



JOB DESCRIPTION

Job Title: Family Teacher (TLP Program)

Qualifications: Bachelor degree in social sciences, education or related field from accredited institution and minimum one year of experience working with young adults; or a similar combination of education and experience. A valid SC driver's license and acceptable driving record is required. Experience working with youth in foster care or youth who have experienced homelessness preferred. Experience in Teaching-Family Model preferred.

Job Description: This position reports to the Transitional Living Program Supervisor. Through use of the Teaching-Family Model, the Family Teacher applies his or her knowledge, training and experience to recommend and execute individualized treatment for each youth and a therapeutic daily schedule that meets the needs of all residents. This includes ensuring compliance with organization policy and procedures. This full-time, salaried (exempt) position requires flexibility but typically requires working an "eight days on, six days off" (Monday to Monday) schedule. During the eight work days staff sleeps at one of the community-based transitional living homes.

Positions Supervised: The position provides supervision to volunteers who work with residents to ensure that interactions are appropriate and impact treatment in a positive way. The Family Teacher directs *Relief Family Teachers* (but does not directly supervise) in problem solving and executing the transitional living plan and treatment plan as developed by the Family Teacher under direct supervision of the Program Supervisor.

Family Teacher Responsibilities:

- 1) Direct and execute the assessment and intake process for all transitional youth coming into the residential portion of the program (including those placed immediately in community based housing).
- 2) Complete all intake and screening paperwork and the CRAFFT as trained within 24 hours of intake (including those placed immediately in community based housing).
- 3) Ensure that the following tools are executed within at least 7 days of intake as trained: DERS, Ansell E. Casey Life Skills plus the Casey Homeless Youth Supplement, Children's Hope Scale (including those placed immediately in community based housing).
- 4) In partnership with the youth, execute the individual course of treatment as informed by data gained through assessment tools. This includes but is not limited to ensuring that:
 - a. For DERS, any youth scoring higher than a three (3) on the impulse control domain or lack of emotion regulation engage with staff quickly in safety planning. A written safety plan should be in place within a week of intake the plan should highlight the youth's visible strengths (for youth in community based housing work with the case manager to ensure a written safety plan is in place).
 - b. All clinically significant scores on CRAFFT found during screening will result in an immediate referral for further assessment and support related to the possibility of substance abuse problems.
 - c. Formal planning toward a transitional living plan in partnership with the Case Manager begins within two weeks with the youth driving this process; a written transitional living plan will be in place in the youth's file no later than the 30th day.
- 5) Direct weekly life skill groups which will typically take place at two times during the week, focusing on independent living skills and positive youth development as outlined per grant requirements. Track youth attendance at classes and provide information to the case manager or program supervisor as appropriate on areas of need that surface during class time.
- 6) Apply training to daily teach target skills which tie to the transitional living plan.

- 7) Review weekly goal sheets with each youth served in the group home setting; meet regularly with the case manager to ensure target skills are tying closely with transitional living plan.
- 8) Work closely with the transitioning youth to identify natural supports and build healthy relationships with others.
- 9) Coordinate with the case manager and program supervisor to meet transportation needs of transitional youth.
- 10) Assess maintenance needs and complete a maintenance report for the Facility and Safety Supervisor weekly; work with the case manager and house manager to ensure resident help and accountability related to maintenance needs.
- 11) Work with the resident manager to ensure implementation of a house and yard cleaning and maintenance program.
- 12) Implement organization policy and procedures as written.
- 13) Complete all paperwork in a timely fashion, per organization policies, using organization forms.
- 14) Keep track of expenditures, following the organization fund management policy.
- 15) Assess and respond to youth trauma needs; apply knowledge, training and experience to develop an individualized course of treatment to address the effects of trauma.
- 16) Work toward professional certification in the Teaching-Family Model.
- 17) Provide and execute all elements of the Teaching-Family Model program as trained and work with the team of Family Teachers to implement the program as trained.
- 18) Remain informed about local, state, federal and Teaching Family Association standards and regulations pertaining to the provision of services.
- 19) This position is an integral part of the PQI process for HCFC through duties which include but are not limited to:
 - a. Recording output data including supplemental education hours and family visits
 - b. Completing necessary assessments on clients within specified time frames
 - c. Completing other duties as assigned on the PQI Grid
- 20) Other duties as required to meet treatment needs.

Duties corresponding to both transitional living youth and youth placed at Faucette House typically by the Department of Social Services:

- 21) Between 2 and 7 p.m., support the basic care, supervision and teaching needs of both transitional youth and youth in foster care.
- 22) Provide transportation for residents to and from personal appointments, religious services, place of employment, etc.; support residents to develop transportation methods that create less dependency on the program (use of public transportation, bicycle, network of friends, saving for a car, etc.).
- 23) Ensure that residents are adequately supervised according to their needs; residents in SC DSS custody must be supervised at all times, even when volunteers are present, unless the legal guardian has authorized sole volunteer supervision in writing.

Necessary characteristics: Must be committed to positive changes in children. Must be able to develop strong relationships with children and have understanding of issues impacting children in foster care; must have good problem solving skills and perseverance in advocating for the best interests of each child served. Must exhibit a desire for professional growth as evidenced by accepting and responding to constructive feedback. Strong customer service, team leadership and critical thinking skills are essential.

SIGNATURE: _____ DATE: _____