



TERMS OF REFERENCE

Job Title:	Remedial Learning Support Teacher
Project:	USAID Supporting Victims of Violence Activity
Duration:	9 months (renewable)
Estimated Start Date:	October 22, 2024
Reporting to:	Project Manager

Organization Summary

RISE Life Management Services, a Jamaican Civil Society Organization (CSO), was established in 1989 as Addiction Alert, offering the island’s first outpatient treatment centre for addictive disorders. Due to the evolving needs of the nation’s at-risk populations, the organization expanded its programs and changed its name to RISE Life Management Services in 2005. RISE stands for “Reaching Individuals through Skills and Education”. The various projects and programmes implemented by RISE also align with key goals of Jamaica’s national development plan, Vision 2030, and with several of the international Sustainable Development Goals.

Mission: To empower young people and vulnerable populations in Jamaica to make healthy lifestyle choices and realise their full potential through projects delivered in a supportive and rehabilitative environment; and to support Jamaica’s national development by building the capacity of civil society organizations.

Project Background

With funding from USAID, Winrock International is implementing the USAID Supporting Victims of Violence (SVOV) Activity alongside backbone partners RISE Life Management Services and Eve for Life. This four-year initiative aims to increase awareness of and improve access to trauma-informed services for survivors, witnesses, and perpetrators of violence, enhancing resilience among youth, families, and communities vulnerable to crime and violence.

The SVOV activity focuses on two primary objectives:

- Expanding survivors' and witnesses' access to integrated direct services; and
- Strengthening government and civil society institutional capacity to support survivors, witnesses, and perpetrators through coordinated and effective interventions to address and prevent interpersonal and collective violence.

The USAID SVOV activity utilizes community-led and survivor-informed approaches tailored to the intersectional challenges faced by people affected by violence, emphasizing sustainable solutions and combining structured capacity building with direct service provision offered by local entities. The focus is primarily on individuals aged 10-29 years. The SVOV activity will target ten communities across Jamaica - Grange Hill and Little London in Westmoreland; Flankers, St. James, Palmer’s Cross and York Town in Clarendon; Braeton, St. Catherine; and Kencot, Lawrence Tavern, Tower Hill and Rennock Lodge in Kingston and St. Andrew. **RISE Life Management Services will be leading implementation in five of these communities: Grange Hill, Kencot, Palmer’s Cross, Rennock Lodge, and Tower Hill.**

Objective

The primary objective of the Remedial Learning Teacher is to provide tailored educational support to neurodiverse learners and other students who require remedial education within the target communities. The Teacher will adapt instructional methods to accommodate various learning styles and challenges, making the curriculum accessible to all learners and supporting them in reaching their full potential. This role supports the after-school educational enrichment program component of the SVOV activity, with sessions held three days per week for two hours, following regular school hours.



Scope of Work

Curriculum Delivery:

- Develop and deliver individualized and small-group instruction to students requiring remedial education.
- Adapt teaching methods and materials to accommodate different learning styles and cognitive needs.
- Utilize a variety of educational resources and technologies to engage students and reinforce learning.

Assessment and Evaluation:

- Conduct assessments to identify students' learning needs, strengths, and areas for improvement.
- Monitor and evaluate student progress regularly, adjusting instructional strategies as needed.
- Provide feedback to students, their parents/guardians and the Project Manager to support continuous improvement and academic growth.

Inclusive Classroom Environment:

- Create an inclusive and supportive learning environment that encourages student participation and fosters a sense of belonging.
- Implement strategies to manage classroom behaviour effectively, ensuring that all students can focus on learning.

Collaboration and Coordination:

- Work closely with other teachers, counsellors, and project staff to coordinate support for students, particularly those with complex needs.
- Collaborate with parents, guardians, and community mobilizer to enhance student engagement and outcomes.
- Participate in meetings, professional development sessions, and other activities to improve instructional practices and program delivery, where necessary.

Documentation and Reporting:

- Maintain accurate and up-to-date records of student attendance, progress, and any challenges encountered during instruction.
- Submit regular reports on student performance and program outcomes to the Project Officer/Manager.
- Document best practices and lessons learned to inform future program iterations.

QUALIFICATIONS AND EXPERIENCE

Educational Background:

- Bachelor of Education, or Bachelor's degree in Primary education, Special Education, Psychology, Counselling, or a related field.
- Experience in teaching at the early childhood level is desired.
- Experience in teaching or tutoring students with diverse learning needs, particularly neurodiverse learners.
- Knowledge of remedial education techniques and strategies for adapting instruction to different learning styles.

Desirable:

- Familiarity with trauma-informed care practices and their application in educational settings.
- Experience working within communities similar to those targeted by the SVOV activity.



- Proficiency in using educational technology to enhance learning outcomes.

Skills, Attributes and Competencies

- Passionate about teaching and working with children with an enthusiasm for the role.
- Strong instructional and classroom management skills.
- Ability to develop and implement differentiated instructional strategies.
- Excellent communication and interpersonal skills, with a capacity to engage students, parents, and colleagues effectively.
- Sensitivity to the cultural and socio-economic contexts of the target communities.
- Commitment to promoting inclusive education and supporting students with diverse needs.
- Excellent report writing and analytical skills
- Conflict resolution and problem-solving skills
- Good time management skills
- Ability to work unsupervised
- Excellent attention to detail
- Able to assess needs, analyze data, and provide actionable recommendations.
- Committed to high ethical standards, confidentiality, and data protection.
- Committed to self-improvement and ongoing training
- Creative skills
- Basic counselling is an asset.

Supervision and Reporting:

The Remedial Learning Teacher will report to the Project Manager and will work collaboratively with the project team to ensure the successful delivery of remedial education services to neurodiverse learners and other students requiring additional support.

HOW TO APPLY

Interested applicants must submit their Resumé and Expression of Interest to the following email address: info@risejamaica.org, bearing the subject: **Application for Remedial Teacher: [Your Name]** by the deadline: **September 27, 2024**.