

**ROBIN HOOD ASSOCIATION
POSITION DESCRIPTION**

POSITION: **Team Leader**
DATE: December 2007

REPORTS TO: Co-ordinator

OVERVIEW PROFILE:

The **Team Leader** role typically incorporates front-line supervisory functions and direct support/service responsibilities. It is designed in the career progression as first step into broader operational and/or organizational leadership. A key responsibility is training and support for other, less experience direct service staff. The primary activities and tasks of the role are as follows:

DUTIES AND RESPONSIBILITIES:

1. Supervising staff resources at potentially different levels and in various situations to ensure the effective and efficient implementation of agreed upon plans; this includes project related staff/service requirements planning, recruitment, orientation/training, work assignment/prioritization, reporting and documentation requirements/protocols, evaluation and appraisal, and on going coaching.
2. Acting as a team resource for relevant policies, procedures, legislation and regulations, service protocols, budgets and funding arrangements, ethical codes and guidelines, and agency or contract specific employment arrangements and agreements. This may include being an "on-call" resource (possibly part of the on-call rotation) for emergency and off-hour coverage, and individual and staff support.
3. Acting as a principal liaison between staff and senior agency leadership, as well as between the team members and other service/support providers.
4. Leading delegated risk assessments and, typically in collaboration with other direct service/support providers, developing and/or facilitating the development and documentation of person-centered plans; and, ensuring their alignment or integration with other service providers and plans/supports.
5. Contributing to the development and management of team scheduling and budgets. This includes adherence to both financial and service terms and conditions within assigned contracts.
6. Contributing to the development of funding and service proposal, as appropriate.
7. Working/collaborating with other service providers on behalf of the individual to facilitate and coordinate services/supports; and, may intervene on behalf of the team or the individual in complex and/or sensitive situations to ensure clear and consistent understanding of issues

and service requirements. This may include mentoring and/or coaching other service providers and/or staff to ensure team understanding and effectiveness.

8. Participating in the community to encourage and support community options, bridges and connections, and through liaison with other organizations, groups and agencies expand not only the paid options available, but also the natural supports within the community.
9. In some situations, this role will have a designated case load; in others, the case load may not be formally assigned, but created as a result of back-up or fill-in for other direct support staff.

When acting in a direct service capacity the Team Leader roll includes the typical responsibilities of a Community Support Practitioner.

10. Participating with the individual and the individuals' support network as appropriate to facilitate and support the development and documentation of individualized, person-centered plans to provide a framework for ongoing support and assistance. This includes following the individual's leads and/or the lead of the family or guardian to accommodate and support their personal goals and choices to the extent possible.
11. Assisting, supporting and encouraging individuals to exercise their right and responsibility to make life choices and participate actively in meaningful, respectful and authentic relationships that align with and support their goals and aspirations.
12. Being aware of the individual's physical, social and recreational environments, and taking action to minimize risks and maximize participation/inclusion; and, referring to more experienced resources when appropriate.
13. Being aware of and adhering to established policies, practices and operational protocols; this includes being aware of and adhering to ethical standards and guidelines, and medical protocols and standing orders relative to medication and other remedies.
14. Assisting, supporting and encouraging individuals to advocate on their own behalf, when appropriate and necessary, to have their needs met; and, when appropriate, assisting and supporting the individual's desires, aspirations and life choices through interaction and advocacy within the individual's social network.
15. Assisting, supporting and encouraging individuals to achieve their personal goals through the development of basic living and related skills (e.g., personal hygiene/grooming, behaviour, household tasks, meal preparation, grocery shopping, banking, appropriate dress, care and maintenance of personal care equipment, etc.), with a view to enhancing the individual's confidence, competence and participation within their social network (community, social, recreational, etc.). This includes both supporting the individual's life skill development and modeling the desired actions and behaviours.
16. Assisting individuals to develop personal home living skills and, when required, participating directly in the care and maintenance of the individual's home living environment.

17. Developing and implementing marketing approaches for employment, recreational and other social interaction opportunities, with a view to creating a broader spectrum of options and natural supports within the community.
18. Acting as a social and/or employment role model and coach to assist the individual participate and contribute effectively within the community and/or in an employment or volunteer setting. This includes assisting and being a role model for employers and others within the social network.
19. Assisting employer and others in the individual's social network to create and maintain a safe and open environment for maximum participation.
20. Maintaining clear and objective records, and completing required reports and other documentation.
21. Communicating in a professional, timely, accurate and respectful manner with individuals, families, guardians, staff and community representatives.
22. Working effectively in a collaborative, team-oriented environment.
23. Undertaking special tasks, projects and/or other assignments, including representing the agency/organization on province-wide committees.

PREFERRED QUALIFICATIONS:

The **Team Leader** role requires qualifications and progressive experience that position the person to provide direct supervisory leadership to a team of direct service/support staff, as well as provide a broad range of services to individuals with disabilities. The role requires: a positive attitude that acknowledges the gifts, talents and passions of persons with disabilities; an aptitude for service and support; and a relevant knowledge and skill base. The preferred qualifications include the following:

1. A positive attitude and belief that persons with disabilities have the right and responsibility to define and pursue their life choices, and pursue active participation and involvement in the community.
2. An understanding of the opportunities and options available to persons with disabilities; plus, demonstrated cultural and ethnic sensitivity.
3. A Diploma (undergraduate degree preferred) in a relevant discipline, from a recognized institution, augmented by progressive direct service experience to a senior practitioner level.
4. Knowledge of the stages and norms relative to childhood development, socialization and recreational (play), as well as childhood related issues and conditions (e.g., FASD, etc), if providing service to children.

5. An operational knowledge and understanding of relevant general and organization specific policies, procedures, operational protocols, legislation, professional codes of ethics and guidelines, contract terms and conditions, and other practice guidelines.
6. Demonstrated supervisory leadership, team-building and related skills and aptitudes, including strong coaching and mentoring skills, and the ability to employ effective conflict resolution and mediation techniques.
7. Demonstrated ability to work effectively in a collaborative, team-oriented work environment.
8. Well-developed computer and writing/reporting skills in accordance with the specific role and agency/service requirements; and, basic internet search skills and the use of basic financial/budget management, database and analysis tools.
9. Well-developed observation and interpretive skills to support judgments about issue resolution and required actions; this includes the ability to identify observable changes in behaviour and attitude, and provide advice and support to others as required.
10. Effective communication skills.
11. Effective time and priority management skills, and the ability to balance competing demands/priorities and deal with competing opinions. This includes knowing when it is appropriate to ask for assistance or refer to more experienced staff.
12. Relevant knowledge and the ability to demonstrate and support the development of basic living and other relevant personal and social skills.
13. First Aid and CPR certification, plus additional training and experience to support specific individual's needs.
14. Knowledge of basic rules and guidelines for personal health and safety, as appropriate.
15. A well-developed understanding of the broader range of community resources available to support the individual's participating and inclusion, and an understanding of how and when they may be accessed. This includes the ability to develop and maintain an effective community network, and the ability to interact effectively with others in the individual's social network.
16. An understanding of basic marketing and sales techniques as they may apply in the development of community opportunities and option for individuals being services.
17. The ability to work various shift schedules and in physically challenging situations, if required by the specific situation.