



JOB DESCRIPTION	
Title	G.R.A.D. (Guidance, Relationship, Advocacy, Development) Connector
Reports to	Manager, Youth Services
Position Type	Part-time Permanent, 24.5 hr/week
Vacancy Status	Existing Vacancy
Salary	\$23.06-\$27.13 per hour

Position Summary

The G.R.A.D. (Guidance, Relationship, Advocacy, Development) Connector will understand that relationships and advocacy are at the center of this position. The GRAD Connector is responsible for providing advocacy and coaching, as needed, to individual students, their families, and other program stakeholders, to create the best support for the student's progress through high school. The GRAD Connector monitors attendance, performs participation and learning assessments, and builds ongoing relationships with an assigned number of students. The GRAD Connector will deliver and develop a curriculum based on life skill development, including transitional services to employment and life beyond high school.

Responsibilities

Key Responsibilities	Detailed Responsibilities
Support and Advocacy	<ul style="list-style-type: none">• Establish and maintain positive and supportive relationships with students, parents/guardians and secondary school staff, ensuring students fully participate in programming as expected for their age or grade level• Actively assess and analyze specific educational, social and emotional challenges and gaps as faced by high school students• Assess, needed supports, case by case, and develop and implement approaches to deliver those supports• Refer and monitor students' access to Programming, maintaining regular contact• Collect, review and monitor correspondence and documents pertaining to the student's progress including, but not limited to, attendance data, school credits, suspension reports, and learning assessments• Support and advocate as necessary for students and their parents/guardians in decisions affecting the educational and social development of students made by the individual secondary schools and/or from the school board• Refer individual students and their parents/guardians to other agencies or providers who might best be able to provide supports or services to meet their needs, documenting and monitoring all such activities and their effectiveness, ensuring the systematic follow-up with participants and providers• Work on-site at schools and in the community in an outreach role• Work during hours that meet the needs of their caseload



Program Administration	<ul style="list-style-type: none">• Ensure students receive earned current financial supports and other program supports as available, and are accountable for these supports• Plan, facilitate and lead off site recreation activities• “Work assigned” for nightly programming based on life skill development both with other Pathways’ staff and community partner organizations• Provide written and oral reports to the supervisor on all aspects of the work; in particular, regular reporting and documentation on attendance, grades, and all issues, challenges, accomplishments, including incidents and referrals and other follow-up effecting social, emotional or academic student success• Aid in annual tasks such as student and parent registration, collection of student surveys for research purposes and older students’ self-reflections identifying needs for career mentoring supports• Gather information required to support periodic and ongoing program evaluation and improvement (for example, collecting student surveys, arranging parent participation in focus groups, and ensuring accurate and complete data is available on attendance, grades, credits, etc.)• Participate as a team with other Pathways staff• Prepare recommendations for program improvements through reports or research• Use Quality Improvement methods to measure efficacy of developed curricula and programming• Assist, as needed, other staff and the larger Pathways team
------------------------	--

Organizational Responsibilities

- Complies with all relevant legislation and KCHC policies, including privacy laws
- Commits to acquiring an understanding of the importance of trauma responsiveness and the impact of Adverse Childhood Experiences (ACEs)
- Commits to demonstrating an ongoing commitment to Equity, Diversity, Inclusion, Indigenization and Accessibility (EDIIA) by representing the diverse nature of our communities, promoting and practising inclusion
- Supports consistent application and development of KCHC policies and procedures
- Supports KCHC’s student and volunteer placement programs
- Promotes awareness of and participation in KCHC activities
- Demonstrated commitment to continuous learning and quality improvement
- On occasion, perform other temporary duties as required

Basic Education and Experience Requirements

- College diploma or university degree in relevant field such as Bachelor of Education, Social Service Worker, Behavioural Psychology, Child and Youth Care
- Additional training/experience with students with exceptionalities, or new language learners an asset
- At least 2 years’ relevant experience (i.e. tutor, educator, counselor) with high school aged youth
- Experience working with diverse groups of people
- Experience applying equity practices and informal counseling/coaching techniques

Knowledge, Skills and Abilities

- Current knowledge of high school culture, credit system and challenges youth face
- Knowledge of community resources and social services of students requiring specialized support for legal issues, health issues, or emotional and social development



- Skills with time management, organization, conflict resolution and multi-tasking
- Ability to maintain a positive, safe and focused learning environment
- Excellent facilitation skills, including group management
- Excellent interpersonal skills, and a commitment to being a “team player”
- Proficiency in the use of computers and relevant software applications
- Understands and implements trauma sensitive approaches to working with clients

Competencies

Organizational Competencies: Accountability, Client Focus, Collaboration, Continuous Learning

Position Competencies: Advocacy, Coaching, Communication, Knowledge/Professional Expertise, Relationship Building, Time Management

Other Requirements

- Current and satisfactory Criminal Record Check and Vulnerable Persons Check
- Must be available to work evenings until 6:30pm, four nights a week
- Valid Driver's Licence, Driver's Abstract and proof of vehicle liability insurance as this is a requirement under KCHC's insurance provider (HIROC)
- CPR/1st Aid training an asset
- Current Immunization record

Application Instructions

- Please include a cover letter clearly outlining how your skills and experiences correspond with the specific job qualifications along with your resume.
- Save all documents as a single PDF file using your own name (Last, First).
- Email to hr@kchc.ca citing reference “**2025-32-KCHC**” in the subject line.
- Applications must be submitted to Human Resources by **July 6, 2025 at 11:59PM.**

As a registered professional, to abide by and be accountable to the ethics and standards set out by the relevant regulatory body of the profession.

All KCHC staff have a duty to understand and follow KCHC policies, uphold high ethical and professional standards, and maintain confidentiality and privacy, using tact and good judgment in all dealings with other staff and clients.

KCHC is an equal opportunity employer, respecting and embracing the needs and diversity of our employees. If you require an accommodation to fully participate in the hiring process, please notify Human Resources.

KCHC is a proud Living Wage employer!

Kingston Community Health Centres, 263 Weller Ave. Kingston ON, K7K 2V4 www.KCHC.ca



Pathways to Education

Leadership at KCHC Pathways to Education

Believes *that when our Staff Thrive, our Students Thrive*

ENGAGED staff are the key to our success. KCHC Pathways to Education leadership affirms that:

- Talented, high performing staff are driven by an internal standard of excellence and take a great deal of responsibility for the success of our clients, community and KCHC.
- High performing staff need freedom to thrive. Leadership is committed to embracing this freedom.
- We achieve our true potential when staff feel supported, valued and empowered.
- We are empowered by knowledge, we embrace change and move forward with conviction in the best interests of our students, staff and community. We take calculated risks, try and perhaps fail without fear. We learn as we grow.

Our Core Leadership Values and What They Mean

Servant Leadership

We are steadfast in our support for the team. A servant leader shares power, puts the needs of the staff first and helps people develop and achieve their best. *We develop future leaders.*

Lifelong Learning

We see learning as more than professional development, but as a mindset and philosophy to help us constantly adapt, change and excel. *We are be nimble and ready for change.*

Authenticity

We are committed to create a safe and open environment. We expect, respect and welcome different opinions, modes of expression and diversity. *We are accountable to each other.*

Shared Achievement

We believe success is a team sport. We care about results, but more importantly, we care how those results are achieved. We set collaborative goals as a team. *We use data and stories to demonstrate impact.*

Freedom & Responsibility

We trust our team. We embrace the freedom of employees to work non-traditionally and exercise creativity in career goals and development. We achieve our true potential when our employees feel supported and valued. *We empower and coach.*