



## JOB DESCRIPTION

Salary Grade:

7

10 Month Position

<b>Job Title:</b>	<b>Division:</b>
Child & Youth Worker- Elementary	Field Operations
<b>Supervisor's Title:</b>	<b>Superintendency:</b>
Principal	Elementary and Secondary Schools
<b>Union Status:</b>	<b>Department/Location:</b>
CUPE Local 1328	Elementary Schools

### PRIMARY FUNCTION

The primary function of this job is to operate as front line staff assisting pupils who are experiencing problems (e.g.: personal, family, behavioural, emotional, social) by providing individual or group counselling, referrals to the Board's professional services staff and/or external agencies, under the direction of the principal. (Counselling includes the activities set out below but excludes activities that are the proper domain of regulated professions i.e. teacher, social worker, psychologist, etc.)

### **MAIN RESPONSIBILITIES**

1. Provide social, emotional and academic support to students with behavioural problems and learning disabilities, as directed by the principal, by performing such tasks as:
  - functioning as a team member with the special education teacher and visiting the 'identified' students in 'integrated' classes
  - developing an ongoing relationship with the caseload of 'identified' students by having regular and daily interaction with the students
  - reinforcing the teacher's lesson on a one to one or small group basis
  - accommodating the lesson/exercises to facilitate the student's learning
  - observing class and recognizing situations which may escalate e.g.: disruptive behaviour, student making comments to another student etc.
  - intervening in class to stop disruptive behaviour e.g.: talking quietly and individually to the student; taking student to a separate room for de-escalation counselling; taking out of control student to principal; letting student have time to sit and think by himself/herself
  - counselling students by: letting them talk about what is bothering them; being empathetic and providing social and behavioural approaches (teaching social skills etc.) that student can employ in situations; focusing on the positives of the students and encouraging them to participate (e.g.: sports) etc.
2. Conduct group counselling sessions with students that address social, behavioural and/or academic concerns, by performing such tasks as:
  - assembling a group of students to conduct a group counselling session, as required
  - meeting a group of students to reinforce the lesson or do some remedial reading or conduct an activity such as scanning the newspaper for current/interesting events
  - organizing sessions for small groups of students on matters such as social skills, life skills, health awareness (hygiene etc.), anger management etc., as required.
3. Perform a variety of other duties that support the Child & Youth Worker function, such as:
  - providing crisis intervention support to the school by reporting to the class/yard to deal with a disruptive situation e.g.: by taking the student

away from the situation and providing counselling and discipline as required

- maintaining a log on each of the students that are part of the 'caseload'
- interacting on a regular basis with the parents/guardians of the students e.g.: through written notes, telephone, in person
- meeting TCDSB professional staff (e.g.: Social Worker, etc.) on a regular basis to provide an update on the students, discuss strategies/approaches, meet with outside agencies that can provide support/counselling etc. to students and their parents, as required
- participating in the various school committees e.g.: SBST (School Based Support Team); Behavioural Review Meeting; I.P.R.C. (Identification Placement & Review Committee) meetings, as required
- participating in extracurricular activities such as: coaching teams, assisting the coach, assisting with cultural events etc.
- administering first aid as required
- providing medication to students, as prescribed, and as authorized by parent/guardian

4. Perform other related duties as assigned or required.

### **SKILL**

- 3 year College diploma in Child & Youth Worker, or equivalent. Training in St. John Ambulance First Aid, with regular following refresher courses.
- 2 years of prior related work experience and 1 year on-the-job experience.

### **EFFORT**

- Complexity of the job is in providing effective 'support'/intervention (counselling, social skills, anger management skills, emotional support etc.) to students with behavioural problems and learning disabilities, to assist in the facilitation of their learning and emotional development. Complexity in identifying a potentially disruptive situation and in providing effective intervention.
- Job requires physical exertion (up to 30% per day) when intervening during student disputes/confrontations, moving items in classroom and to a lesser extent restraining students experiencing seizures, temper tantrums and violent behaviour.

**RESPONSIBILITY**

- Accountable for developing responsive relationships with “caseload” students and thereby providing effective intervention. Independence of action in: determining how to modify the academic exercise so that the student/s can understand; determining how to approach and conduct a counselling session; deciding when to use physical restraint etc.
- Ineffective/lack of intervention could escalate a disruptive situation.
- Ineffectiveness over a prolonged period of time could have a negative impact on the student’s behaviour and possibly on his/her academic progress.
- Contacts with school staff daily, staff from other schools as required, staff from special services department (i.e. social worker, assessment and program teacher) weekly or monthly to discuss, review and exchange information regarding students progress, needs, program effectiveness, modification and planning. Contacts with families as required to discuss student progress, social services agencies (e.g. group homes, treatment centres, crisis care facilities) weekly or monthly for exchange of information regarding student progress, referrals and planning strategies, and Catholic Children’s Aid Society as required to report child abuse. Student becoming guarded, defensive and unwilling to disclose information. Loss of trust of student and slow progression.

**WORKING CONDITIONS**

- Being exposed daily to students with emotional/behavioural problems such as temper tantrums, throwing things, hitting, kicking, scratching, biting poses health risks, threats and verbal abuse.
- Frustrating and stressful situations such as scheduling program (for pupils on withdrawal basis) to accommodate regular classes, lack of funds for program purposes, physical intervention, backup assistance (to serve as witness and for physical assistance) is not always available in emergency situations, misunderstanding by other staff of the role of child and youth worker leads to conflict between staff. Stress from dealing with irate parents.

Management Approval Date April 17, 2009Management Approval Date APRIL 17, 2009

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Reviewed by Management

Date

Reviewed by Union

Date



April 17/09

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