

## Climb Team Job Description 2024

### **Summary:**

The Climb Team operates the rock wall and high ropes course for camper participants. Climbing elements include a rock wall with 4 routes, vertical playpen, and high ropes course rigged with a continuous belay system and ground zipline exit. Climb Team members are responsible for course setup, operation, take down, risk management, and climber coaching. A typical day involves setting up the course in the morning, operating assigned climbs throughout the day, and then cleaning up the course in the late afternoon. Common duties include inspection of climbing equipment, knot tying, belaying, assisting participants with harness and helmet fit, and providing lots of positive support for campers who are attempting the scary and challenging endeavor that is climbing. Climb Team members prioritize safety, personal growth, and team support, including amongst one another. We learn together, support each other, and do our best to lead a transformative experience for our campers.

### **3 Roles:**

- **Core skills:** This is the role that everyone starts in. This is a team member who has attended the required 1-day core skills training. This person will perform all duties that take place on the ground, such as course set up, belaying, cheering on climbers from the ground, and helping participants with harnesses and helmets. Options to climb for fun, but not required.
- **Advanced -- Work at height + rescues:** For returning Climb Team members. This person has attended advanced training and passed skills assessment to perform duties in the air, "working at height." They might also perform emergency high angle rescues.
- **Lead:** A Climb Team member who makes final judgement calls, directs team roles, coordinates with Camp leadership, and takes the lead in emergency response. This person has attended advanced training and has taken on teaching/supervising roles during trainings.

### **Qualifications:**

#### *Minimum, core skills*

- One year (preferably two) of experience as a counselor at CdC is highly preferred.
- No *climbing* experience is necessary! All training is provided. You don't need to be a climber or know anything about climbing — we will teach you.
- Be ready and able to work in the hot, dry, direct-sun conditions. See "Working conditions and essential functions."
- Attend 1 day of core skills training, typically held at UCLA the day after Staff Day

#### *Advanced level, available for returning team members*

- Attend 3-day advanced training on Catalina, typically in Spring.
- Pass assessment for work at height techniques, emergency high angle rescues, and more. Work at height skills are required to perform 2 of the 4 available roles on the high ropes course. The more people we have trained to rotate through these roles, the better.

### **Trainings:**

- Core skills training: One 8-hour day of training at the UCLA Challenge Course, held the day after Staff Day. No experience is necessary to join this training and all are welcome. We train on all the essential skills including equipment inspection, course set up, knots, use of climbing equipment, coaching climbers, and risk management.
- Advanced training: 3 days of training on Catalina, typically a Friday-Sunday in early Spring. To be eligible, you must have either already attended core training or already have volunteered at least one time on the Climb Team. We skip the core skills and go straight into advanced content, such as working at height and emergency high angle rescues. Camp pays for the ferry tickets. We sleep in cabins, eat in the dining hall, and sit around the campfire at night. It's a blast!

### **Working conditions and essential functions:**

- Working conditions: Work tasks can be physically challenging and are performed in hot temperatures, dry weather, and in direct sunlight. Proper self-care and sun safety is essential. Camp provides helmets with wide sun brims. Each team member should bring their own water bottle, sunscreen, long-sleeved sun shirt, and sunglasses.
- Range of motion and flexibility: perform various positions and postures necessary to facilitator tasks; manipulate ropes, cables, and other related equipment used in tying knots, belaying, and rigging used in the setup, operation, and breakdown of challenge course systems; physically negotiate various terrain types and/or obstacles confronted in the course of both routine program delivery and emergency situations
- Manual dexterity and motor skills: Operate/utilize various challenge course-related gear and equipment including, and not limited to, ropes, harnesses, helmets, carabiners, safety lines, ladders, and pulleys; ascend to, traverse at, and descend from heights that may exceed 25 feet; relocate, ascend, and descend ladders and various other course access equipment including, and not limited to, cargo nets, stairs, climbing staples, and vertical cables.
- Endurance and stamina: possess ability and endurance to achieve certification for and carry out site-specific first aid procedures and/or protocols which may include first aid and cardiopulmonary resuscitation (CPR); perform required duties for extended periods of time while exposed to adverse conditions including, and not limited to, precipitation, temperature extremes, and wind.
- Sight and visual acuity: possess good corrected or uncorrected vision; possess adequate depth perception to recognize safety hazards in a variety of normal and/or

emergency environments; possess the ability to see, read, and recognize safety hazards in a variety of normal and/or emergency environments.

- Communication skills: communicate in a clear and understandable fashion with participants and other staff members; able to effectively communicate in an appropriate manner in the programming environment without accommodation; effectively communicate with participants based on their personality type, especially during sensitive, interpersonal contacts
- Reasoning and decision making: comprehend and implement oral and written instructions; apply reasoning skills when confronted with circumstances requiring a discretionary decision; establish priorities and construct further plans after an initial assessment; formulate and implement an appropriate course of action in a given situation for which no specific rule or procedure has been established; apply theory-based instruction or training to actual incidents/situations