

## PQCHC – JOB POSTING

**PQCHC is an equal opportunity employer and values diversity in its workforce.**

**If at any stage in the selection process you require an accommodation due to a disability, please let us know the nature of the required accommodation.**

<b>JOB TITLE:</b>	<b>Student-Parent Support Worker/Program Facilitator, Tutoring – Bilingual Essential</b>	<b>JOB #:</b>	<b>2018-0062</b>
<b>Status:</b>	Contract from August 20, 2018 – June 28, 2019	<b>Hours:</b>	35 hours/week
<b>Benefits and eligibility:</b>	4% in lieu of vacation	<b>Pay scale:</b>	\$24.156 – \$28.419/hour
<b>Application deadline:</b>	Tuesday July 17, 2018 at 9:30am (Interviews will be held Tuesday, July 24 <sup>th</sup> , 2018)		

### Job Summary

The Student-Parent Support Workers/Program Facilitators (SPSW/PF) are responsible for building relationships and facilitating ongoing communication with students, parents/guardians and secondary school staff with the objective of supporting students' academic success. This includes identifying students' strengths and challenges and working collaboratively with the Pathways team and secondary school partners to ensure that students are appropriately supported both within school and within the Pathways Program. In addition, the SPSW/PF works closely with the Coordinator of Tutoring to set-up the tutoring sites, monitor tutoring sessions and support volunteer tutors.

### Job Specific Responsibilities

#### 1. Relationships with Students, Parents, and School and Community Partners

- Establish and maintain positive and supportive relationships with Pathways students, parents/guardians and secondary school staff to ensure that students fully participate in the program and in school. This will be achieved by maintaining regularly bi-weekly contact with students, parents/guardians, and school staff.
- Become familiar with the strengths and capacities, as well as the barriers and challenges, faced by Pathways students and, where needed, refer students to appropriate resources including academic, social and emotional supports within the school system and in the broader community.
- Act as a liaison with school staff, students, and parents and support strong communication between and among these parties. This will include ensuring that Pathways students and their parents are aware of graduation requirements and of their rights and responsibilities within the education system. It may also include advocating for students and their parents/guardians to school and school board staff in decisions affecting the educational and social development of students.
- Support participants to attend school regularly and punctually by monitoring attendance and communicating regularly and effectively with school staff, parents and program staff.
- Ensure participants receive their financial supports (food vouchers or bus passes) and that distribution of these supports is tracked in the Pathways database.
- Ensure that Pathways students participate in Pathways tutoring and mentoring activities as required or in alternative programming, where appropriate.
- Act as a liaison between the schools and the tutoring and mentoring sites and ensure that tutoring and mentoring staff and volunteers have the information they need to provide effective academic and social support to students, for example by sharing information about upcoming assignments and tests as well as students' learning styles and learning needs.
- Maintain effective communication of information among program staff, mentors, tutors, teachers and other providers of services to students enrolled in the Pathways Program.

#### 2. Tutoring

- Under the direction of the Coordinator of Tutoring, contribute to volunteer recruitment, screening, orientation and training.
- Assist in compiling and maintaining resources, including text books, school supplies and relevant software, for the tutoring sites.
- Provide supervision and support to volunteers during tutoring sessions, and provide tutoring cover-off if required.

### HUMAN RESOURCES

**Pinecrest-Queensway Community Health Centre**

**1365 Richmond Road, 2nd Floor Ottawa, ON K2B 6R7**

**Fax: 613-288-3407 email: [hr@pqchc.com](mailto:hr@pqchc.com)** (Microsoft Word format only)

Due to the high volume of applicants, we can neither confirm receipt of nor respond to inquiries regarding your application.

Only candidates selected for interviews will be contacted.

- Identify indicators of tutoring success/difficulties and provide support and re-direction as needed to ensure that student needs are being met.
  - Work with other members of the tutoring team to ensure a safe and secure learning environment for students during tutoring sessions (behavior management, ensuring that emergency exits are clear, managing the flow of people in and out of the space to ensure no unauthorized access, etc).
- 3. Administration and Team Work**
- Collect school attendance, credit summaries and report cards from schools on a regular basis and enter this information into the Pathways database in a timely manner.
  - Document interactions with students, parents and school staff in accordance with program policies in the Pathways database. Documentation should include support provided, referrals made, and updates regarding students' strengths and accomplishments as well as challenges and needs.
  - Participate in regular team and sub-team meetings to ensure that there is strong collaboration between and among all Pathways staff and program components.
  - In collaboration with other Pathways staff, participate in ongoing program evaluation and program development efforts, including the development of workshops and specialized activities designed to meet the needs of Pathways students and parents.
  - Maintain knowledge of high school curriculum changes and challenges.
  - Other tasks as assigned, from time to time.

## Qualifications

### 1. Education

- University degree in education or social work, or an equivalent combination of education and experience.

### 2. Professional Experience

- Experience working with high school age youth from diverse backgrounds.
- Experience planning and delivering successful informal programming for youth.
- Experience working in partnership arrangements.

### 3. Key Competencies

- Knowledge of Ontario secondary school curriculum and challenges, including knowledge of approaches to providing support to youth with special educational challenges and needs.
- An understanding of the barriers and challenges faced by youth in culturally diverse, low-income communities.
- Knowledge of, and experience with, informal individual counseling techniques and mentorship.
- An understanding of group dynamics and experience facilitating cultural diverse groups of youth and adults.
- Knowledge of community and social service resources, in particular services for youth.
- An understanding of and commitment to anti-discriminatory practices.

### 4. Linguistic Profile (for Centres with French Language Service Designations)

- Under the Centre's designation to provide French Language Services
- Based on New Avenues Linguistics Rating Scale: A+ (highest skill) to C- (lowest skill)
  - French (oral expression): A (bilingual essential)
  - French (oral comprehension): A (bilingual essential)
  - French (reading comprehension): A (bilingual essential)

- Other languages an asset

### 5. Personal Suitability/Other Requirements

- Strong communication and organizational skills.
- Ability to work flexible hours, including regular evening work.
- Access to a vehicle required.
- Considering the program's focus on addressing the needs of low-income youth from diverse backgrounds and experiences, lived experience as a member of a marginalized group will be considered an asset.