

**CALL FOR APPLICATIONS FOR
THE POST OF TEACHER (Definite contract)
at St Joan Antide Primary School Gudja**

St Joan Antide Primary School would like to remind all interested applicants that it has zero tolerance policy towards any form of child abuse. St Joan Antide Primary School adheres to S.L. 327.546 (Recruitment, Initial Training and Continuous Professional Development of Personnel and Protection of Minors in Compulsory Education Regulations 2016) in its recruitment process. It also adheres to the Maltese Ecclesiastical Province Statement of Policy and Procedures in Cases of Sexual Abuse published in November 2014.

Nomenclatures denoting the male gender also include the female gender.

1.0 Introduction

- 1.1 St Joan Antide Primary School invites applications for the post of Teacher of Primary Education
- 1.2 A selected candidate may be required to teach one or more subsidiary subjects for which s/he is deemed to be sufficiently qualified.
- 1.3 If a subject is taught or will be taught in more than one cycle, a selected candidate may be required to teach in the respective cycles.
- 1.4 A selected candidate may be required to undergo any special training as deemed necessary.

2.0 Terms and Conditions

- 2.1 This appointment is subject to a probationary period of (1) one year.
- 2.2 The selected candidate will be required to work on a definite contract to cover the period between the 1 September 2022 and 30 August 2023 and is subject to all applicable rules and regulations, particularly those established in the Church Schools Sector and St Joan Antide Primary School.
- 2.3 The Salary of the post of Teacher is pegged to salary scale 9, which in 2022, is €23,353.00 per annum, rising by annual increments of €447.33 up to a maximum of €26,036.98. This salary is supplemented by an Education Grades' Allowance of €2,350 per annum together with a Works Resources Fund of €650 per annum.
- 2.4 A Teacher will progress to Salary Scale 8, which in 2022 is €24,845.00 per annum, rising by annual increments of €486.83 up to a maximum of €27,765.98 on completion of eight (8) years satisfactory service in the grade and to Salary Scale 7, which in 2022 is €26,438.00 per annum, rising by annual increments of €531.17 up to a maximum of €29,625.02 on completion of a further eight (8) years satisfactory service in Salary Scale 8.
- 2.5 Progression of a Teacher to the next salary scale may be accelerated from eight (8) years to (6) six years, if a teacher cumulates an aggregate of 360 hours of recognised self-sought Continuous Professional Development (CPD) time over six (6) years

(through the applicable scheme issued by the Secretariat for Catholic Education). Provided that if such self-sought CPD is compensated through accelerated progression, any qualification arising from such hours may not be further compensated through any other form of qualification allowance.

2.6 All Salary Scales for all grades mentioned in this call are supplemented by the respective annual Education Grades' Allowance together with the respective annual Works Resource Fund according to the grade and salary scale and are subject to yearly increments as stipulated in the agreement between the Church Authorities and the Malta Union of Teachers (MUT) on the 7th August 2018.

2.7 A selected candidate who proves any teaching experience in accordance with:

- The Addendum Freedom of Movement of workers within member states of the EU (26th September 2013) and/or
- The Agreement to Facilitate Mobility for Educators between Licensed Schools (29th July 2015)

shall qualify for an adjustment in salary subject to entitlement.

2.8 The appointment of a selected candidate who accepts to start employment on the 1st September 2022, shall be required to attend a pre-service induction training as directed by the Head of School during the month of September 2022. Thereafter a selected candidate shall be required to attend the pre-service Induction sessions for all Church Schools on the dates communicated by the Secretariat for Catholic Education. These mandatory sessions are part of the induction programme for newly qualified and newly recruited teachers.

2.9 The appointment as Teacher will be subject to the successful completion of the relevant qualifications mentioned in paragraphs 4.1 (iv) - (xi) by 30th November 2022. Failure to provide such evidence will lead to the removal from the result merit list and termination of employment as Teacher.

However, if an applicant engaged has not successfully completed the qualifications mentioned in paragraphs 4.1 (iv) - (xi) by 30th November 2022, s/he will be appointed as Supply Teacher. In such instances, the engagement will be on a definite basis, until the end of the scholastic year 2022/23.

2.10 A selected candidate who is not in possession of a Teacher's Warrant (Permanent), shall be eligible to obtain a Teacher's Warrant (Permanent), in terms of article 24 (2) of the Education Act. Employment beyond this period shall be subject to a possession of such a warrant in accordance with article 24 (1) of the same Act.

2.11 The appointment of a selected candidate is subject to the employee being awarded a Teacher's Warrant (Permanent).

2.12 A selected candidate will be required to complete an induction process successfully. The granting of the confirmation of appointment, usually after one year, and/or the awarding of a Teacher's Warrant (Permanent) in accordance with article 24 or 41 of the

Education Act, do not exempt a selected candidate from successfully completing the induction training.

3.0 Duties

3.1 The duties and responsibilities for the post of Teacher may be viewed in Annex A attached to this call for application.

3.2 A detailed job description for the post of Teacher may be viewed in Annex B attached to this call for application.

4.0 Eligibility requirements

4.1 By the closing date and time of this call for applications, applicants must be:

- (i) (a) citizens of Malta; **OR**
- (b) citizens of other Member States of the European Union who are entitled to equal treatment to Maltese citizens in matters of employment by virtue of EU legislation and treaty provisions dealing with the free movement of workers; **OR**
- (c) citizens of any other country who are entitled to equal treatment to Maltese citizens in matters related to employment by virtue of the application to that country of EU legislation and treaty provisions dealing with the free movement of workers; **OR**
- (d) any other persons who are entitled to equal treatment to Maltese citizens in matters related to employment in terms of the law or the above-mentioned EU legislation and treaty provisions, on account of their family relationship with persons mentioned in paragraph (a), (b) or (c); **OR**
- (e) third country nationals who have been granted long-term resident status in Malta under regulation 4 of the “Status of Long-Term Residents (Third Country Nationals) Regulations, 2006” or who have been granted a residence permit under regulation 18(3) thereof, together with family members of such third country nationals who have been granted a residence permit under the “Family Reunification Regulations, 2007”; **OR**
- (f) in possession of a residence document issued in terms of the “Residence Status of United Kingdom Nationals and their Family Members in Malta in accordance with the Agreement on the Withdrawal of the United Kingdom and Northern Ireland from the European Union and the European Atomic Energy Community Regulations”.

The advice of the Citizenship Unit within Community Malta Agency and the Expatriates Unit within the Identity Malta Agency should be sought as necessary in the interpretation of the above provisions.

The appointment of candidates referred to at (b), (c), (d) and (e) above would necessitate the issue of an employment license in so far as this is required by the Immigration Act and subsidiary legislation. Jobsplus should be consulted as necessary on this issue.

- (ii) able to communicate in Maltese and English languages;
- (iii) of good moral character; applicants must produce a Certificate of Conduct issued by the Police or other competent authority not earlier than one (1) month from the date of application;
- (iv) in possession of a Teacher’s Warrant (Permanent) issued by the Council for the Teaching Profession (CTP) under article 24 (2) of the Education Act;

However, candidates not in possession of a Teacher's Warrant issued by the CTP (Permanent) but who will eventually qualify for one in accordance with article 24(2) of the Education Act may also apply. Their appointment as Teacher is conditioned to their being awarded a Teacher's Warrant (Permanent/Temporary) in accordance with the relevant articles of the same Act. Applicants who are offered employment must submit an online application for new/renewal of temporary warrant through the following link: <https://education.gov.mt/en/teachingprofession/Pages/CTP.aspx>. The temporary warrant always expires on 31st August and must be renewed every school year. **AND**

- (v) be in possession of a Teacher's Warrant (Permanent) plus a recognised teaching qualification/pedagogical course at MQF Level 6, as defined in this call and its appendices and have accrued not less than fifteen (15) years teaching experience, teaching the subject/area/cycle applied for in a licensed school; **OR**
- (vi) have a Teacher's Certificate or have successfully completed the Graduate Teacher's Course, both at MQF Level 6 organised by the Education Division with the subject applied for taken as the main subject in the Teacher's Training Course; **OR**
- (vii) have a recognised teaching qualification at MQF Level 6/7, as defined in this call and Appendix A, which includes the subject/area applied for as a main area of study and satisfying further eligibility as defined in Appendix B if applicable, for the subject/area/cycle applied for; **OR**
- (viii) have a recognised teaching qualification at MQF Level 6, as defined in this call and its appendices, in the subject/s taught at the secondary cycle, plus an adaptation course recognised by the Education Authorities and four (4) scholastic years full-time teaching experience in the primary cycle in a licensed school offering compulsory education. Applicants who have the requirements stipulated in this paragraph but do not have this adaptation course will still be eligible to apply on condition that, if successful, the applicant will be required to follow this course when requested by the Education Authorities; **OR**
- (ix) have a recognised teaching qualification/pedagogical course at MQF Level 6, as defined in this call and its appendices, and has a minimum of 60 ECTS/ECVET credits at MQF Level 6 in the subject/area applied for even if their teaching pedagogical qualification/course, as defined in this call and its appendices, is not in the subject/area applied for; **OR**
- (x) applicants who have registered for, and subsequently awarded, a recognised (Masters) qualification at MQF Level 7 with a minimum of 60 ECTS/ECVET credits or equivalent* in the subject applied for, before 29th July 2008, and have been awarded a Teacher's Warrant (Permanent) in accordance with article 41 of the Education Act, must also have a recognised teaching qualification at MQF Level 6/7, as defined in this call and its Appendix A, in the subject/area/cycle applied for.

However, if an applicant is in possession of a Teacher's Warrant (Permanent), but is not in possession of a recognised teaching qualification at MQF Level 6/7, as defined in this call and its appendices, s/he is still eligible to apply on condition that the applicant provides documented evidence that s/he has been confirmed, (i.e. no longer under probation/worked for a full scholastic year) in

- the grade of Teacher, and has taught the subject/area/cycle applied for, in a licensed school offering compulsory education.
- (xi) Applicants in possession of a teaching qualification in Early Childhood Education and Care or in the Primary, as defined in this call and its appendices, must also be in possession of:
- (a) Three (3) Ordinary Levels at MQF Level 3 (minimum Grade C or 5) or a recognised comparable qualification in Maltese Language, English Language and Mathematics. An Advanced Level at MQF Level 4 (minimum Grade E), or comparable or a pass in the respective subject module taken as part of a recognised qualification shall be accepted as an alternative to Ordinary Level MQF Level 3, unless otherwise stated. Provided that an applicant who does not satisfy these requirements (paragraph xi) would still be eligible to apply if s/he is in possession of a Permanent Teacher's Warrant and has been in a full-time teaching position in a licensed school for a period of not less than five (5) scholastic years in the last ten (10) scholastic years.
- (b) Applicants who entered one of the courses stipulated in paragraph (xi) and Appendix A as mature students and successfully completed such courses, are exempt from the provisions of paragraph (xi) (a) provided they produce a testimonial to this effect from the awarding institution.
- 4.2 A table of recognised teaching qualification or pedagogical course (Appendix A) mentioned above or in Appendix B, are attached to this call.
- 4.3 Qualifications at a level higher than that specified above and in Appendices A and B, will be accepted for eligibility purposes, provided they meet any specified subject/area/cycle requirements.
- 4.4 Applicants who are in the final year of the course leading to the award of the appropriate qualification as per paragraphs under section 4.1 may still apply. Such applicants would need to prove the successful completion of the relevant course by 30th November 2022. Failure to provide such evidence will lead to the removal from the result merit list and his/her appointment as Teacher will be changed to that of a Supply Teacher and the engagement will be on a definite basis for scholastic year 2022/23.
- 4.5 In the case that no suitable applicants will be found for the post, the employment of Supply Graduate Teachers will be considered. The salary for the post of a Supply Graduate Teacher is the minimum of Salary Scale 10, which in 2022 is €21,950.00 per annum and an annual Education Grades' allowance of €625. Refer to Appendix C for eligibility requirements.
- 4.6 In the case that no suitable applicants will be found for the post, the employment of Supply Teachers will be considered. The salary for the post of a Supply Teacher is the minimum of Salary Scale 12, which in 2022 is €19,323.00 per annum and an annual Education Grades' allowance of €575. Refer to Appendix D for eligibility requirements.
- 4.7 In the absence of applications from eligible candidates according to paragraphs 4.1, 4.5 and 4.6 above and/or in the absence of successful candidates, eligibility shall be extended to retired employees in the grades of Heads of School, Assistant Heads of School, Education Officers, Heads of Department and Teachers/Instructors, who have at least five (5) scholastic years teaching experience in the subject/area/cycle applied

for in a licensed school offering compulsory education, to perform teaching duties for a definite period on a full-time or part-time basis as and when required.

The salary pegged for the selected retired teachers/instructors who return to teach, will be remunerated at the Salary Scale and step on which they retired, including all relevant applicable allowances, on presentation of evidence (testimonials/documentation) to the satisfaction of management.

The salary pegged for the selected retired Heads of School, Assistant Heads of School, Education Officers, and Heads of Department who return to teach, will be remunerated at the maximum of Salary Scale 7 (which is maximum of a teacher's salary), which in 2022 is €29,625.02 including all relevant applicable allowances.

- 4.8 Applicants must be eligible to take up their due appointment, in terms of 4.1 to 4.7 above, not only by the closing time and date of this call for applications but also on the date of appointment.
- 4.9 Prospective applicants should note the requirement to produce MQRIC recognition statements in respect of their qualifications from MQRIC, or other designated authorities, as applicable, as per provisions applicable to this call for applications.
- 4.10 It is the applicant's responsibility to present a comparability statement issued by the CTP for teaching qualifications confirming the comparability of the qualification in accordance with paragraph 4.12 to 4.5 and Appendix A. Holders of a teaching qualification as listed in Appendix A, are exempt from presenting such a comparability statement.

*In the absence of documentary evidence as to the ECTS/ECVET credits or other system of measuring the course content, the selection board is to evaluate the submitted programme of study and determine that it is comparable to 60/180 ECTS/ECVET credits (as applicable). The advice of the MQRIC may be sought.

5.0 Submission of Supporting Documentation

- 5.1 Qualifications and experience claimed must be supported by certificates and/or testimonials, copies of which should be attached to the application. Applicants wishing to produce supporting documentation over and above that required by this call, including teaching practice reports, are to produce such documentation, if and when called for an interview. Diploma/Degree/Post-Graduate certificates or comparable qualifications must be accompanied by a transcript (Diploma/Certificate supplement) in English, showing the Degree obtained and the final classification.
- 5.2 Original certificates and/or testimonials are to be invariably produced for verification at the interview. Applicants must also produce an updated Employment History issued by Jobsplus or its equivalent, as proof of work experience. Failure to produce this document means no marks will be given for experience.

6.0 Selection Procedure

- 6.1 Eligible applicants will be interviewed by a Selection Board to assess their suitability for the post.
- 6.2 A successful applicant under clause 4.4 will be placed in the order of merit, subject to the condition that s/he is either fully qualified or has successfully completed his/her teaching qualification, by 30th November 2022. Failure to satisfy any one of the above conditions will lead to the removal from the merit list.

Name of
School

School Logo

6.3 The results will be published on the notice board of the school within fifteen (15) working days of the interviews.

6.4 When filling vacancies open for both Fully Qualified (Regular) and Non-Qualified (Supply) Grades, in case successful candidates on the order of merit are in possession of all the necessary qualifications for the Regular post, the list (order of merit) remains valid for one (1) year from the date of publication of result (for all fully qualified candidates only) unless otherwise specified in the Call. On the other hand, in the case of successful candidates only eligible for Supply Grades, the order of merit will only be valid until the end of the particular scholastic year for which the recruitment is being performed.

7.0 Submission of Applications

7.1 A letter of application in own handwriting, accompanied by a CV will be received in the first instance by the Head of School by not later than **15 June 2022**. Applications by post should be sent by registered mail to the address below, in sufficient time to ensure delivery by the above-mentioned closing date. The applications will be acknowledged by the Head of School. **Late applications shall not be considered.**

Ms Marion Cutajar

Head of School

St Joan Antide School

Call: Primary teacher indefinite contract

56, Triq Filippu Castasgna,

Gudja GDJ1172

ANNEX A
DUTIES & RESPONSIBILITIES OF A TEACHER

Name of
School

School Logo

It is the responsibility of a teacher to take charge of providing appropriate relevant, stimulating and engaging learning experiences for all students under his/her responsibility, nurturing wellbeing through sustainable individual as well as collective spiritual, emotional, cognitive and physical growth and *according to the ethos of St Joan Antide Primary School*.

To Love Christ Jesus

To love and serve the poor

Who are his members

To show them the love of the Father .

Through education

We serve the weak and the powerless

In the Vincentian tradition

Lived by

St Jeanne Antide

The Teacher is expected to collaborate with other educators, who may be supporting this endeavour within or beyond the classroom, under the leadership of the school's Senior Management Team (SMT), also by engaging in the development of a Community of Professional Educators, including through School Development Planning. In pursuing this, the Teacher is to:

- keep abreast of developments in education, particularly in relation to the respective Cycle and/or area, including but not limited to curriculum, pedagogy, assessment, recoding and reporting of learning, content and diverse learner development;
- create optimal conditions which facilitate a learner's holistic development according to guidelines provided by the national and local designated authorities;
- plan, create, and evaluate stimulating, enjoyable and positive learning experiences, including through lesson preparation and delivery, development and administration of varied modalities of assessment for an of learning, as well as give feedback also through recording and reporting of learning;

Name of
School

School Logo

- address diversity by creating opportunities for all learners to reach their potential without either formally or informally erecting barriers or lowering expectations;
- contribute towards the incremental attainment of the expected outcomes at subject, learning area, and cross-curricular theme level by all students entrusted under his/her care raising the bar of achievement for every individual and narrowing the attainment gaps that may exist in the process facilitating the fulfilment of each learner's potential;
- teach and educate students according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority;
- teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Head of School;
- conduct themselves and teach and educate students in accordance with principles set out in the Teachers' Code of Ethics and Practice;
- undertake any other tasks, which the superior may delegate to him/her, as may be required; and
- perform any other duties according to exigencies of the School as directed by the Head of School.

The selected candidate is expected to carry out his/her duties in utmost good faith, with due diligence and to the best of his/her abilities and s/he shall act in all respects according to the instructions and/or directives given to him/her by the Head of School.

The selected candidate is required to follow professional development courses including an induction course as appropriate to his/her role and functions, and Management driven training programmes, as directed by the Secretariat for Catholic Education and Head of School. This Management driven training programme (or in-service induction) will not be considered as part of the self-sought Community of Professional Educators (CoPE) mentioned in paragraph 2.5 above.

The selected candidate shall adopt and work towards the implementation of the school's development plan.

Name of
School

School Logo

ANNEX B

JOB DESCRIPTION OF A TEACHER

The duties and responsibilities of a Teacher shall include the following:

Overall Functions

- teach and educate students according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority;
- teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Head of School;

Main Responsibilities

- Planning, preparing and delivering lessons to all students in the class;
- Teaching according to the educational needs, abilities and achievement of the individual students and groups of students;
- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Assigning work, correcting and marking work carried out by his/her students;
- Assessing, recording and reporting on the development , progress, attainment and behaviour of one's students;
- Providing or contributing to oral and written assessments, reports and references relating to individual students or groups of students;
- Participating in arrangement within an agreed national framework for the appraisal of students' performance;
- Promoting the general progress and well-being of individual students, groups of students or class entrusted to him/her;
- Providing guidance and advice to students on educational and social matters and on their further education and future careers; providing information on sources of more expert advice;
- Communicating, consulting and co-operating with other members of the school staff, including those having posts of special responsibility and parents/guardians to ensure the best interest of students;

Name of
School

School Logo

- Reviewing and evaluating one's own teaching and learning strategies, methodologies and programme/s in line with the National Curriculum Framework guidelines;
- Advising and co-operating with the Head of School, Assistant Head, Heads of Department from the Secretariat for Catholic Education (SfCE) and other teachers in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral care arrangements;
- Ensuring high standards of professional practice and quality of teaching and learning of the subject/s. Through effective dialogue, participating in reciprocal peer review and observation of class teaching practice by the Head of Department (subject/level) concerned;
- Participating in In-Service education and training courses as well as in continuing professional development (CPD) opportunities, and taking part in action research exercises;
- Maintaining good order and discipline amongst students under one's care and safeguarding their health and safety at all times;
- Participating in staff, group or other meetings related to the school curriculum or pastoral care arrangements, for the better organisation and administration of the school;
- Contributing to the professional development of new teachers and student teachers according to arrangements agreed with the Head of School;
- Providing the necessary information and advice to the designated personnel in the school and/or College and to provide all the necessary information regarding requisitions and arrangements in connection with the teaching of the subject/s assigned to him/her;
- Ensuring the safe custody and optimum use of equipment normally used by oneself during lessons and sees to its regular servicing and maintenance;
- Participating in school assemblies;
- Registering and monitoring the attendance of students under one's care;
- Sharing in any possible and reasonable way in the effective management, organisation, order and discipline of the school;
- Nurtures a culture where teachers view themselves essentially as facilitators of learning and reflective practitioners;

Name of
School

School Logo

- Participating in and contributing to MAPS and Individual Educational Programme (IEP) conferences and reviews of officially statemented students and collaborating with parents, SMT, Inclusion Coordinators and other professionals/stakeholders working with the student;
- Together with the Learning Support Educators (LSEs) developing and implementing the IEP of students with Individual Educational Needs and participating in IEP and Individual Transition Plan (ITP) meetings;
- Ensuring that schemes and forecast of work carried out in class are handed to the LSE in good time so that the necessary adaptations and resources are made for use with students with individual education needs in class;
- Regularly discussing and monitoring the work being carried out by the LSE in class;
- In the case of students with severe learning difficulties and with communication problems, ensuring that a contact is daily updated...
- Liaising and collaborating with specialist teachers/resource persons and other professionals working with statemented students;
- Making use of digital devices and other adaptations during the delivery of the lessons;
- At the secondary level, teachers shall be expected to teach students of different levels of achievements;
- Encouraging participation in EU projects and other projects in accordance with SDP targets and as agreed with the SMT.

APPENDIX A **RECOGNISED TEACHING QUALIFICATION BY THE COUNCIL FOR THE TEACHING PROFESSION (CTP)**

Any reference to a Teaching /pedagogical qualification/course mentioned in this call or in Appendix B is required to be as indicated in the table hereunder and is required to be deemed as comparable by the CTP in terms of article 24 (2) (d) (iv) of the Education Act. **Any of the below teaching/pedagogical qualifications are exempt from presenting such a comparability statement.**

RECOGNISED TEACHING QUALIFICATION BY THE COUNCIL FOR THE TEACHING PROFESSION (CTP)							
Name of Teaching Qualification	Type of Qualification	Provider / Awarding Body	Programme Status	MQF / EQF Level	ECTS / ECVET CREDITS	PRACTICUM ECTS / ECVETS TP / SE / EL*	Leads to a Warrant
1. Bachelor of Education (Honours)	Full	University of Malta	no longer available	6	240	TP 16 SE 08	Yes
2. Bachelor of Education	Full	University of Malta	no longer available	6	180	TP 30 EL 06	Yes
3. Bachelor of Education ECEC	Full	University of Malta	no longer available	6	180	TP 16 SE 08	Yes
4. First cycle degree in relevant area of study + Postgraduate Certificate in Education (PGCE)	Full	University of Malta or other Institution	available	6	180	n/a	n/a
	Full	University of Malta	no longer available	6	60	TP 12 SE 06	Yes

*TP – Teaching Practice SE – School Experience EL – Experiential Learning

The above are for all programmes commencing as from October 2003 onwards. Any reference to a teaching/pedagogical course/qualification mentioned in this call, is referring to one of the above qualifications

APPENDIX A **RECOGNISED TEACHING QUALIFICATION BY THE COUNCIL FOR THE TEACHING PROFESSION (CTP)**

Name of Teaching Qualification	Type of Qualification	Provider / Awarding Body	Programme Status	MQF / EQF Level	ECTS / ECVET CREDITS	PRACTICUM ECTS / ECVETS TP / SE / EL*	Leads to a Warrant
5. First cycle degree in relevant area of study + Master's in Teaching & Learning	Full	University of Malta or other Institution	available	6	180	n/a	n/a
						University of Malta	available
6. First cycle degree in relevant area of study Postgraduate Diploma in Teaching & learning	Full	University of Malta or other Institution	available	6	180	n/a	n/a
						University of Malta	Exit qualification
7. Bachelor of Education (Honours)	Full	Institute for Education	available	6	180	TP 30	Yes
8. First cycle degree in relevant area of study +	Full	Any Institution	available	6	180	n/a	n/a

*TP – Teaching Practice SE – School Experience EL – Experiential Learning

The above are for all programmes commencing as from October 2003 onwards. Any reference to a teaching/pedagogical course/qualification mentioned in this call, is referring to one of the above qualifications

APPENDIX A **RECOGNISED TEACHING QUALIFICATION BY THE COUNCIL FOR THE TEACHING PROFESSION (CTP)**

Name of Teaching Qualification	Type of Qualification	Provider / Awarding Body	Programme Status	MQF / EQF Level	ECTS / ECVET CREDITS	PRACTICUM ECTS / ECVETS TP / SE / EL*	Leads to a Warrant
Master's in Education	Full	Institute for Education	available	7	90	TP 20	Yes
9. First cycle degree in relevant area of study + Postgraduate Diploma in Education	Full	Any Institution	available	6	180	n/a	n/a
	Exit qualification	Institute for Education	available	7	60	TP 20	Yes
10. Bachelor of Vocational Education & Training Honours (BVET)	Full	MCAST	available	6	180	TP 18 SE 06	Yes
11. First cycle degree in relevant area of study + Master's in Vocational Education Applied Research (MVEAR)	Full	Any Institution	available	6	180	n/a	n/a
	Full	MCAST	available	7	120	TP 12	Yes

*TP – Teaching Practice SE – School Experience EL – Experiential Learning

The above are for all programmes commencing as from October 2003 onwards. Any reference to a teaching/pedagogical course/qualification mentioned in this call, is referring to one of the above qualifications

APPENDIX A **RECOGNISED TEACHING QUALIFICATION BY THE COUNCIL FOR THE TEACHING PROFESSION (CTP)**

The following courses are not considered as teaching qualifications								
Name	Type of Qualification	Provider / Awarding Body	Programme Status	MQF / EQF Level	ECTS / ECVET CREDITS	PRACTICUM ECTS / ECVETS TP / SE / EL / I*	Leads to a Warrant	Further info
Postgraduate Certificate Education (Conversion)	top-up for those already in possession of a teaching qualification	University of Malta	available	7	30	TP 10	Not applicable	This programme is for those already in possession of a teaching qualification and wish to specialise in another subject / area /cycle
Postgraduate Certificate in Education (Conversion)	top-up for those already in possession of a teaching qualification	Institute for Education	available	7	30	TP 10	Not applicable	This programme is for those already in possession of a teaching qualification and wish to specialise in another subject / area /cycle

*TP – Teaching Practice SE – School Experience EL – Experiential Learning

The above are for all programmes commencing as from October 2003 onwards. Any reference to a teaching/pedagogical course/qualification mentioned in this call, is referring to one of the above qualifications

Appendix B

Further eligibility criteria for Teacher call after satisfying eligibility requirements in section 4.1 and Appendix A

Subject	Further eligibility requirements after satisfying eligibility requirements in section 4.1 and Appendix A	Further Details
Arabic	Any teaching qualification; AND a minimum of 60 ECTS/ECVET credits in Arabic language at MQF Level 6; AND an Advanced Level at MQF Level 4 (minimum Grade E) in Arabic.	
Business Education (Accounting / Business Studies / Economics)	An MQF Level 6 qualification in Accounting and/or Business Studies and/or Economics; and teaching qualification in Business Education ; OR A teaching qualification in Accounting, Economics or Business Education according to the subject applied for.	
Computing and/or Information Technology (Post-secondary)	A teaching qualification in Computing.	The Diploma in Information Technology in Education (IT Applications) (Dip.IT.Ed - 1998-2000), and the Diploma in Computer Studies Education (Dip.C.S.Ed - 2000-2002; 2002-2004), both offered by the University of Malta with the Education Division, are recognised appropriate comparable qualifications in Computing Education.
Computing (Secondary)	Any teaching qualification; AND an MQF level 6, and an MQF level 5 in Computing Education.	
Classical Studies	Any teaching qualification; AND an MQF Level 6 in Classical Studies.	

Dance	Any teaching qualification; AND an MQF Level 4 in Dance.	
Design and Technology (D&T)	<p>A teaching qualification in Design & Technology (D&T); OR</p> <p>A teaching qualification where the main area of specialisation is in D&T or in Technical Subjects; OR</p> <p>Any teaching qualification and a qualification at MQF level 5 or higher in technical subjects including materials technology, mechanical engineering, industrial electronics, industrial design, spatial design and physics; AND</p> <p>An MQF level 3 in Graphical Communication or Design and Technology; OR</p> <p>Attendance certificate to 1-year in-service D&T training offered at DTLC at DLAP.</p>	<p>The selected candidate will be expected to attend an upgrading course to enhance his/her knowledge and skills in the subject.</p> <p>Applicants not in possession of specific training in D&T may still apply on condition that they successfully undergo the required training by end of scholastic year.</p>
Engineering Drawing and Computer Aided Design (CAD)	<p>Any teaching qualification; AND</p> <p>Advanced Level in Graphical Communication / Engineering Drawing; AND</p> <p>City & Guilds 2D AutoCAD at MQF level 4; AND/OR</p> <p>City & Guilds 3D Auto CAD at MQF level 4.</p>	<p>Applicants who sat for the Engineering Drawing Advanced Level from 2011 onwards are exempt from City & Guilds 2D AutoCAD AND City & Guilds 3D AutoCAD since this includes components in CAD.</p>

<p>Environmental Science</p>	<p>Any teaching qualification; AND An MQF Level 6 with a minimum of 60 ECTS in Biology or Chemistry or an MQF Level 6 in Environmental Science or Geography.</p>	
<p>Graphical Communication</p>	<p>A teaching qualification with area of specialisation in a subject taught at the Secondary cycle and an MQF level 4 (Advanced Level - Minimum Grade E) in Graphical Communication; AND/OR A teaching qualification with area of specialisation in a subject taught at the Secondary cycle and an Advanced Level (Minimum Grade E) in Engineering Drawing.</p>	<p>A selected candidate will be required to attend an upgrading course to enhance.</p>
<p>Information and Communication Technology (Secondary)</p>	<p>A teaching qualification with area of specialisation in a subject taught at the Secondary cycle; AND Pass in all seven (7) modules of the European Computer Driving Licence (ECDL) AND Advanced Level (Minimum Grade E) in Computing or Information Technology; OR Four (4) modules of the European Computer Driving Licence (ECDL/ICDL) Advanced; OR Higher National Diploma or a comparable qualification at MQF Level 5 in ICT, or IT, or Computing.</p>	<p>Applicants not in possession of specific training in C3 and may still apply on condition that when offered employment they successfully complete the required training in C3 by end of scholastic year. ICDL Advanced with a minimum of 18 ECTS at MQF Level 4 will be accepted instead of ECDL.</p>

Music	Those applying with a Fellowship Diploma in Music MQF level 7 must have a teaching qualification (pedagogical course) in Music.	
Philosophy	Any teaching qualification; and an MQF level 6 in Philosophy.	
Primary Education (Migrant Induction Programme)	A teaching qualification in Primary or ECEC.	
Secondary Education (Migrant Induction Programme)	A teaching qualification in a secondary subject.	
Primary Education (General) & ECEC	A teaching qualification in Primary + 3 O Levels in Maltese, English and Maths as per para 4.1 (xii) (a).	
Psychology	Any teaching qualification and an MQF level 6 in Psychology.	
Religion	Certificate of suitability for the teaching of Religion from the Archbishop's Curia (Malta).	
Science	A teaching qualification and an MQF Level 6 with a minimum of 60 ECTS in one of the following: Biology, Chemistry or Physics.	
Special Education (General)	Any teaching qualification; Holders of an MQF Level 6 (PGD) in the education of students with special needs will be given preference.	A selected candidate will be required to undergo special training and/or attend courses (locally or abroad) to enhance his/her expertise in areas related to Special Education.

Social Studies	Any teaching qualification and an MQF level 6 having a minimum of 60 ECTS in Sociology or Social Studies.	
Sociology	Any teaching qualification and an MQF level 6 qualification having a minimum of 60 ECTS in Sociology or Social Studies.	
Systems of Knowledge	<p>Any teaching qualification; and An MQF level 6 in Sociology, Philosophy or Art; AND</p> <p>An MQF level 4 (Intermediate Level) in Physics, Chemistry, Biology or Environmental Science; OR</p> <p>An MQF level 6 having a minimum of 60 ECTS in two of the following: Science, Biology, Physics or Chemistry; AND</p> <p>An Intermediate Level in Sociology, Philosophy, Art or History; OR An Intermediate Level in Sociology, Philosophy, Art or History.</p>	<p>An applicant who does not satisfy these requirements would still be eligible to apply if s/he is in possession of a recognised qualification (degree) at MQF level 6 in one of the mentioned subjects and has been in a full -time teaching position teaching Systems of Knowledge in a licensed school at post-Secondary level.</p> <p>Evidence of interdisciplinary studies/components, including Thesis/Dissertation work in the degree will be considered an asset. Due consideration will be given to, applicants who, in addition to the requested qualifications, have previous experience in teaching the subject Systems of Knowledge.</p>
Theatre and Performance / Drama	Any teaching qualification and an MQF Level 6 in Drama Studies.	

<p><u>ALP Subjects:</u> Gardening, Art & Design, Auto Mechanics, Automotive Repair (Body and Paint), Basic Engineering, Building Services Trades, Care Work, Carpentry, Customer Care & Sales, Electrical Installations & Basic Electronics, Hairdressing, Multimedia Personal & Beauty Care, Plumbing, Pottery & Ceramics, Sheet Metal/Blacksmith, Welding & Fabrication</p>	<p>Any teaching qualification and a minimum of an MQF Level 4 in the subject applied for. Where an MQF level 4 in the subject applied for does not exist, a related MQF level 4 will be accepted.</p>	
<p><u>Other Subjects:</u> Agribusiness, Engineering Technology Fashion and Textiles Hairdressing & Beauty Health & Social Care Hospitality Vocational Information Technology Media Literacy Retail</p>	<p>Any teaching qualification and an MQF Level 4 (Award subject to a minimum of 30 ECTS/ECVET or equivalent) in the subject applied for; AND</p> <p>Training in the Learning and Assessment of the VET subjects. organised by MEYR .</p> <p>Where an MQF level 4 in the subject applied for does not exist, a related MQF level 4 will be accepted.</p>	<p>Unless already completed as part of their teaching qualification, applicants not in possession of this specific training in Learning and Assessment of the VET subjects may still apply on condition that if offered employment they successfully undergo the required mentioned training by end of scholastic year.</p>

Eligibility for subjects/areas not found in the list above but are mentioned in paragraph 1.2 requires a teaching qualification in the subject/area applied for.

Any recognised teaching qualifications are required to be deemed as comparable by the CTP in terms of article 24 (2) (d) (iv) of the Education Act. Appendix A may be used as a reference. Qualifications at a higher level than those specified above will be accepted for eligibility purposes, provided they meet any specified subject requirements.

APPENDIX C

ELIGIBILITY REQUIREMENTS FOR SUPPLY GRADUATE TEACHER SCALE 10

In the absence of applications from eligible candidates according to paragraph 4.1, eligibility shall be extended to applicants in possession of:

- (a) a recognised qualification at MQF Level 7 (subject to a minimum of 60 ECTS/ECVET credits or equivalent*) or a comparable professional qualification in the cycle/subject/area applied for; **OR**
- (b) a recognised qualification at MQF Level 6 with a minimum of 180 ECTS/ECVET credits or equivalent*) or a comparable professional qualification in the cycle/subject/area applied for; **OR**
- (c) any of the qualifications mentioned in paragraphs (a) or (b) above, but not in the subject/area applied for, on condition that they are in possession of an Advanced Matriculation Level at MQF Level 4 (minimum Grade E) or a recognised qualification at MQF Level 4 (subject to a minimum of 120 ECTS/ECVET credits or equivalent*) or a recognised appropriate comparable qualification in the related subject/area applied for;
- (d) for **Primary Education (General)**, applicants may apply with any of the requisites in paragraphs (a) and (b) above with any specialisation in the cycle/subject/area;
- (e) for the **Early Childhood Education and Care (ECEC)** applicants may apply with the requisites in paragraphs (a) and (b) above with any specialisation in the cycle/subject/area including in ECEC, on condition that they are in possession of an Advanced Matriculation Level (minimum Grade E) in one of the following: Maltese or English or Mathematics or Science;
- (f) for **Information and Communication Technology** applicants may apply with the requisites in paragraphs (a) and (b) above with any specialisation in the cycle/subject/area on condition that they are in possession of an Advanced Matriculation Level (minimum Grade E) in ECDL or in possession of MQF Level 4 qualification with a minimum of 18 ECTS in ICDL Advanced. Applicants not in possession of specific training in C3 and may still apply on condition that when offered employment they successfully complete the required training in C3 by end of scholastic year;
- (g) in the case of the following subjects taught at secondary cycle: **Agribusiness, Engineering Technology, Hairdressing & Beauty, Health & Social Care, Hospitality, Information Technology, Media Literacy, Retail and Fashion & Textiles**, applicants must be in possession of a Course in the Learning and Assessment of the VET subjects. Applicants not in possession of the Certificate Course in the Learning and Assessment of the VET subjects may still apply on condition that they have attained this qualification by end of scholastic year;

APPENDIX D
ELIGIBILITY REQUIREMENTS FOR SUPPLY TEACHER SCALE 12

In the absence of applications from eligible candidates according to paragraph 4.1, eligibility shall be extended to applicants in possession of:

- (a) (i) a recognised Higher/Advanced Diploma at MQF Level 5 (subject to a minimum of 60 ECTS/ECVET credits or equivalent*) in the subject/area applied for or a comparable professional qualification; **AND**
- (ii) four (4) passes at Ordinary Level (“O” Level grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) (MQF Level 3), or a recognised comparable qualification, which must include English Language, Maltese Language and Mathematics; **OR**
- (b) (i) two (2) subjects at Advanced Matriculation Level (minimum grade E) (MQF Level 4) or a recognised appropriate comparable qualification, where one (1) of the Advanced Matriculation Level (minimum grade E) or an Award at MQF Level 4 (subject to a minimum of 30 ECTS/ECVET credits or equivalent) or a recognised appropriate comparable qualification, must be in the subject/area applied for; **AND**
- (ii) four (4) passes at Ordinary Level (“O” Level grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) (MQF Level 3), or a recognised comparable qualification, which must include English Language, Maltese Language and Mathematics; **OR**
- (c) (i) an MQF Level 4 qualification (subject to 120 ECTS/ECVET credits or equivalent*) or an appropriate comparable qualification in the subject/area applied; **AND**
- (ii) four (4) passes at Ordinary Level (“O” Level grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) (MQF Level 3), or a recognised comparable qualification, which must include English Language, Maltese Language and Mathematics;
- (d) in the case of **Physical Education**, eligibility shall be extended to applicants in possession of an MQF Level 4 in Sports, **AND** four (4) passes at Ordinary Level (O Level grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) (MQF Level 3), or a recognised comparable qualification, which must include English Language, Maltese Language and Mathematics.
- (e) in the case of **Engineering Drawing/Computer Aided Design (CAD)**, applicants who sat for their A Level (MQF Level 4) examinations in Engineering Drawing in 2010 or before, need to produce an Advanced Matriculation Level (minimum grade E) (MQF Level 4) in Engineering Drawing and Level 2D and 3D City and Guilds Certificates in Computer Aided Design, or recognised appropriate comparable qualification. Candidates who sat for their A Level (MQF Level 4) in 2011 onwards need only to produce the Engineering Drawing A Level certificate as now this includes components in CAD.
- (f) in the case of **Early Childhood Education and Care (ECEC)** applicants must be in possession of VET Diploma at MQF Level 4 in childcare with a minimum of 120 ECTS/ECVET credits or equivalent) in Childcare together with an Advanced Matriculation Level (minimum Grade E) in one of the following: Maltese or English or Mathematics or Science and four (4) passes at Ordinary Level (O Level grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) (MQF Level 3), or a recognised comparable qualification, which must include English Language, Maltese Language and Mathematics.
- (g) in the case of Information and Communication Technology, applicants must be in possession of an Advanced Matriculation Level (minimum Grade E) in ECDL or in possession of an

- ICDL Advanced at MQF Level 4 qualification with a minimum of 18 ECTS. Applicants not in possession of specific training in C3 may still apply on condition that when offered employment they successfully complete the required training in C3 by end of scholastic year;
- (h) in the case of the following subject taught at secondary cycle: **Agribusiness, Engineering Technology, Hairdressing & Beauty, Health & Social Care, Hospitality, Information Technology, Media Literacy, Retail and Fashion & Textiles**, applicants must be in possession of a Course in the Learning and Assessment of the VET. Applicants not in possession of the Course in the Learning and Assessment of the VET subjects may still apply on the condition that they have attained this qualification by end of scholastic year.

*In the absence of documentary evidence as to the ECTS/ECVET credits or other system of measuring the course content, the selection board is to evaluate the submitted programme of study and determine that it is comparable to 18/30/60/120/180 ECTS/ECVET credits (as applicable). The advice of the MQRIC may be sought.

**CALL FOR APPLICATIONS FOR
THE POST OF TEACHER (Indefinite contract)
at St Joan Antide Primary School Gudja**

St Joan Antide Primary School would like to remind all interested applicants that it has zero tolerance policy towards any form of child abuse. St Joan Antide Primary School adheres to S.L. 327.546 (Recruitment, Initial Training and Continuous Professional Development of Personnel and Protection of Minors in Compulsory Education Regulations 2016) in its recruitment process. It also adheres to the Maltese Ecclesiastical Province Statement of Policy and Procedures in Cases of Sexual Abuse published in November 2014.

Nomenclatures denoting the male gender also include the female gender.

1.0 Introduction

- 1.1 St Joan Antide Primary School invites applications for the post of Teacher of Primary Education
- 1.2 A selected candidate may be required to teach one or more subsidiary subjects for which s/he is deemed to be sufficiently qualified.
- 1.3 If a subject is taught or will be taught in more than one cycle, a selected candidate may be required to teach in the respective cycles.
- 1.4 A selected candidate may be required to undergo any special training as deemed necessary.

2.0 Terms and Conditions

- 2.1 This appointment is subject to a probationary period of (1) one year.
- 2.2 The selected candidate will be required to work on a full-time indefinite basis and is subject to all applicable rules and regulations, particularly those established in the Church Schools Sector and St Joan Antide School.
- 2.3 The Salary of the post of Teacher is pegged to salary scale 9, which in 2022, is €23,353.00 per annum, rising by annual increments of €447.33 up to a maximum of €26,036.98. This salary is supplemented by an Education Grades' Allowance of €2,350 per annum together with a Works Resources Fund of €650 per annum.
- 2.4 A Teacher will progress to Salary Scale 8, which in 2022 is €24,845.00 per annum, rising by annual increments of €486.83 up to a maximum of €27,765.98 on completion of eight (8) years satisfactory service in the grade and to Salary Scale 7, which in 2022 is €26,438.00 per annum, rising by annual increments of €531.17 up to a maximum of €29,625.02 on completion of a further eight (8) years satisfactory service in Salary Scale 8.
- 2.5 Progression of a Teacher to the next salary scale may be accelerated from eight (8) years to (6) six years, if a teacher cumulates an aggregate of 360 hours of recognised self-sought Continuous Professional Development (CPD) time over six (6) years

(through the applicable scheme issued by the Secretariat for Catholic Education). Provided that if such self-sought CPD is compensated through accelerated progression, any qualification arising from such hours may not be further compensated through any other form of qualification allowance.

2.6 All Salary Scales for all grades mentioned in this call are supplemented by the respective annual Education Grades' Allowance together with the respective annual Works Resource Fund according to the grade and salary scale and are subject to yearly increments as stipulated in the agreement between the Church Authorities and the Malta Union of Teachers (MUT) on the 7th August 2018.

2.7 A selected candidate who proves any teaching experience in accordance with:

- The Addendum Freedom of Movement of workers within member states of the EU (26th September 2013) and/or
- The Agreement to Facilitate Mobility for Educators between Licensed Schools (29th July 2015)

shall qualify for an adjustment in salary subject to entitlement.

2.8 The appointment of a selected candidate who accepts to start employment on the 1st September 2022, shall be required to attend a pre-service induction training as directed by the Head of School during the month of September 2022. Thereafter a selected candidate shall be required to attend the pre-service Induction sessions for all Church Schools on the dates communicated by the Secretariat for Catholic Education. These mandatory sessions are part of the induction programme for newly qualified and newly recruited teachers.

2.9 The appointment as Teacher will be subject to the successful completion of the relevant qualifications mentioned in paragraphs 4.1 (iv) - (xi) by 30th November 2022. Failure to provide such evidence will lead to the removal from the result merit list and termination of employment as Teacher.

However, if an applicant engaged has not successfully completed the qualifications mentioned in paragraphs 4.1 (iv) - (xi) by 30th November 2022, s/he will be appointed as Supply Teacher. In such instances, the engagement will be on a definite basis, until the end of the scholastic year 2022/23.

2.10 A selected candidate who is not in possession of a Teacher's Warrant (Permanent), shall be eligible to obtain a Teacher's Warrant (Permanent), in terms of article 24 (2) of the Education Act. Employment beyond this period shall be subject to a possession of such a warrant in accordance with article 24 (1) of the same Act.

2.11 The appointment of a selected candidate is subject to the employee being awarded a Teacher's Warrant (Permanent).

2.12 A selected candidate will be required to complete an induction process successfully. The granting of the confirmation of appointment, usually after one year, and/or the awarding of a Teacher's Warrant (Permanent) in accordance with article 24 or 41 of the

Education Act, do not exempt a selected candidate from successfully completing the induction training.

3.0 Duties

3.1 The duties and responsibilities for the post of Teacher may be viewed in Annex A attached to this call for application.

3.2 A detailed job description for the post of Teacher may be viewed in Annex B attached to this call for application.

4.0 Eligibility requirements

4.1 By the closing date and time of this call for applications, applicants must be:

- (i) (a) citizens of Malta; **OR**
- (b) citizens of other Member States of the European Union who are entitled to equal treatment to Maltese citizens in matters of employment by virtue of EU legislation and treaty provisions dealing with the free movement of workers; **OR**
- (c) citizens of any other country who are entitled to equal treatment to Maltese citizens in matters related to employment by virtue of the application to that country of EU legislation and treaty provisions dealing with the free movement of workers; **OR**
- (d) any other persons who are entitled to equal treatment to Maltese citizens in matters related to employment in terms of the law or the above-mentioned EU legislation and treaty provisions, on account of their family relationship with persons mentioned in paragraph (a), (b) or (c); **OR**
- (e) third country nationals who have been granted long-term resident status in Malta under regulation 4 of the “Status of Long-Term Residents (Third Country Nationals) Regulations, 2006” or who have been granted a residence permit under regulation 18(3) thereof, together with family members of such third country nationals who have been granted a residence permit under the “Family Reunification Regulations, 2007”; **OR**
- (f) in possession of a residence document issued in terms of the “Residence Status of United Kingdom Nationals and their Family Members in Malta in accordance with the Agreement on the Withdrawal of the United Kingdom and Northern Ireland from the European Union and the European Atomic Energy Community Regulations”.

The advice of the Citizenship Unit within Community Malta Agency and the Expatriates Unit within the Identity Malta Agency should be sought as necessary in the interpretation of the above provisions.

The appointment of candidates referred to at (b), (c), (d) and (e) above would necessitate the issue of an employment license in so far as this is required by the Immigration Act and subsidiary legislation. Jobsplus should be consulted as necessary on this issue.

- (ii) able to communicate in Maltese and English languages;
- (iii) of good moral character; applicants must produce a Certificate of Conduct issued by the Police or other competent authority not earlier than one (1) month from the date of application;
- (iv) in possession of a Teacher’s Warrant (Permanent) issued by the Council for the Teaching Profession (CTP) under article 24 (2) of the Education Act;

However, candidates not in possession of a Teacher's Warrant issued by the CTP (Permanent) but who will eventually qualify for one in accordance with article 24(2) of the Education Act may also apply. Their appointment as Teacher is conditioned to their being awarded a Teacher's Warrant (Permanent/Temporary) in accordance with the relevant articles of the same Act. Applicants who are offered employment must submit an online application for new/renewal of temporary warrant through the following link: <https://education.gov.mt/en/teachingprofession/Pages/CTP.aspx>. The temporary warrant always expires on 31st August and must be renewed every school year. **AND**

- (v) be in possession of a Teacher's Warrant (Permanent) plus a recognised teaching qualification/pedagogical course at MQF Level 6, as defined in this call and its appendices and have accrued not less than fifteen (15) years teaching experience, teaching the subject/area/cycle applied for in a licensed school; **OR**
- (vi) have a Teacher's Certificate or have successfully completed the Graduate Teacher's Course, both at MQF Level 6 organised by the Education Division with the subject applied for taken as the main subject in the Teacher's Training Course; **OR**
- (vii) have a recognised teaching qualification at MQF Level 6/7, as defined in this call and Appendix A, which includes the subject/area applied for as a main area of study and satisfying further eligibility as defined in Appendix B if applicable, for the subject/area/cycle applied for; **OR**
- (viii) have a recognised teaching qualification at MQF Level 6, as defined in this call and its appendices, in the subject/s taught at the secondary cycle, plus an adaptation course recognised by the Education Authorities and four (4) scholastic years full-time teaching experience in the primary cycle in a licensed school offering compulsory education. Applicants who have the requirements stipulated in this paragraph but do not have this adaptation course will still be eligible to apply on condition that, if successful, the applicant will be required to follow this course when requested by the Education Authorities; **OR**
- (ix) have a recognised teaching qualification/pedagogical course at MQF Level 6, as defined in this call and its appendices, and has a minimum of 60 ECTS/ECVET credits at MQF Level 6 in the subject/area applied for even if their teaching pedagogical qualification/course, as defined in this call and its appendices, is not in the subject/area applied for; **OR**
- (x) applicants who have registered for, and subsequently awarded, a recognised (Masters) qualification at MQF Level 7 with a minimum of 60 ECTS/ECVET credits or equivalent* in the subject applied for, before 29th July 2008, and have been awarded a Teacher's Warrant (Permanent) in accordance with article 41 of the Education Act, must also have a recognised teaching qualification at MQF Level 6/7, as defined in this call and its Appendix A, in the subject/area/cycle applied for.

However, if an applicant is in possession of a Teacher's Warrant (Permanent), but is not in possession of a recognised teaching qualification at MQF Level 6/7, as defined in this call and its appendices, s/he is still eligible to apply on condition that the applicant provides documented evidence that s/he has been confirmed, (i.e. no longer under probation/worked for a full scholastic year) in

- the grade of Teacher, and has taught the subject/area/cycle applied for, in a licensed school offering compulsory education.
- (xi) Applicants in possession of a teaching qualification in Early Childhood Education and Care or in the Primary, as defined in this call and its appendices, must also be in possession of:
- (a) Three (3) Ordinary Levels at MQF Level 3 (minimum Grade C or 5) or a recognised comparable qualification in Maltese Language, English Language and Mathematics. An Advanced Level at MQF Level 4 (minimum Grade E), or comparable or a pass in the respective subject module taken as part of a recognised qualification shall be accepted as an alternative to Ordinary Level MQF Level 3, unless otherwise stated. Provided that an applicant who does not satisfy these requirements (paragraph xi) would still be eligible to apply if s/he is in possession of a Permanent Teacher's Warrant and has been in a full-time teaching position in a licensed school for a period of not less than five (5) scholastic years in the last ten (10) scholastic years.
- (b) Applicants who entered one of the courses stipulated in paragraph (xi) and Appendix A as mature students and successfully completed such courses, are exempt from the provisions of paragraph (xi) (a) provided they produce a testimonial to this effect from the awarding institution.
- 4.2 A table of recognised teaching qualification or pedagogical course (Appendix A) mentioned above or in Appendix B, are attached to this call.
- 4.3 Qualifications at a level higher than that specified above and in Appendices A and B, will be accepted for eligibility purposes, provided they meet any specified subject/area/cycle requirements.
- 4.4 Applicants who are in the final year of the course leading to the award of the appropriate qualification as per paragraphs under section 4.1 may still apply. Such applicants would need to prove the successful completion of the relevant course by 30th November 2022. Failure to provide such evidence will lead to the removal from the result merit list and his/her appointment as Teacher will be changed to that of a Supply Teacher and the engagement will be on a definite basis for scholastic year 2022/23.
- 4.5 In the case that no suitable applicants will be found for the post, the employment of Supply Graduate Teachers will be considered. The salary for the post of a Supply Graduate Teacher is the minimum of Salary Scale 10, which in 2022 is €21,950.00 per annum and an annual Education Grades' allowance of €625. Refer to Appendix C for eligibility requirements.
- 4.6 In the case that no suitable applicants will be found for the post, the employment of Supply Teachers will be considered. The salary for the post of a Supply Teacher is the minimum of Salary Scale 12, which in 2022 is €19,323.00 per annum and an annual Education Grades' allowance of €575. Refer to Appendix D for eligibility requirements.
- 4.7 In the absence of applications from eligible candidates according to paragraphs 4.1, 4.5 and 4.6 above and/or in the absence of successful candidates, eligibility shall be extended to retired employees in the grades of Heads of School, Assistant Heads of School, Education Officers, Heads of Department and Teachers/Instructors, who have at least five (5) scholastic years teaching experience in the subject/area/cycle applied

for in a licensed school offering compulsory education, to perform teaching duties for a definite period on a full-time or part-time basis as and when required.

The salary pegged for the selected retired teachers/instructors who return to teach, will be remunerated at the Salary Scale and step on which they retired, including all relevant applicable allowances, on presentation of evidence (testimonials/documentation) to the satisfaction of management.

The salary pegged for the selected retired Heads of School, Assistant Heads of School, Education Officers, and Heads of Department who return to teach, will be remunerated at the maximum of Salary Scale 7 (which is maximum of a teacher's salary), which in 2022 is €29,625.02 including all relevant applicable allowances.

- 4.8 Applicants must be eligible to take up their due appointment, in terms of 4.1 to 4.7 above, not only by the closing time and date of this call for applications but also on the date of appointment.
- 4.9 Prospective applicants should note the requirement to produce MQRIC recognition statements in respect of their qualifications from MQRIC, or other designated authorities, as applicable, as per provisions applicable to this call for applications.
- 4.10 It is the applicant's responsibility to present a comparability statement issued by the CTP for teaching qualifications confirming the comparability of the qualification in accordance with paragraph 4.12 to 4.5 and Appendix A. Holders of a teaching qualification as listed in Appendix A, are exempt from presenting such a comparability statement.

*In the absence of documentary evidence as to the ECTS/ECVET credits or other system of measuring the course content, the selection board is to evaluate the submitted programme of study and determine that it is comparable to 60/180 ECTS/ECVET credits (as applicable). The advice of the MQRIC may be sought.

5.0 Submission of Supporting Documentation

- 5.1 Qualifications and experience claimed must be supported by certificates and/or testimonials, copies of which should be attached to the application. Applicants wishing to produce supporting documentation over and above that required by this call, including teaching practice reports, are to produce such documentation, if and when called for an interview. Diploma/Degree/Post-Graduate certificates or comparable qualifications must be accompanied by a transcript (Diploma/Certificate supplement) in English, showing the Degree obtained and the final classification.
- 5.2 Original certificates and/or testimonials are to be invariably produced for verification at the interview. Applicants must also produce an updated Employment History issued by Jobsplus or its equivalent, as proof of work experience. Failure to produce this document means no marks will be given for experience.

6.0 Selection Procedure

- 6.1 Eligible applicants will be interviewed by a Selection Board to assess their suitability for the post.
- 6.2 A successful applicant under clause 4.4 will be placed in the order of merit, subject to the condition that s/he is either fully qualified or has successfully completed his/her teaching qualification, by 30th November 2022. Failure to satisfy any one of the above conditions will lead to the removal from the merit list.

Name of
School

School Logo

6.3 The results will be published on the notice board of the school within fifteen (15) working days of the interviews.

6.4 When filling vacancies open for both Fully Qualified (Regular) and Non-Qualified (Supply) Grades, in case successful candidates on the order of merit are in possession of all the necessary qualifications for the Regular post, the list (order of merit) remains valid for one (1) year from the date of publication of result (for all fully qualified candidates only) unless otherwise specified in the Call. On the other hand, in the case of successful candidates only eligible for Supply Grades, the order of merit will only be valid until the end of the particular scholastic year for which the recruitment is being performed.

7.0 Submission of Applications

7.1 A letter of application in own handwriting, accompanied by a CV will be received in the first instance by the Head of School by not later than **15 June 2022**. Applications by post should be sent by registered mail to the address below, in sufficient time to ensure delivery by the above-mentioned closing date. The applications will be acknowledged by the Head of School. **Late applications shall not be considered.**

Ms Marion Cutajar

Head of School

St Joan Antide School

Call: Primary teacher indefinite contract

56, Triq Filippu Castasgna,

Gudja GDJ1172

ANNEX A DUTIES & RESPONSIBILITIES OF A TEACHER

Name of
School

School Logo

It is the responsibility of a teacher to take charge of providing appropriate relevant, stimulating and engaging learning experiences for all students under his/her responsibility, nurturing wellbeing through sustainable individual as well as collective spiritual, emotional, cognitive and physical growth and *according to the ethos of St Joan Antide Primary School*.

To Love Christ Jesus

To love and serve the poor

Who are his members

To show them the love of the Father .

Through education

We serve the weak and the powerless

In the Vincentian tradition

Lived by

St Jeanne Antide

The Teacher is expected to collaborate with other educators, who may be supporting this endeavour within or beyond the classroom, under the leadership of the school's Senior Management Team (SMT), also by engaging in the development of a Community of Professional Educators, including through School Development Planning. In pursuing this, the Teacher is to:

- keep abreast of developments in education, particularly in relation to the respective Cycle and/or area, including but not limited to curriculum, pedagogy, assessment, recoding and reporting of learning, content and diverse learner development;
- create optimal conditions which facilitate a learner's holistic development according to guidelines provided by the national and local designated authorities;
- plan, create, and evaluate stimulating, enjoyable and positive learning experiences, including through lesson preparation and delivery, development and administration of varied modalities of assessment for an of learning, as well as give feedback also through recording and reporting of learning;

Name of
School

School Logo

- address diversity by creating opportunities for all learners to reach their potential without either formally or informally erecting barriers or lowering expectations;
- contribute towards the incremental attainment of the expected outcomes at subject, learning area, and cross-curricular theme level by all students entrusted under his/her care raising the bar of achievement for every individual and narrowing the attainment gaps that may exist in the process facilitating the fulfilment of each learner's potential;
- teach and educate students according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority;
- teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Head of School;
- conduct themselves and teach and educate students in accordance with principles set out in the Teachers' Code of Ethics and Practice;
- undertake any other tasks, which the superior may delegate to him/her, as may be required; and
- perform any other duties according to exigencies of the School as directed by the Head of School.

The selected candidate is expected to carry out his/her duties in utmost good faith, with due diligence and to the best of his/her abilities and s/he shall act in all respects according to the instructions and/or directives given to him/her by the Head of School.

The selected candidate is required to follow professional development courses including an induction course as appropriate to his/her role and functions, and Management driven training programmes, as directed by the Secretariat for Catholic Education and Head of School. This Management driven training programme (or in-service induction) will not be considered as part of the self-sought Community of Professional Educators (CoPE) mentioned in paragraph 2.5 above.

The selected candidate shall adopt and work towards the implementation of the school's development plan.

Name of
School

School Logo

ANNEX B

JOB DESCRIPTION OF A TEACHER

The duties and responsibilities of a Teacher shall include the following:

Overall Functions

- teach and educate students according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority;
- teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Head of School;

Main Responsibilities

- Planning, preparing and delivering lessons to all students in the class;
- Teaching according to the educational needs, abilities and achievement of the individual students and groups of students;
- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Assigning work, correcting and marking work carried out by his/her students;
- Assessing, recording and reporting on the development , progress, attainment and behaviour of one's students;
- Providing or contributing to oral and written assessments, reports and references relating to individual students or groups of students;
- Participating in arrangement within an agreed national framework for the appraisal of students' performance;
- Promoting the general progress and well-being of individual students, groups of students or class entrusted to him/her;
- Providing guidance and advice to students on educational and social matters and on their further education and future careers; providing information on sources of more expert advice;
- Communicating, consulting and co-operating with other members of the school staff, including those having posts of special responsibility and parents/guardians to ensure the best interest of students;

Name of
School

School Logo

- Reviewing and evaluating one's own teaching and learning strategies, methodologies and programme/s in line with the National Curriculum Framework guidelines;
- Advising and co-operating with the Head of School, Assistant Head, Heads of Department from the Secretariat for Catholic Education (SfCE) and other teachers in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral care arrangements;
- Ensuring high standards of professional practice and quality of teaching and learning of the subject/s. Through effective dialogue, participating in reciprocal peer review and observation of class teaching practice by the Head of Department (subject/level) concerned;
- Participating in In-Service education and training courses as well as in continuing professional development (CPD) opportunities, and taking part in action research exercises;
- Maintaining good order and discipline amongst students under one's care and safeguarding their health and safety at all times;
- Participating in staff, group or other meetings related to the school curriculum or pastoral care arrangements, for the better organisation and administration of the school;
- Contributing to the professional development of new teachers and student teachers according to arrangements agreed with the Head of School;
- Providing the necessary information and advice to the designated personnel in the school and/or College and to provide all the necessary information regarding requisitions and arrangements in connection with the teaching of the subject/s assigned to him/her;
- Ensuring the safe custody and optimum use of equipment normally used by oneself during lessons and sees to its regular servicing and maintenance;
- Participating in school assemblies;
- Registering and monitoring the attendance of students under one's care;
- Sharing in any possible and reasonable way in the effective management, organisation, order and discipline of the school;
- Nurtures a culture where teachers view themselves essentially as facilitators of learning and reflective practitioners;

Name of
School

School Logo

- Participating in and contributing to MAPS and Individual Educational Programme (IEP) conferences and reviews of officially statemented students and collaborating with parents, SMT, Inclusion Coordinators and other professionals/stakeholders working with the student;
- Together with the Learning Support Educators (LSEs) developing and implementing the IEP of students with Individual Educational Needs and participating in IEP and Individual Transition Plan (ITP) meetings;
- Ensuring that schemes and forecast of work carried out in class are handed to the LSE in good time so that the necessary adaptations and resources are made for use with students with individual education needs in class;
- Regularly discussing and monitoring the work being carried out by the LSE in class;
- In the case of students with severe learning difficulties and with communication problems, ensuring that a contact is daily updated...
- Liaising and collaborating with specialist teachers/resource persons and other professionals working with statemented students;
- Making use of digital devices and other adaptations during the delivery of the lessons;
- At the secondary level, teachers shall be expected to teach students of different levels of achievements;
- Encouraging participation in EU projects and other projects in accordance with SDP targets and as agreed with the SMT.

APPENDIX A **RECOGNISED TEACHING QUALIFICATION BY THE COUNCIL FOR THE TEACHING PROFESSION (CTP)**

Any reference to a Teaching /pedagogical qualification/course mentioned in this call or in Appendix B is required to be as indicated in the table hereunder and is required to be deemed as comparable by the CTP in terms of article 24 (2) (d) (iv) of the Education Act. **Any of the below teaching/pedagogical qualifications are exempt from presenting such a comparability statement.**

RECOGNISED TEACHING QUALIFICATION BY THE COUNCIL FOR THE TEACHING PROFESSION (CTP)							
Name of Teaching Qualification	Type of Qualification	Provider / Awarding Body	Programme Status	MQF / EQF Level	ECTS / ECVET CREDITS	PRACTICUM ECTS / ECVETS TP / SE / EL*	Leads to a Warrant
1. Bachelor of Education (Honours)	Full	University of Malta	no longer available	6	240	TP 16 SE 08	Yes
2. Bachelor of Education	Full	University of Malta	no longer available	6	180	TP 30 EL 06	Yes
3. Bachelor of Education ECEC	Full	University of Malta	no longer available	6	180	TP 16 SE 08	Yes
4. First cycle degree in relevant area of study + Postgraduate Certificate in Education (PGCE)	Full	University of Malta or other Institution	available	6	180	n/a	n/a
	Full	University of Malta	no longer available	6	60	TP 12 SE 06	Yes

*TP – Teaching Practice SE – School Experience EL – Experiential Learning

The above are for all programmes commencing as from October 2003 onwards. Any reference to a teaching/pedagogical course/qualification mentioned in this call, is referring to one of the above qualifications

APPENDIX A **RECOGNISED TEACHING QUALIFICATION BY THE COUNCIL FOR THE TEACHING PROFESSION (CTP)**

Name of Teaching Qualification	Type of Qualification	Provider / Awarding Body	Programme Status	MQF / EQF Level	ECTS / ECVET CREDITS	PRACTICUM ECTS / ECVETS TP / SE / EL*	Leads to a Warrant
5. First cycle degree in relevant area of study + Master's in Teaching & Learning	Full	University of Malta or other Institution	available	6	180	n/a	n/a
	Full	University of Malta	available	7	120	TP 20	Yes
6. First cycle degree in relevant area of study Postgraduate Diploma in Teaching & learning	Full	University of Malta or other Institution	available	6	180	n/a	n/a
	Exit qualification	University of Malta	available	7	60	TP 10	Yes
7. Bachelor of Education (Honours)	Full	Institute for Education	available	6	180	TP 30	Yes
8. First cycle degree in relevant area of study +	Full	Any Institution	available	6	180	n/a	n/a

*TP – Teaching Practice SE – School Experience EL – Experiential Learning

The above are for all programmes commencing as from October 2003 onwards. Any reference to a teaching/pedagogical course/qualification mentioned in this call, is referring to one of the above qualifications

APPENDIX A **RECOGNISED TEACHING QUALIFICATION BY THE COUNCIL FOR THE TEACHING PROFESSION (CTP)**

Name of Teaching Qualification	Type of Qualification	Provider / Awarding Body	Programme Status	MQF / EQF Level	ECTS / ECVET CREDITS	PRACTICUM ECTS / ECVETS TP / SE / EL*	Leads to a Warrant
Master's in Education	Full	Institute for Education	available	7	90	TP 20	Yes
9. First cycle degree in relevant area of study + Postgraduate Diploma in Education	Full Exit qualification	Any Institution Institute for Education	available available	6 7	180 60	n/a TP 20	n/a Yes
10. Bachelor of Vocational Education & Training Honours (BVET)	Full	MCAST	available	6	180	TP 18 SE 06	Yes
11. First cycle degree in relevant area of study + Master's in Vocational Education Applied Research (MVEAR)	Full Full	Any Institution MCAST	available available	6 7	180 120	n/a TP 12	n/a Yes

*TP – Teaching Practice SE – School Experience EL – Experiential Learning

The above are for all programmes commencing as from October 2003 onwards. Any reference to a teaching/pedagogical course/qualification mentioned in this call, is referring to one of the above qualifications

APPENDIX A **RECOGNISED TEACHING QUALIFICATION BY THE COUNCIL FOR THE TEACHING PROFESSION (CTP)**

The following courses are not considered as teaching qualifications								
Name	Type of Qualification	Provider / Awarding Body	Programme Status	MQF / EQF Level	ECTS / ECVET CREDITS	PRACTICUM ECTS / ECVETS TP / SE / EL / I*	Leads to a Warrant	Further info
Postgraduate Certificate Education (Conversion)	top-up for those already in possession of a teaching qualification	University of Malta	available	7	30	TP 10	Not applicable	This programme is for those already in possession of a teaching qualification and wish to specialise in another subject / area /cycle
Postgraduate Certificate in Education (Conversion)	top-up for those already in possession of a teaching qualification	Institute for Education	available	7	30	TP 10	Not applicable	This programme is for those already in possession of a teaching qualification and wish to specialise in another subject / area /cycle

*TP – Teaching Practice SE – School Experience EL – Experiential Learning

The above are for all programmes commencing as from October 2003 onwards. Any reference to a teaching/pedagogical course/qualification mentioned in this call, is referring to one of the above qualifications

Appendix B

Further eligibility criteria for Teacher call after satisfying eligibility requirements in section 4.1 and Appendix A

Subject	Further eligibility requirements after satisfying eligibility requirements in section 4.1 and Appendix A	Further Details
Arabic	Any teaching qualification; AND a minimum of 60 ECTS/ECVET credits in Arabic language at MQF Level 6; AND an Advanced Level at MQF Level 4 (minimum Grade E) in Arabic.	
Business Education (Accounting / Business Studies / Economics)	An MQF Level 6 qualification in Accounting and/or Business Studies and/or Economics; and teaching qualification in Business Education ; OR A teaching qualification in Accounting, Economics or Business Education according to the subject applied for.	
Computing and/or Information Technology (Post-secondary)	A teaching qualification in Computing.	The Diploma in Information Technology in Education (IT Applications) (Dip.IT.Ed - 1998-2000), and the Diploma in Computer Studies Education (Dip.C.S.Ed - 2000-2002; 2002-2004), both offered by the University of Malta with the Education Division, are recognised appropriate comparable qualifications in Computing Education.
Computing (Secondary)	Any teaching qualification; AND an MQF level 6, and an MQF level 5 in Computing Education.	
Classical Studies	Any teaching qualification; AND an MQF Level 6 in Classical Studies.	

Dance	Any teaching qualification; AND an MQF Level 4 in Dance.	
Design and Technology (D&T)	<p>A teaching qualification in Design & Technology (D&T); OR</p> <p>A teaching qualification where the main area of specialisation is in D&T or in Technical Subjects; OR</p> <p>Any teaching qualification and a qualification at MQF level 5 or higher in technical subjects including materials technology, mechanical engineering, industrial electronics, industrial design, spatial design and physics; AND</p> <p>An MQF level 3 in Graphical Communication or Design and Technology; OR</p> <p>Attendance certificate to 1-year in-service D&T training offered at DTLC at DLAP.</p>	<p>The selected candidate will be expected to attend an upgrading course to enhance his/her knowledge and skills in the subject.</p> <p>Applicants not in possession of specific training in D&T may still apply on condition that they successfully undergo the required training by end of scholastic year.</p>
Engineering Drawing and Computer Aided Design (CAD)	<p>Any teaching qualification; AND</p> <p>Advanced Level in Graphical Communication / Engineering Drawing; AND</p> <p>City & Guilds 2D AutoCAD at MQF level 4; AND/OR</p> <p>City & Guilds 3D Auto CAD at MQF level 4.</p>	<p>Applicants who sat for the Engineering Drawing Advanced Level from 2011 onwards are exempt from City & Guilds 2D AutoCAD AND City & Guilds 3D AutoCAD since this includes components in CAD.</p>

Environmental Science	<p>Any teaching qualification; AND</p> <p>An MQF Level 6 with a minimum of 60 ECTS in Biology or Chemistry or an MQF Level 6 in Environmental Science or Geography.</p>	
Graphical Communication	<p>A teaching qualification with area of specialisation in a subject taught at the Secondary cycle and an MQF level 4 (Advanced Level - Minimum Grade E) in Graphical Communication;</p> <p>AND/OR</p> <p>A teaching qualification with area of specialisation in a subject taught at the Secondary cycle and an Advanced Level (Minimum Grade E) in Engineering Drawing.</p>	A selected candidate will be required to attend an upgrading course to enhance.
Information and Communication Technology (Secondary)	<p>A teaching qualification with area of specialisation in a subject taught at the Secondary cycle; AND</p> <p>Pass in all seven (7) modules of the European Computer Driving Licence (ECDL) AND Advanced Level (Minimum Grade E) in Computing or Information Technology; OR</p> <p>Four (4) modules of the European Computer Driving Licence (ECDL/ICDL) Advanced; OR Higher National Diploma or a comparable qualification at MQF Level 5 in ICT, or IT, or Computing.</p>	<p>Applicants not in possession of specific training in C3 and may still apply on condition that when offered employment they successfully complete the required training in C3 by end of scholastic year.</p> <p>ICDL Advanced with a minimum of 18 ECTS at MQF Level 4 will be accepted instead of ECDL.</p>

Music	Those applying with a Fellowship Diploma in Music MQF level 7 must have a teaching qualification (pedagogical course) in Music.	
Philosophy	Any teaching qualification; and an MQF level 6 in Philosophy.	
Primary Education (Migrant Induction Programme)	A teaching qualification in Primary or ECEC.	
Secondary Education (Migrant Induction Programme)	A teaching qualification in a secondary subject.	
Primary Education (General) & ECEC	A teaching qualification in Primary + 3 O Levels in Maltese, English and Maths as per para 4.1 (xii) (a).	
Psychology	Any teaching qualification and an MQF level 6 in Psychology.	
Religion	Certificate of suitability for the teaching of Religion from the Archbishop's Curia (Malta).	
Science	A teaching qualification and an MQF Level 6 with a minimum of 60 ECTS in one of the following: Biology, Chemistry or Physics.	
Special Education (General)	Any teaching qualification; Holders of an MQF Level 6 (PGD) in the education of students with special needs will be given preference.	A selected candidate will be required to undergo special training and/or attend courses (locally or abroad) to enhance his/her expertise in areas related to Special Education.

Social Studies	Any teaching qualification and an MQF level 6 having a minimum of 60 ECTS in Sociology or Social Studies.	
Sociology	Any teaching qualification and an MQF level 6 qualification having a minimum of 60 ECTS in Sociology or Social Studies.	
Systems of Knowledge	<p>Any teaching qualification; and An MQF level 6 in Sociology, Philosophy or Art; AND</p> <p>An MQF level 4 (Intermediate Level) in Physics, Chemistry, Biology or Environmental Science; OR</p> <p>An MQF level 6 having a minimum of 60 ECTS in two of the following: Science, Biology, Physics or Chemistry; AND</p> <p>An Intermediate Level in Sociology, Philosophy, Art or History; OR An Intermediate Level in Sociology, Philosophy, Art or History.</p>	<p>An applicant who does not satisfy these requirements would still be eligible to apply if s/he is in possession of a recognised qualification (degree) at MQF level 6 in one of the mentioned subjects and has been in a full -time teaching position teaching Systems of Knowledge in a licensed school at post-Secondary level.</p> <p>Evidence of interdisciplinary studies/components, including Thesis/Dissertation work in the degree will be considered an asset. Due consideration will be given to, applicants who, in addition to the requested qualifications, have previous experience in teaching the subject Systems of Knowledge.</p>
Theatre and Performance / Drama	Any teaching qualification and an MQF Level 6 in Drama Studies.	

<p><u>ALP Subjects:</u> Gardening, Art & Design, Auto Mechanics, Automotive Repair (Body and Paint), Basic Engineering, Building Services Trades, Care Work, Carpentry, Customer Care & Sales, Electrical Installations & Basic Electronics, Hairdressing, Multimedia Personal & Beauty Care, Plumbing, Pottery & Ceramics, Sheet Metal/Blacksmith, Welding & Fabrication</p>	<p>Any teaching qualification and a minimum of an MQF Level 4 in the subject applied for. Where an MQF level 4 in the subject applied for does not exist, a related MQF level 4 will be accepted.</p>	
<p><u>Other Subjects:</u> Agribusiness, Engineering Technology Fashion and Textiles Hairdressing & Beauty Health & Social Care Hospitality Vocational Information Technology Media Literacy Retail</p>	<p>Any teaching qualification and an MQF Level 4 (Award subject to a minimum of 30 ECTS/ECVET or equivalent) in the subject applied for; AND</p> <p>Training in the Learning and Assessment of the VET subjects. organised by MEYR .</p> <p>Where an MQF level 4 in the subject applied for does not exist, a related MQF level 4 will be accepted.</p>	<p>Unless already completed as part of their teaching qualification, applicants not in possession of this specific training in Learning and Assessment of the VET subjects may still apply on condition that if offered employment they successfully undergo the required mentioned training by end of scholastic year.</p>

Eligibility for subjects/areas not found in the list above but are mentioned in paragraph 1.2 requires a teaching qualification in the subject/area applied for.

Any recognised teaching qualifications are required to be deemed as comparable by the CTP in terms of article 24 (2) (d) (iv) of the Education Act. Appendix A may be used as a reference. Qualifications at a higher level than those specified above will be accepted for eligibility purposes, provided they meet any specified subject requirements.

APPENDIX C

ELIGIBILITY REQUIREMENTS FOR SUPPLY GRADUATE TEACHER SCALE 10

In the absence of applications from eligible candidates according to paragraph 4.1, eligibility shall be extended to applicants in possession of:

- (a) a recognised qualification at MQF Level 7 (subject to a minimum of 60 ECTS/ECVET credits or equivalent*) or a comparable professional qualification in the cycle/subject/area applied for; **OR**
- (b) a recognised qualification at MQF Level 6 with a minimum of 180 ECTS/ECVET credits or equivalent*) or a comparable professional qualification in the cycle/subject/area applied for; **OR**
- (c) any of the qualifications mentioned in paragraphs (a) or (b) above, but not in the subject/area applied for, on condition that they are in possession of an Advanced Matriculation Level at MQF Level 4 (minimum Grade E) or a recognised qualification at MQF Level 4 (subject to a minimum of 120 ECTS/ECVET credits or equivalent*) or a recognised appropriate comparable qualification in the related subject/area applied for;
- (d) for **Primary Education (General)**, applicants may apply with any of the requisites in paragraphs (a) and (b) above with any specialisation in the cycle/subject/area;
- (e) for the **Early Childhood Education and Care (ECEC)** applicants may apply with the requisites in paragraphs (a) and (b) above with any specialisation in the cycle/subject/area including in ECEC, on condition that they are in possession of an Advanced Matriculation Level (minimum Grade E) in one of the following: Maltese or English or Mathematics or Science;
- (f) for **Information and Communication Technology** applicants may apply with the requisites in paragraphs (a) and (b) above with any specialisation in the cycle/subject/area on condition that they are in possession of an Advanced Matriculation Level (minimum Grade E) in ECDL or in possession of MQF Level 4 qualification with a minimum of 18 ECTS in ICDL Advanced. Applicants not in possession of specific training in C3 and may still apply on condition that when offered employment they successfully complete the required training in C3 by end of scholastic year;
- (g) in the case of the following subjects taught at secondary cycle: **Agribusiness, Engineering Technology, Hairdressing & Beauty, Health & Social Care, Hospitality, Information Technology, Media Literacy, Retail and Fashion & Textiles**, applicants must be in possession of a Course in the Learning and Assessment of the VET subjects. Applicants not in possession of the Certificate Course in the Learning and Assessment of the VET subjects may still apply on condition that they have attained this qualification by end of scholastic year;

APPENDIX D
ELIGIBILITY REQUIREMENTS FOR SUPPLY TEACHER SCALE 12

In the absence of applications from eligible candidates according to paragraph 4.1, eligibility shall be extended to applicants in possession of:

- (a) (i) a recognised Higher/Advanced Diploma at MQF Level 5 (subject to a minimum of 60 ECTS/ECVET credits or equivalent*) in the subject/area applied for or a comparable professional qualification; **AND**
- (ii) four (4) passes at Ordinary Level (“O” Level grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) (MQF Level 3), or a recognised comparable qualification, which must include English Language, Maltese Language and Mathematics; **OR**
- (b) (i) two (2) subjects at Advanced Matriculation Level (minimum grade E) (MQF Level 4) or a recognised appropriate comparable qualification, where one (1) of the Advanced Matriculation Level (minimum grade E) or an Award at MQF Level 4 (subject to a minimum of 30 ECTS/ECVET credits or equivalent) or a recognised appropriate comparable qualification, must be in the subject/area applied for; **AND**
- (ii) four (4) passes at Ordinary Level (“O” Level grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) (MQF Level 3), or a recognised comparable qualification, which must include English Language, Maltese Language and Mathematics; **OR**
- (c) (i) an MQF Level 4 qualification (subject to 120 ECTS/ECVET credits or equivalent*) or an appropriate comparable qualification in the subject/area applied; **AND**
- (ii) four (4) passes at Ordinary Level (“O” Level grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) (MQF Level 3), or a recognised comparable qualification, which must include English Language, Maltese Language and Mathematics;
- (d) in the case of **Physical Education**, eligibility shall be extended to applicants in possession of an MQF Level 4 in Sports, **AND** four (4) passes at Ordinary Level (O Level grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) (MQF Level 3), or a recognised comparable qualification, which must include English Language, Maltese Language and Mathematics.
- (e) in the case of **Engineering Drawing/Computer Aided Design (CAD)**, applicants who sat for their A Level (MQF Level 4) examinations in Engineering Drawing in 2010 or before, need to produce an Advanced Matriculation Level (minimum grade E) (MQF Level 4) in Engineering Drawing and Level 2D and 3D City and Guilds Certificates in Computer Aided Design, or recognised appropriate comparable qualification. Candidates who sat for their A Level (MQF Level 4) in 2011 onwards need only to produce the Engineering Drawing A Level certificate as now this includes components in CAD.
- (f) in the case of **Early Childhood Education and Care (ECEC)** applicants must be in possession of VET Diploma at MQF Level 4 in childcare with a minimum of 120 ECTS/ECVET credits or equivalent) in Childcare together with an Advanced Matriculation Level (minimum Grade E) in one of the following: Maltese or English or Mathematics or Science and four (4) passes at Ordinary Level (O Level grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) (MQF Level 3), or a recognised comparable qualification, which must include English Language, Maltese Language and Mathematics.
- (g) in the case of Information and Communication Technology, applicants must be in possession of an Advanced Matriculation Level (minimum Grade E) in ECDL or in possession of an

- ICDL Advanced at MQF Level 4 qualification with a minimum of 18 ECTS. Applicants not in possession of specific training in C3 may still apply on condition that when offered employment they successfully complete the required training in C3 by end of scholastic year;
- (h) in the case of the following subject taught at secondary cycle: **Agribusiness, Engineering Technology, Hairdressing & Beauty, Health & Social Care, Hospitality, Information Technology, Media Literacy, Retail and Fashion & Textiles**, applicants must be in possession of a Course in the Learning and Assessment of the VET. Applicants not in possession of the Course in the Learning and Assessment of the VET subjects may still apply on the condition that they have attained this qualification by end of scholastic year.

*In the absence of documentary evidence as to the ECTS/ECVET credits or other system of measuring the course content, the selection board is to evaluate the submitted programme of study and determine that it is comparable to 18/30/60/120/180 ECTS/ECVET credits (as applicable). The advice of the MQRIC may be sought.

**CALL FOR APPLICATIONS FOR THE POST OF
LEARNING SUPPORT EDUCATOR
At St Joan Antide Primary School Gudja**

St Joan Antide School would like to remind all interested applicants that it has zero tolerance policy towards any form of child abuse. St Joan Antide School adheres to S.L. 327.546 (Recruitment, Initial Training and Continuous Professional Development of Personnel and Protection of Minors in Compulsory Education Regulations 2016) in its recruitment process. It also adheres to the Maltese Ecclesiastical Province Statement of Policy and Procedures in Cases of Sexual Abuse published in November 2014.

Nomenclatures denoting the male gender also include the female gender.

1.0 Introduction

1.1 St Joan Antide School invites applications for the post of Learning Support Educator (LSE) III.

2.0 Terms and Conditions

2.1 This appointment is subject to a probationary period of twelve (12) months.

2.2 Persons employed as LSE III shall be placed in Salary Scale 10 (which in 2022 is €21,950.00 per annum, rising by annual increments of €407.67 up to a maximum of €24,396.02) and shall proceed to Salary Scale 9 (which in 2022 is €23,353 per annum, rising by annual increments of €447.33 up to a maximum €26,036.98) on completion of five (5) years satisfactory service in the grade.

2.3 An LSE III (in Salary Scale 10) shall receive an Education Grades allowance of €1,825 per annum and a Work Resource Fund of €625 per annum.

2.4 A selected candidate shall be expected to successfully complete an induction course. Furthermore, s/he shall be required to participate in professional development courses, Continuous Professional Development (CPD) opportunities and in-service training programmes as appropriate to his/her role and functions as indicated by the Education Authorities. She/he shall adopt and work towards the implementation of the school's development plan.

2.5 A selected candidate is required to promote independence to learners with a statement. During this time selected candidates are expected to support other learner/s in class as necessary.

2.6 A selected candidate shall participate in school activities only when the learner/s they support are taking an active role.

- 2.7 A selected candidate shall be required to work according to the needs of all learners in the school as directed by Head of School and/or by the Assistant Heads of School, Service Manager Student Services, Head of Department (Inclusion) and any other related SMT.

3.0 Duties and Responsibilities

- 3.1 An LSE is expected to perform duties which enable support to access learning and assessment with all learners in a class, or learners with a statement of needs. The duties and responsibilities of a LSE shall include:
- i. assisting the teaching and learning process led by the Teacher, promoting independence and fulfilment of all learners, with or without a recognised statement of needs, in all learning experiences and contexts at all cycles (Early, Junior, Secondary and Sixth Forms) within the educational journey;
 - ii. collaborating closely and be guided by the Teacher, and other professionals who may be supporting this endeavour within or beyond the classroom, under the leadership of the school's Senior Management Team (SMT);
 - iii. engaging in the development of a Community of Professional Educators, including through School Development Planning.

Learning Support

- supporting and collaborating with the class teacher and other colleagues. Under the guidance of the class teacher/subject teacher/s, assisting in the education of all learners in class, in particular learner/s with individual educational needs so that their individual curricular entitlement is ensured and their learning needs are catered for;
- participating fully in Making Action Plans sessions (MAPs);
- writing, developing and implementing Individual Educational Plans (IEPs), for all learners with a statement in class, taking into consideration the feedback from the class/subject teacher/s. This includes adapting lesson plans and preparing resources according to the needs of the learner/s;
- attending IEP and Individual Transition Plan (ITP) meetings;
- reviewing IEPs, including recording and reporting progress of such IEP implementation on a regular basis;
- assisting in the preparation of educational materials and playing an active part in all the components of the instructional and educational process in class under the direction of the class/subject teacher/s;
- participating in the observation, assessment and documentation process of the performance and behaviour of all learners in collaboration with the class/subject teacher/s;

- assessing learners following an adapted curriculum, on their IEP goals, in collaboration with the class/subject teacher/s;
- participating in the respective individual transition programmes to assist students as they move from one educational level to another, from school to school, and from school to work. This will involve handing over of all relevant information and documents to other involved colleagues so as to ensure a smooth transition for the learner;
- promoting an inclusive community of learners, in collaboration with Heads of Department (Inclusion), specialists, resource workers, teachers, parents, students and other stakeholders, where all students are valued and respected. This includes collaborative work in school and with other agencies, such as the Child Development Assessment Unit (CDAU), Resource/Learning Centre, Non-Governmental Organizations (NGO)'s and other educational and therapeutic environments;
- participating in hydrotherapy, multi-sensory, sensory integration and other sessions, in schools, Resource Centres or other Centres where such services are available, so as to ensure access to educational and personal entitlements of learners;
- promoting at all times the aims, ethos and policies of the school or Resource Centre deployed in, and actively working as a member of the staff team;
- assisting in the preparation, dissemination and use of teaching resources ensuring their upkeep in class, school and Resource/Learning Centres;
- supporting learner/s during activities/therapy sessions held outside the school premises including experiences in the community, work-places and other further and higher educational institutions;
- encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

Personal Support

- supporting learners with individual educational needs in their personal care and hygiene needs. This includes:
 - toileting – cleaning and washing, including accompanying the learner to the toilet; undressing and dressing; cleaning, washing and showering; and changing of sanitary towels and incontinence pads;
 - seeing to the mobility, posture and seating needs, including lifting learners and pushing them in wheelchairs according to Health and Safety Regulations issued under the Health and Safety Authority Act taking into consideration international guidelines. The present guidelines shall be:
 - lifting up to twenty-seven (27) kilograms shall be undertaken by one LSE; lifting between twenty-eight (28) and fifty-four (54) kilograms (both inclusive) shall be undertaken by two (2) persons; beyond fifty-four (54) kilograms, a mechanical lift is to be used;

- pushing wheelchairs: up to forty-five (45) kilograms occasionally; up to twenty-eight (28) kilograms frequently; and up to 9 kilograms as necessary.
- ensuring the maximum educational benefit and safety for individual learner/s at all times by providing them with assistance during physical education, games, excursions and therapy sessions, as well as normal feeding during mid-morning and mid-day breaks and at other times as required.

Transport-related Duties

- without prejudice to the obligations of the owner and driver of the vehicle concerned regarding the safety of passengers and the full observance of the law and regulations related to transport matters, a LSE may be required to carry out transport-related duties, with learner/s with individual educational needs, should the requirement be indicated by the official statement or by the Head of School or other competent authorities. In such cases, the LSE shall:
 - assist in the boarding and unboarding of learners on and off the transport vehicle and, in the case of students who are wheelchair/buggy users, put on the restraints on the wheelchair/buggy and also put on the passenger restraint on the students to ensure safety during transportation;
 - carry out transport supervision duties to and from school when the transport of learner/s during normal school hours is necessary.
- performing any other duties assigned by the Head of School or his/her delegate according to the exigencies of St Joan Antide Primary School.

4.0 Eligibility requirements

4.1 By the closing time and date of this call for applications, applicants must be:

- (i) (a) citizens of Malta, **OR**
 - (b) citizens of other Member States of the European Union who are entitled to equal treatment to Maltese citizens in matters of employment by virtue of EU legislation and treaty provisions dealing with the free movement of workers; **OR**
 - (c) citizens of any other country who are entitled to equal treatment to Maltese citizens in matters related to employment by virtue of the application to that country of EU legislation and treaty provisions dealing with the free movement of workers; **OR**
 - (d) any other persons who are entitled to equal treatment to Maltese citizens in matters related to employment in terms of the law or the above-mentioned EU legislation and

treaty provisions, on account of their family relationship with persons mentioned in paragraph (a), (b) or (c); **OR**

(e) third country nationals who have been granted long-term resident status in Malta under regulation 4 of the “Status of Long-Term Residents (Third Country Nationals) Regulations; 2006” or who have been granted a residence permit under regulation 18(3) thereof, together with family members of such third country nationals who have been granted a residence permit under the “Family Reunification Regulations, 2007”; **OR**

(f) in possession of a residence document issued in terms of the “Residence Status of United Kingdom Nationals and their Family Members in Malta in accordance with the Agreement on the Withdrawal of the United Kingdom and Northern Ireland from the European Union and the European Atomic Energy Community Regulations”.

The advice of the Citizenship Unit within Community Malta Agency and the Expatriates Unit within Identity Malta Agency should be sought as necessary in the interpretation of the above provisions.

The appointment of candidates referred to at (b), (c), (d) and (e) above would necessitate the issue of an employment license in so far as this is required by the Immigration Act and subsidiary legislation. Jobsplus should be consulted as necessary on this issue.

- (ii) able to communicate in Maltese and English;
- (iii) in possession of a recognised full qualification (Degree) at MQF Level 6 or higher, (subject to a minimum of 180 ECTS/ECVET credits, or equivalent*) in Inclusive Education or a comparable professional qualification;
- (iv) Of good moral character; applicants must produce a Certificate of Conduct issued by the Police or other competent authority not earlier than one (1) month from the date of application.

4.2 Qualifications at a level higher than that specified above will be accepted for eligibility purposes, provided they meet any specified subject requirements. A Master’s qualification at MQF Level 7, or equivalent, must comprise a minimum of 60 ECTS/ECVET credits or equivalent*.

Moreover, candidates who have not yet formally obtained any of the above-mentioned qualifications will still be considered. Such candidates are to submit evidence that they have been approved for the award of the qualifications in question.

Furthermore, candidates who are currently following a recognised programme of study at a higher MQF Level than that requested above will also be considered. Such candidates are to submit evidence that they have successfully completed the necessary ECTS/ECVETS credits,

or equivalent, and attained the required MQF Level, by the closing time and date of the call for applications.

- 4.3 Prospective applicants should note the requirement to produce MQRIC recognition statements in respect of their qualifications from the Malta Qualifications and Recognition Information Centre (MQRIC), or other designated authorities, as applicable.
- 4.4 In the case that no suitable applicants will be found for the post, applicants who are in possession of a recognised full qualification (Diploma) at MQF Level 5 (subject to minimum of 60 ECTS/ECVET credits, or equivalent*) in Inclusive Education or a comparable professional qualification, that makes them eligible for the post of LSE II, will be considered for the post on condition that they satisfy criteria 4.1 (i), (ii) and (iv). The salary for the post of LSE II is Salary Scale 12, which in 2022 is, €19,323.00 per annum, rising by annual increments of €354.00 up to a maximum of €21,447.00. A LSE II will progress to Salary Scale 10, which in 2022 is, €21,950.00 per annum, rising by annual increments of €407.67 up to a maximum of €24,396.02, after 5 years' satisfactory service in Salary Scale 12.
- 4.5 In the case that no suitable applicants will be found for the post, applicants who are in possession of a recognised full qualification (Certificate) at MQF Level 5 (subject to a minimum of 60 ECTS/ECVET credits, or equivalent*) in Inclusive Education or a comparable profession qualification, that makes them eligible for the post of LSE I, will be considered for the post on condition that they satisfy criteria 4.1 (i), (ii) and (iv). The salary for the post of LSE I is Salary Scale 15, which in 2022 is, €15,717.00 per annum, rising by annual increments of €298.00 up to a maximum of €17,505.00. A LSE I will progress to Salary Scale 14, which in 2022 is €16,865.00 per annum, rising by annual increments of €316.83 up to a maximum of €18,765.98, on completion of five (5) years' service in the grade of LSE I in Salary Scale 15, subject to satisfactory performance, and will further progress to Salary Scale 13, which in 2022 is €18,074.00 per annum, rising by annual increments of €335.50 up to a maximum of €20,087.00, on completion of another five (5) years' service in the grade of LSE I in Salary Scale 14, subject to satisfactory performance.
- 4.6 A LSE I, who takes the initiative and successfully completes a full qualification (Diploma) at MQF Level 5 as indicated in paragraph 4.4, will automatically be promoted into the grade of LSE II in Salary Scale 12.
- 4.7 A LSE I or II, who takes the initiative and successfully completes a full qualification (Degree) at MQF Level 6 as indicated in paragraph 4.5, will automatically be promoted into the grade of LSE III in Salary Scale 10. In such instances, years of vice as a LSE II shall be reckonable for progression on a 4:1 basis (every four (4) years in the grade of LSE II shall result in a deduction of one (1) year for progression into Salary Scale 9).
- 4.8 In the case that no suitable applicants will be found for the post, applicants will be considered for the post of the employment of Supply LSEs on condition that they satisfy criteria 4.1 (i), (ii) and (iv). Such applicants must be in possession of:

- (a) a recognised Degree at MQF Level 6 (minimum 180 ECTS/ECVET credits, or equivalent*) or a comparable qualification;

OR

- (2) (i) a recognised qualification (Diploma) at MQF Level 5 (subject to a minimum 60 ECTS/ECVET credits, or equivalent*) in Early Childhood Education & Care **or** Health & Social Care **or** Hospitality **or** Administrative & Secretarial **or** a comparable qualification; **AND**

(ii) have four (4) passes at Ordinary Level “O” Level (grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3, or a recognised comparable** qualification, which must include Maltese, English language, Mathematics and any other subject.

OR

- (3) (i) a recognised qualification (Certificate) at MQF Level 5 (minimum 30 ECTS/ECVET credits, or equivalent*) in Early Childhood Education & Care **or** Health & Social Care **or** Hospitality **or** Administrative & Secretarial **or** a comparable qualification; **AND**

(ii) have four (4) passes at Ordinary Level “O” Level (grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3, or a recognised comparable** qualification, which must include Maltese, English Language, Mathematics and any other subject.

OR

- (4) (i) a recognised qualification at MQF Level 4 (minimum 120 ECTS/ECVET credits, or equivalent*) in Early Childhood Education & Care **or** Health & Social Care **or** Hospitality **or** Administrative & Secretarial **or** a comparable** qualification; **AND**

(ii) have four (4) passes at Ordinary Level “O” Level (grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3, or a recognised comparable** qualification, which must include Maltese, English Language, Mathematics and any other subject.

OR

- (5) (i) any subject at Advanced Matriculation Level “A” Level (grade A-E) recognised qualifications at MQF Level 4; **AND**
- (ii) have four (4) passes at Ordinary Level “O” Level (grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3, or a recognised comparable** qualification, which must include Maltese, English Language, Mathematics and any other subject.

The salary for the post of Supply LSE is Salary Scale 15, which in 2022 is, €15,717.00 per annum – definite contract for one year.

*In the absence of documentary evidence as to the ECTS/ECVET credits or other system of measuring the course content, the selection board is to evaluate the submitted programme of study and determine that it is comparable to 30/60/120/180 ECTS/ECVET credits (as applicable). The advice of the MQRIC may be sought.

**Comparability with Ordinary level “O” Level (grade A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3 will only be considered if a transcript of qualification is provided showing all components have been covered of the required “O” Level syllabus, with the minimum number of hours required for an “O” Level and that this qualification is at an MQF Level 3 or higher. The advice of the MFHEA may be sought.

- 4.9 All Salary Scales for all grades mentioned in this call are supplemented by the respective annual Class Allowance together with the respective annual Works Resource Fund according to the grade and salary scale and are subject to yearly increments as stipulated in the agreement between the Church Authorities and the Malta Union of Teachers (MUT) of the 7th August 2018.
- 4.10 Applications must be eligible to take up their due appointment, in terms of 4.1 to 4.8 above not only by the closing time and date of this application but also on the date of appointment.

5.0 Submission of Supporting Documentation

- 5.1 Qualifications and experience claimed must be supported by certificates and/or testimonials, copies of which should be attached to the application. Diploma/Degree/Post-Graduate certificates or comparable qualifications must be accompanied by a transcript (Diploma/Certificate supplement) in English, showing the Degree obtained and the final classification.
- 5.2 Original certificates and/or testimonials are to be invariably produced for verification at the interview.

6.0 Selection Procedure



- 6.1 Eligible applicants will be interviewed by a selection board to assess their suitability for the post.
- 6.2 Due consideration will be given to applicants who, besides the requisites indicated in paragraph 4.1 – 4.8, have proven relevant work experience.
- 6.3 The results will be published on the notice board of the school within fifteen (15) working days of the interviews.
- 6.4 When filling vacancies open for both Fully Qualified (Regular) and Non-Qualified (Supply) Grades, in case successful candidates on the order of merit are in possession of all the necessary qualifications for the Regular post, the list (order of merit) remains valid for one (1) year from the date of publication of result (for all fully qualified candidates only) unless otherwise specified in the Call. On the other hand, in the case of successful candidates only eligible for Supply Grades, the order of merit will only be valid until the end of the particular scholastic year for which the recruitment is being performed.

7.0 Submission of Applications

- 7.1 A letter of application in own handwriting, accompanied by a CV, will be received in the first instance by the **Head of School** by not later than **15 June 2022**. Applications by post should be sent by registered mail to the address below, in sufficient time to ensure delivery by the above-mentioned closing date. The applications will be acknowledged by the Head of School. **Late applications shall not be considered.**

Ms Marion Cutajar
St Joan Antide Primary School
Head of School
Call: Learning Support Educator
School Address
56, Triq Filippu Castagna
Gudja GDJ1172