

Benchmark Description

Facilitating Level 5

LEVEL: 5

FUNCTION: FACILITATING

JOB SUMMARY

This position is primarily responsible for providing assistance in planning, organizing, delivering and evaluating literacy initiatives in one region/district of the college. The majority of the work involves facilitation of a volunteer tutor network; provision of on-going support; learner and tutor recruitment and orientation; program promotion; community liaison; development and implementation of project proposals.

RESPONSIBILITIES

- Develop and maintain a volunteer tutor system
- Recruit, select and orient volunteer tutors and learners
- Provide on-going support to assigned client group
- Develop, seek funding, and implement literacy projects where applicable
- Publicize and promote assigned programs
- Recruit, supervise and where applicable provide input into performance appraisal of short-term instructors
- Arrange for facilities, materials, supplies and equipment necessary for the operation of the assigned program(s)
- Monitor program activity and provide feedback to supervisor
- Prepare status reports as required
- Maintain and ensure accuracy and completeness of records relating to the program(s)
- Develop and maintain close working relationship with relevant groups, agencies, organizations, advisory committees or employees

CONTACTS

The majority of contacts within this position will require discussion, coordination, cooperation, elaboration and understanding. This position will occasionally handle complex or sensitive communications. (Level 3)

Typical contacts may include:

- Adult literacy learners
- Literacy tutors
- Agencies (Saskatchewan Literacy Network, National Literacy Secretariat)
- Community Contacts

- General Public
- College staff

SCOPE OF DECISION MAKING

The majority of decisions within this position require creativity and some independent judgement. These decisions are typically made in order to resolve, adapt, develop solutions and recommend changes and/or introduce new policies and practices. (Level 3)

Typical decisions may include:

- Determine how to develop and maintain a volunteer tutor system
- Determine how to develop and co-deliver programs in partnership with external agencies
- Determine how to promote strategies for programming area

IMPACT OF DECISION MAKING

The majority of decisions have short-term impact limited to a single program area in one region/district of the College. (Level 2)

MENTAL EFFORT

The majority of tasks within this position range:

From: Standard procedures with information that requires interpretation or unfamiliar procedures with given information. (Level 2)

To: Unfamiliar or non-standard procedures or varied information that requires interpretation. (Level 3)

Typical tasks may include:

- Writing reports
- Developing and writing proposals
- Recruiting volunteer tutors and learners
- Tutoring
- Planning workshops
- Developing a marketing plan

SENSORY EFFORT

The majority of tasks within this position require non-standard procedures with information that requires intense sensory demands. These are tasks that require constant and intense visual or aural attentiveness. (Level 3)

Typical tasks may include:

- Consulting with clients concerning assessment results and recommendations
- Dealing with difficult people
- Staff and student interviews
- Giving group presentations
- Negotiating with outside partners

SUPERVISION

Supervisory responsibility includes assigning, checking, and maintaining flow of work in a standardized environment. Also includes input to performance appraisals. (Level 3)

PHYSICAL ACTIVITY

The physical activity of this position requires occasional heavy activity (greater than 10% of the time to 20% of the time). (Level 2)

FINE MOTOR MOVEMENT

The duties of this position requiring the use of fine motor movements are greater than 20% of the time up to 45 % of the time. (Level 2)

Typical tasks may include:

- Keyboarding
- Writing

TRAVEL

The travel required within this position is occasional (greater than 5% of work time up to 15% of work time). (Level 2)

CONTROL OF DISTRACTIONS

This position usually has the discretion to control distractions/interruptions.

EDUCATION

The minimum relevant knowledge or formal training essential to perform the functions of this position is a relevant one-year post-secondary certificate or equivalent. (Level 3)

This education would typically provide an understanding of the issues, problems and process of literacy education, and knowledge of volunteer development and coordination.

EXPERIENCE

The minimum amount of practical related experience required to perform the duties of this position is one year. (Level 2) This experience would typically provide organizational skills, presentation skills, communications skills and interpersonal skills.