



Position Description For  
**Community Support Worker / Family Support Worker**

**Community Support Workers/Family Support Workers** provide community disability services that support the development of skills and relationships that help persons with disabilities work toward and meet their goals.

**Reports To:** Team Manager

**Minimum Qualifications/requirements**

- Must be over 18 years of age
- Grade 12 or equivalency
- Must have acceptable results of a criminal record with vulnerable sector check
- Child intervention check (FSW)
- Must have or obtain First Aid and CPR training within the first 3 months of employment

**2nd Level Qualifications**

- Minimum of a two year diploma in a related field, or
- Three years related experience, or
- A combination of two years of experience in a related field and a certificate in a related program of value to the work duties

**Mandatory Training**

All Community Support workers are required to complete the following training within the timelines indicated in the Professional Development Calendar (unless otherwise approved by the Area Coordinator due to service area scheduling and or schedule changes in the Professional Development Calendar.)

- Universal precautions
- Health and Safety Policies and Procedures including Hazard Assessments
- Individual specific health and medical related training
- PDD Abuse Prevention Response Protocol
- ASC Behaviour Policy Training
- Medication Administration
- First Aid
- CPR and AED
- Safe Food Handling
- Non-violent Crisis Intervention
- Positive Behaviour Supports
- Safe Water Temperatures and Bathing (only if responsible for bathing)

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**Key Performance Area Overview:**

- Implement person-centered plans to support adults, youth and children in personal development, community involvement, behaviour management and/or personal care.
- Assist individuals to achieve their personal goals and outcomes by developing basic life skills, in order to build their confidence, competence and participation within their community networks. This may include modelling desirable behaviours for life skills development and academic skills development as desired.
- Help individuals develop home living skills and, when needed, take part in the care and maintenance of their home or environment.
- Assist individuals to develop and maintain respectful relationships with others in the community, in order to support meaningful participation and inclusion. This includes participation in employment, volunteer, recreational, play and other social activities.
- Model socially-appropriate behaviours for both the individual and the community.
- Support generic community services to provide sensitive support and appropriate adaptations that meet the individual's needs.
- Be aware of the individual's physical, social, and recreational environments; and take action to minimize risks and maximize participation and inclusion
- Encourage and help individuals to advocate on their own behalf for their own needs.
- Promoting advocacy and leadership abilities.
- Follow ASC policies, procedures, work instructions and practices.

**Core Competencies:**

**1. Building Relationships:** Assist individuals to develop and maintain respectful relationships with others.

**1.1. Supports active participation in the community.**

- Identifies groups and/or social, volunteer or work activities in the community that match the individual's interests.
- Advocates with community members for inclusion of individuals with disabilities, citizenship rights and opportunities that all adults/children have.
- Supports the individual's contribution to activities and engagement with others in the community setting.

**1.2. Supports meaningful relationships in the community.**

- Identifies the individual's strengths and needs (e.g., communication, social skills) related to development and maintenance of social relationships.
- Identifies practical barriers (e.g., transportation, resources) that may make building or maintaining relationships challenging for the individual.
- Works with the individual and others to identify and implement strategies to overcome the personal or practical barriers.

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**2. Communication:** To engage in respectful interactions that builds understanding, encourages open sharing of information and feelings, and supports working together. Communication includes listening, writing, speaking, sign language, gestures, facial expressions and body language.

**2.1. Listens to gain a better understanding.**

- Puts aside distractions and focuses full attention on those trying to communicate so as to encourage them to communicate.
- Listens quietly and patiently to others' words and their emotional tone, and watches facial expressions and body language in order to communicate interest and build a better understanding of the other person.
- Checks own understanding of others' communication by rewording, asking follow-up questions, etc., without interrupting what they are saying.
- Recognizes that challenging behaviour can be a form of communication and seeks to understand the circumstances leading to it and its value to the individual.

**2.2. Speaks to share information and ideas clearly.**

- Shares information in a timely fashion, so that others who need to know have enough time to make informed decisions or prepare for change.
- Adapts content, style, tone and method of communication to suit the other person's history, language, cultural background and level of understanding.
- Checks to see that others understand by asking them to rephrase, provide examples, demonstrate, answer open-ended questions or add their own ideas.
- Addresses misunderstandings with examples that are relevant to the person's specific situation or life experience.

**3. Documentation:** Ensure all necessary documentation is accurate and factual.

**3.1. Writes to document events and guide action.**

- Ensure all documentation is signed, dated, and completed within appropriate timelines as per ASC Policy and Procedures
- Uses respectful and easy-to-understand language to present facts and examples, and does not include personal judgments.
- Writes in grammatically-accurate language with correct spelling, punctuation and word choices in order to reduce misinterpretations.

**4. Creative Problem Solving and Decision Making:** Identifying and solving problems by seeking complete information to understand the situation from the viewpoint of all who are affected, identifying and weighing the pros and cons of alternatives, and where appropriate involves the individual(s) in choosing the most appropriate course of action given the circumstances.

**4.1. Uses a practical approach to solve problems.**

- Uses one's knowledge, best practice and/or relevant experience to recognize, understand, and solve problems/issues.

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- Breaks down a complex problem/issue into its parts.
- Identifies possible influences contributing to a problem situation.
- Recognizes cause and effect relationships that are likely to affect the outcome.
- Considers the pros and cons of possible solutions for each of those affected by the situation.

**4.2. Is open to new ideas or creative solutions.**

- Is willing to consider a new perspective.
- Applies new information to work out problems and situations.
- Changes approaches when a situation calls for it.
- Works with others to find solutions.

**5. Flexibility:** Understanding and appreciating different and opposing perspectives on an issue or situation, and adapting one's approach as the requirements of a situation change (including changes in job requirements).

**5.1. Accepts need for flexibility.**

- Acknowledges that other people's differing points of view have value.
- Demonstrates willingness to change ideas or perceptions based on new information or contrary evidence.
- Recognizes and responds to the evolving nature of the work.
- Demonstrates willingness to change scheduled shifts to meet demands.

**5.2. Adapts strategies.**

- Sets and adjusts priorities among multiple tasks (e.g., putting important tasks on hold to handle an urgent need, and then returning to important tasks.)
- Evaluates the situation and decides what actions or approach to take.
- Tailors own approach to an issue/situation based on the differences in culture, working or learning style and priorities of others in the team (including the individual).
- Evaluate and assess the results of one's actions and adapts as necessary.

**6. Services to People:** Identifies and addresses current and upcoming needs of individuals.

**6.1. Identifies and responds effectively to individuals' requests.**

- Reviews documentation and relevant information to seek a better understanding of the individual.
- Seeks input and feedback from individuals to develop a clear understanding of their needs and outcomes.
- Responds to requests efficiently and effectively.
- Meets individuals' needs in a respectful, helpful and responsive manner.
- Takes action beyond explicit request within established service standards.
- Refers complex questions to the supervisors.
- Adjusts approaches based on feedback from the individual.

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**6.2. Encourages self-confidence and belief in people’s abilities.**

- Describes individuals’ human and service rights and responsibilities in ways the individual understands.
- Provides instruction, guidance and support in a helpful and supportive manner.
- Encourages individuals to take an active role in achieving their goals.
- Shows belief in and respect for others’ capabilities by speaking of them in positive terms.
- Provide positive feedback as individuals move towards building skills and abilities.

**6.3. Provides guidance to increase personal control in decision-making (i.e., self-determination).**

- Works with the individual and support team to reach agreement and a shared understanding of who will take what role in making decisions and completing tasks.
- Provides individuals with information, tools and resources appropriate to their abilities so that they have what they need to make decisions for themselves.
- Recognizes and supports the choices of individuals.

**6.4. Provides guidance to increase independence.**

- Assesses what an individual can already do before attempting to provide training or support on a task.
- Can describe the way the individual prefers to learn and the evidence on which that judgement is based.
- Demonstrates how to complete tasks.
- Provides individuals with information, tools and resources appropriate to their ability to complete tasks.
- Provide positive feedback as individuals move towards building skills and abilities.

**7. Interpersonal Relations and Respect:** Building positive, effective, working relationships with others.

**7.1. Interacts respectfully with others.**

- Treats people with honor, dignity and respect in all situations by paying attention to the volume and tone of one’s own voice, and interacting with them directly rather than through others.
- Uses person-first language when communicating information about individuals with disabilities.

**7.2. Actively seeks to understand others and build relationships.**

- Takes the time to get to know and understand the interests, concerns and objectives of others.
- Attempts to identify the perspectives of others (e.g., fears, hopes, beliefs, expectations, goals, priorities) in preparing to discuss issues that could result in conflict.
- Pays attention to others’ behaviours (e.g., body language, tone of voice, facial expressions, nuances, questions) to better understand their feelings and intent.
- Gains the confidence of others and establishes good working rapport with people regardless of any differences in backgrounds or cultures.

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**7.3. Uses empathy.**

- Demonstrates sincere caring for what people are experiencing with words, tone of voice, facial expressions and body language.
- Observes others to anticipate reaction and tailors approach accordingly.
- Displays tact, cooperation, sensitivity and respect for the opinions and situations of others and their culture or background.

**8. Maintaining a Safe and Healthy Workplace:** Ensuring the health and safety of oneself and others and taking responsibility to work safely.

**8.1. Practises health and safety skills on the job.**

- Follows safety procedures and protocols set out in policy.
- Practises universal precautions consistently.
- Recognizes risks and takes actions to manage risks.
- Participates in hazard assessing and follows identified controls
- Recognizes signs of stress or health issues in oneself and takes actions to maintain health and effectiveness.
- Refrains from causing or participating in violence, harassment or bullying

**8.2. Promotes health, safety and well-being of others.**

- Recognizes signs of illness, health issues, abuse or stress in the individuals one supports and follows up according to ASC policy and procedures.
- Supports individuals to learn about safe and healthy lifestyles and pursue goals the individual may have related to wellness.
- Adheres to ASC policy and procedure for safe administration of medication and personal health protocols.

**9. Professional Excellence:** Striving to reach a higher standard of performance through continuous learning and improvement.

**9.1. Takes steps to improve performance.**

- Knows the job requirements and actively works to maintain and upgrade relevant skills.
- Follows through from program or individual planning information to achieve desired outcomes.
- Actively suggests ideas for improving processes in systems or in own work.
- Works to achieve consistency in service development and delivery.
- Offers to take on tasks.
- Contributes recommendations and anticipates barriers to implementing these recommendations.
- Attends, actively participates in, and successfully completes required training and professional development aimed at improving knowledge or skills.
- Asks mentors and supervisors to share best practices to help improve outcomes.

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**9.2. Restrains own emotional impulses.**

- Pays attention, recognizes and takes steps to control own negative emotional responses to situations and others (e.g., suggesting a short break to analyze or get a handle on own emotions, when appropriate).
- Maintains composed body language in situations when one’s opinions, recommendations or ideas are being challenged.
- Pauses to reflect before acting so that one’s own emotional impulses do not stop others from communicating honestly and fully

**9.3. Behaves calmly in emotionally-charged situations.**

- Acknowledges the concerns of others respectfully.
- Expresses differing opinions and disagreements with tact and sensitivity.
- Presents evidence/observations or explains reasons behind one’s own opinions calmly and reasonably
- Avoids known triggers or behaviour(s) that commonly escalate emotional responses in a situation.
- Determines and uses the best response to deescalate an individual in a stressful or crisis situation (e.g., humour, empathic listening, explanations, etc.).

**9.4. Participates as a team member.**

- Works collaboratively with others.
- Understands the team’s goals, each team member’s role and how they interconnect.
- Shares relevant experiences, knowledge, ideas and best practices with team members.
- Deals honestly and fairly with others, showing consideration and respect for their needs.
- Manages workplace conflicts and recognizes differences in opinions, beliefs and values.
- Offers support to co-workers and works collaboratively to achieve team goals.
- Meets commitments made to others.
- Maintain clean and organized shared work environments

**9.5. Demonstrates overall personal integrity and practices the fundamental values of ASC.**

- Demonstrates a commitment to ASC’s ethics and principles through conduct, attitudes, viewpoints, and personal integrity.
- Demonstrates good work ethic by being on time, being prepared and informing those affected in a timely fashion if unable to meet commitments.
- Follows instructions, guidelines, procedures, policy, laws and regulations, asking questions if unsure of how to interpret and apply them.
- Takes responsibility for own actions, openly acknowledging their own errors of judgment without being prompted by others.
- Contributes to an open and safe workplace culture in which individuals and co-workers feel they may safely raise, discuss and address ethical issues.
- Demonstrates awareness of personal/professional boundaries and acts in accordance with ASC’s workplace culture, values and policies.

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- Demonstrates an understanding of the principles and limits of confidentiality in situations where personal information about others is involved

**10. Financial:** To be accountable for the handling of funds

**10.1 Provides respectful and accurate support in all areas of financial support**

- Ensures opportunities for meaningful involvement by the individual receiving services.
- Ensures the individual receiving service is present during their personal purchasing.
- Ensure purchases reflect choices of the individual.
- Expenditures stay within identified budget amounts.
- Accurately follows ASC policies and area specific procedures for financial handling.

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