

SPECIAL HOPE NETWORK

Special Education Training Coordinator - School Based

Job Classification: Non-supervisory role

Reports to: Director of Education

Provisional Period: 6 months

Maximum Fundraised Salary: \$42,000

Assignment Category: Regular, full time

Staff Work Months: 12

Location: Lusaka, Zambia

Program Location:

Special Hope Network Resource Center (RC)

Relevant Program Summary:

The Resource Center is a tuition-based school in a middle class area in Lusaka, Zambia. It also serves as the headquarters for Special Hope Network and as a private practice Therapy Center for individual speech therapy sessions. All students at the Resource Center (RC) have intellectual disabilities that typically range from moderate to severe. We have a large population of students with Autism Spectrum Disorder; we also have students with Down Syndrome, Cerebral Palsy, Hydrocephalus, Global Delay/Intellectual Disability due to a variety of causes, and some less prevalent genetic disorders.

Our Resource Center offers 4 programs for children with intellectual disabilities ages 2-20.

1. **GLAD (Group Learning for Academic Development)** - a program set up for children who can learn in a group and are appropriate for academic based goals, such as, literacy, math, and the Zambian curriculum for grade 7 national exams.
2. **FLIP (Functional Learning for Independence Program)** - a program for children over the age of 8 who benefit from functional goals rather than academic goals
3. **STAR (Strategies for Teaching based on Autism Research)** - based on a program out of the US by the same name, this program is designed for children with ASD (not exclusively) and focuses on providing structure to improve independence, communication, and pre-academic skills.
4. **ES (Essential Skills)** - a program for children with more significant needs, largely play based and can include time for motor skills, social and communication skills, and early pre academic skills.

Students are dropped off and picked up by parents or drivers. They attend the school for half day sessions. The educational staff are Zambian nationals with varying levels of education and professional backgrounds. Some are high school graduates with a passion for children with disabilities, others have certificates or diplomas (some tertiary schooling) in Special Education, and others are pursuing degrees in Special Education. Each educational team member is responsible for teaching in two of the four programs. There is weekly planning time and weekly training time to ensure they have the capacity to find success in teaching students in both programs. The Manager of the Resource Center is Zambian and deals with the logistics of the Center, supervising the educational staff, and working with the Special Education Training Coordinator to constantly pursue the highest level of quality for all the programs.

Job Description Summary:

The SpEd Training Coordinator is responsible for training Zambian educational staff in evidence-based practices to maintain the high quality of our Resource Center. Training is expected to be done mostly through demonstration on a day to day basis, and through weekly group training to be written and presented by SpED Training Coordinator to Zambian educational staff.

The SpEd Training Coordinator will work with the Manager of the Resource Center to ensure the school maintains both capacity and quality of programs. This includes conducting assessments on prospective



students, writing assessment reports, and creating full IEPs. Maintenance of systems, logistics, and helpful insight into programs will also be required responsibilities. This individual will monitor progress and will help enforce systems for collecting and presenting data for progress reports. They will also trouble-shoot any challenges that arise with educational staff and Manager of RC, and provide support and guidance on challenging student behaviors. The Special Education Training Coordinator will be asked to provide accurate and regular feedback to the Director of Education regarding the Resource Center programs.

A qualified candidate should have at least a Bachelors degree in Special Education with experience teaching/caring for students with moderate to severe disabilities. A Masters degree is preferred for immigration purposes.

Key Job Functions

Maintain Quality of Programs

Demonstrate lessons regularly to staff to explain evidence based strategies and methods of teaching each student, increase capacity of teachers through lessons and group trainings, provide opportunities to staff to problem solve issues and challenges with appropriate guidance, ensure optimal amount of instruction time takes place for each student, proficient in training educational staff on foundation topics provided, identify and train on other areas of need in education staff as observed, problem solve and troubleshoot any challenging areas of student development or program success, and provide direct assistance with challenging student behaviors as well as follow up with training and guidance on behavior modification strategies, create or supervise the creation of any necessary materials for programs

Percentage of Time - 50%

Maintain Capacity of Resource Center

Perform assessments (Developmental Battery, Vineland, ADOS, and informal assessment tasks) to determine eligibility for the Resource Center and placement into a specific program based on program criteria, write succinct and professional, parent friendly assessment reports, write IEP goals with realistic criteria based on the data system for the proposed program for the child, assist in monitoring current student list and keeping google docs of master lists up to date

Percentage of Time - 20%

Oversee Educational Systems

Binder and data systems are currently in place in each program: understanding those systems well enough to teach new educational staff or answer questions, problem solve any issues with systems, assist staff with progress reports at appropriate times, monitor that regular data is being kept and be able to speak to 75% of student's performance

Percentage of Time - 20%

Communication Support to Administration & Fundraising

Participate in meetings regarding performance at Resource Center, provide relevant information to administration, cooperate in organization fundraising measures including gathering data, stories, information, pictures or videos, participation in special projects as needed and per availability (including but not limited to coordinating and touring visitors from other schools or organizations, set up and preparation for Night to Shine), personal fundraising needs

Percentage of Time - 10%