinator and incumbent cooperatively examine the impact to others.

	#1 occasional
List the project and the role of the incumbent in this activity.	Under the direction of the Program Coordinator, develops specifications for equipment to be purchased.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Ability to coordinate and compile price quotes, ability to ensure safety, environmental and cost effectiveness of recommendations.
List the types of resources required to complete this task, project or activity.	Contact with suppliers. Guidelines from Purchasing and Program Coordinator. Provincial, national and international standards.
How is/are deadline(s) determined?	Deadlines are based on course calendar and curriculum cycle. Example – bunker gear, SCBA and equipment repair and cleaning during slow periods.
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.	The incumbent makes recommendations to Program Coordinator. Consultation occurs when others are impacted.

4. Planning/Coordinating

List the project and the role of the incumbent in this activity.	#1 occasional (if not, please strike out these sections) Staff scheduling all additional instruction requirements for all practical skill development on and off site. (offsite includes KFR Burn facility, Junk Yard, BFD)
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.	Knowledge of instructor's skills sets and certification best suited to execute the skill delivery.
How is/are deadline(s) determined?	Deadlines are directed by program curriculum and semester.
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.	The Program Coordinator and Program Technologist
List the project and the role of the incumbent in this activity.	#2 occasional (if not, please strike out these sections) Annual student recruitment communication (emailing/cold calling new applicants)
What are the organizational and/or project management skills needed to bring together and integrate this activity?	Strong oral and written communication skills. Data entry into "Sale Force" Software
List the types of resources required to complete this task, project or activity.	Sales force software, recruitment student information list
How is/are deadline(s) determined?	January-June ongoing weekly emails and phone communication. June-August bi-weekly phone calls and email pending program wait list.
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.	Recruitment and campus Dean

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 others. 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	
☐	☐	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
☒	☐	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.	Reinforces principles/practices previously taught by faculty. Demonstrates safe working habits with equipment such as when using the Jaws of Life equipment. Instruction of practical processes of the PSFF curriculum such as how to use ladders.
☐	☐	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)
Day-to-day activities/work are performed independently following established guidelines and past practices.	Verbal or written instructions with suggested work methods and timeframes are provided for new or special projects.

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (If none, please strike out this section)
Provincial, national and international standards, guidelines and laws. Operational manuals, operational guidelines. Manufacturers repair manuals, past practices. Student Handbook. Curriculum. Consultation with colleagues.	

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)
Incumbent reviews work with Program Coordinator or Campus Dean.	Periodic discussions/checks for accuracy and completeness of tasks are conducted by the supervisor.

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)
Incumbent works with a minimum of supervision and makes decisions within the scope of the position. Contact Program Coordinator or supervisor to gather information to determine if a particular decision can be made.	

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)
Changes to established procedures. Extensions for established deadlines or setting work priorities. Issues requiring a decision beyond the scope of position. Impact on faculty, staff or students.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (If none, please strike out this section)
Maintenance and repair scheduling. Student task schedule.	

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?		
Incumbent given course schedule and outlines.	Prepares personal protective equipment. Sets up training evolutions.	Faculty, Students Part-time staff including Instructors	D
Equipment removed from service	Diagnose problem. Repair if within scope of incumbent.	Faculty, Students Part-time staff including Instructors	D
Visual inspection of facility	Walk through lab. Make notes of repairs or maintenance required.	Faculty, Students Part-time staff including Instructors	D
CSA and environmental standards	Walk through lab. Make notes of repairs.	Faculty, Students Part-time staff including Instructors	W
Record Keeping	Computer generated. Traditional Files.	Faculty, Students Part-time staff including Instructors	D
Technologists instruct the students in practical skills.	Technologist prepares lesson plans with appropriate references for call in instructors	Students enrolled in the Pre Service Firefighter Program call in instructors.	W/M

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

8. Communication

In the table below indicates 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	Discussion regarding status of work orders; planned activities obtaining price quotes from contractors, suppliers to make repairs. Call suppliers and trainers to confirm requirements	Faculty, Students, Contractors, Suppliers	D
Explanation and interpretation of information or ideas.	Explaining the work that is required	Program Coordinator, Students	D
Imparting technical information and advice	Demonstrates the use and application of maintaining equipment to the established standards.	Faculty, Students Facilities Staff	D
Obtaining cooperation or consent	Communication with contracts for facility use i.e., Memorial Centre, City/township property (Blockhouse Island/Hardy Park, Lyn pit, EKFD Fire Hall, Junk yard and KFR live burn facility		M
Negotiating			
Instructing or Training	Demonstration of skills and reinforcement of theoretical application.	Students	D W

* 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
Standing, walking, climbing	D			X			X
Sitting	D			X			X
Lifting/carrying	D			X			X
Loosening/Tightening	D			X			X
Operational machinery	D			X			X

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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.)

Bunker Gear, hand and power tools

SCBAs, air cylinders, chain saws, rescue rotary saws, cribbing boxes, and ventilation fans

Ladders, portable pumps, Jaws of Life, hydraulic pumps

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
Observation of activities such as the Live Fire Burns	D		X	
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☒ Usually				
☐ No				

Activity #2	Frequency (D,W,M,I)*	Average Duration		
		Short < 30 min	Long up to 2 hrs.	Extended > 2 hrs
Auto Extrication	I			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why?				
☒ Usually				
☐ No				

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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)*
☒ acceptable working conditions (minimal exposure to the conditions listed below)		M
☒ accessing crawl spaces/confined Spaces/ low profiles		W
☐ dealing with abusive people		
☐ dealing with abusive people who pose a threat of physical harm		
☒ difficult weather conditions	Work conducted outside in all seasons and in varying weather such as the ice rescue training	W
☒ exposure to very high or low temperatures (e.g. freezers)	Work conducted outside year-round. Exposure to fires Class A, Class B and rescues smoky conditions	W W
☒ handling hazardous substances	Fuel and effluent samples, repairing fuel soaked/burnt props and equipment. Cleaning and disinfecting personal protective equipment	W/M
☒ smelly, dirty or noisy environment	Generator, chain saws, rotary saws, portable pumps, fire trucks, SCBA Pass alarms	D
☒ travel	Traveling required for specialized training	I
☒ working in isolated or crowded situations	Fire tower training requires group work in small, confined spaced	W
☐ other (explain)		

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