

New

Ministry

Children and Family Services

Describe: Basic Job Details

Position

Position ID

Position Name (200 character maximum)

Child Intervention Supervisor

Requested Class

Job Focus

Supervisory Level

01 - Yes Supervisory

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

Child Intervention Division

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 committed to ongoing improvement and pursuit of excellence in services to children, youth, and families. The Child Intervention Practice Framework 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 Child Intervention Practice Framework 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 framework.

The Child Intervention (CI) Supervisor is responsible for supporting the alignment of casework practice with the direction of the Child Intervention Division and the Ministry. The Child Intervention (CI) Supervisor activities are to ensure that the Child Intervention Practitioners decisions 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 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 Child Intervention Practice Framework.

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.

Responsibilities

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

Supervision/Leadership

- Clarify roles and expectations and establish norms that reflect professional accountability and quality assurance. (Can include the following discussions - oral and written communication and documentation, time management, and confidentiality.)
- Work collaboratively and productively with other supervisors to achieve results and actively participate as a team member.
- Provide supervision sessions to ensure that practice goals are reached and that the practitioner develops congruence between fundamental values and practice.
- Assess practice against values and culture and translate values/ideology into practice.
- Demonstrate CI practice skills and apply expert knowledge of the Child Intervention Practice Framework.
- Assist high risk assessment and intake situations.
- Build staff capacity in assessment, analysis, intervention, and problem-solving skills.
- Support long-term professional development by supporting training and the development of learning plans for assigned professional staff.
- Support workers to develop community relationships that will engage formal and informal supports for children, youth, and families.
- Identify and elevate issues, consulting with senior staff /management as required. Seeks expertise of others when appropriate.
- Review, approve, and signs on key decision points in Child Intervention Practice Framework.
- Coach staff on how to prioritize and organize workload assignments and support staff managing risk within the scope of their responsibilities.
- Encourage staff health and wellness and develop a safety response process for staff to promote worker safety.
- Support workers with effective decision making and learning a knowledge-guided approach to their work by sharing how to translate theory/research to practice.
- Guide, support, and enhance workers ability in reflective practice and to critically think through case decisions and the case plans that follow.
- Assess workers strengths and capacity for caseload assignment and workload distribution.
- Play a supportive role by identifying successes and barriers in the practice of individual practitioners and provide individual and group supervision and case consultation.
- Provide direction for practice that is consistent with legislation, policy procedures and the Child Intervention Practice Framework.
- Provide coaching and timely feedback to CI practitioners and identify training needs as required.
- Know and model the Code of Conduct and Ethics of the organization.
- Facilitate learning and training which includes sharing experience and knowledge.
- Define and/or develop next steps toward enhancing performance by drawing upon observation of practice, interactions with the practitioner, and analysis of the practitioners' activities.
- Review/monitor assessments and case plans including reviewing/auditing files and ensuring compliance to safety standards.
- Positively represents the organization when interacting with partners and the community.
- Participate in staff recruitment.

Enhance team building and workplace engagement amongst unit staff

- Develop and implements processes to effectively organize, prioritize, and monitor workload assignments.

- Provide scheduled unit staff meetings to discuss cases.
- Ensure 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.
- Ensure a standard of professional dress and decorum.
- Always ensure professional conduct and required consults occur when appropriate.
- Ensure an environment of collegiality and respect within the unit and organization.
- Work collaboratively with management to set individual performance goals that are aligned with the Ministry business plan and regional operational plan including providing regular and timely feedback on staff performance.
- Support staff in meeting individual performance goals.
- Ensure orientation of new staff occurs in a timely fashion and employee assessment reports are completed and clearly identify areas for development and areas of strength.
- Encourage and support staff to explore and utilize opportunities for learning professional and career development.
- Take corrective action when required to develop an effective team/unit and establish and maintain the shared vision and goals among team members.
- Create and provide opportunities for team building while still maintaining an environment that recognizes individual team contributions.
- Have a working knowledge of all personnel-related Acts, regulations, policies and the Collective Agreement.
- Collaborates with staff within the Region and within the Ministry

Intervention/Evaluation Skills

- Understand and employ the CI Practice Framework to engage family, establish rapport, communicate clearly, demonstrate empathy, collaborate with stakeholders, and set up workable agreements.
- Assess clients appropriately; 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.
- Use knowledge and expertise to support practitioners in developing agreements; set clear, reachable goals in consultation with family; modify case plans when appropriate and provide CI Practitioners with theory-specific interventions to utilize in their case planning.
- Strong working knowledge the CYFE Act, regulations, policy, and procedures, Signs of Safety tools, principles of 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.
- Present evidence in court with knowledge of unique local judicial court procedures and processes.
- Strong knowledge of family practice theories and the Child Intervention Practice Framework. Recognizes links between perceptions, resources, issues, and potential solutions.
- Awareness of their own personal practice and importance on personal reflection.

Supervise all administrative tasks to completing casework for child, youth and families

- 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.
- Understand and use relevant administrative, financial, and information management systems.

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

Problem Solving

Typical problems solved:

The Child Intervention Supervisor acts with considerable independence and has a Delegation of Authority related to the position.

Decisions are driven by consideration for the child/youth and their family and professional judgment within the parameters of the CYFE Act, other related legislation, Regulations, Policies and Standards and philosophy of the Child Intervention Practice Framework. 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 Child Intervention practice with the regional and ministerial business plans. Primary role is Child Intervention Practice

Supervision followed by a secondary role of Administrative Supervision.

Types of guidance available for problem solving:

Executive Director
Directors
Management Team
Directors and managers of contracted service providers
Legal system (lawyers, courts, RCMP, police, AB Justice Managers)
Office of the Child and Youth Advocate
DFNA Director, managers, and supervisors
Community agencies and service providers

Direct or indirect impacts of decisions:

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.

Key Relationships

Major stakeholders and purpose of interactions:

- Child Intervention Division employees
- Child with their family and may include extended family.
- Professionals (hospitals, schools)
- Colleagues and other managers and directors.
- Community agencies-service providers
- Legal system (courts, lawyers, RCMP, police)
- Other government program areas (i.e. The Office of the Child and Youth Advocate)
- Other provincial ministries
- First Nations Band Designates

Required Education, Experience and Technical Competencies

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

If other, specify:

Two years of progressively responsible experience in Child Intervention.

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

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
- Collective Agreement
- Financial Administration Act
- Criminal Code
- Mental Health Act
- School Act
- Indian Act
- Charter of Rights and Freedom
- Dependent Adult Act
- Alberta Health Act

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		
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

Employee Name	Date yyyy-mm-dd	Employee Signature
Supervisor / Manager Name	Date yyyy-mm-dd	Supervisor / Manager Signature
Director / Executive Director Name	Date yyyy-mm-dd	Director / Executive Director Signature
ADM Name	Date yyyy-mm-dd	ADM Signature
DM Name	Date yyyy-mm-dd	DM Signature