

New

Ministry

Describe: Basic Job Details**Position**

Position ID

Position Name (200 character maximum)

Requested Class

Job Focus

Supervisory Level

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

 Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Supervisor's Current Class

Design: Identify Job Duties and Value**Job Purpose and Organizational Context**

Why the job exists:

Children and Family Services is dedicated to continuous improvement and the pursuit of excellence in delivering services that promote the safety, well-being, and best interests of children, youth, and families. Our work is guided by the Child Intervention Practice Framework and legislated by the Child, Youth and Family Enhancement Act (CYFEA). This legislation emphasizes the importance of assessing family circumstances to determine child safety, the need for intervention, and the most appropriate type of support. Central to our practice is the importance of family and community and their well-being. Children and youth benefit from lasting connections with friends, family, caregivers, and other significant individuals; community and culture; and permanent, formalized ties with people who care.

The Entry Level Child Intervention (CI) Practitioner plays a vital role in supporting children, youth, and families who may be experiencing vulnerability. Working collaboratively with delegated CI Practitioners, Supervisors, and Management, the Entry Level CI Practitioner engages in a wide range of child intervention activities. This role provides foundational experience, and professional development opportunities to build competence in the responsibilities of a delegated CI Practitioner.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

Intake, Safety Assessment, and Case Management Support

- Manage a partial caseload in consultation with the Child Intervention Supervisor and in collaboration with delegated Child Intervention Practitioners.
- Contribute to effective and timely case management practices that promote positive outcomes for children, youth, and families.
- Screen incoming calls and assess information to evaluate potential risks, safety concerns, strengths, and areas of need within families.
- Gather information through collateral contacts and direct interviews with children, parents, and other significant individuals to assess risk.
- Differentiate between safety concerns requiring intervention and other complicating factors.
- Make appropriate referrals based on assessed needs, in consultation with delegated CI Practitioners and Supervisors.
- Assist in developing safety plans with families and their support networks to ensure the well-being of children in their homes and communities.
- Identify goals and recommend appropriate programs, services, and tasks to address identified risks and support family strengths.
- Apply and adhere to Child Intervention safety standards and the policies and procedures outlined in the CYFEA.
- Support casework activities such as planning with families and youth appropriate interventions, coordinating and supervising family visits, accompanying clients to appointments, and providing transportation as needed.
- Present evidence and testify in court; attend mediation, JDR, and pre-court proceedings.
- Collaborate with CI Practitioners and Caregiver Practitioners to support child placements and respond to placement-related needs.

Supporting Social, Educational, Cultural, and Community Connections

- Help children and youth maintain meaningful relationships and cultural identity, including spiritual beliefs and personal values, through inclusive care planning.
- Participate in the development and implementation of cultural connection plans in partnership with caregivers, Caregiver Practitioners, and First Nations Designates.
- Work collaboratively with caregivers to support the daily care of children and youth, with attention to child development, trauma-informed practices, and cultural continuity.
- Build respectful partnerships with families, community organizations, and other stakeholders to support holistic care.
- Contribute to the development and implementation of school success protocols and educational support plans.

Administrative Support for Casework and additional duties

- Enter case-related information into the CICIO system, including contact logs, care plans, legal documentation, placement details, health records, and safety alerts.
- Complete required documentation, including legal forms for Temporary Guardianship Orders (TGO), Permanent Guardianship Orders (PGO), Supervision Orders, Secure Treatment applications, and court reports, with guidance from the CI Supervisor.

- Contribute to a positive workplace culture

Job knowledge

Practical Knowledge and Skills

- Demonstrated ability to build trusting, respectful relationships with children, youth, and families to identify strengths, enhance safety, and support positive change.
- Strong assessment and analytical skills to evaluate risk, safety, and family dynamics.
- Proficiency in conflict resolution, crisis response, and collaborative problem-solving.
- Effective verbal and written communication skills tailored to diverse audiences.
- Strong organizational and time management abilities to prioritize tasks and meet deadlines.
- Capacity to work independently while contributing effectively as part of a multidisciplinary team.
- Emotional regulation and stress management skills, with a commitment to self-awareness and self-care practices.
- Ability to exercise professional authority in a respectful, strengths-based manner, recognizing families as experts in their own lives.
- Sound judgment in identifying critical issues that require timely consultation with a supervisor.

Theoretical Knowledge

- Foundational understanding of relevant legislation, including:
 - *Child, Youth and Family Enhancement Act (CYFEA)*
 - *Children 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)*
 - *An Act respecting First Nations, Inuit and Métis children, youth and families*
- Awareness of community and departmental services to support effective referrals and resource navigation.
- Knowledge of child and adolescent development, including age-appropriate developmental milestones.
- Understanding of indicators of child abuse and contributing factors such as substance use, family violence, mental health challenges, trauma, and social isolation.
- Cultural sensitivity and an inclusive approach to working with individuals from diverse backgrounds.
- Respect for and knowledge of First Nations, Inuit, and Métis cultures, including awareness of the historical and intergenerational impacts of colonization and systemic inequities.
- Developing familiarity with the Child Intervention Practice Framework and the Alberta Signs of Safety model.
- Awareness of trauma-informed practices and the impact of grief and loss on children, youth, and families.

Problem Solving

Typical problems solved:

In this developmental role, the Entry-Level Child Intervention (CI) Practitioner completes delegation training and receives coaching to prepare for the full responsibilities of a delegated CI Practitioner. The incumbent exercises independent decision-making within their assigned delegation level (Level 11). For decisions requiring higher authority, consultation with a delegated CI Practitioner, Supervisor, or Manager is required.

Key aspects of problem-solving in this role include:

- Conducting timely assessments and analyses to evaluate the authenticity, validity, and credibility of information received from various sources.
- Navigating complex and demanding work environments with strict timelines and procedures governed by legislation and policy.
- Responding to operational needs with flexibility and professionalism.
- Prioritizing the best interests of children and considering the potential impact of decisions on their safety and well-being.
- Engaging in collaborative decision-making with supervisors, managers, families, and support networks.
- Participating actively in group supervision, case reviews, and consultations to enhance practice and accountability.
- Identifying and addressing barriers related to parenting, health, mental health, culture, education, and financial stability.
- Advocating for children, youth, and families to reduce systemic barriers and promote equitable access to services and supports.

Types of guidance available for problem solving:

- Supervisor, manager and colleagues for case consultation, information sharing and to determine appropriate case status
- Practice Specialists for consultation and peer review
- Other government program areas (i.e. The Office of the Child and Youth Advocate, AISH, PDD, Alberta Works, etc.)
- First Nations Designates and/or Indigenous resource person/people for culturally informed collaboration and guidance in cases involving Indigenous children and families

Direct or indirect impacts of decisions:

Decisions made by entry-level child intervention practitioners have a profound and lasting influence on the safety, stability, and development of children, youth, and families. These decisions shape the type and quality of support provided, affect familial relationships, and can influence long-term emotional, psychological, and social outcomes. Practitioners' actions also impact legal processes, public trust, and perceptions of the child intervention system, particularly through documentation, service delivery, and engagement with families and communities. Culturally informed collaboration - especially with Indigenous partners - ensures decisions uphold community protocols, support reconciliation, and preserve children's cultural identity and connections.

Key Relationships

Major stakeholders and purpose of interactions:

- 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 Designate/ Indigenous Resource person/ people
- Practice Specialists for consultation and peer review
- Adult Support Services, OPGT, Trustee, Disability Services etc.

Required Education, Experience and Technical Competencies

Education Level	Focus/Major	2nd Major/Minor if applicable	Designation
Bachelor's Degree (4 year)			

If other, specify:

Social Work

Job-specific experience, technical competencies, certification and/or training:

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Agility	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Understands need for change and manages own emotions:</p> <ul style="list-style-type: none"> • Uses common sense and past experience to approach ambiguous problems • Prevents emotions from affecting others negatively • Looks for information on changes • Open to new ideas and helping co-workers 	<p>Demonstrates adaptability and responsiveness in a dynamic work environment. Adjusts approach based on emerging needs, shifting priorities, and diverse family circumstances while maintaining a focus on child safety and well-being.</p>
Creative Problem Solving	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Is open to new ideas and breaks problems down to identify solutions:</p> <ul style="list-style-type: none"> • Breaks down problems into small parts • Constructively questions and challenges the norm • Open to other's perspectives and aware of own • Contributes ideas for improving processes, and adapts existing practice to address problems 	<p>Applies innovative thinking and sound judgment to assess complex situations and develop effective, strengths-based solutions. Uses a trauma-informed lens and collaborates with others to resolve challenges impacting children, youth, and families.</p>

Drive for Results	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Actively sets goals and remains open to advice on reaching them:</p> <ul style="list-style-type: none"> • Sets goals and prioritizes work • Identifies and corrects areas for improvement • Suggests actions; asks for advice when lacking information or multiple priorities • Operates within APS value system 	<p>Shows initiative and accountability in meeting timelines, achieving goals, and delivering high-quality services. Maintains focus on positive outcomes for children and families, even in high-pressure or emotionally demanding situations.</p>
Build Collaborative Environments	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Works in an open honest manner with colleagues:</p> <ul style="list-style-type: none"> • Creates sharing opportunities • Actively shares, accepts and listens to others • Recognizes conflict, respects and discusses opinions openly • Supports group even to learn from mistakes • Recognizes differing interpretations 	<p>Fosters respectful, inclusive, and trusting relationships with colleagues, families, caregivers, and community partners. Encourages shared decision-making and values diverse perspectives in planning and service delivery.</p>
Develop Networks	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Maintains collegial internal relationships and understands external network:</p> <ul style="list-style-type: none"> • Seeks to understand perspectives and needs of others • Follows through, has integrity and respect for others • Helps and follows through • Keeps key stakeholders informed; is professional and respectful 	<p>Actively builds and maintains professional relationships across systems and communities to support holistic care. Leverages networks to access resources, reduce barriers, and advocate for the needs of children, youth, and families.</p>

