

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

St Jeanne Antide College, 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 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 The Head of 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 2023 is €23,029.57 per annum, rising by annual increments of €407.67 up to a maximum of €25,475.59) and shall proceed to Salary Scale 9 (which in 2023 is €24,494.79 per annum, rising by annual increments of €447.33 up to a maximum €27,178.77) on completion of five (5) years satisfactory service in the grade.

2.3 A 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 A 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 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 90 ECTS/ECVET credits or equivalent*.

*A recognised Mater’s qualification with a minimum of 60 ECTS/ECVET is only accepted subject to a Malta Further and Higher Education Authority (MFHEA) formal Master recognition statement being submitted with the application.

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 Furthermore, as per the education sectoral agreement signed by the Church Authorities and the Malta Union of Teacher (MUT), the eligibility criteria mentioned in paragraphs 4.1, 4.5 and 4.6, will take into consideration all previous years of satisfactory service in the relevant grade and qualifications accrued by applicants. As such, service in higher or equivalent roles by the closing time and date of the call for applications, which may include roles not regulated by the same agreement, will not exclude potential candidates in applying and gaining the eligibility for equivalent and/or lower grades.
- 4.4 Prospective applicants should note the requirement to produce MFHEA recognition statements in respect of their qualifications from MFHEA, or other designated authorities, as applicable.
- 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 (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 2023 is, €20,270.04 per annum, rising by annual increments of €354.00 up to a maximum of €22,394.00. A LSE II will progress to Salary Scale 10, which in 2023 is, €23,029.57 per annum, rising by annual increments of €407.67 up to a maximum of €25,475.59, after 5 years' satisfactory service in Salary Scale 12.
- 4.6 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 30 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 2023 is, €16,452.64 per annum, rising by annual increments of €298.00 up to a maximum of €18,240.64. A LSE I will progress to Salary Scale 14, which in 2023 is €17,672.36 per annum, rising by annual increments of €316.83 up to a maximum of €19,573.34, 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 2023 is €18,950.90 per annum, rising by annual increments of €335.50 up to a maximum of €20,963.90, on completion of another five (5) years' service in the grade of LSE I in Salary Scale 14, subject to satisfactory performance.

*A recognised Qualification comparable to 30/60/180 ECTS/ECVET credits (as applicable), as applicable is only accepted subject to an MFHEA formal recognition statement being submitted with the application.

- 4.7 A LSE I, who takes the initiative and successfully completes a full qualification (Diploma) at MQF Level 5 as indicated in paragraph 4.5, will automatically be promoted into the grade of LSE II in Salary Scale 12.
- 4.8 A LSE I or II, who takes the initiative and successfully completes a full qualification (Degree) at MQF Level 6 as indicated in paragraph 4.1 (iii), will automatically be promoted into the grade of LSE III in Salary Scale 10. In such instances, years of service 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).
- 4.9 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:

- (1) (i) a recognised Degree at MQF Level 6 (subject to a minimum 180 ECTS/ECVET credits, or equivalent*) or a comparable qualification; **AND**
- (ii) in possession of an Ordinary level “O” Level grade (A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3 or have been successful in the qualifying exams held by the Examinations Department in English language, Maths and Maltese AND any other pass at Ordinary level “O” Level grade (A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3;

OR

- (2) (i) a recognised qualification (Certificate) at MQF Level 5 (subject to a 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) in possession of an Ordinary level “O” Level grade (A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3 or have been successful in the qualifying exams held by the Examinations Department in English language, Maths and Maltese AND any other pass at Ordinary level “O” Level grade (A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3;

OR

- (3) (i) a recognised qualification at MQF Level 4 (subject to a 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) in possession of an Ordinary level “O” Level grade (A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3 or have been successful in the qualifying exams held by the Examinations Department in English language, Maths and Maltese **AND** any other pass at Ordinary level “O” Level grade (A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3;

OR

- (4) (i) any subject at Advanced Matriculation Level “A” Level (grade A-E) recognised qualifications at MQF Level 4; **AND**
- (ii) in possession of an Ordinary level “O” Level grade (A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3 or have been successful in the qualifying exams held by the Examinations Department in English language, Maths and Maltese **AND** any other pass at Ordinary level “O” Level grade (A-C) and/or Secondary Education Certificate (SEC grade 1-5) at MQF Level 3;

It is the responsibility of the applicant to apply for the qualifying exams/s and/or Ordinary Level/SEC. Proficiency tests/qualifications will not be accepted.

The salary for the post of Supply LSE is Salary Scale 15, which in 2023 is, €16,452,64 per annum – definite contract for one year.

*A recognised Qualification comparable to 30/60/90/120/180 ECTS/ECVET credits (as applicable), as applicable is only accepted subject to an MFHEA formal recognition statement being submitted with the application.

- 4.10 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.

- 4.11 Applications must be eligible to take up their due appointment, in terms of 4.1 to 4.9 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/transcripts 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. In case of applicants who sat for the qualifying exam/s held by the Examinations Department in any or all of their missing SEC / “O” Level in English, Maths and Maltese must produce a copy of the individual result issued by the Director of Examinations for the qualifying exam/s held by the Examinations Department.
- 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 – 4.9, 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 **19 August 2023 at noon**. 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. Emails to be sent to head.primary@sja.edu.mt. The applications will be acknowledged. **Late applications shall not be considered.**



St Jeanne Antide College

St. Joan Antide Primary School – Gudja

At school we learn to love and love to learn.

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