

Posted on: April 28, 2025 at 4:30 pm

## **CUPE#4383 – SL2025**

Position: **Itinerant Able Worker – Long-Term Occasional**

Location: **CDSBEO schools**

Hours of work: **35 hours/week**

Salary: **\$36.16/hour**

Effective: **Immediately – June 26, 2025**

### **Note**

The duration of the assignment is determined by the needs of the children. Please refer to the attached job description for further information.

### **Qualifications**

- College diploma or University degree in one of the following areas of study: Child and Youth Care Worker diploma, Social Service Worker diploma, Psychology and/or Sociology degree.
- Minimum of two years experience, in a therapeutic specialized setting, fulfilling the duties and responsibilities, outlined above, in supporting dysregulated students with high needs.
- Demonstrate knowledge of effective programs to stabilize dysregulated students.
- Ability to work with a variety of teams to meet the social and behavioral needs of dysregulated students.
- Excellent knowledge of community and area resources combined with strong organizational and communication skills.
- Possess excellent interpersonal skills and the ability to take a lead role to adapt, modify and create programs for dysregulated students.
- Ability to build capacity in others by sharing knowledge and expertise with school teams.
- Valid driver's license and have a reliable form of personal transportation.
- Experience/training supporting youth facing serious issues in the Criminal Justice system would be an asset.

Interested applicants may submit a cover letter and resume no later than:

**Monday May 5, 2025 by 4:00pm**

Please specify what position you are applying for.

e-mail: [hr@cdsbeo.on.ca](mailto:hr@cdsbeo.on.ca)

We thank all applicants in advance for their interest; however, only those candidates selected for an interview will be contacted.

The CDSBEO adheres to equitable hiring, employment and promotion practices and is committed to an inclusive workforce. We encourage applications from Indigenous peoples, racialized people, persons with disabilities, people from gender diverse communities and/or people with intersectional identities, as well as others who may contribute to the further diversification of ideas.

The Catholic District School Board acknowledges that our schools are located on the unceded, traditional Algonquin territory of the Anishinaabe people as well as the land of the Mohawk territory of the Haudenosaunee/Rotinonsho'n:ni people. We respect both the land and the people of this land including all Indigenous people who have walked in this place.

Pursuant to the Accessibility for Ontarians with Disabilities Act, (AODA), if applicants require accommodations at any time throughout the application process, please reach prior to the posting closing date so that appropriate arrangements can be made.

## **A. Job Identification:**

Title: **Itinerant Able Worker**

Immediate Supervisor: **Principal of Special Education**

## **B. Job Summary:**

Under the direction of the Superintendent of Education and Principal of Special Education the Itinerant Able Worker responds to and supports dysregulated students. In collaboration with the school team and community agencies, where applicable, the ABLE Worker will identify the nature of the dysregulation, set goals, develop, and implement specific crisis/intervention strategies to de-escalate and stabilize the student and build capacity within the school team.

## **C. Duties and Responsibilities:**

- Provide intensive support to students and staff to de-escalate and stabilize dysregulation where there is an imminent threat to the safety of self or others.
- Provide strategies and support to students and families to promote appropriate responses and prevent future dysregulation.
- Assess effectiveness of current interventions to meet student needs and adapt and modify existing strategies, safety plans, PTRs, and plans for success.
- Network and collaborate with community agencies to assist the student/family.
- Co-ordinate and support the school team to focus on successfully meeting the needs of the child.
- Establish specific non-academic programs, goals and timelines to exchange unwanted behaviour and track and record progress.
- In consultation with the Behaviour Crisis Consultant and Principal of Special Education, identify key support personnel that should be involved in supporting the student.
- Take a lead role in the development, implementation, and modeling of intervention strategies.
- Ability to build capacity in others by sharing specialized knowledge and expertise with school teams.
- Duties assigned by the Superintendent of School Effectiveness responsible for Special Education.

## **D. Qualifications:**

- College diploma or University degree in one of the following areas of study: Child and Youth Care Worker diploma, Social Service Worker diploma, Psychology and/or Sociology degree.
- Minimum of two years experience, in a therapeutic specialized setting, fulfilling the duties and responsibilities, outlined above, in supporting dysregulated students with high needs.
- Demonstrate knowledge of effective programs to stabilize dysregulated students.
- Ability to work with a variety of teams to meet the social and behavioral needs of dysregulated students.
- Excellent knowledge of community and area resources combined with strong organizational and communication skills.
- Possess excellent interpersonal skills and the ability to take a lead role to adapt, modify and create programs for dysregulated students.
- Ability to build capacity in others by sharing knowledge and expertise with school teams.
- Valid driver's license and have a reliable form of personal transportation.
- Experience/training supporting youth facing serious issues in the Criminal Justice system would be an asset.