



CAREER OPPORTUNITY

JOB TITLE :

**SPECIAL NEEDS COORDINATOR - LEVEL 7 (CONTRACT)
MONTEGO BAY REGIONAL OFFICE (REGION 4),**

JOB PURPOSE:

To coordinate the strategic development of school-based intervention programmes and services designed to address the educational needs of students with special needs, as well as those requiring special intervention.

REQUIRED EDUCATION AND EXPERIENCE:

- Bachelor's Degree in Special Education, related area or; in Education.
- Three (3) to five (5) years' experience in teaching or in a clinical environment.
- Experience in administration is desirable

REMUNERATION PACKAGE:

Level 7 Salary Scale : \$3,232,125.00 - \$4,040,156.00
per annum





CO 24 -97

CAREER OPPORTUNITIES

Interested persons are invited to submit applications with résumés no later than Wednesday, December 11, 2024 to the address presented below.

Director – Human Resource Management
Ministry of Education, Youth, Skills & Information
2-4 National Heroes Circle,
Kingston 4

We thank all applicants for expressing an interest; however, only shortlisted candidates will be contacted.

[CLICK HERE TO APPLY](#)

The job descriptions are attached to this email.



MINISTRY OF EDUCATION, SKILLS, YOUTH & INFORMATION

TERMS OF REFERENCE

SPECIAL NEEDS COORDINATOR (LEVEL 7)

JOB PURPOSE:

To coordinate the strategic development of school-based intervention programmes and services designed to address the educational needs of students with special needs, as well as those requiring special intervention.

KEY RESPONSIBILITY AREAS:

I Coordinates the placement, accommodation and instructional support for students identified as needing special intervention:

- By organizing and chairing case-conferences for multi-disciplinary student-support teams;
- Through liaison with external agencies including educational assessment agencies, health and social services, as well as voluntary bodies to determine and provide support services for students with special needs;
- By monitoring the work of Resource or Enrichment Room staff; reviewing the procedures, materials and support services for students receiving school-based intervention;
- Through liaison with school leadership and instructional staff to ensure collaboration to develop and implement intervention programmes for students;
- By maintaining consultative dialogue with referring teachers or other referral sources on student-related matters.

II Advises the Principal and school leadership concerning practical interpretation and implementation of the MoESY&I's policy on the provision of special education services:

- By working closely with the principal and school leadership to ensure that the policy of the MoESY&I regarding the education of students with special needs is implemented in daily practice;

- By interpreting the frequency of occurrences or prevalence of conditions identified among the student population; and advising school leadership on the necessary steps for identification, referral, and treatment;
- Through liaison with the Special Education Unit on the relevance, and legal implications that may arise with placement and service decisions or provisions for students needing special intervention.

III Monitors and evaluates effective implementation of intervention programmes in accordance with recommendations from formal assessments or established instructional programmes by:

- Following students through intake, assessment, and intervention processes;
- Ensuring that each student with a documented disability, or identified as needing special education intervention has an Individual Intervention Plan (IIP);
- Reviewing the effectiveness of the prescribed strategies used by teacher;
- Modifying intervention strategies or approaches to ensure successful outcomes for students; (setting or resetting targets for skill improvement e.g.);
- Consistently monitoring the quality of teaching, methods of assessment, and standards for student-achievement.
- Working closely with staff, parents and respective agencies, to ensure that the (IIP) is implemented as stated.

IV Participates in activities to support students, teachers and parents by:

- Providing advice and information to fellow teachers on special education issues;
- Participating in in-service programmes for teachers and school community;
- Participating in seminars, workshops and sensitization or public education programmes for parents/guardians or other groups;
- Liaising with parents of children with special educational needs regarding intervention, service or placement decisions.

V Performs other duties consistent with the requirements of supervisory, instructional, and support functions, in the best interest of the school and students.

REQUIRED COMPETENCIES:

- Working knowledge of -:
 - The Education Act
 - The Education Regulations 1980

- The Ministry of Education, Skills, Youth & Information's policies, rules and regulations
- The Child Care & Protection Act
- United Nations' Convention on the Rights of the Child
- Diagnostic and prescriptive teaching strategies.
- Use of screening procedures.
- Use of the Mico Diagnostic Reading Test (or other similar diagnostic instrument).
- Interpretation and analysis of diagnostic information.
- Ability to develop and implement intervention programmes.
- Ability to align intervention goals with curriculum standards.
- Knowledge of instructional planning and delivery as it relates to children with special needs.
- Ability to use a variety of instructional methods and equipment relevant to special education.
- Ability to use a variety of methods to evaluate learner performance.
- Ability to reflect on instructional outcomes to inform subsequent sessions.
- Very good interpersonal skills.
- Strong leadership skills.

MINIMUM QUALIFICATION AND EXPERIENCE:

- Bachelor's Degree in Special Education, related area or; in Education.
- Three (3) to five (5) years' experience in teaching or in a clinical environment.
- Experience in administration is desirable.