



## COMMON JOB DESCRIPTION For Department Specific Common Jobs

*Every employee benefits from having clear expectations of their duties. A job description also supports organizational design, job classification, recruitment, employee performance, learning and development, and succession planning.*

*The Common Job Description (CJD) is used to describe work where several positions have common core responsibilities and reporting relationships, as well as comparable knowledge needed to perform the work.*

### FOR DEPARTMENT USE WHEN ASSIGNING THIS COMMON JOB DESCRIPTION TO A SPECIFIC POSITION:

SELECT REASON FOR SELECTING CJD:	<input checked="" type="checkbox"/> X_ NEW POSITION	<input type="checkbox"/> UPDATE POSITION
POSITION #: VARIOUS	DEPARTMENT:	CHILDREN SERVICES
WORKING TITLE: ENTRY LEVEL- CHILD INTERVENTION PRACTITIONER	EMPLOYEE NAME (OR VACANT):	
CURRENT CLASS:	REQUESTED CLASS:	HUMAN SERVICES WORKER 3
JOB FOCUS:	SUPERVISORY LEVEL:	
BUSINESS UNIT:	DEPT. ID:	PROGRAM CODE:
DIVISION, BRANCH/UNIT: CHILD INTERVENTION	SUPERVISOR'S POSITION # VARIOUS	
SUPERVISOR'S CURRENT CLASS: HSW7	SUPERVISOR'S WORKING TITLE:	CASEWORK SUPERVISOR, CHILD INTERVENTION

### ORGANIZATIONAL CONTEXT

*Briefly describes the purpose for the business operation and how this job fits within the organizational structure (i.e. reporting relationship).*

The position reports to a Child Intervention (CI) Casework Supervisor and forms part of a team of professionals. While the position is considered an entry level into the child intervention activities, supporting the day-to-day duties of a delegated CI practitioner, the position performs the full scope of duties of the role.

### JOB PURPOSE

*Briefly describes why the job exists and its scope (i.e. who is directly impacted by the outcomes of the job).*

Children's Services is committed to ongoing improvement and pursuing excellence in services to children, youth and families. The Child Intervention Practice framework guides casework practice and direction as provided by the *Child Youth and Family Enhancement Act* (CYFE Act). The CYFE Act places emphasis on assessing children and families to determine the safety of the child, the need for intervention and the type of intervention required. The Child Intervention Practice Framework is based on the philosophy that children, youth and families should have input into the decisions that affect their lives.

The Child Intervention (CI) Practitioner-Entry Level works in collaboration with CI Practitioners, Supervisors, and Management to support the needs of vulnerable children, youth, and families. Through mentorship, the CI Practitioner-Entry Level is exposed to a broad range of child intervention activities to support the day-to-day duties activities of a CI Practitioner

### RESPONSIBILITIES

*Describes the key responsibilities that make up the majority of the job and the corresponding duties.*

#### **Provides Intake, Safety Assessment and Case Management support**

- Assume responsibility for a partial caseload, in consultation with the Caseworker Supervisor
- Support effective and efficient case management practice that produces the best outcome for children and families
- Screen calls and analyze information provided to assess risk of children and their families, including determining the needs and safety of child(ren) and identifying existing strengths,

safety, and possible worries within families

- Collect information through collateral contacts and personal interviews with the child(ren), parents and significant others in order to determine the risk
- Distinguish between safety concerns that require intervention versus complicating factors
- Make appropriate referrals based on the child(ren) and family needs, in consultation with the delegated CI Practitioner/supervisor
- Assist with safety planning with families and their supports to ensure the safety of children in their home and/or their community
- Identify goals and determine appropriate programs, tasks, and services to meet the needs of children, youth and families, working with services and supports to mitigate risk
- Apply and adhere to the Child Intervention safety standards and CYFEA policies and procedures
- Complete casework activities, such as coordinating and/or supervising visits, driving and/or attending appointments with clients
- Work with the delegated CI Practitioner in the placement of children and assist with placement needs/support as required

#### **Work with children, youth and families to build social, educational, cultural, spiritual and community connections**

- Support children and youth to maintain relationships that are important to them by maintaining connection to their own culture, their religious beliefs, and have a plan for their care where they are included in the decision making process
- Participate in planning for family and cultural connection, including participation in and implementation of cultural plans with caregivers, and participating in Band designate consultations
- Work with caregivers in partnership on the day-to-day care of children and youth with a focus on child development, impact of trauma and cultural connections
- Collaborate with families, community agencies and other stakeholders to build positive respectful partnerships
- Participate in the development of success in school protocols and plans

#### **Provide administrative support to completing casework for child, youth and families**

- Provide entry-level work within the online CICIO System through entering contact logs, plans, legal, placements, health information, special cautions, etc.
- Complete all relevant documentation; including legal documentation for TGO, PGO, Supervision Orders, Secure treatments, and court reports with support from CI Supervisor

Note: after hours duties (on call) may be assigned as required.

#### **APPLICATION OF KNOWLEDGE**

*Briefly describes the required education and the level of knowledge essential to perform the job/above responsibilities (not intended to be an exhaustive listing).*

#### **PRACTICAL JOB KNOWLEDGE:**

- Ability to engage and build relationships with children, youth and families to identify strengths, build safety, and impact positive change
- Assessment and analytical skills
- Conflict resolution, crisis management and problem solving
- Effective communication, both oral and written
- Organizational and time management skills

- Ability to work independently and as a team member
- Ability to manage emotions and stress effectively and demonstrate self-awareness and self-care
- Ability to apply authority in a skillful and respectful manner and acknowledge families as the expert of their own circumstances
- Ability to determine what critical issues require immediate consultation with a supervisor

#### **THEORETICAL KNOWLEDGE:**

- Entry level working knowledge of the Child, Youth and Family Enhancement Act (CYFEA), Children's First Act, Protection of Children Abusing Drugs Act (PChAD), Drug-Endangered Children Act (DECA), Protection Against Family Violence Act (PAVA), Protection of Sexually Exploited Children Act (PSECA), and an Act respecting First Nations, Inuit, and Metis children, youth and families
- Awareness of community/departmental services and resources to facilitate effective referrals and assess most appropriate resource
- Knowledge of child/adolescent development and age-appropriate developmental milestones
- Awareness of indicators of child abuse and possible causes and contributing factors (for example, addictions, family violence, mental health, history of trauma and isolation) which may cause a child to be in need of intervention
- Sensitivity and understanding of cultural and ethnic diversity
- Knowledge and respect for First Nations, Inuit and Metis cultures and an understanding of Canada's history with Indigenous people and its multi-generational impacts
- Develops an understanding of the Child Intervention Practice Strategies and Signs of Safety practice model
- Knowledge of trauma informed practice, grief and loss for children and families

#### **PROBLEM SOLVING/DECISION MAKING**

*Briefly describes the types of problems or challenges the job routinely faces or solves and the types of assistance available (e.g. process guides, standard operating procedures, policy documents, availability of experts/specialists, on site supervision, etc.)*

In this developmental role, the CI Practitioner completes delegation training and is coached and mentored to be able to assume the full responsibilities of a fully delegated CI Practitioner. The incumbent has some independence in decision making within their level of delegation (level 11). For decisions requiring a higher level of delegated authority, consultation must occur with a delegated CI Practitioner, supervisor, or manager.

The scope includes:

- The ability to make quick assessments and analysis to determine authenticity, validity, and credibility of information received via reported sources and other avenues of information gathering
- Work that is demanding with specific timelines and processes as outlined in legislation and policy
- Activities and duties as driven by operational needs
- Consideration of the best interests of the child and potential impacts to them based on decisions made
- Decision-making in a consultative and collaborative manner with supervisor, manager, families and support systems
- Ongoing participation in group supervision, reviews and consultations
- Identifying and resolve parenting, health, mental health, cultural, educational, and financial barriers
- Advocating for child, youth and families in the community, reducing systemic barriers for the vulnerable population represented.

#### **KEY CONTACTS**

*Briefly describes the frequency and purpose of regular contact the job makes internally and externally.*

Supervisory responsibility: \_\_\_\_ Yes ☒ No

#### **INTERNAL (within the department):**

- Supervisor, manager and colleagues for case consultation, information sharing and to determine appropriate case status
- Other government program areas (i.e. The Office of the Child and Youth Advocate, AISH, PDD, Alberta Works, etc.)

**EXTERNAL (outside the department):**

- Children, youth and families receiving services
- Community resources and contracted service providers, to share information, make referrals and determine agreed upon services to meet and support client needs
- Other partnering professionals including police, health professionals, psychologists, teachers, etc.
- Community members requesting information about services available
- All Caregivers, including Foster and Kinship providers
- First Nations Band Designate/Métis Resource Person
- Practice Specialists for consultation and peer review
- Adult Support Services, OPGT, Trustee, Disability Services etc.
