

Job Class Profile: Resource Facilitator**Pay Level: CG-25 Point Band: 456-489**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	3	4	3	4	3	2	2	1	2	
Points	140	67	19	19	90	43	41	21	21	461

JOB SUMMARY

The Resource Facilitator liaises with the Coordinator of Disability Services (CDS) and College of the North Atlantic instructors to advocate for students with a disability in the development of a plan of reasonable accommodation to meet the diverse learning needs of students within an academic program. Work involves exploring and facilitating alternate methods of instruction and testing and the use of assistive technology to enhance skill development. Implements accommodations which assist students with disabilities in the accomplishment of educational, personal, social and career goals. Resource facilitators maintain a close working relationship with faculty, students, Coordinator of Disability Services and Manager of Learner Services.

Key and Periodic Activities

- Implements accommodations required for testing, classroom and laboratory environments (as identified by the Coordinator of Disability Services) for students with disabilities.
- Invigilates tests and exams for students with disabilities who require reasonable accommodations.
- Provides individual attention to students in the form of one-on-one sessions to assist with assignments and research, reading/scribing for testing and clarification of instructions and questions.
- Demonstrates study skill strategies to students with disabilities (organization, time management, test preparation, memorization, stress management).
- Advocates for students on issues concerning the student's well being and progress. Refers students to counsellors for peer tutors and conflict resolution.
- Coordinates, schedules, organizes and maintains a daily log of examinations for all students availing of Disability Services.
- Discusses implemented learning strategies for students with disabilities with the Coordinator of Disability Services to ensure accommodations are appropriate and effective.
- Instructs assistive technologies and demonstrates course materials to students as per their specific needs.
- Encourages student independence and ownership of academic program.
- Provides instructors with information on various disabilities and explains learning strategies and accommodations.
- Contacts book publishers to obtain alternate formats.

Key and Periodic Activities

- Collaborates with Coordinator of Disability Services and instructors in developing appropriate strategies to accommodate students' study plan to enable students to meet program objectives and content.
- Promotes Disability Services through presentations, bulletin boards and information pamphlets.
- Completes accommodation forms with students.
- Troubleshoots assistive technology applications.
- Attends related conferences, workshops and in-services.

SKILL

Knowledge

General and Specific Knowledge:

- Assistive devices and technology
- Disability related issues

Formal Education and/or Certification(s):

- Minimum: 2 year Diploma in Community Studies or Certificate in Adult Education supplemented by courses in American Sign Language and First Aid.

Years of Experience:

- Minimum: 2 to 3 years of experience.

Competencies:

- Computer use including assistive technologies
- Effective communication skills

Interpersonal Skills

- A range of interpersonal skills are utilized including listening to students regarding learning needs; asking questions to gain information in order to provide study strategies and assistive technologies; provides direction to students on how to achieve academic goals; provides care and comfort to students by providing a comfortable and non-threatening environment for testing and studying; coaching/mentoring students to cope with stresses related to academic learning and dealing with upset students and family members regarding academic concerns.
- Communications occur with students with disabilities to assist them in accomplishing educational, personal, social and career goals; with instructors and the Coordinator of Disability Services regarding daily duties and academic accommodations as well as Guidance Counsellors, other Resource Facilitators and family members.

EFFORT

Physical Effort

- Work demands of the job occasionally result in fatigue, requiring periods of rest.
- Lifting and moving of instructional materials related to a variety of educational course offerings (weighing less than 10 lbs) occurs constantly as work involves participating in classroom, laboratory and workshop activities with students.

- Sitting is a constant requirement when working with students in a classroom or assisting them with exams or research. Standing and walking occur regularly while working in awkward or cramped spaces occurs occasionally while assisting students in a laboratory or trade workshop environment (may also involve crouching and kneeling around equipment and using a variety of equipment to reinforce instruction).

Concentration

- **Visual concentration** is constantly required when assisting students with disabilities to complete computerized research and testing, reading and scribing.
- **Auditory concentration** is constantly required when interacting with students with disabilities in academic programs.
- **Repetition requiring alertness** is required to work with some students (i.e. autism) since the repetition of materials is needed for the students to retain information.
- **Alertness for the health and safety of students with disabilities** is required as varying disabilities pose a variety of challenges (i.e. safety of students utilizing wheelchairs, awareness of epilepsy symptoms).
- **Time pressures, deadlines and interruptions** in work occur regularly based on the needs of students and instructors and the nature of the accommodations required.
- **Eye/hand coordination** may be required to demonstrate assistive technologies.
- **Exact results and precision** are required when scribing exams/tests for students since wording must be exact and concise requiring high levels of concentration. Also applies to oral exams. Exact wording must be adhered to in order to ensure the integrity of the exam situation.

Complexity

- Work involves a series of tasks and activities which are different but related.
- Challenges exist in the implementation of learning strategies and a variety of accommodations to assist students with disabilities succeed in their academic programs. Strategies and accommodations may need to be revised based on student progress and nature of the disability as the learning needs of students will vary depending upon the nature of the disability.
- References available to address typical work place challenges include co-workers, instructors, guidance counselors and the Coordinator of Disability Services; relevant College policies and procedures and collective agreements as well as Disability Services guidelines.

RESPONSIBILITY

Accountability and Decision-Making

- Work tasks and activities are moderately prescribed or controlled.
- The Coordinator of Disability Services reviews, assesses and determines the supports and accommodations required for individual students with disabilities and the Resource Facilitators are responsible for the implementation of the supports and accommodations including instructing in the use of assistive technologies. The Resource Facilitators work with minimal supervision when implementing supports and accommodations however the Coordinator of Disability Services and faculty are available for consultation.
- Clear directions are provided by the Coordinator of Disability Services regarding the services required by each student with a disability (i.e. length of term the service is to be provided;

<p>additional testing time allocated, wheelchair accessible desks, large print handouts, voice recognition software).</p> <ul style="list-style-type: none"> — Requests to purchase new software or assistive technology; professional development and additional staffing require supervisory approval. — Discretion and judgment are exercised when working with the students to complete assignments and tests and when suggesting various learning techniques and strategies.
Impact
<ul style="list-style-type: none"> — Results of job tasks and activities are felt within Disability Services and throughout the college in terms of the educational programs attended by students with disabilities as well as instructors and the students themselves. — Results of job tasks and activities directly impact on the use of assistive technologies; the health and safety of students, financial resources related to the purchase of assistive technologies and on corporate image. — The Coordinator of Disability Services determines the support and accommodations required for each student with a disability while the Resource Facilitators implement the required supports. — Policies and procedures related to students with disabilities outline the College's intent to provide reasonable accommodations and provide guidance and direction to all personnel working with students with disabilities. — Mistakes or errors in implementing support services and accommodations directly impact the student's ability to learn and successfully complete an academic course of study. — These types of errors are typically resolved within hours of being identified as the student is impacted the most.
Development and Leadership of Others
<ul style="list-style-type: none"> — No responsibility for the direct supervision of staff. — Development and leadership responsibilities exist such as providing advice, guidance and feedback to colleagues pertaining to the learning needs of students and acting as a technical mentor or advisor regarding the use of assistive technologies.

WORKING CONDITIONS

Environmental Working Conditions
<ul style="list-style-type: none"> — No special precautions or safety equipment is required. — Some exposure to undesirable working conditions as work involves assisting students in classrooms, laboratories or trades related workshop environments.