



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

SELECT REASON FOR SELECTING CJD: <input type="checkbox"/> NEW POSITION	<input checked="" type="checkbox"/> UPDATE POSITION	
POSITION #:	DEPARTMENT: CHILDREN SERVICES	
WORKING TITLE: SENIOR CHILD INTERVENTION PRACTITIONER	EMPLOYEE NAME (OR VACANT):	
CURRENT CLASS: HUMAN SERVICES WORKER 6	REQUESTED CLASS:	
JOB FOCUS:	SUPERVISORY LEVEL:	
BUSINESS UNIT:	DEPT. ID:	PROGRAM CODE:
DIVISION, BRANCH/UNIT:	SUPERVISOR'S POSITION #:	
SUPERVISOR'S CURRENT CLASS:	SUPERVISOR'S WORKING TITLE:	

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. The position is considered a senior working level practitioner responsible for child intervention activities and performing the full scope of duties of the role. This position is considered an expert of the field of Child Intervention and applies extensive theoretical knowledge and regional/provincial program expertise to lead in the field of practice, enhancing the lives of child, youth and their families. This position will provide support to Entry Level-CI Practitioners through mentoring and supporting the organization.

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 pursuit of excellence in services to children, youth and families. The Child Intervention Practice framework builds on 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. 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 Senior Child Intervention (CI) Practitioner is responsible for managing enhanced complex intervention cases and safety planning for assessment and ongoing case planning, by managing services, and using practice principles to meet the unmet needs of vulnerable children, youth and families within timelines specified by legislation.

This essential position focuses on creating safety and well-being for children and youth, enhancing parental capacity, family functioning, and wellness. This includes working with new Canadians as well as First Nations, Metis and Inuit communities to ensure cultural connection for children in care.

The Senior Child Intervention (CI) Practitioner will be engaged in the implementation of the organizational goals, active participation in decision making and collaboration amongst colleagues, CI families, programs, stakeholders, and leadership. There is proficiency in the application of the Signs of Safety tools its philosophy merged with the

Practice Strategies. The role takes a lead role, with minimal supervision, in managing complex cases such as joint police investigations involving physical and sexual abuse; complex medical child abuse cases in consultation with medical teams.

RESPONSIBILITIES

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

Perform intake and Safety Assessment:

- Completes intake and Assessment, including gathering, consolidating and analyzing information to assess the ongoing needs and risk of children and families in order to provide child protection services.
- Determines the immediate needs and safety of the child(ren), that includes clearly identifying past harm, potential risks, the family's strengths & existing safety by gathering, consolidating and analyzing available information in all reasons for involvement with Child, Youth and Family Enhancement Act (CYFEA) including highly complex files.
- Collects information through collateral contacts and personal interviews with the child(ren), parents and significant others in order to determine the risk.
- Uses authority in decision making and engagement with family and community.
- Assesses and monitors safety network for participants, including facilitation of these meetings preparation, purpose, and progress.
- Facilitates family and network meetings and achieve outcomes.
- Develops and completes rigorous safety planning for immediate, interim, and long term safety plans with strong communication and least intrusive measures.
- Connects families with early intervention supports and community resources.
- Experienced in the collaboration of interviews with Police/RCMP or sexual assault center demonstrating clarity in criminal & child safety and the difference in roles.

Manage ongoing case management

- Completes applications, affidavits, plans, consultations, and CICIO entry for the various types or legal authorities and agreements (Apprehension, Initial Custody, TGO, PGO, Supervision Orders, Secure Treatment, PSECA, FEA , EAY, SFAA) and supports the CI Practitioner in case preparation where required.
- Presents evidence in written and verbal form for the apprehension or continued custody of a child (Consultations, mediation, Judicial Dispute Resolution (JDR), hearings, trials); supports the CI Practitioner where necessary.
- Collaborates with families to develop safety plans in the child's best interest with the utilization of policy, procedures, consultation, with caregiver supports, specialists, Placement Concern Response, specialists, contracts, Family and Surrogate Court Litigation, and other Ministry leaders
- Monitors and evaluates client progress/compliance and makes relevant changes
- Achieves outcomes for children and families through flexibility and adaptable practice
- Considers and pursues permanency for children and youth in care while maintaining connection
- Completes clear and concise documentation with significant attention to meaningful contact, honouring the voices of the child and family in all service planning
- Builds, prepares, facilitates, and teaches family and multiple stakeholders and community networks how to meet the safety goals.
- Collaborates with service providers (including fee-for-service contracts) for service delivery to the client/family and ensure financial accountability
- Liaises with caregivers ensuring adequate support within the home to meet all the needs of the child, which may include clothing, respite, caregiver education, cultural and connection plans
- Advocates and supports the consistency of a child's placements

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, be connected to their own culture, practice their religious beliefs, and have a plan for their care where they are included in the decision making process
- Ensure lifelong connections through family finding and cultural connections. Facilitate family meetings and develop a plan through mapping that includes everyone's voice
- Participate in planning for family and cultural connection, including participation in and implementation of cultural plans with caregivers, and participating in Band designate consultations
- Lead in the development of success in school protocols and plans
- 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
- Supports, explores, and maintains life long connections with family, siblings, community, religion, and culture for children and youth

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

- Completes thorough documentation and CICIO data entry required ongoing and extensive documents including; assessment reports, contact with caregivers, contact with families, concurrent planning, success in school, cultural plans "rites of passage plans", applications for treaty status, kinships referrals, intake referrals, placements searches, in care consultations, consents for PGO, consent for medical intervention, high risk youth plans, family connection plans, mandatory notifications, etc.
- Enters contacts on CICIO and utilizes case connect in the field for the entry of contact logs, plans, legal, placements, health information, special cautions, etc.
- Review invoices for purchase requirements, ensure receipts match pre-approval provided (i.e. to purchase clothing or a crib)

Additional Activities

- Participates in appreciative inquiry, collaborative case reviews and group supervision which may include advisory roles
- Uses of various SOS tools observed in collaborative case reviews and through safety road maps, scales, case plans and consultations
- Collaborates with families, networks, community agencies and other stakeholders to build positive, respectful partnerships
- Connects with community and Ministry partners (Health, Police, Education) and acts as a liaison to identify service gaps and solutions
- Leads office committees, special projects, and community groups
- Leads opportunities for educating the public regarding Child Intervention practice
- Participates in After Hours Crisis response to urgent matters and to assist colleagues this may include on call/after hour rotation of evenings and weekends
- Acts as cover off supervisor when required

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:

- Interviewing skills, (SOS tools) - children and adults emphasis on relationship building and collaborating with caregivers and children remaining sharp on harm matrix, and safety planning. Forensic Interviewing is preferred.
- Assessment skills/analytical.
- Knowledge of decision-making and advocacy
- Conflict resolution, negotiation, mediation/problem solving with family members (including birth family), caregivers and other professionals.
- Highly developed knowledge and strong relationships with community resources/referrals.
- Communication - oral and written.
- Intervention/crisis management skills/suicide intervention planning.
- Advanced computer skills, including navigating several systems and programs for information and entering data into a live program
- Uses current and learn new programs/software (1GX, CICIO, share point)
- Organizational and time management
- Seeks out opportunities to join committees and collaborate with community partners
- Professionalism – demonstrates respect, empathy, sensitivity and behaves ethically towards families, children, youth, colleagues and community

The Senior Child Intervention (CI) Practitioner is proficient in their;

Abilities:

- Critically thinks through and can concisely articulate complex situations, interventions and safety planning to mitigate risk for children and/or discuss other outcomes such as reunification or legal permanency.
- Looks for opportunities to provide cover off supervision with the organization when operationally feasible.
- Recognizes and implements different levels of required consultation;
 - Mandatory day to day consultation
 - Third man in consultation
 - Category 4 consultations
- Confident in their role, skills, and analysis.
- Able to provide support to the Supervisor with group supervision by facilitating or acting as an advisor.
- Provide supervision to a practicum student or mentorship to a new team member as opportunity to develop leadership skills
- Openness to provide Acting Supervisor responsibilities when opportunities present themselves
- Leadership skills including coaching, mentoring, patience, support, for staff and practice development.
- Self reflection with success and areas for improvement.
- Committed to continuous growth and open to feedback.

THEORETICAL KNOWLEDGE:

- Child, Youth and Family Enhancement Act (CYFEA), and the Policies that govern the actions & Legal Authorities, Protection of Children Abusing Drugs Act (PChAD), Drug-Endangered Children Act (DECA), Protection Against Family Violence Act, Domestic Relations Act, Protection of Sexually Exploited Children Act (PSECA), Freedom Of Information Privacy (FOIP), Alberta School Act, Mental Health Act, An Act respecting First Nations, Inuit, and Metis Children, Youth and Families, Criminal Code (i.e. sexual assault, pornography), Family Violence Act, Youth Criminal Justice Act, Children First Act, exposure to Family Law, INAC
- Child Intervention programs (Caregiver Supports) policies, procedures and directives.
- Child Intervention Practice Framework Principles

- Government of Alberta (Code of Conduct and Ethics, Occupational Health & Safety, Harassment & Bullying, Working Alone, Collective Agreement, etc)
- File Standards/TAPIS
- Regularly uses appreciative inquiry as a part of their Child Intervention practice
- Signs of Safety approach and tools are incorporated throughout practice. (Mapping, risk assessments, three houses, words and pictures, safety network meetings, appreciative inquiry, group supervision, collaborative case reviews, scaling etc.)
- Infant/child/adolescent development to recognize appropriate/inappropriate behaviours and milestones.
- Indicators of child abuse and neglect.
- Various disorders affecting children, family dynamics, child behaviour management and techniques to provide specific child management strategies around issues of Fetal Alcohol Spectrum Disorder & effects/sexual abuse, food hoarding, aggression, suicide, depression, anxiety, effect of trauma on child development, parenting techniques for special needs children.
- Adult development and or red flags for signs of mental health, addiction, and domestic violence.
- Trauma informed practice, grief and loss for children and families.
- Post traumatic stress disorder, drugs and alcohol, separation and loss
- Community/departmental services and resources to facilitate effective referrals and assess most appropriate resource.
- Cultural awareness of self and other cultural practices, belief systems (e.g. ethnic and religion).
- Indigenous history – including history of Child Welfare 60's scoop, residential schools, over represented number of Indigenous children in care. Truth and Reconciliation Commission. Land recognition.
- Protocols with Elders, designates, and ceremonies.
- Immigration policies and procedures, i.e. status.
- Court procedures, protocol, preparation of documents and evidence written and verbal.
- Protocol for joint criminal investigations (sexual/ physical abuse etc).

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.)

- Recognizes the urgency and necessary authority to plan for immediate, interim, and long term safety with family, the children, and the network as per the CYFEA reasons for involvement.
- A Senior Child Intervention (CI) Practitioner is competent in their knowledge of the Delegation of Authority and the decisions within their scope.
- Responsible for prioritizing safety and day-to-day decisions, and planning through various legal status of case management, determines appropriate resources to utilize, and supports appropriate placements.
- Considers the best interests of the child and potential impacts to them based on decisions made.
- Decision-making occurs in a consultative and collaborative manner that may include Supervisor, Manager, Associate Director, families (kin), support networks, caregivers, Bands, Designates, and the child.
- Proficient in resolving parenting, legal, physical/emotional/mental health, cultural, language, educational, and financial barriers.
- Advocates for child, youth and families in the community, reducing systemic barriers for the vulnerable population represented.
- Leadership functions (informal and formal) to support development of Entry Level Child Intervention Practitioners and practicum students through practice and support. (Network meetings, assessments, words & pics, risk assessment maps, home visits, organizational strategies/ideas , group supervision,)

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):

- Lawyers/Courts for court preparation/documentation. To accurately relay information to Judges through court reports and/or verbal evidence in person or on the phone.
- Colleagues, Supervisors and Managers for case consultation, information sharing, and decision making for high risk complex files.
- Other government program areas (The Office of the Child and Youth Advocate, AISH, Alberta Works, Adult Support Services, Office Public Guardian Trustee, Disability Services, etc.)

EXTERNAL (outside the department):

- Children, Youth and Families receiving services.
- Caregivers, including Foster and Kinship providers' authority and agency
- Consultation with diverse community partners, psychologists, medical staff, Police/RCMP, justice system, school officials - for professional advice, to share client information, and to advocate for the child(ren)
- Community resources and contracted service providers, to share information, make referrals and determine agreed upon services to meet and support client needs
- Other Provincial Jurisdictions
- First Nations Band Designate/Métis Resource Person
- Post Secondary Institution Practicum Instructors
- Practicum Students

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

Employee Name (Required)

Date

Employee Signature

Manager Name (Required)

Date

Manager/Director Signature

Executive Director Name / ADM Name
(Optional)

Date

Executive Director Signature / ADM Signature