



## Student Association of George Brown Part Time On-Campus Opportunities

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**Job Title:** Community Care Support Staff, Equity Peer Worker

**Reports to:**

**Department/ Program:** Equity & Advocacy, Community Care

**Job Type:** Part-time, Temporary Support Staff

**Location of Work:** GBP Campuses (Casa Loma, St. James, Toronto Metropolitan University, Waterfront Campus and all affiliated to GBP and Student Association), Remote work where applicable

**Will Train Applicant(s):** Yes

**Travel Required:** Yes

**Hours:** up to 20 hours per week

**Rate of Pay:** \$17.60 per hour (\$17.95 effective October 1, 2026)

**Position Type:** Part-Time Temporary Contract

**Start & End Date:** August 18, 2026 - April 28, 2027

**Number of Vacancies:** multiple positions available

**Posting Expires:** June 21, 2026 11:59PM \*or until position is filled

### How to Apply

1. Applicant must submit a PDF version of their cover letter AND résumé to [hr@sagbc.ca](mailto:hr@sagbc.ca) Subject Line: <your name>: CCC Equity Peer Worker Application
2. Complete the following SparkMeet video interview: <https://hire.li/pXPsn9KPkK6Bx3B6S3zqQ>

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### About the Student Association & Its Program offerings

The Student Association is your student union representing the interests of all George Brown Polytechnic students. The Student Association focuses on representation, advocacy, delivery of services and the operation of businesses to support its overall mandate.

We're here to be the bridge between the students at GBP and the institution itself by listening to your concerns, advocating for students, and providing access to necessary services like Health Benefits, the Community Care Hub, and the Student Nutrition Access Program, events and recreation, clubs, academic support, and legal services.

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### Job Overview

Community Care Hub is a vibrant provider of integrated health services, community programs, and peer education initiatives that promote student wellness. Recognizing the importance of peer support and connection through lived experiences, the Community Care serves as a welcoming space for all students, particularly those who care about social justice and each other. It specializes in supporting students who traditionally face barriers to care, including Black, First Nations, Inuit, Métis, disabled, 2SLGBTQIA+, racialized/international, and women and trans students. Through the Student Association, this role involves staffing community centers, providing care, and empowering students from marginalized groups to prioritize their needs. This front-line work takes place creatively, both in-person on campus and within the community.

### **General Responsibilities:**

- Staffing/maintaining the Community Hub as a welcoming, accessible, inclusive, and safe(r) space open to all (the day-to-day functioning of the physical spaces, and the adaptation and activation of virtual spaces).
- Delivering a range of judgement-free front-line professional peer supports and creative care practices that empower students in their capacity-building for self-care, mutual care, and collective care (e.g., workshops, trainings, meetings, programming, drop-ins, activities).
- Engaging with students by providing peer supports, referrals, info, and assistance in accessing resources.
- Administering resources and education outreach on care/health/wellness/safety campaigns (e.g. sexual health, consent, harm reduction, trans inclusion) as assigned.
- Strengthening and maintaining relationships across SA departments and community groups/partners.
- Track and report data on student engagement and services provided to assess the impact of programs and improve future services.
- Foster community and connection by facilitating group activities, peer support sessions, and collaborative events.
- Assist in the development of strategic initiatives to address emerging issues impacting students, such as affordability, access to services, and campus climate.
- Promote inclusivity by ensuring that all students feel represented and supported in the community.
- Helps implement campaigns, including supports to equity awareness and student issues as assigned (e.g. free education for all, anti-racism, reproductive justice).
- Opportunities to empower students to educate, agitate, and organize for change.
- Welcomes opportunity to source/design/deliver equity-based learning through effective presentations.
- Gets creative. Thinks strategic. Crafts and delivers effective outreach/communication plans.
- Distributes information to students (e.g. tabling, class talks, webinars, poster, online delivery, surveys, etc.).
- Appreciates planning and processes. Reports on deliverables and outcomes.
- Effectively participates in meetings, trainings, learning opportunities.
- Builds up others by positively participating in Centre-run events/programming (in-person and online).
- Takes great care in maintaining cleanliness of spaces. Organizes data, resources and inventory.
- Collaborates with student leaders and peer educators to create inclusive, student-centered programming and initiatives.
- Assists in evaluating the success of campaigns and activities, providing feedback and suggestions for improvement.
- Collaborates with community partners to bring additional resources, speakers, or opportunities to students.
- Contributes to the development of resources that support the needs of students from diverse backgrounds.
- Assist in monitoring and evaluating student engagement with different services and programs as necessary to improve participation.
- Other duties as assigned.



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### **You Have:**

- Lived experience / self-identify with communities served: (Black; First Nations, Inuit, Métis; Disabilities; 2SLGBTQIA; Racialized/International; Women and Trans)
- Knowledge and experience in equity issues facing Black; First Nations, Inuit, Métis; Disabilities; 2SLGBTQIA; Racialized/International; and Women and Trans students.
- An anti-oppression analysis; you treat all with dignity.
- Willingness to engage students across different levels of awareness.
- Demonstrated understanding of peer support, and how it differs from counselling or crisis support.
- Active listening, compassion, and conflict transformation skills.
- Enthusiasm to accept hard work, including care work/emotional labor; balance self-care with deliverables.
- The talent to accept feedback without negativity or defensiveness - empathy to give criticism with care.
- Willingness to learn and teach; you extend patience and care to yourself and others.
- Generosity to share your skills/networks/education. You connect peers to ideas, each other, opportunities.
- People oriented, with the ability to work independently with minimal supervision.
- Reliability: you take your work seriously; you do your work with pride.
- Dependability: you honor time commitments (e.g. shifts), deadlines/timeliness, and relationships.
- Adaptability; able to navigate change, ambiguity, potential distractions, and shifting demands/priorities.
- Growing confidence to present; you're willing to be where the people are (including on screen/video).
- Proficiency in internet research, including Microsoft Office Suite, Microsoft Teams, OneDrive, Zoom, Google suite, social media, phones, and email.
- Familiarity with systemic barriers facing students. Understand the impacts of oppression on health.
- An understanding of the Student Association and the importance of the student movement.

### **You Might Also Have:**

- Interest or experience/education about trauma-informed care.
- Peer support trainings/certifications or related experience.
- Previous training work/volunteer experience with crisis call centers/support lines.
- Work/volunteer experience with political organizing (e.g. petitions, canvassing, lobbying, advocacy activism).
- Demonstrated experience/education in anti-racism and anti-colonialism frameworks.
- Experience with group facilitation, and/or coalition work; and/or event and project planning.
- Photography skills an asset; Art and/or design skills an asset. Videography skills an asset
- Experience with social justice and equity work. Including in any areas of consent, ending gender based violence, reproductive justice, sexual health, menstrual health, mental health, harm reduction, etc.



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- Retail experience that includes upkeep of spaces, displays, or inventories as orderly and user-friendly.
- Previous post-secondary education.
- Familiarity with the Canadian Federation of Students (CFS) and Canadian Federation of Students Ontario (CFS-O).
- Community building approach; aware of resources and understanding of impacts on students

### **Required:**

- Full-time GBP students enrolled in 2026-2027 prioritized, or GBP part-time students and/or recent grads/alumni.
- Availability - You must be available for an organization wide full-day training on August 18th and 19th. Job offer/continued employment is contingent on availability. You must be available to work a minimum of 3-hour shifts. Typical shifts occur Monday through Friday, 9:30 am-4:30 pm.

**Student Association Vision:** Students are empowered to influence a just world.

**Mission Statement:** We are committed to supporting each other and the students of George Brown Polytechnic in the struggle for students' rights, the pursuit of quality education and the provision of services in a safe, accessible and equitable environment.

**Commitment to Equity:** The SA is committed to employment equity and encourages applications from historically underrepresented groups to apply.