



%	20. Core Responsibilities	21. Measures for Core Responsibilities
35%	<p><b>A. Security / Supervision</b> Monitors all activities, maintaining security and control in assigned unit community, to ensure the safety and well-being of all residents and staff.</p>	<ul style="list-style-type: none"> <li>• <b>Serves as a trainee while learning to perform the following functions:</b></li> <li>• Overseeing and assuming an active role in the daily activities of the residents assigned to the unit community, including rehabilitation, recreation, education, work assignments, meals, personal hygiene, and general maintenance of living environment.</li> <li>• Ensuring security and safety by providing sight and direct supervision.</li> <li>• Completing population counts in accordance with procedure and with no errors.</li> <li>• Coordinating, conducting, and overseeing resident on-campus movement.</li> <li>• Conducting off-campus transporting of residents, as assigned.</li> <li>• Monitoring and directing resident behavior to promote positive interactions and ensure residents are free from abuse, neglect, victimization, and/or violation of his/her rights; implementing intervention and/or disciplinary procedures, as necessary and appropriate.</li> <li>• Conducting and documenting security/safety checks of facility doors, windows, locks, fire alarms, grounds, equipment, etc. to ensure they are in good working order and are in compliance with procedures, reporting deficiencies when detected.</li> <li>• Conducting and documenting inspections of unit and common areas, and reporting sanitation or maintenance problems immediately, to ensure that security, public safety, and a healthy environment is maintained.</li> <li>• Immediately intervenes in behavioral crisis situations to ensure safety through the use of approved intervention/de-escalation strategies and techniques.</li> <li>• Intervening in/assisting with security/safety emergencies promptly, in accordance with procedure and training.</li> <li>• Notifying on-duty supervisor immediately of all incidents that occur that are not considered normal, routine operations.</li> <li>• Ensuring a safe and healthy work environment through compliance with all safety procedures and practices.</li> <li>• Complying with tool/key control procedures.</li> <li>• Immediately notifying on-duty supervisor of unsafe conditions, documenting in accordance with procedure, and taking corrective action, when possible.</li> </ul>
35%	<p><b>B. Behavioral Interaction / Intervention</b> Engages and encourages residents to achieve treatment and personal-learning goals to assist in their life-long success.</p>	<ul style="list-style-type: none"> <li>• <b>As a trainee, learns to perform the following Behavioral Interaction/Intervention functions:</b></li> <li>• Establishing and maintaining appropriate interpersonal relationships with residents to encourage and assist with their positive social adjustment.</li> <li>• Demonstrating effective listening and empathic responses in all interactions.</li> <li>• Supporting and executing the objectives of the facility and/or specialized treatment program.</li> <li>• Providing appropriate guidance to residents regarding individualized treatment goals.</li> <li>• Assisting residents in achieving personal improvement goals through the provisions of life skills curricula, including but not limited to aggression management, conflict resolution, problem solving, social skills, personal hygiene, etc.</li> <li>• Conducting and/or participating in the orientation of residents to the</li> </ul>

		<p>rules and expectations of the unit community.</p> <ul style="list-style-type: none"> <li>• Serves as a positive role model to the residents.</li> <li>• Facilitating group discussions of relevant program topics.</li> <li>• Conducting or assisting in conducting unit meetings with residents.</li> <li>• Participating in group counseling sessions, as assigned.</li> <li>• Observing residents' behavior and adjustment to programs and exchanges written and oral reports on those observations with other staff.</li> <li>• Demonstrating clear, effective, and purposeful oral and written communications with residents, supervisors, and peers.</li> <li>• Providing behavioral coaching to residents, in accordance with program guidelines.</li> <li>• Providing physical intervention, when necessary, by performing approved physical restraint techniques in accordance with procedure and training.</li> </ul>
20%	<b>C. Administrative / Documentation</b>	<ul style="list-style-type: none"> <li>• <b>As a trainee, learns to perform the following functions in the area of Administration and Documentation:</b></li> <li>• Documenting the progress of residents in relation to goal attainment according to established procedures of treatment program.</li> <li>• Attending and participating in treatment team meetings to provide observations of residents' behavior and progress toward treatment goals and to share concerns.</li> <li>• Ensuring workspace is clean and free of clutter.</li> <li>• Completing all administrative and program documentation (such as time sheets, leave forms, incident reports, logbook entries, various forms, etc.) legibly, completely, timely, and accurately.</li> <li>• Submitting all documentation (programmatic and administrative) in the prescribed time frames or by established deadlines.</li> <li>• Seeking prior approval from supervisor, in accordance with procedure, for any changes to the established work schedule, including the use of leave, late arrivals and/or early departures.</li> <li>• Reporting to work and training as scheduled, with no unexcused absences and no more than 3 unexcused late arrivals during the performance cycle.</li> <li>• Documenting activities, observations, and interactions with residents, staff and the public, in accordance with procedures.</li> <li>• Completing required forms and reports, behavior management program data, logbook entries, and other written documents in an accurate, timely, legible, and factual manner.</li> <li>• Notifying the on-duty supervisor immediately of situations, events, property, or equipment that poses a risk to life, health, or safety.</li> <li>• Communicating with the supervisor on duty to ensure adequate coverage during shift changes.</li> <li>• Maintaining and monitoring inventory of unit equipment and supplies, including residents' personal property.</li> <li>• Maintaining a positive attitude, strong work ethic, and promoting the mission of the agency.</li> <li>• Promoting a comfortable and supportive work environment for all staff and residents.</li> <li>• Responding to emails, phone calls, and other requests in a prompt and professional manner.</li> <li>• Attending and participates in treatment team meetings to provide observations of residents' behavior and progress toward treatment goals.</li> <li>•</li> </ul>
10%	<b>D. Agency Values</b>	Displays appearance, behavior, demeanor, character, and

		<p>communication of a professional, and represents/portrays the unit and agency in a manner consistent with the values of the agency.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> We stay on the cutting edge of effective juvenile justice by keeping abreast of facts, information, data and best practices as they become available. To achieve the agency’s mission, we apply this knowledge with competence according to laws, regulations, policies and procedures. The youth, families and communities we work with are our first priority.</li> <li>• <b>Professionalism:</b> As representatives and ambassadors of DJJ, we always adhere to our standards of conduct by behaving responsibly, appropriately, and with discipline.</li> <li>• <b>Respect:</b> We treat everyone equitably and impartially, recognizing the diversity of individuals and their viewpoints. We are aware of body language, tone and words during our conversations. We acknowledge the issues of others and always strive for a clear solution. The “Golden Rule” is standard operating procedure: Treat others the way you wish to be treated.</li> <li>• <b>Integrity:</b> We are honest, truthful and non-judgmental in all our professional interactions. We follow policy and procedures and accept responsibility for our actions. Our decisions are ethical and always honor confidentiality.</li> <li>• <b>Dedication:</b> We are fully committed to fulfilling the agency’s mission. We serve as ambassadors of the agency, representing it with loyalty, enthusiasm, and perseverance. We can see the “big picture,” and routinely make personal sacrifices for the good of the agency. We play as a team.</li> <li>• <b>Effective Communication:</b> We are good listeners. When we communicate with our clients, courts, customers and colleagues, we do so clearly and concisely in a timely manner. Our communications are respectful, accurate, constructive, candid and relevant, offering well-considered solutions.</li> </ul>
E.		
F.		

<b>22. Special Assignments</b>	<b>23. Measures for Special Assignments</b>
G. In support of Governor's Executive Order 44, may be required to assist the agency or state government generally in the event of an emergency declaration by the Governor.	•
<b>24. Additional Evaluation Factors</b>	<b>25. Measures for Additional Evaluation Factors</b>
H.	•

<p><b>Performance Factors:</b></p> <p>The following performance factors should be considered and wherever possible, incorporated into the Core Responsibilities and the Performance Measures.</p> <ul style="list-style-type: none"> <li>▪ <b>Interpersonal Relations</b> – The extent to which the employee establishes effective working relationships when dealing with supervisors, co-workers, public officials and the general public.</li> <li>▪ <b>Communications</b> – The extent to which the employee effectively expresses ideas orally or in writing as required to perform the job.</li> <li>▪ <b>Attendance/Punctuality</b> – The extent to which attendance and/or punctuality support performance at the expected level.</li> <li>▪ <b>Safety</b> – The extent to which the employee follows established safety practices and corrects the unsafe work practices on the job.</li> <li>▪ <b>Planning/Analytical Skills/Decision Making</b> – The extent to which the employee demonstrates the skills to analyze and solve problems. This refers to the gathering of information, anticipation of problems, investigation of the validity of information, weighing of consequences, and soundness of decisions.</li> </ul>
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<b>PART III – Employee Development Plan</b>	
<b>Performance Cycle Goals</b>	
<b>26. Personal Learning Goals</b>	<b>27. Learning Steps/Resource Needs</b> (Skills/experience which will enhance performance in the role) <ul style="list-style-type: none"> <li>• Completes and complies with all training and certification requirements in accordance with State, DCJS and DJJ mandates, and Regulations (Standards). Complies with established In-house training by arranging for training participation or enrolling in training classes as required.</li> </ul>

<b>PART IV – Review of Work Description/Performance Plan</b>		
<b>28. Employee's Comments:</b>	Signature:*	Date:
	Print Name:	
	<b>Position No.:</b>	
* Employee's signature indicates that the Employee Work Profile has been shared with the employee.		
<b>29. Supervisor's Comments:</b>	Signature:	Date:
	Print Name:	
	<b>Position No.:</b>	
<b>30. Reviewer's Comments:</b>	Signature:	Date:
	Print Name:	
	<b>Position No.:</b>	

## PART V – Physical/Cognitive Requirements

Indicate by each element an E = Essential, M = Marginal, or N/A

### Physical Demands and Activities:

Light lifting	<20 lbs.	<u>E</u>	Standing	<u>E</u>	Bending	<u>E</u>	Walking	<u>E</u>
Moderate lifting	20-50 lbs.	<u>E</u>	Sitting	<u>M</u>	Reaching	<u>M</u>	Climbing	<u>M</u>
Heavy lifting	>50 lbs.	<u>M</u>				Repetitive motion	<u>N/A</u>	
Pushing/pulling		<u>M</u>	Other					

### Emotional Demands:

Fast pace	<u>E</u>	Avg. pace	<u>E</u>
Multiple priorities	<u>E</u>		
Intense customer interaction	<u>E</u>		
Multiple stimuli	<u>E</u>		
Frequent change	<u>E</u>		
Few stimuli or routine	<u>N/A</u>		

### Mental/Sensory Demands:

Hearing	<u>E</u>	Memory	<u>E</u>	Analyzing	<u>E</u>
Reading	<u>E</u>	Reasoning	<u>E</u>		
Written communication	<u>E</u>				
Oral communication	<u>E</u>				
Other					

## Employee Self-Evaluation PREA Questions

1. Have you ever engaged in sexual abuse in a prison, jail, lockup, community confinement facility, juvenile facility, or other institution? Do not provide information on expunged cases.

Yes                       No

2. Have you ever been convicted of engaging or attempting to engage in sexual activity in the community by force, threat of force, or coercion, when the person did not consent, including cases when the person was unable to consent? Do not provide information on expunged cases.

Yes                       No

3. Have you had a non-criminal hearing to determine whether you have engaged or attempted to engage in sexual activity in the community by force, threat of force, or coercion, when the person did not consent, including cases when the person was unable to consent? If yes, what was the outcome?

Yes                       No

4. Have you been accused of or investigated for sexual harassment? If yes, what was the outcome?

Yes                       No

\_\_\_\_\_  
Employee's signature / date

\_\_\_\_\_  
Supervisor's signature / date