JOB DESCRIPTION SHEET

**1. POSITION IDENTIFICATION** DATE: March 2010

POSITION TITLE: **LIFE SKILLS WORKER**

DEPARTMENT: Rights of Passage

TITLE OF IMMEDIATE SUPERVISOR: **Manager, Rights of Passage**

SITE OR LOCATION: **Drake Street or Pender Street Sites**

Approved:

(Employee) (Supervisor) (Manager)

**2. OVERALL ROLE/RESPONSIBILITY**

**To provide life skills programming and services to ROP residents and to contribute to the overall life skills services of Covenant House Vancouver. The Life Skills Worker plays a key role in ROP aim of supporting young people in transition to independence. Exercising CHV principles, the Life Skills Worker will focus on:**

1. ***One to one life skills education and coaching* for individual young people as required**
2. ***Life skills workshops* for groups of young people covering a range of topics pertinent to independence, healthy living, and goal achievement**
3. ***Group activities* for clients who wish to explore lifeskills or personal development in a creative or non-traditional way**
4. ***Case planning and support* for designated ROP residents**

**3. JOB DESCRIPTION**

**ACTIVITY A: Direct Service to Youth** **(60%)**

* Model Covenant House principles and core values and promote adherence to same among the youth
* Using a variety of creative educational methods, provide one to one direction, weekly and ad hoc workshops, and group activities designed to address life skills, employment and personal development needs
* Assist young people in identifying personal barriers to independence through collaborative assessment of their life skills, employment skills and personal development needs.
* Assist young people to develop attainable short and long-term goals for skills development, strategies for meeting these goals, and an action plan for implementation. Develop individual service agreements as required.
* Use a variety of means to communicate to all ROP youth regarding in-house and external opportunities for skills
* Serve as key worker for small number of ROP residents, ensuring consistent staff contact, case planning and communication for those individuals.
* Support young people in following plans developed with their key workers to exit street life, maintain independence in the community, and/or access supported living options

**ACTIVITY B: Team Participation (15%)**

* Participate in regular Case Management, ROP, Life Skills and All Team meetings
* Contribute to peer support of team members, including debriefing, feedback, and sharing of information, particularly as it pertains to supporting life skills development
* Liaise and communicate with pertinent CHV staff and service providers regarding case planning, service planning, available resources, incidents and so on
* Advocate and consult with community partners re: client needs, plans etc.
* Keep the ROP Program Manager apprised of all significant aspects of service planning and work with ROP youth

**ACTIVITY C: Service Design and Development (10%)**

* Continuously evaluate, through formal and informal means, the outcomes of existing life skills services and current needs of the resident group
* Research emerging best practices and resources in life skills and pre-employment support
* Develop life skills and pre-employment skills workshops relevant to participants’ needs and capacity
* Develop and implement creative groups, activities or programs for client personal development
* Access, adapt and develop materials and manuals for workshop facilitation and individual coaching, including: workshop goals, outlines, visual aids, participant handouts, exercises, evaluation forms etc
* Co-ordinate the involvement of CHV staff, volunteers and community presenters in the design and delivery of special workshops or group activities

## 

**ACTIVITY D: Documentation/Paperwork** **(8%)**

* Document all significant contact with CHV youth according to organizational protocols
* Ensure completion of reporting documentation including: incident reports, child protection reports, police involvement reports, and under age contact reports
* Read all pertinent client and program information (i.e. incident reports, communication logs, limitations of service, etc.)
* Ensure that all required data from life skills workshops, groups and individual consultations is entered into ETO by the end of each shift
* Maintain records of services offered and program materials in such a way that they are readily accessible to supervisors, replacement

**ACTIVITY E: Housecleaning (2%)**

* Maintain the cleanliness of any space utilized for lifeskills facilitation with clients
* Keep the staff office clean, tidy, and organized. Maintain office and supplies in a manner that is considerate of the needs of all staff

**ACTIVITY F: Other Duties as Assigned (5%)**

* Support CHV colleagues in crisis management when requested
* Support colleagues and volunteers to ensure the safety and security of all clients and colleagues
  + Meet operational needs as required including fire, safety, and emergency procedures
  + Coordinate, and supervise practicum students as assigned
  + Provide on the floor mentoring, “coaching,” and orientation for new staff, practicum students, volunteers, and peer helpers
* Attend In-Service Training as required
  + Represent Covenant House for communication and media purposes when requested by the Communications Manager
  + Other duties as assigned

**4. EDUCATION AND SPECIFIC TRAINING**

1. What should be the minimum schooling or formal training for a new person on the job?

**Diploma or** **Degree in related social sciences field**

1. A Provincial or other vocational or professional certificate/degree: **Preferred certification in training as life skills instructor**
2. What special skills or training are needed to perform the job or operate equipment?

* **Specific experience with street-involved or at-risk youth aged 16-24 years**
* **Demonstrated experience in development and facilitation of lifeskills workshops and group work/activities**
* **Demonstrated teaching and leadership skills**
* **Strong written & verbal communication skills**
* **Initiative, team-work, self-motivation**
* **Skills in planning and organization**
* **Computer literacy and comfort with client database systems**

**5. EXPERIENCE**

A) How much related past experience is preferred? **5 years**

1. How much concentrated, “on-the-job” learning time should be required for a new person with education & skills as above to achieve competence on the job? (Experience may be gained on this and/or preceding jobs.)

**9 months**

**6. INITIATIVE (INDEPENDENCE OF ACTION)**

1. List 3 decisions you make or duties you perform without reference to superiors or subsequent checks.
2. **Workshop/activity scheduling**
3. **Curriculum changes within policy structure**
4. **Client development and referrals**
5. List 3 decisions on which you seek consultation with, or approval from a supervisor.

**1. Policy & Procedure changes**

1. **Child Protection reporting**
2. **Budgetary expenditures**
3. What guidelines, procedures, manuals etc. are available to guide your decision-making and action?

Residential, CSS and Lifeskills Program P&P Manual, Personnel P&P Manual

1. What financial responsibilities does your job involve? E.g. budget of $50,000.  **Youth expenses under $50.00**

**7. IMPACT ERRORS**

Describe 2 typical major errors that could reasonably be made in your job, even with due care. Indicate the worst consequences e.g. waste, delays, time lost, money lost, injury, damage, effect on people.

1. **Client Liability, Physical Injury, Trauma**

1. **Misinformation or representation of CHV re: community meetings & community liaison (effect- agency reputation, credibility)**

**8. WORKING WITH OTHERS (Excluding those supervised – SEE 9)**

With whom are you required to work in doing your job? Use Title.

Position Contacted How Often Purpose

a) **Within Organization: Manager Supervision**

Case Managers Daily Case Management

Crisis Shelter Colleagues Daily Case Management

Other YW’s, RA’s etc… Daily Case Management

b) **Outside Organization:** **Vancouver School Board As Needed**

#### Various Service Providers Daily

**Ministry Government Offices As needed**

**Employers and community As needed**

**9. SUPERVISION EXERCISED**

Note and describe any supervisory duties which you exercise.

1. Assign and check work of others doing similar work to yours. Who?

Practicum Students, Volunteers, Per Diem Staff

1. Provide technical guidance to other staff. Who?

**Residential Staff, Per Diem Staff**

1. Supervise a small group; assign the work to be done, the methods to be used, take responsibility for all the work of a group.

**Practicum Students and Volunteers**

1. Direct the work, practices, and procedures of a major work unit. Establish the unit’s priorities, control budgets and costs, work quality. **N/A**
2. Others specify: **Guest Speakers and Presenters**

**10. EMPLOYEES SUPERVISED**

Indicate the total number of staff for whose work you are fully accountable.

Full-time Employees: **0**

### Part-time Employees: **0**

## Full-time Equivalent: **0**

## Relief Staff: **0**

CHV Volunteers: **1-5**

**11. PHYSICAL AND VISUAL DEMANDS**

### CONDITION PERCENTAGE OF TIME

Climbing, lifting, etc. **5% (moving art/crafts supplies etc…)**

Heavy physical effort

Intense visual concentration **20-30% (writing, note-taking, files, computer)**

**12. WORKING CONDITIONS**

1. Give examples of any unpleasant aspects, e.g. heat, cold, fumes, noise, outside work, infection, danger.

Mainly pleasant conditions: **Yes**

Minor disadvantages: **Strong odors; air quality**

Major unpleasant aspects: **Exposure to infectious diseases**

1. What is your schedule work week? **38 hours per week**

What, if any, shift work do you have? **9.5 hour days, noon to 9:30, 4 days per week, with at least one of the days being Saturday or Sunday**

Other unusual hours? **The hours of work may be flexible to accommodate planned activities and individual meetings**

On call? **No**

1. Travel-out-of-town: **Unlikely**

Driving Vehicle: **Minimal**