



## JOB DESCRIPTION POINT RATING EVALUATION PLAN

Working Title Child Intervention Supervisor/Caregiver Supervisor		Name Vacant	
Position Number	Reports to Position No., Class & Level	Division, Branch/Unit	Ministry Children and Family Services
Requested Classification			Levels to Deputy Minister (Not including incumbent level)
Dept ID	Program Code	Project Code (if applicable)	

**POSITION SUMMARY:** Briefly describe the main purpose of the position, and why it exists for the most part (See PP [Slides 28-32](#)).

Children and Family Services is committed to ongoing improvement and pursuit of excellence in services to children, youth, and families. The Casework Practice Model builds on the evolution to-date and the ongoing evolution of casework practice and directions provided by the Child Youth and Family Enhancement Act (CYFE Act). The CYFE Act places a great emphasis on assessment of children and families in determining the safety of the child, the need for intervention and the type of intervention required. The Casework Practice Model is based on the philosophy that children, youth, and families should have input into the decisions that affect their lives. Assessment, engagement, and collaboration are cornerstones of the Model.

The Child Intervention (CI) Supervisor/Caregiver Supervisor is responsible for supporting the alignment of casework practice with the direction of the regional authority and the Ministry. The Child Intervention (CI) Supervisor activities are to ensure that the Child Intervention Practitioners are based on sound practice and that decisions support the safety of the child and the integrity of the family; to ensure Ministry policies and procedures are implemented; to build capacity of the staff reporting to the position; to support critical thinking, and analysis; to provide direction and support for practice; to assess worker strengths and match to workload/caseload and to ensure that program services are delivered in accordance with accepted practices and within the guidelines prescribed by legislation, regulations and ministry policy and procedure.

A primary focus of the CI Supervisor/Caregiver Supervisor is casework practice supervision - supporting quality of work by providing regular opportunity for the staff to reflect upon the content and process of their work and providing coaching and mentoring. Consultation is also provided at key decision points within the Casework Practice Model.

A secondary role is that of administrative supervision - includes responsibilities related to how the staff conduct themselves as professionals, compliance with legislation, regulation, policy, and procedures. This position provides resources and structures the work environment to enable workers to perform their jobs effectively.

**SPECIFIC ACCOUNTABILITIES:** List the most important end results or outcomes (not duties) of the position and how they are achieved. Each end result shows what the position is accountable for, within what framework and what the added value is. Normally a position has 4-6 core end results. For each end result approximately 4-6 major activities should be described (See PP [Slides 20-27](#)).

**Supervision/Leadership**

The Child Intervention (CI) Supervisor/Caregiver Supervisor supports staff in a manner that provides the child, youth and families with the best possible service in accordance with parameters of the position.

**SPECIFIC ACCOUNTABILITIES:** List the most important end results or outcomes (not duties) of the position and how they are achieved. Each end result shows what the position is accountable for, within what framework and what the added value is. Normally a position has 4-6 core end results. For each end result approximately 4-6 major activities should be described (See PP [Slides 20-27](#)).

Much of the time spent is on Casework Practice Supervision, which encompasses the following:

- Clarifies roles and expectations.
- Establishes norms that reflect professional accountability and quality assurance. (Can include the following discussions - oral and written communication and documentation, time management, and confidentiality.) Supervision sessions ensure that agreements that are reached and that the practitioner will:
  - Develop congruence between fundamental values and practice.
  - Assess practice against values and culture.
  - Translate and integrates values/ideology into practice.
- Demonstrates casework practice skills and applies expert knowledge of the Casework Practice Model
- Assists high risk assessment and intake situations.
- Builds staff capacity in assessment, analysis, intervention, and problem-solving skills.
- Supports staff to integrate theory, knowledge, and research into casework practice.
- Supports long-term professional development by supporting training and developmental and learning plans for assigned professional staff.
- Supports workers to develop community relationships that will engage formal and informal supports for child, youth, and family.
- Coaches staff on how to prioritize and organize workload assignments.
- Supports staff managing risk within the scope of responsibilities.
- Encourages staff health and wellness and develops a safety response process for staff.
- Supports effective decision making.
- Helps staff develop a knowledge-guided approach to their work by sharing how to translate theory/research to practice.
- Discusses how ethical issues, cultural, gender and socio-political concerns can influence their work with people.
- Guides, supports, and enhances workers ability in reflective practice and critical thinking through case decisions and the case plans that follow.
- Develops practitioner capacity based on an assessment of the practitioner's readiness and willingness.
- Assesses workers strengths and matches to workload/caseload.
- Identifies training needs.
- Plays a helping role by identifying successes and barriers in the practice of individual practitioners.
- Provides support through individual and group supervision and case consultation.
- Provides direction for practice that is consistent with legislation, policy procedures and the Casework Practice Model.
- Provides an environment that is sensitive to meeting the needs of staff.
- Provides coaching and mentoring and provides timely feedback.
- Confirms and advances the knowledge and skills of the practitioner.
- Facilitates learning, training, sharing experience and knowledge.
- Informs, clarifies, guides, advises, suggests, and helps workers find solutions and solve problems.
- Defines and/or develops next steps toward enhancing performance by drawing upon observation of practice, interactions with the practitioner, and analysis of the practitioners' behaviours and activities.
- Provides support through individual and group supervision and case consultation.

The supervisor establishes quality assurance by ensuring that practitioners are:

- are consulting throughout the casework practice process.
- are adhering to legislation, regulation, standards, and policy.
- are adhering to legislation, regulation, policy agreements and protocols regarding Indigenous children.
- are utilizing resources available effectively.
- are providing quality intake and assessment/analysis.

**SPECIFIC ACCOUNTABILITIES:** List the most important end results or outcomes (not duties) of the position and how they are achieved. Each end result shows what the position is accountable for, within what framework and what the added value is. Normally a position has 4-6 core end results. For each end result approximately 4-6 major activities should be described (See PP [Slides 20-27](#)).

- are providing quality intervention services.
- are utilizing a child focused, family centered strength-based approach.
- identifying deficits and areas for improvement
- taking corrective actions when required
- reviewing/monitoring the assessment and case plan
- reviewing/auditing files

The CI Supervisor/Caregiver Supervisor will observe staff interactions in the field with the family and provide feedback obtained on the skills to ensure they are following and developing the necessary practice skill sets:

#### **Conceptual Skills**

- Working knowledge base of the Act, regulations, policy, and procedures, understands how the *Matters to be Considered* impacts practice, good understanding of family systems theory, knows principles of human development, family development and family life cycle issues pertaining to the case, understand human interaction and normal family processes, how gender and culture have an impact on the client and on practice issues and knowledge of assessment strategies.
- Systems perspective and understands systems concepts, thinks in systemic cultural and contextual terms, knows the difference between content and process issues and can recognize hierarchy issues and can identify systemic gaps, etc.
- Knowledge of family practice theories, all work done is linked to the Casework Practice Model and recognizes links between perceptions, resources, issues, and potential solutions.
- Awareness of their own personal practice and how that is a factor in casework practice.

#### **Perceptual Skills**

- Ability to recognize all factors including their impact on the client/professional system.
- Can hypothesize systemic, general, or specific theory and can formulate casework plans based on These.
- Can integrate, evaluate, and differentiate theory and practice, utilize concepts, and describe the interventions that fit with theory and hypotheses.

#### **Intervention Skills**

- Knows and employs techniques of joining; engages family; establishes rapport; communicates clearly, demonstrates empathy, caring and respect; lays ground rules for practice; collaborates with the family and stakeholders, sets up workable agreements; sets appropriate boundaries and avoids triangulation without making client feel interrogated and conveys a sense of competence, authority and trustworthiness.
- Has ability to: assess clients appropriately; is skilled in interviewing; can clarify presenting problem; explore previous solutions and gather information; determine the strengths and resources of the family while being sensitive to gender, race, and cultural issues.
- Has the ability to: formulate multiple hypotheses and come to a correct analysis; develop agreements; set clear, reachable goals in consultation with family; modifies case plan when appropriate and uses theory-specific interventions appropriately with rationale.

#### **Evaluation Skills**

- Can articulate thoroughness of assessment and analysis; all related linkages; effectiveness of to assessment and intervention.
- Can self-evaluate: their skills; recognize signs and personal issues that may interact in practice, and can: integrate feedback into professional development; and work with supervisor on ongoing evaluation striving to improve where needed and recognizing strengths.

**SPECIFIC ACCOUNTABILITIES:** List the most important end results or outcomes (not duties) of the position and how they are achieved. Each end result shows what the position is accountable for, within what framework and what the added value is. Normally a position has 4-6 core end results. For each end result approximately 4-6 major activities should be described (See PP [Slides 20-27](#)).

**Decision/Approval Provided at Identified Decision Points**

- Ensures adherence to legislation, regulations, standards, and policy.
- Identifies and elevates issues, consulting with senior staff as required. Seeks expertise of others when appropriate.
- Ensures thorough analysis has occurred.
- Provides direction as required.
- Reviews, approves, and signs on key decision points in Casework Practice Model.

**Community Liaison/Partnership**

- Participates in collaborative relationships with community partners to facilitate service delivery, and promote understanding.
- Ensures awareness of current services available in the community
- Ensures utilization of resources

**The balance of the time is spent on administrative supervision:**

- Develops and implements processes to effectively organize, prioritize, and monitor workload assignments.
- Works within the allocated resources for budget and program.
- Provides scheduled unit staff meetings to discuss cases.
- Provides feedback to the practitioner regarding: how the practitioner is respectful and positive about other cases, helpful and not demeaning about practitioners' skills.
- Ensures practitioners are aware of ethical issues and follows policies regarding reporting and consulting with supervisor and/or other authorities, the Government of Alberta Code of Conduct and Ethics, laws on privileged communication, mandatory reporting, and duty to inform.
- Ensures that case file documentation is done appropriately and in a timely manner.
- Ensures a standard of professional dress and decorum.
- Always ensures professional conduct and consults when appropriate.
- Has and exhibits the personal attributes required for their position.
- Conducts Performance Management (individual and team-directs, coordinates, enhances and evaluates):
- Sets individual performance goals that are aligned with Ministry business plan and regional operational plan.
  - Provides regular and timely feedback on staff performance.
  - Assists staff in meeting individual performance goals.
  - Ensures orientation of new staff occurs in a timely fashion.
  - Ensures employee assessment reports are completed and identifies areas for development and areas of strength.
  - Encourages and support staff to explore and utilize opportunities for learning professional and career development.
  - Takes corrective action when required.
- Develops effective team/unit:
  - Promotes positive work environment that is sensitive to the needs of the staff.
  - Develops/implements strategies to maximize team effectiveness.
  - Establishes and maintains the shared vision and goals among team members.
  - Creates and provides opportunities for team building.
  - Creates an environment that recognizes individual team contributions.
- Pursues personal professional development and ensures currency.
- Positively represents the organization when interacting with partners and the community.
- Reviews and monitors expenditures in accordance with budgets and/or contracts.
- Ensures personnel administration is in accordance with regulations, policy, acts, and agreements.
- Provides input into business planning process and operational planning and ensures alignment.
- Participates in staff recruitment.

**SPECIFIC ACCOUNTABILITIES:** List the most important end results or outcomes (not duties) of the position and how they are achieved. Each end result shows what the position is accountable for, within what framework and what the added value is. Normally a position has 4-6 core end results. For each end result approximately 4-6 major activities should be described (See PP [Slides 20-27](#)).

- Collaborates with staff within the Region and within the Ministry
- Position may also supervise other program areas.

**KNOWLEDGE/EXPERIENCE:** Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. not only diplomas and degrees. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (See PP [Slides 33-37](#)).

**EDUCATION/EXPERIENCE:**

- Bachelor of Social Work and 2 years related experience or equivalency.

**LEGISLATION, REGULATION, POLICY, STANDARDS AND SYSTEMS**

In-depth knowledge of following legislation and associated regulations, standards, policy, and protocols as they relate to and impact intake, assessment, and casework practice:

- Child, Youth and Family Enhancement Act and Regulations
- Family Law Act
- Protection of Sexually Exploited Children Act
- Freedom of Information and Privacy Act
- Family Supports for Children with Disabilities Act
- Drug Endangered Children Act
- Protection Against Family Violence Act
- Protection of Children Abusing Drugs Act
- Other new Acts as implemented that directly relate to assessment and casework practice.
- Public Service Act
- Master Agreement relevant Subsidiary Agreements
- Working knowledge of:
  - Youth Criminal Justice Act
  - Public Service Act
  - Master Agreement
  - Financial Administration Act
  - Criminal Code
  - Mental Health Act
  - School Act
  - Indian Act
  - Charter of Rights and Freedom
  - Dependent Adult Act
  - Alberta Health Act

**COURT WORK**

Working knowledge of court system related to role and responsibility of Practitioners:

- Presentation of evidence in court.
- Unique local judicial court procedures and processes.
- Evidentiary and court documentation requirements.
- Court procedures for initiating, obtaining, and maintaining legal authorities under the CYFE Act.
- Mandates of other government departments and community agencies.

**KNOWLEDGE/EXPERIENCE:** Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. not only diplomas and degrees. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (See PP [Slides 33-37](#)).

- Legislation and policy regarding the various legal statuses and implications for practice.

#### **CORE Competency: Legislation, Organization and Systems**

Child Intervention Practitioners/Caregiver Practitioners will:

- Demonstrate an understanding of the organizational structure of the Ministry, the various delegated agencies, Authorities and own worksite, and the relationships under which they operate.
- Understand and describe the mission, goals and program of the Ministry, the Authority or delegated agency and the worksite.
- Know, interpret, and apply relevant legislation, regulations, and policy.
- Demonstrate an awareness and understanding of jurisdictional protocols as they relate to one's role.
- Identify systemic issues and advocate for improvements within the organizational structure.
- Have awareness of risk management and liability as it relates to one's role and can respond to sensitive issues according to organizational protocols.
- Understand and use relevant administrative, financial, and information management systems.
- Adhere to the confidentiality guidelines of the organization.
- Know and understand communities served and resources (internal and external, formal, and informal) available within that community.

#### **CORE Competency: Theory and Practice**

Child Intervention Practitioners/Caregiver Practitioners will:

- Identify, articulate, and demonstrate application of one's own personal practice approach.
- Demonstrate critical thinking and assessment skills in the planning and decision-making processes.
- Demonstrate knowledge of factors and conditions that impact family functioning and will apply that knowledge of one's own role.
- Demonstrate knowledge of child development and how it may be impacted by environmental and organic factors or conditions and apply that knowledge in one's role.
- Identify, articulate, and demonstrate a range of child management strategies.
- Demonstrate knowledge of indicators of child abuse and neglect and can apply procedures and protocols appropriately to one's role.
- Have a working knowledge of and exercise safety strategies for self and others.

#### **Child Intervention Supervisor Competency: Leadership**

Child Intervention Supervisors/Caregiver Supervisors will:

- Have a knowledge of the vision and business plan of the organization and incorporate this into program delivery.
- Maintain knowledge of organizational theoretical frameworks trends and strategies.
- Demonstrate effective leadership.
- Demonstrate a working knowledge of supervisory role.
- Demonstrate the ability to manage the diverse, complex, and sensitive nature of one's work.
- Develop, model, and implement process for conflict resolution.
- Have a working knowledge of change management and support staff through change.
- Represent your team within the organization, e.g., unit team, district office team and regional supervisory team.
- Demonstrate a working knowledge of the unique nature of working with Aboriginal children, families, and communities.
- Participate in strategic, business, and operational planning and implementation.
- Ensure involvement in human resource activities.
- Work collaboratively with a range of individuals, groups, and organizations.
- Demonstrate commitment to continuous improvement in the organization.

**KNOWLEDGE/EXPERIENCE:** Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. not only diplomas and degrees. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (See PP [Slides 33-37](#)).

#### **Supervisor Competency: Practice Supervision**

Child Intervention Supervisors/Caregiver Supervisors will:

- Demonstrate a working knowledge of and ensure adherence to all legislation and related program policy within the Ministry.
- Ensure adherence to legislation, policy, regulations, agreements and protocols regarding Aboriginal children and youth.
- Demonstrate casework practice knowledge, skills and abilities.
- Guide and support reflective practice and critical thinking in casework practice.
- Clarify practice roles and expectations.
- Provide coaching and mentoring by actively participating in casework activities with staff.
- Support staff to effectively integrate relevant theoretical knowledge and research into casework practice.
- Support effective decision-making and manage risks within the scope of responsibilities.
- Recognizing the nature of the work, provide an environment and a response that is sensitive to the needs of staff.
- Develop and support a safety response process for staff.
- Encourage staff health and wellness.
- Ensure staff are consulting throughout the casework practice process.
- Demonstrate working knowledge of the Casework Practice Model
- Guide and coach staff on how to prioritize and organize their workload.

#### **Supervisor Competency: Performance Management**

Child Intervention Supervisors/Caregiver Supervisors will:

- Have a working knowledge of all personnel-related Acts, regulations and policies and the Master Agreement.
- Ensure new employee orientation occurs in a timely manner.
- Assess the competencies of staff and identify strengths and areas for development.
- Set individual performance goals, ensuring alignment with the Ministry's business plan and the regional operations plan.
- Provide regular and timely feedback on employee performance.
- Encourage and support staff to explore and utilize opportunities for learning, professional and career Development.

#### **CORE Competency: Partnership and Teamwork**

Child Intervention Practitioners/Caregiver Practitioners will:

- Cultivate, establish, and enhance working relationships with a wide network of individuals, interest groups, and service providers.
- Work collaboratively and productively with others to achieve results.
- Actively participate as a team member.

#### **Supervisor Competency: Unit Teamwork**

Child Intervention supervisors/Caregiver Supervisors will:

- Establish and maintain the shared vision and goals among team members.
- Identify and implement strategies that maximize team effectiveness.
- Create and provide opportunities for team building.
- Create an environment that recognizes individual team contributions.
- Promote a positive work environment.

#### **Supervisor Competency: Administrative Supervision**

Child Intervention Supervisors/Caregiver Supervisor will:



**KNOWLEDGE/EXPERIENCE:** Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. not only diplomas and degrees. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (See PP [Slides 33-37](#)).

- Develop and implement processes to organize, prioritize and monitor workload assignments.
- Work within the parameters of the budget and allocated program resources.
- Demonstrate the ability to plan and facilitate meetings.

### **COMMUNICATION SKILLS**

The Child Intervention Supervisor/Caregiver Supervisor demonstrates effective listening and non-verbal communication skills.

#### **CORE Competency: Communication**

Child Intervention Practitioners/Caregiver Practitioners will:

- Demonstrate the ability to conduct planned and purposeful interview or communication exchanges.
- Demonstrate the ability to ask for, receive and give feedback.
- Present written and verbal information clearly.
- Educate and provide needed information to others.
- Demonstrate the ability to respond appropriately to anger and hostility.
- Describe and demonstrate a range of accepted conflict resolution, negotiation and problem-solving techniques.

#### **Supervisor Competency: Communication**

Child Intervention Supervisors/Caregiver Supervisors will:

- Demonstrate strong interpersonal and communication skills.
- Demonstrate strong writing and verbal skills.
- Engage in culturally sensitive dialogue.
- Demonstrate the ability to present information.

### **VALUES**

The Child Intervention Supervisor/Caregiver Supervisor believes that one's work with families is transparent and is a collaborative effort and their values are consistent with the Government of Alberta's values of respect, integrity, accountability and excellence and are consistent with the philosophy of the Act: support preservation of the family and protection of child and youth; child/family has unique strengths and rights to self determination.

#### **CORE Competency: Values**

Child Intervention Practitioners/Caregiver Practitioners will:

- Demonstrate respect towards clients, colleagues, and community members.
- Demonstrate genuine interest and caring about individuals and their journeys.
- Incorporate belief in family strengths into own practice.
- Practice in a manner that reflects the uniqueness of each child.

#### **Supervisor Competency: Values**

Child Intervention Supervisors/Caregiver Supervisors will:

- Demonstrate empathy, sensitivity, respect, and ethical behavior.
- Value the importance of staff safety.
- Value the importance of staff health and wellness.
- Demonstrate a commitment to lifelong learning.
- Value the diverse nature of staff.

### **COMMUNITY INVOLVEMENT AND PRACTICE**

#### **Supervisor Competency: Community Involvement and Practice**

**Supervisors will:**



**KNOWLEDGE/EXPERIENCE:** Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. not only diplomas and degrees. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (See PP [Slides 33-37](#)).

- Positively represent the organizations when interacting with partners and the community.
- Support workers to develop community relationships that will engage formal and informal supports for the benefit of children, youth, and families.
- Identify social trends and community needs to the broader organization.
- Demonstrate a working knowledge of how to develop partnerships and collaborate with Aboriginal and multicultural communities.

#### **PROFESSIONALISM**

The Child Intervention supervisor/Caregiver Supervisor demonstrates respect, empathy, sensitivity and behaves ethically towards clients, colleagues, and community members.

#### **CORE Competency: Professionalism**

Child Intervention Practitioners/Caregiver Practitioners will:

- Know and adhere to the Code of Conduct and Ethics of the organization.
- Understand and adhere to the principles of respecting dignity; individuality; right to self-determination; building on strengths.
- Have awareness of professional authority and influence, its impact on others and will use that authority and influence appropriately.
- Be aware of how one's own personal experience and values impact professional behavior and judgment.
- Develop and maintain professional relationships with others.
- Demonstrate adaptability, flexibility, and creativity in responding to opportunities, challenges, and change.
- Demonstrate personal responsibility and accountability for decisions made and actions taken within one's role.
- Demonstrate the ability to act as an advocate.
- Plan, organize, and manage work, set priorities and perform activities in a manner that best uses existing resources and time.
- Understand the origins and consequences of work-related stress and use coping and management skills to promote wellness.

#### **DIVERSITY**

#### **CORE Competency: Diversity**

Child Intervention Practitioners/Caregiver Practitioners will:

- Practice in a manner that reflects understanding of and respect for cultural, ethnic, spirituality and lifestyle diversity.

**SUPERVISION EXERCISED:** List position numbers, class titles, and working titles of positions directly supervised.

Entry Level Child Intervention Practitioner, Child Intervention Practitioner, Senior Child Intervention Practitioner, Administrative staff.

**PROBLEM SOLVING:** Describe difficult or challenging situations the position is typically expected to solve and the assistance available (See PP [Slides 41-43](#)).

The Child Intervention Supervisor/Caregiver Supervisor acts with considerable independence and has Delegation of Authority.

Decisions are driven by consideration for the child/youth and their family and professional judgement within the parameters of the CYFE Act, other related legislation, Regulations, Policies and Standards and philosophy of the Casework Practice Model. Consideration is also given to the Ministry business plan, Financial Administration Act, ministry wide direction and legislations, regulations, policies, and procedures. Ensures the alignment of casework practice with the directions of the regional authority, the business plan of the regional authority and the business plan of the ministry. Primary role is Casework Practice Supervision followed by a secondary role of Administrative Supervision.

**RELATIONSHIPS/CONTACTS:** Identify internal and/or external clients, partners and stakeholders with whom your position has the most influence and indicate the frequency, purpose and nature of the contact (i.e. how they are affected by recommendations, decision-making and action(s) taken) (See PP [Slides 44-46](#)).

Clients	Frequency	Nature and Purpose of Contact
<ul style="list-style-type: none"> <li>All levels of Child Intervention Practitioners and Caregiver Practitioners supporting Adoptions, Supports for Permanency, Foster Care and Kinship.</li> <li>Child with their family and may include extended family.</li> <li>Professionals (hospitals, schools)</li> <li>Colleagues and other managers and directors.</li> <li>Community agencies-service providers</li> <li>Legal system (courts, lawyers, RCMP, police)</li> <li>Other government program areas (i.e. The Office of the Child and Youth Advocate)</li> <li>Interest groups</li> <li>Other provincial jurisdictions</li> <li>First Nations Band Designate</li> </ul>	Daily	

**IMPACT AND MAGNITUDE OF JOB (SCOPE):** Identify how the position directly affects results, and the extent to which stakeholders are affected by the outputs. Provide recent examples (See PP [Slides 47-49](#)).

This position has an impact on the ability of staff to positively impact children and youth safety and the family's capacity to provide a safe and stable environment. Leads, directs, supports, controls, and enables or influences staff's capacity, competency, skill, ability and understanding to perform their duties. Positions must support critical thinking and provide direction and support for practice. Continually monitors and evaluates staff compliance to legislation, regulation, standards, and policy.

This position is responsible for the performance management cycle for staff reporting to it. It impacts the community's knowledge about children in need and the community's capacity to be a support to the child and family through permanency and case planning goals. Works within communities of cross-cultural diversity.

**CHANGES SINCE LAST REVIEW:** What significant changes have occurred in your job, from the last review (See PP [Slides 50-51](#)).

**COMPARABLE POSITIONS:** List comparable GoA benchmarks (See PP [Slide 52](#)).

**ORGANIZATION CHART:** A current organization chart that includes supervisor, peers and staff MUST be attached. Include whether employee is permanent, wage, temporary or contract and indicate position numbers (See PP [Slide 53](#)).

### Signatures

The signatures below indicate that the manager (incumbent) and division director/ADM have read, discussed and agreed that the information accurately reflects the work assigned (See PP [Slide 54](#)).

**Manager**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Division  
Director/ADM**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*This information is being collected under the authority of Section 10 of the Public Service Act and will be used to allocate positions within a classification plan and to manage the Alberta government human resources program. If you have any questions about the collection of this information, contact the Classification Manager, 6<sup>th</sup> Floor, Peace Hills Trust Tower, 10011 109<sup>th</sup> Street, Edmonton, Alberta, T5J 3S8, phone 408-8445 or contact your Ministry Human Resource Office.*