

**IDENTIFICATION**

<b>20</b>	<b>Team Leader</b>	<b>Reports to Program Coordinator</b>
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**1.0. PURPOSE**

1.1. Providing quality direct care to youth and children by:

- Create and sustain a welcoming, safe environment
- Creating programming and activities which are focused on the youth’s needs, cultural and community connections
- Documentation and reporting

**2.0. RESPONSIBILITIES**

2.1. Create and sustain trusting relationships

2.2. Ensure that youth are provided with a safe and secure environment by

- Discouraging youth from leaving without permission
- Following security protocol as outlined in the Policy Manual
- Helping maintain a stable emotional environment which reduces anxiety
- Respect for individuality

2.3. Carrying out the day-to-day routines

2.4. Participating in the preparation of meals

2.5. Celebration and support of the youth’s self-concept

2.6. Youth centered programming

2.7. Advocate on behalf of each child/youth

2.8. Ensure access to the office of the Child and Youth Advocate

2.9. Provide a caring and nurturing environment

2.10. Support youth with basic life skills

2.11. Atone to the youth’s current emotional state

2.12. Support and help develop the youth’s social information processing

2.13. Support and help develop the youth’s cognitive reframing

2.14. Support and help develop the youth’s self-regulation learning

2.15. Cultural Connections

2.16. Support the work of the Indigenous Resource Worker to:

- Create and implement a Cultural Connections Plan that will assist the child/youth to strengthen their cultural identity within their communities
- Identify and facilitate access to cultural activities and events, including cultural protocol
- Identify appropriate cultural leaders for the child/youth to connect with support and facilitate appropriate family connection and attachment

- 2.17. Community Connections:
  - Support co-workers
  - Plan recreational activities
  - Identify and support healthy community supports which the youth can access independently
  - Identify youth's independent activities which create attachment to peers such as participating in sports, dance etc.
- 2.18. Documentation and Reporting:
  - Intake, assessment and discharge reporting
  - Care Plans
  - Maintain each youth's record of appointments, visits and case conferences
  - Communication with other professionals
  - Incident reporting as needed
  - Progress Reports
  - Daily, monthly, quarterly and annual reporting
  - Other reporting as identified
- 2.19. Evaluation and Quality Assurance:
  - Become knowledgeable of the policies and procedures of Heritage Family Services
  - Adhere to the professional code of ethics or the ethical standards of the Child and Youth Care Association of Alberta (CYCAA)
  - Follow Heritage Family Services grievance procedure
  - Develop and follow annual training plan
  - Have knowledge of health and fire standards, and to be aware of fire evacuation procedure
- 2.20. Collaboration with the following, organizations, and community resources:
  - RCMP
  - The Department of Justice
  - Child Protection Agencies
  - Schools
  - Services Organizations at the community level
  - Alberta Health Services Addiction and Mental Health Services
  - Volunteer Service Groups
  - Alberta Health Services Emergency Services
  - Elders and Traditional Healers
  - Other Child and Family Services Organizations

**3.0. QUANTITATIVE MEASURES OF THIS POSITION**

- 3.1. Percentage of Critical Incidents
- 3.2. Evaluates and revises interdisciplinary care plans for youth in collaboration with the child/family and the health care team to ensure child/family needs are met
- 3.3. Quarterly, Annual and Probationary evaluations completed as necessary

**4.0. CONSEQUENCES OF NOT MEETING EXPECTATIONS**

- 4.1. Youth exposed to further risk and trauma
- 4.2. Youth does not meet their treatment and placement goals
- 4.3. Reputation damage to organization

**5.0. DIFFICULTIES ENCOUNTERED**

- 5.1. Limited resources
- 5.2. Managing vicarious trauma
- 5.3. Language and culture
- 5.4. Complex needs of family units
- 5.5. Highly charged emotional situations

**6.0. KNOWLEDGE**

- 6.1. Community resources
- 6.2. Traditions and beliefs about First Nation's healing; and ability to communicate in in a First Nations language, both verbal and written would be an asset
- 6.3. Knowledgeable about the diversity of indigenous identities, cultures and communities
- 6.4. Knowledgeable about the diversity of LGBTQ2S+ identities, cultures and communities,
- 6.5. Trauma and recovery

**7.0. SKILLS**

- 7.1. Comfort in working with diverse communities in a respectful manner
- 7.2. Comfort with terminology and pronouns
- 7.3. Excellent written and oral communication skills

**8.0. ABILITIES**

- 8.1. Inspire trust and respect among colleagues and external partners
- 8.2. Ability to maintain confidential information
- 8.3. Organized and reliable
- 8.4. Proficient with current technology and communication systems; experience with ETO (Efforts to Outcomes) is an asset
- 8.5. Communicate cross-culturally and work effectively with individuals and groups, including those with socially marginalized identities and experiences

**9.0. EDUCATION AND EXPERIENCE**

- 9.1. Minimum of a two (2) year Diploma in the Human Services field and three (3) years of relevant experience (i.e. the care of children/youth), and be over the age of 18.
- 9.2. Valid Driver's License and clean Driver's Abstract
- 9.3. Ability to pass a Child Intervention Record Check and a Vulnerable Sector Check

9.4. Volunteer experience is considered an asset

**10.0. PREREQUISITES**

- 10.1. Company Orientation
- 10.2. Medication Orientation
- 10.3. Standard First Aid Level C with AED
- 10.4. Therapeutic Crisis Intervention (TCI)

**11.0. ON GOING PROFESSIONAL DEVELOPMENT**

- 11.1. Medication Orientation (3 years)
- 11.2. Safe Food Handling (3 years)
- 11.3. Standard First Aid Level C with AED (3 years)
- 11.4. Therapeutic Crisis Intervention (3 years)
- 11.5. SafeTalk (3 Years)
- 11.6. Aboriginal Awareness (annually)
- 11.7. Cultural Diversity (annually)

Over time it is expected that those employed in the Child and Youth Care Worker role will require/acquire a broader skill base and/or specialty education and training to excel in managing more demanding situations.

**12.0. COMPETENCIES**

In addition to qualifications, a Child and Youth Care Worker require certain levels of proficiency in the following competencies.

- 12.1. **Communication - Level 3: Adapts Communication to Others**
- 12.2. **Flexibility - Level 3: Adapts Tactics**
- 12.3. **Client Focus - Level 3: Anticipates and Adapts to Client Needs**
- 12.4. **Creative Problem Solving - Level 3: Understand and Acts on Basic Relationships**
- 12.5. **Values and Ethics - Level 3: Acts Consistently with Professional Values and Ethics**
- 12.6. **Teamwork - Level 3: Demonstrates Leadership in Teams**
- 12.7. **Professional Excellence - Level 3: Improves Performance**
- 12.8. **Fostering Independence in Others - Level 3: Demonstrates Leadership in Teams**
- 12.9. **Self control - Level 4: Manages Self in Highly Adverse Situations**
- 12.10. **Advocating for Others – Level 2: Takes Multiple Actions to Encourage**

12.11. **Collaboration – Level 3: Encourages Others**

12.12. **Leading Others – Level 2: Promotes Team Effectiveness**

**13.0. WORKING CONDITIONS**

13.1. Working hours

- 174 – 243 hours monthly depending on rotation

13.2. Overtime

- Approved by the Program Coordinator
- Join on call rotation, if applicable

13.3. Personal Protective Equipment

- Follow recommendations

13.4. Equipment Used

- Fire extinguisher, appliances, lawnmower, knives, scissors, etc.

**14.0. PHYSICAL DEMANDS**

14.1. Occasional long hours

14.2. Walking, standing, sitting, twisting, reaching, keying, bending, driving, cooking, cleaning

14.3. Participation in recreational activities

14.4. Inconsistent work environment

14.5. May be called upon at any time

Heritage Family Services promotes an equal opportunity workplace which includes reasonable accommodation of otherwise qualified disabled applicants and employees. Please contact HR with questions regarding the physical demands of the position.

**15.0. ENVIRONMENTAL CONDITIONS**

15.1. Physical violence/aggression,

15.2. Hot and cold weather, indoor and outdoor, slippery surfaces during winter

15.3. Noise, moving objects

15.4. Congested work areas

15.5. Exposure to chemical cleaners and exposure to blood and bodily fluids

**16.0. SENSORY DEMANDS**

16.1. Awareness of non verbal behaviour

16.2. Hearing, speaking, vision and smell

**17.0. MENTAL DEMANDS**

17.1. Trauma; victims of violence, sexual abuse, multiple losses, traumatic cultural issues

17.2. Conflicting demands heightened by extremely confidential issues and ethical dilemmas

**JOB DESCRIPTION**

- 17.3. Mental demands of prioritizing clients and responsibilities
- 17.4. Vicarious trauma, ethical and moral dilemmas
- 17.5. Working under pressure/deadlines
- 17.6. Perform complex or varied tasks
- 17.7. Attain precise standards
- 17.8. Working with minimal supervision
- 17.9. Confrontational situations
- 17.10. Influencing people
- 17.11. Irregular hours
- 17.12. Working alone

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Signature

I certify that I have read and understand the responsibilities assigned to this position and I certify this job description of the responsibilities assigned to the position.

\_\_\_\_\_  
Human Resources Administrator

\_\_\_\_\_  
Date