

JOB DESCRIPTION

Section 1 – Identification Data

Position Number:

Position Title: Conservation Camp Assistant

Incumbent: Vacant

Supervisor's Title: Youth Programs Coordinator

Supervisor's Position Number:

Department: Environment

Branch/Unit: Conservation Officer Services

Location: Whitehorse

Date Completed: January 2007

Medical Clearance Required: No

Security Clearance Required: Yes

Section 2 - General Summary

State briefly the general nature of the job to provide an immediate impression of the duties and particular functions. Should not exceed 2 to 3 lines.

The Conservation Camp Assistant position assists in the implementation of several multi-day conservation-related wilderness camps for students in Grades 6-9. This position has no supervisory responsibilities.

Section 3 - Organizational Structure

Describe, in narrative form, the place of this position in the organization, including peers (those positions reporting to the same supervisor as the topic position), subordinates, and supervisor's supervisor.

This position reports to Youth Programs Coordinator who reports to the Conservation Education Coordinator (pos #14-006).

Section 4 - Principal Duties and Responsibilities (limit to 10 Duty Statements)

Only major duty statements, not detailed tasks.

1. Assists the supervisor with the smooth and safe operation of conservation-oriented wilderness camps (a total of approx. 24 days per season – 2x 7 days and 1x 10 day camp) including preparation and loading of camping equipment into program vehicles and trailers; planning menus and dealing with the purchase, safe storage and transportation of foodstuffs; on-site set-up and decampment with attention to minimum impact to equipment; and full participation in associated camp tasks.
2. Assists in the selection, briefing and leading of student summer camp participants through attendance at screening meetings; contacting and informing successful participants and their parents; attending camps and ensuring the safety, emotional and educational needs of participants are met in a variety of outdoor situations including camping, backpacking, and canoeing; and acting as a role model for campers.
3. Follows established policy and procedures for participants in the CAT program including those with regards to safety, work standards, environmental practice, financial, human resources, and reporting.
4. Oversees safe use, care, repair, storage, inventory and maintenance of program equipment, tools, vehicles and materials.
5. Transports camp participants in program vehicle (typically a passenger van or pick-up truck), maintains basic care of vehicle, adheres to traffic regulations, and ensures safe conduct of passengers.
6. Participates fully in on-the-job training and other educational opportunities as a recipient, planner and deliverer, and facilitates group discussion, learning and activities on topics relating to environmental sustainability, natural resources, individual responsibility and other program foci.

7. Assists in or leads the delivery of educational activities with various school groups in an outdoor or classroom setting, on a variety of conservation-related topics.
8. Prepares post-camp packages for mailing to participants, including the preparation of group photos, a souvenir poster, and various educational materials.
9. Participates in the ongoing evaluation and improvement of the CAT program, through discussions and feedback to supervisor and colleagues, as well as written evaluations.

Section 5 - Contacts

Describe, in narrative form, the working relationships inherent to the success of the job.

- Contact with supervisor, for questions of direction, scheduling, training, problem-solving and accountability.
- Contact with colleagues, for collaboration, ideas and co-operation in training.
- Contact with resource people from a various agencies (Government of Yukon, Government of Canada, First Nations, Boards and Councils, municipal governments and NGOs) for arranging presentations, and consultation during program planning.
- Contact with school-aged children, and members of general public, as recipients of educational programs.

Section 6 - Problem-Solving

List three examples of problems, issues, or complexities most typically encountered in the job AND describe the actions this job takes to resolve each problem listed.

1. A guest presenter, scheduled to lead activities with campers for an entire afternoon of a field camp, has to cancel at the last minute creating a void in the program. The incumbent would need to be flexible, and in consultation with other members of the staff team, would develop and lead alternative activities. Depending on the environmental conditions and materials, this could include group games, hiking or canoeing, or crafts.
2. One or more of the campers are exhibiting inappropriate and challenging behaviours. The incumbent needs to be clear with the camper about expectations and outline consequences of continued poor behaviour. The child may need to be temporarily removed from current activities, especially if behaviour is particularly disruptive or dangerous. The incumbent would consult with the staff team about any further measures that might be taken, including sending the camper home.
3. During camps, there may be times where weather conditions are severe or all necessary safety equipment is not available. While working, the incumbent must adopt a "safety first" attitude. The incumbent must raise concerns and discuss them with the others in the staff team, particularly the senior leader in the group.

Section 7 - Specific Accountabilities

1. Describe final decisions regularly made for which the incumbent is held accountable.

- Methods of packing, storing, organizing program materials/camp supplies.
- Methods of dealing with inappropriate behaviours by campers "in the moment", so as to avoid compromising safety or learning experience of others in the group.

2. **What are the expected end results of this position, i.e. what are the impacts of performing the Principal Duties and Responsibilities?**

- Safe, enjoyable learning and camping experience for campers, with positive feedback from participants and their parents.
- Program equipment and other materiel is well-maintained, inventoried, organized and stored at the end of the season; no significant losses or damage.
- Campers satisfied with food quantity and quality while on camps.
- Incumbent experiences positive learning opportunities in conservation education, ecological stewardship and group dynamics

Section 8 - Budget

1. a) **What is the Annual Budget for the unit under the direct control of the position? N/A**

b) **Does the position have the authority to reallocate resources, i.e. transfer budget funds? If yes, provide examples. No**

2. **If applicable, describe other expenditures or revenues influenced by this position and how.**

Position is given signing authority for LPO and petty cash expenditures for field camps (food), basic equipment and tools, and other minor program expenses.

Section 9 - Working Environment

Describe in narrative form the position's working environment which can be generally favourable or include exposure to undesirable conditions.

This position may require the lifting and handling of objects of up to 30 kg, such as display boxes, building materials, or canoes. Educational programs with children may include active running games, or outdoor activity such as hiking or canoeing. There may be risk of some physical injury in these activities.

Camping and working in the outdoors may be required, so incumbent may be exposed to summer weather-related discomfort such as rain, wind, heat, and cold. During duration of camps, accommodation will be in tents and other temporary shelters.

Incumbent will be required to travel considerable distances by road vehicle within the Yukon. They may also be required to travel significant distances by other means such as airplane, on foot (hiking), by canoe or other watercraft.

Section 10 - Signatures

The above information on this description has been designed to indicate the general nature and level of work to be performed by the employee. It is not designed to contain or be interpreted as a comprehensive inventory of all duties and responsibilities assigned to this job.

<p>Supervisor: I have reviewed (with the incumbent, where applicable) the duties and responsibilities assigned to this position.</p> <p>Supervisor: _____</p> <p>Date: _____</p>	<p>Incumbent (where applicable): I have read the foregoing position description and understand that it is a general description of the duties assigned to the position occupied by me.</p> <p>Incumbent: _____</p> <p>Date: _____</p>
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<p>Director of Human Resources: (Comments)</p> <p>Director: _____</p> <p>Date: _____</p>	<p>Deputy Minister: I approve this position description as being representative of the work required to be performed and that the responsibility levels identified have been delegated to this position.</p> <p>Deputy Minister: _____</p> <p>Date: _____</p>
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