



CHARLES J. ANDREW HEALING CENTRE

Position Description

Job Title: Director of Programs

Reports to: Executive Director

Job Classification:

Salary Range: \$0.00

Position Backup: Director of Quality Assurance

POLICY ADHERENCE

This position is responsible to contribute to and follow policies:

- CJAHC Program Policy Manual
- CJAHC Personnel Policies
- CJAHC Finance Policies

POSITION SUMMARY

The Director of Programs provides leadership and oversight for a range of program components in collaboration with the CJAHC Team. This role is responsible for the development and delivery of professional clinical programming and land-based healing initiatives that are grounded in Indigenous values, beliefs, and cultural practices.

The Director of Programs oversees the Clinical and Nutshimit (Land Based) Program including all components of the operations and ensures the delivery of high-quality, client-centered care. Core responsibilities include clinical supervision, and the provision of cultural (Nutshimit) support services for families participating in the program. The Director of Programs also provides both individual and group supervision to staff.

The Director of Programs plays a critical role in ensuring that CJAHC meets established benchmarks for quality care, program effectiveness, and positive client outcomes. Working within a holistic and culturally informed framework, the Director of Programs ensures that services are responsive to the needs of families and are focused on harm reduction and prevention approaches of substance use and concurrent disorders.

DUTIES AND RESPONSIBILITIES

Under the general supervision of the Executive Director and/or as part of the various workgroups and teams, the Director of Programs performs the following essential services at (CJAHC).

Leadership and Human Resources

- Provides overall guidance, direction, support, and mentors staff under direct supervision
- Provides evaluations and feedback to all staff on their performance through CJAHC's competency-based performance evaluation process and reports to the Executive Director
- Recommend and/or approve team member requests for leave in accordance with CJAHC policy and provide leave balances to the team
- Oversees the quality assurance and development of clinical services, ensuring the program is compliant with CJAHC policy and procedures
- Lead program meetings and various working groups as required
- Participates in networking meetings, conferences, education sessions
- Guide staff in understanding general case management tasks; evaluating treatment plans; innovating solutions and ensuring compliance with CJAHC's case management protocols
- Lead the development of proposals for program support services and funding calls as needed
- Participates in the hiring process for all positions for CJAHC including recruitment, interviews and hiring documentation, orientation, communication, and human resource committee recommendations
- Oversee and support staff schedule

Director of Programs

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- Provides feedback and maintenance of job descriptions, completes performance evaluations of direct staff and assists with development of professional learning plan
- Ensures that all required documentation for all personnel matters of CJAHC is reviewed and approved by the Executive Director in a timely manner
- Provides bi-weekly after hours on-call supervision and maintenance of an on-call subject and time log
- Provide an annual summary of incident reports to the Executive Director
- Support for job specific orientation to new hires under direct supervision
- Assist with frontline and program responsibilities to maintain service continuity during staffing gaps

Family Intake Services

- Coordinates and sends out information packages to incoming clients
- Complete all required intake forms and complete applications with potential families
- Conduct preliminary assessment such as NWA and DUSI-R and motivational interview prior to intake to determine if they are a good fit for the program
- Create and maintain a wait list of potential families and provide follow up services to referral agencies as necessary
- Provide referrals for families to other programs or services as needed
- Lead of the intake committee including the preparation of applications and the selection and suitability of incoming families
- Create strength-based bios of incoming families and provide to all team members prior to the start of a new program
- Prepare and complete the intake binders with all the required information and forms
- Orientation of the CJAHC healing program to families prior to their arrival at the Centre
- Act as a first point of contact for the arrival of new families
- Participate in the welcome ceremony and orientation of families upon arrival
- Inform Executive Director of any issues identified that could impact family participation in the program

Database Management Services

- Lead and maintain the centre's database system for new and existing family records
- Make electronic referrals
- Create quarterly and annual reports compiled from the database and compare stats to the internal data integrity
- Contribute and participate in monthly database user group meetings

Clinical Services

- Collaborate in developing and implementing the delivery of services to families with substance use and concurrent disorders while maintaining supportive family relations
- Participate in planning and conducting research on current trends in all aspects of the prevention and treatment of substance use and concurrent disorders
- Make recommendations on extracurricular activities that are of interest to the families and that will enhance their life skills
- Strong crisis intervention and de-escalation skills with the ability to maintain composure under pressure using a strength-based approach and an addictions complexity lens
- Support in seeking necessary funding and service supports including Jordan's principle and various assessments

Supporting Family Success

- Encourage life skills development (e.g., timelines for breakfast, wake up in the morning, good hygiene & courteous behavior) and provide feedback and encouragement on families' successes
- Establish an ongoing supportive and trusting relationships with families through regular contact to support healthy behavior and attitudes
- Connects and builds relationships with families and Indigenous communities, referral agencies/organizations and other interested parties
- Supports advocacy for family needs such as advocating for proper medical and dental care, housing, education and legal support as required
- Oversee the discharge process of graduating families

- Provide treatment counseling to families in individual, group, or family therapy as needed
- Oversees the education program and education reporting metrics

Accreditation Compliance Management

- Raises awareness and the importance of accreditation standards and supports teams as needed
- Reviews department policies and procedures relating to accreditation and ensure compliance within operational needs of the Centre
- Research emerging trends, industry standards, and legislation that will impact accreditation standards and compliance with CJAHC and work with management to create awareness of anticipated changes
- Participate in YSAC monthly accreditation meetings

Administrative Services

- Reconcile and issue program purchase orders and coding of accounts payables
- Monitor program budget and expenditures on a monthly basis
- Attend and participate in relevant training, leadership, team and staff meetings (huddles) as required
- Complete monthly, quarterly and annual reports and contributes to needs assessments
- Complete all paperwork as needed, such as bi-weekly time sheets and leave requests
- Complete documentation of incident reports, medical reports, and case notes as required

Community Relations & Referral Services

- In collaboration of outreach efforts, travel is required to connect and build relationships with families and Indigenous communities, referral agencies/organizations and other interested parties
- Partners and participates with community groups that are part of the circle of care

Professional Development

- Maintains and records necessary certifications and mandatory training requirements in a learning portfolio and submits at the annual performance review
- Seeks opportunities and attends training for professional growth and competency-building

Perform other related job duties as assigned.

QUALIFICATIONS

Education and Experience

- Bachelor's Degree in the field of Social Work, Psychology, Education, OR Human Services
OR
- Certificate or Diploma in the field of Social Work, Psychology, Education, OR Human Services AND Addictions Counselor Certification and one (1) year direct work experience

Other Requirements:

- Ability to work under pressure and in crisis situations
- Must be very organized and able to multi-task while maintaining efficiency and accuracy
- Can function in a computerized environment including a working knowledge of Microsoft Office programs such as Word, Excel, PowerPoint
- Exhibits strong attention to detail
- Fluency in an Indigenous language is an asset
- Knowledge of Indigenous traditions and customs including natural healing is an asset
- Ability to function independently and as part of a team, to be flexible and to adapt to change
- High level of professionalism and able to maintain confidentiality at all times

- Excellent verbal and written communication skills, with the ability to convey information clearly and professionally to diverse groups
- Subject to call back and overtime as required
- Valid Provincial Class 4 Driver's License and Driving Record Abstract
- Must maintain a healthy lifestyle recognizing they are viewed as a role model in the Community

The Charles J. Andrew Healing Centre is accredited by the *Canadian Accreditation Council (CAC)* and as a condition of employment, the incumbent is required to participate fully in the accreditation process.

All employees of the Charles J. Andrew Healing Centre must adhere to a strict confidentiality policy and will be required to sign an *Oath of Confidentiality* and observes the *Code of Ethics* Policy.

Reports to: Executive Director

Director of Programs (*Print Name*)

Supervisor (*Print Name*)

Director of Programs (*Signature*)

Supervisor (*Signature*)

Date

Date

CORE COMPETENCIES

Leadership:

- Ability to motivate and direct the clinical team toward the same goals and objectives while providing information, knowledge and methods of clinical care for youth and families;
- consistently encourages advancement in clinical methods and staff development in order to improve the clinical program at CJAHC
- Accountability & Dependability – takes personal responsibility for the quality and timeliness of work and achieves results with little oversight
- Self-Management – manages own time, priorities and resources to achieve goals
- Attention to Detail – diligently attends to details and pursues quality in accomplishing tasks
- Ethics & Integrity – earns others' trust and respect through consistent honesty and professionalism in all interactions

Supervisory:

- Ability to provide oversight and direction to the clinical team by identifying and understanding issues, problems, and opportunities;
- can compare data from different sources to draw conclusions and uses effective approaches that facilitate others and develop appropriate solutions with a focus on outcomes and performance.

Clinical Competency: The ability to demonstrate a concern for the families in care and development while maintaining a results-oriented approach to the job by ensuring that work and information are complete, accurate and timely; demonstrates an understanding of coaching and substance use disorder principles

- Accountability & Dependability – takes personal responsibility for the quality and timeliness of work, and achieves results with little oversight
- Coaching – applies a comprehensive range of evidence informed evidence styles, techniques and methodologies
- Knowledge of Abuse– demonstrates and understanding of substance use, abuse, addiction, dependency and concurrent disorders
- Facilitation – ability to facilitate family coaching in group settings using evidence-formed approaches
- Self-Management – manages own time, priorities and resources to achieve goals
- Attention to Detail – diligently attends to details and pursues quality in accomplishing tasks
- Ethics & Integrity – earns others' trust and respect through consistent honesty and professionalism in all interactions

Nutshimit (Land-Based) Understanding: Demonstrates knowledge of the CJAHC's holistic healing program which strengthens and renews First Nations and Inuit culture, practices, beliefs and values of respect, trust, sharing, acceptance and cooperation. Able to successfully implement the Nutshimit or land-based program that connects families to the land and traditional knowledge keepers (Elders) in order to relearn and transfer the traditional way of First Nations and Inuit life to families. Understands the key components of the program by demonstrating and utilizing First Nations and Inuit traditional methods of teaching and is supported by first-hand experiential learning on the land. Fosters and nurtures a sense of belonging and encourages families to find their purpose in life by offering knowledge of their history, heritage, culture and language that contributes to First Nations and Inuit self-identity, positive self-esteem and personal development.

- Land Stewardship – demonstrates knowledge and understanding of the traditional concepts and responsibilities connected to First Nations and Inuit land stewardship and the kinship relationship to the land
- Role of Elders – demonstrates the knowledge and understanding of the role of elders as knowledge keepers of First Nations and Inuit culture, practices, protocols, traditions and the importance of language retention
- Knowledge – demonstrates knowledge and understanding of First Nations and Inuit's histories, culture, ceremonies, language and traditions
- Learning Environment – helps create a nurturing environment that respects and appreciates diversity and promotes acceptance and cooperation
- Coaching – ability to facilitate self- knowledge and emotional acceptance & growth that empowers First Nations and Inuit families by utilizing the experiential learning on the land and reconnecting the 'Mother Earth' kinship relationship

Family Treatment and Development: Demonstrates an understanding of how youth, in particular adolescents, learn, develop, and acquire language and creative expression in each of the domains: physical, social, emotional, cognitive and

special needs; ability to create an engaging learning environment for families that includes participation in planning and evaluation of the curriculum and learning environment

- Adolescent Development – demonstrates a thorough knowledge of the physical, cognitive social and emotional development of adolescents and understands how developmental variables affect adolescent behaviors
- Person Centered Planning – ability to assess goals, interests, past experience, learning styles, academic skills, assets, independent living skills, and needs in the development of treatment plans for families
- Learning Environment – Implements engaging, hands-on experiences in areas of the curriculum and recognizes that these experiences should apply across all areas of development (e.g., cognitive, social, emotional) and all aspects of the curriculum
- Communication – able to effectively communicate observations with supervisor and relevant staff regarding family development progress and barriers in a clear and supportive manner, while maintaining confidentiality

Ethics & Trust: demonstrates an ability to be conscientious about one's choices and is able to apply professional code of ethics and conduct oneself so that the organization's interest is protected and demonstrates personal integrity and implements the organization's privacy policy.

- Ethical Behaviour – demonstrates a high standard of ethical behaviour and utilizes sound judgment
- Builds Trust – is capable of building trust by being accountable, demonstrating respect, open communication and being dependable
- Integrity – is able to demonstrate model behavior (role model) to supervisor, co-workers and families
- Utilitarian – ethicists and emphasizes ethical action that provides the most good or does the least harm for the most people
- Rights – demonstrates a commitment to protecting and respecting rights of families and employees
- Fairness – shows a commitment to treat everyone fairly, equitably and consistently
- Virtuous – upholds dispositions and habits that enable others to act according to the highest potential and on behalf of our values

Personal Management & Effectiveness: Ability to understand one's self and is conscious of personal and professional abilities and competencies; maintains a results-oriented approach to the job by ensuring that work and information are complete, accurate and timely; is able to manage their time, space and responsibilities in a timely manner while maintaining honesty, integrity and personal ethics

- Dependability – takes personal responsibility for the quality and timeliness of work, and achieves results with little oversight
- Attention to Detail – diligently attends to details and pursues quality in accomplishing tasks
- Results Focus – focuses on results and desired outcomes and how best to achieve them – able to get the job done
- Self-Management – takes initiative and manages their time, space and responsibilities effectively
- Tact – diplomatically handles challenging or tense client or interpersonal situations
- Integrity – maintains a high level of client focused service and ensuring that their behaviour is respectful, honest and ethical

Professionalism: Demonstrates appropriate behavior, attire, attitudes, and social interactions; responds appropriately to instruction and constructive criticism; maintains a positive, optimistic, success-oriented attitude; provides recommendations and feedback to the Executive Assistant/Accreditation Coordinator in a timely manner

- Efficiency – conducts work in an objective, conscientious, effective and efficient manner
- High Standards – perform duties in accordance with the highest standards of profession and exercise due care
- Care of Property – shows proper care and regard for the property of CJAHC, utilizing resources for the purpose of carrying out organizational business
- Professional Competency – endeavors to improve professional competency and work ethic
- Integrity – demonstrates honesty and integrity in the fulfillment of professional responsibilities

Interpersonal Skills: Demonstrates the ability to develop collaborative relationships with internal co-workers, external partners and youth clientele; interacts with others in a way that gives confidence and fosters an environment that is positive and constructive; able to inspire and motivate the clinical team through positive and effective communication and feedback

- Relationship Building – builds constructive working relationships characterized by a high level of cooperation and mutual respect
- Interpersonal Relations – demonstrates open and effective communication and relates to others in a positive open manner
- Interpersonal Awareness – shows empathy to others, listens well and responds in a non-threatening way
- Integrity and Respect – demonstrates respect of others and for clinical principles while maintaining a positive and supportive work environment that promotes transparency, open communication and accountability
- Communication skills – knowledge and abilities to perform a range of communication activities with individuals, families, groups, communities, staff, colleagues and internal and external programs and organizations
- Listening – actively gives their attention to others in order to hear, understand and interpret the conversation
- Confidentiality – respects the confidentiality of information or concerns shared by others

Collaboration and Teamwork: Builds constructive working relationships with clients, colleagues and others in order to achieve the goals and objectives of the CJAHC; Behaves in a manner that is professional and appropriate while participating as a contributing member of the team; Works cooperatively with others involving them and sharing information as appropriate; Shares the success and credit for team accomplishments

- Relationship Building – builds constructive working relationships characterized by a high level of acceptance, cooperation and mutual respect
- Teamwork – promotes cooperation and commitment within a team to achieve goals and deliverables
- Facilitating Groups – enables cooperative and productive group interactions
- Defuse Disputes – helps others resolve issues or conflicts
- Valuing Diversity – helps create a work environment that embraces and appreciates diversity
- Commitment – promotes cooperation and commitment within a team to achieve organizational goals and deliverables
- Support – knows and supports colleagues' work and deliverables. Helps colleagues who need or ask for support or assistance
- Team Unity – encourages team unity through sharing information or expertise, working together to solve problems, and putting organizational success first.
- Joint Ownership – ensures joint ownership of goal setting, commitments and accomplishments. Involves everyone on the team.

Communication: Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message, and invites response and feedback; Keeps others informed as appropriate and demonstrates effective written, oral, and listening skills.

- Listening – understands and learns from what others say
- Speaking – conveys ideas and facts orally using language the clients and publics will best understand
- Writing – conveys ideas and facts in writing and electronic means using language the reader will best understand
- Reading Comprehension – grasps the meaning of information written in English and applies it to work situations
- Computers – documents and updates client files by using computer equipment and software and alerts Supervisor to any concerns related to client status and successful outcomes
- Policy Compliance – follows CJAHC policies, regulations and practices that meet client goals

Cultural Diversity: The ability to interact effectively with people of different cultures and socio-economic backgrounds, particularly within First Nations and Inuit communities/societies; demonstrates a willingness to embrace cultural differences and practices; encourages and supports family's cultural development and learning respecting and recognizing the diversity within the community.

- Family Diversity – utilizes appropriate methods of interacting effectively and professionally with others who are from diverse cultural, socioeconomic, educational, sexual orientation, lifestyles and physical abilities
- Cultural Knowledge – has a basic understanding of Innu or First Nations and Inuit histories, languages, cultures, ceremonies and traditions
- Cultural Support & Access – promotes opportunities for cultural learning and supports personal cultural development for families and co-workers

- Work Environment – helps create a work environment that embraces and appreciates cultural diversity by being supportive and respectful while learning about the value of cultural differences in the workplace
- Cultural Development – demonstrates a personal commitment to personal growth in the ongoing acquisition of knowledge relating to Innu or First Nations and Inuit's culture, spirituality and language
- Cultural Protocol – understands Innu or First Nations and Inuit protocols and ensures local protocol is honored and followed in the provision of ceremonial feasts and other ceremonies

Research: Reviews and studies relevant information from a variety of sources that identify the newest trends on substance use; innovation and technology; and updated-relevant curriculum of the program

- Methodology and Techniques – identifies and implements new psychoeducation delivery approaches, improved content and materials and effective assessment
- Best Practices – uses methodology and techniques of research as they apply to planning, designing, developing and enhancing program curriculum
- Collaboration – collaborates with the clinical team and other partners in exploring scope and application for community programs

Problem Solving: Ability to anticipate problems; sees the potential impact and gathers information in addressing its solution by weighing the alternatives against objectives and arrives at reasonable decisions; recognizes and accurately evaluates the signs of a problem; analyzes current procedures for possible improvements; notifies supervisor of problems in a timely manner

- Difficult Situations – is able to assess and resolve difficult or complicated challenges or situations
- Problem Analysis – capable of framing problems before trying to solve them by breaking them down to all of their facets, including hidden or delicate aspects
- Insight & Options – shows insight into the root-causes of problems. Generates a range of solutions, courses of action with benefits and risks associated with each
- Thinking 'outside the box' – probes all fruitful sources for answers and thinks 'outside the box' to find options; able to use the good ideas of others to help develop solutions and seeks advice from those who've encountered similar problems

Time Allocation: effectively manages time and resources to ensure that work is completed efficiently

- Prioritizes – identifies more critical and less critical activities and tasks and adjusts these when appropriate
- Preparedness – ensures that required equipment and/or materials are in appropriate locations so that work can be completed efficiently
- Schedules – effectively allocates own time to complete work
- Stays Focused – uses time effectively and prevents irrelevant issues or distractions from interfering with work completion

Stakeholder Engagement: responds appropriately to greetings and requests by families and staff; developing and sustaining productive work relationships; demonstrates an attention to detail and care

- Service Oriented – conveys a commitment to their work and a duty of care to the families and co-workers
- Working Relationships – capable of establishing and maintaining effective and harmonious working relationships with youth families, staff and the general public
- Responsiveness – willingness to help families and co-workers and provide prompt service
- Respect - treats everyone with courtesy, respect and consideration
- Communicates – communicates in a clear and pleasant manner; listens actively and genuinely
- Growth - demonstrates an active willingness to learn and grow
- Integrity - displays integrity