



# **AL IBTISAMA CENTRE**

Tel: 06 5277007

P.O. Box – 2324, Sharjah

E-mail: [mail@alibtisama.com](mailto:mail@alibtisama.com) Website: [www.alibtisama.com](http://www.alibtisama.com)

## **APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS IN AL IBTISAMA CENTRE FOR PEOPLE WITH DISABILITIES**

<b>SL. NO.</b>	<b>VACANCY</b>	<b>QUALIFICATION</b>	<b>ELIGIBILITY</b>
1	<b>SPECIAL EDUCATOR</b>	Bachelors and Master degree in Special Education (Regular Mode)	Bachelor's degree and masters should be equalized (Mandatory). Preferred 3 or more years of experience in a similar field. SSSD professional license will be an added advantage.
2	<b>OCCUPATIONAL THERAPIST</b>	Bachelors/Master's degree in Occupational Therapy (Regular mode).	Degree/masters should be equalized (Mandatory). Preferred 3 or more years of experience in a similar field. SSSD professional license will be an added advantage.
3	<b>PSYCHOLOGIST</b>	Bachelor's and Master's degree in Psychotherapy/ school Psychology (Regular Mode)	Bachelor's degree and masters should be equalized (Mandatory). Preferred 3 or more years of experience in a similar field. SSSD professional license will be an added advantage.
4	<b>SPEECH &amp; LANGUAGE THERAPIST</b>	Bachelor/Master degree in speech and language (Regular Mode)	Degree /masters should be equalized (Mandatory). MOH license
<b>Interested Candidates may apply online at <a href="http://www.alibtisama.com">www.alibtisama.com</a> (Kindly click this website)</b>			

Job Number: 1/S.E./IBTISAMA

## JOB DESCRIPTION

**JOB TITLE:** Special Educator

**Qualification:** Bachelor's Degree and Post-Graduation in Special Education (B.Ed. & M.Ed. In Special Education is mandatory). SSSD professional License will be an added advantage

**Experience:** Minimum four years of experience in a Special School environment or minimum five years experience in Inclusive Education environment of

### Basic Function

**Teaching individuals or small groups of mentally or physically challenged students, either within or outside the classroom setting.**

### Main Functions

Assess Students' Abilities: Evaluate students' skills to identify their specific needs and develop tailored teaching plans.

Evaluate students' skills to identify their specific needs and develop tailored teaching plans.

Customize Lessons: Modify lessons to suit the individual needs of students, ensuring inclusivity and effective learning.

Implement Individualized Education Programs (IEPs): Execute IEPs, regularly assess students' performance, and diligently monitor their progress.

Tailor Activities: Plan, organize, and assign activities based on each student's unique abilities and learning style.

Diverse Teaching Approaches: Instruct and mentor students through whole-class sessions, small-group activities, and one-on-one sessions.

Continuous IEP Updates: Regularly update IEPs throughout the academic year to accurately reflect students' achievements and evolving goals.

Collaborative Progress Discussions: Engage in discussions about students' progress with parents, teachers, counselors, and administrators to foster a collaborative support system.

Supervise Teacher Assistants: Provide guidance and mentorship to teacher assistants working with differently-abled students to ensure a cohesive and effective support team.

Job Number: 2/O.T./IBTISAMA

## JOB DESCRIPTION

**JOB TITLE: Occupational Therapist**

**Qualifications: Bachelor's Degree in Occupational Therapy. SSSD license will be an added advantage**

**Experience: Minimum three years of experience in Pediatric Rehabilitation or Special School Environment**

### Basic Function

**Occupational therapists assist individuals of all ages, both adults and children, in overcoming physical, mental, and/or social challenges arising from disability, injury, or illness.**

### Main Functions

Conduct Comprehensive Assessments: Perform assessments of students' physical, communication, interaction, and cognitive skills.

Develop Individualized Treatment Plans: Create tailored treatment plans outlining specific activities and goals to address students' unique needs.

Support People of Determination: Assist individuals with diverse abilities, such as guiding autistic children in engaging play activities.

Monitor and Adjust Treatment: Regularly evaluate progress, adjusting treatment strategies as needed to ensure optimal development.

Recommend Specialized Equipment: Advise on and recommend specialized equipment, such as wheelchairs and eating aids, providing guidance on proper

Update and Maintain Records: Regularly update Individualized Education Programs (IEPs) to reflect student progress, maintaining detailed treatment records.

Collaborate on Progress Discussions: Engage in discussions about students' progress with parents, teachers, counselors, and administrators.

Supervise and Mentor Assistants: Provide supervision and mentorship to teacher assistants working with differently-abled students.

Conduct Family Training Programs: Organize training programs to educate students' families on accommodating and caring for their needs.

Job Number: 3/PSY/IBTISAMA
<b>JOB TITLE: Psychologist</b>
<b>Qualification: MSc in Psychology (Psychological Therapy/ School Psychology)</b>
<b>Experience: Minimum four years of experience in Autism/CP particularly rehabilitation or Minimum five years of experience working in a Clinic/ inclusive</b>
<b>Basic Function</b>
<b>Psychologists investigate cognitive, emotional, and social processes, as well as human behavior, through the observation, interpretation, and recording of how individuals interact with one another and their surroundings.</b>
<b>Main Functions</b>
Conduct Scientific Studies: Engage in scientific studies of behavior and brain function.
Evaluate Behavior: Gather information and assess behavior through controlled laboratory experiments and psychoanalysis.
Contribute to IEP Development: Identify treatment options and contribute to the development of Individualized Education Programs (IEPs) for each student.
Curriculum Development and Modification: Assist in the development, modification, and examination of curriculum to meet the learning needs of students.
Psycho-educational Interventions: Provide analysis, evaluation, alterations, and prescriptions of psycho-educational interventions, behavioral management systems, and programs designed for the social-emotional growth of students.
Collaboration with School Teams: Collaborate with the Student Assistance Team and the Planning and Placement Team in curriculum development and student support.
In-Service Training: Offer in-service training for educational staff and parents on topics such as child abuse, drug usage, career development, teenage pregnancy, and psychological reports.
Supervise and Mentor Staff: Supervise and mentor teachers and therapists working with differently-abled students.
Consultation Services: Consult with parents, teachers, administrators, and community agencies regarding the psychological needs of students in relation to their education program. Provide individual counseling (psychotherapy) for students and parents.

Job Number: 4/S.T./IBTISAMA

## JOB DESCRIPTION

**JOB TITLE:** Speech and Language Therapist

**Qualification:** Bachelor's Degree in Speech & Language Pathology with a valid license from MOH/DOH/DHA

**Experience:** Minimum four years' experience in Pediatric Rehabilitation or minimum five years' experience in clinics/inclusive departments in

### Basic Function

Speech-language pathologists, sometimes referred to as speech therapists, assess, diagnose, treat, and work to prevent communication and swallowing difficulties in individuals with diverse abilities.

### Main Functions

Assess Speech and Language Levels: Communicate with students to assess their levels of speech or language difficulty.

Diagnostic Evaluation: Determine the extent of communication problems through tasks such as basic reading, vocalizing exercises, or standardized tests.

Implement IEP Treatment Plans: Identify treatment options and execute Individualized Education Programs (IEPs) provided by the supervisor.

Progress Monitoring and Innovation: Evaluate progress regularly, tracking students' development, and experiment with new methods to enhance

Sound Production and Alternative Communication: Instruct students in sound production, and voice improvement, and adapt alternative communication methods, such as sign language, for those with limited or no speech capability.

Swallowing Muscle Development: Collaborate with students to develop and strengthen swallowing muscles through simple and adaptable exercises.

IEP Updates and Record Keeping: Update IEPs throughout the school year to accurately reflect students' progress and goals, maintaining detailed treatment records.

Collaborative Progress Discussions: Discuss student progress with parents, teachers, counselors, and administrators to foster a collaborative support system.

Supervision and Mentorship: Supervise and mentor teacher assistants working with differently-abled students.

Family Education Programs: Conduct training programs to educate students' families on how to accommodate and care for their children's needs.