



## JOB DESCRIPTION

<b>Position Title</b>	<p><b><i>After-School Care Manager (ASCM, pronounced “Ask Em”)/Lead Teacher for kids with Neurodiversity</i></b></p> <ul style="list-style-type: none"> <li>• New Program starting Fall 2023</li> <li>• Starting with 1st-3rd, focusing on kids with neurodiversity (dyslexia, ADHD, high functioning autism...kids struggling with reading and math, executive functioning...)</li> <li>• <b>Need Special Education or similar background</b></li> </ul> <p><i>\$48,000-\$60,000/year salary</i></p> <p>Full-Time Year-Round Position (M-F) with Benefits</p>
<b>Reports To</b>	<i>Executive Director/Head of School</i>

### Job Purpose

We have received a grant to start a new free Culturally Specific After-School Care Program. The culture we are focusing on is neurodiversity. At this time, it will start with about 15-25, 1st-3rd graders.

Under the direction of Samara’s Executive Director, the After-School Care Manager (ASCM, “Ask Em”) will develop and implement specialized instruction to meet the unique needs of students (primarily with neurodiversity) in a fun after-school program that incorporates academic skills, study skills, executive functioning, and direct instruction in attributes that contribute to success. In the next couple of months, you will also join us in hiring an additional teacher and assistants for you to manage and utilize in implementing this new program. You will have access to additional Elective-type teachers, as well as consulting with a therapist and/or behavioral specialist. This program is not meant for kids with severe behavioral issues, but there may be some impulsivity issues, a few tantrums, etc.

Samara’s motto is, “Soar with your strengths; manage your weaknesses.” We do not want kids to work on what they are not good at all day long, so games, art/crafts, field trips... will be a significant part of the program. However, we also want to provide continued support through direct small group/tutoring, phonological games, keeping a checkbook to buy things at the “store,” etc. It will be a great additional opportunity to help kids find their pathway to success.

## **Duties and Responsibilities (*including, but not limited to*)**

### ALL EMPLOYEES

- Follow FERPA, IDEA, 504 Plans, and HIPPA, which are U.S. legislations that provide data privacy and security provisions for safeguarding information.

### AFTER-SCHOOL CARE MANAGER (ASCM)

- Create and implement a balanced after-school program that addresses children's challenges (academic, executive functioning, social/emotional) with opportunities to Soar with their strengths, learn new skills, explore, create, and have fun!
- Provide research-based specialized instruction to address the instructional goals and objectives for each child.
  - These goals and objectives may come from intake information from parents/guardians, schools (anecdotal, standardized/informal assessments, work samples, IEPs, 504 plans), service providers, or Samara intake assessments contained within each student's IEP.
- Monitor and assess students' baselines and progress.
- Determine the need for additional reinforcement or adjustments to instructional techniques, as well as be proactive to ask for assistance when needing insights, a different viewpoint, etc.
- Establishes and maintains student control and discipline in the classroom, on school premises, or during school activities.
- Employs and implements a program structure and consistency to encourage student responsibility, cooperation, and mutual respect consistent with Samara's policies and procedures.
- You may be asked to be part of an Individualized Educational Program (IEP), 504 Plan, or other service provider meetings for students, so you will need to be able to communicate and support your statements in a child's present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals.
- Schedules team meetings and works cooperatively with child study team members and others in developing instructional goals and strategies.
- Creates a positive learning experience with emphasis on individualized instruction using appropriate sources including technology.
- Serves as primary contact for the parent/guardian, school staff, and service providers.
- Conduct some special education and general education evaluations and reevaluations.
  - Note: not for identification/diagnoses, but for monitoring skills and progress
- Provide direction, supervision, and evaluation of other After-School Care staff.
- Complies with Samara's Board's policies and all state/federal rules and regulations.
  - Including, but not limited to, those for an After-School Care program.
- Collaborate with the bookkeeper (and/or other Samara staff/contracting agencies) to keep track of your program's budget and to develop future budgets.
- Communicate with funding agencies (the Department of Education is our primary funder at this time)
- Complete all Samara, funder, district, and state reporting requirements.

- Work on future & additional funding (we want this program to keep going).
  - Fundraising
  - Grant writing (If you do not have grant writing experience, we can train you)
  - Donations
- In charge of social media for your program (You can be the one implementing, or you can delegate responsibility to one of your other After-School Care staff, as long as you monitor postings' adherence to guidelines, such as only including pictures of kids whose parents/guardians have signed a release to do so.)

**Knowledge Skills and Ability Required:**

- Ability to pass a fingerprint background check
- Minimum B.A/B.S degree from an accredited institution.
- Special Education or equivalent degree and experience
- Thorough knowledge of the principles, practices, and procedures of special education and specialty area.
- Thorough knowledge of the principles and methodology of effective teaching of students with disabilities, especially, but not limited to,
  - learning disabilities (dyslexia, dysgraphia, dyscalculia),
  - ADD/ADHD
  - high-functioning Autism.
  - Anxiety
  - trauma
- Thorough knowledge of After-School Care rules, regulations, and procedures; ability to establish and maintain standards of behavior. (or at least the ability to quickly learn and implement).
- Ability to deliver and articulate oral presentations and written reports.
- Ability to effectively analyze needs and problems objectively.
- Ability to establish and maintain effective working relationships with children, students, parents, staff, administration, and the general public.
- Knowledge of relevant technology including the use of technology such as i-pads to individualize instruction.
- Must have the ability and proven ability to report to work on a regular and punctual basis.
- Manage, monitor, and collaborate with other staff
- Ability to use Google Drive products (Google Docs, Google Sheets, etc.)
- Ability and willingness to act in a manner in consideration of health-sensitive staff, students, and their immediate families, such as having up-to-date vaccines (such as MMR,...) and testing (such as for TB).
  - Exceptions, such as recently having a bone transplant, will be accepted.

**Knowledge Skills and Ability Recommended:**

- Current Oregon Special Education teaching license.
- Experience with mentorship.
- Collaborative Problem Solving training

- Trauma informed care training
- Have elective-type skills, such as, but not limited to, art, music, video, and computer coding.
- Grant writing and fundraising experience

**Benefits**

- Two paid weeks (10 working days) of vacation during the summer.
- School holidays off
- Medical Insurance

**Physical Requirements**

The physical demands described here are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. While performing the duties of this job, the employee is regularly required to sit for long periods of time, as well as to talk and/or hear. The employee must regularly use hands and fingers to handle or feel; reach with hands and arms. Specific vision abilities required by this job include close and distance vision. The employee must lift, carry and move a minimum of 10 pounds on an occasional basis. Must be able to type on a computer keyboard and use a computer monitor frequently and regularly. Although unlikely, the position has the potential to require some degree of physical interaction with students who have difficulty controlling physical behavior.

<b>Approved by:</b>	<i>Heather Chatem M.A., Center Director</i>
<b>Date approved:</b>	<i>07/05/2023</i>
<b>Reviewed:</b>	