



**POSITION OF SUPPLY LEARNING SUPPORT EDUCATOR WITHIN
SAN ANTON SCHOOL**

San Anton School would like to remind all interested applicants that it has a zero-tolerance policy towards any form of child abuse. The 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

Eligibility Requirements

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

(i) proficient in the Maltese and English languages; AND

(ii) in possession of any recognised qualification at MQF level 6 or equivalent;

OR

(iii) in possession of a recognised qualification at MQF level 5 in Inclusive Education or equivalent; AND

(a) a pass (at least at Grade 1-5, Grade C or a comparable level) in four (4) subjects at MQF level 3 which must include Maltese, English Language, Mathematics and any other subject; OR

(b) a full MQF level 3 VET Qualification, or a Secondary School Certificate and Profiling qualification at MQF level 3, in four (4) subjects which must include Maltese, English Language, and Mathematics and any other subject as separate study units within the course pursued;

OR

(iv) in possession of a full recognised Qualification at MQF level 4 in Health & Social Care, Children's Play Learning & Development, Children's Care Learning & Development; AND

(a) a pass (at least at Grade 1-5, Grade C or a comparable level) in four (4) subjects at MQF level 3 which must include Maltese, English Language, Mathematics and any other subject; OR

(b) a full MQF level 3 VET Qualification, or a Secondary School Certificate and Profiling qualification at MQF level 3, in four (4) subjects which must include Maltese, English Language and Mathematics and any other subject as separate study units within the course pursued;

OR

(v) in possession of any subject at Advanced Matriculation Level (minimum grade E) at MQF level 4; AND



(a) a pass (at least at Grade 1-5, Grade C or a comparable level) in four (4) subjects at MQF level 3 which must include Maltese, English Language, Mathematics and any other subject; OR

(b) a full MQF level 3 VET Qualification, or a Secondary School Certificate and Profiling qualification at MQF level 3, in four (4) subjects which must include Maltese, English Language and Mathematics and any other subject as separate study units within the course pursued.

Qualifications which are at an MQF level higher than the ones specified above will also be accepted for eligibility purposes if such qualifications meet the subject requirements.

2. Qualifications and experience claimed must be supported by relevant documentation. Original certificates and/or other documentation must be produced during the interview for verification.
3. Proven relevant work experience will be considered an asset.
4. Eligible candidates will be requested to attend for an interview.

Terms and Conditions

- The position of Supply LSE is on a definite basis for one (1) scholastic year, which may be renewed for further periods subject to satisfactory performance.
- The position of Supply LSE is subject to a probationary period of six (6) months.
- The salary pegged to the position of Supply LSE is equivalent to the minimum of Scale 15 which in the year 2020 is €14,821 per annum.

Duties

The Supply LSE shall be required to work according to the particular needs of a learner or learners with a statement of needs attending an Independent School of the caliber and standing of San Anton School with the following duties and responsibilities of a Supply LSE:

Learning Support

- Supports and collaborates with the class teacher and other colleagues in the best interest of the learner. Under the guidance of the Head of Inclusive Practices and the class teacher in consultation with the Head of Inclusive Practices, the Supply LSE shall assist the learner/s with individual educational needs so that his/their individual curricular entitlement and learning needs are ensured and catered for;
- Participates fully in Making Action Plans sessions (MAPs);



- Being responsible for the development, writing and implementation of the Individual Educational Programme (IEP) in consultation with the class teacher, also by drawing up the Individual Educational Programme (IEP) and adapting lesson plans and resources;
- Attends and actively participates in IEP and Individual Transition Plan (ITP) meetings;
- Reviews IEPs, and on a regular basis reports progress to interested stakeholders with regards to the implementation of the IEP;
- Assists in the preparation of educational material and takes an active part in all the components of the instructional and the educational process in class under the direction of the teacher in class adhering always to school policy;
- In collaboration with the class teacher, participates in observing and assessing the performance and behaviour of the learner/s and documents such observations and assessments;
- Participates in the respective individual transition programmes as the learner/s move/s from one educational level to another, from one school to another, and from school to work, handing over to other/sLSEs and personnel all relevant information and documentation so as to ensure a smooth transition for the learner.
- Promotes an inclusive community of learners, in collaboration with the Head of Inclusive Practices, resource workers, teachers, specialists, parents, students and other stakeholders, where all learners are valued and respected. This will include collaborating in the work at school and with other agencies, such as the Child Development Assessment Unit (CDAU), resource centres, NGOs and other educational and therapeutic environments;
- Participates in hydro-therapy, multi-sensory, sensory-integration and other sessions, in school, resource centres or other centres where such services are available, so as to ensure access to all educational and personal entitlements of the learner;
- Promotes at all times the aims, ethos and policies of San Anton School, and actively works as a member of the staff team;
- Assists in the preparation, dissemination and use of teaching resources and at the same time ensuring their upkeep in class and in school;
- Supports the learner during activities held outside the school premises, including experiences in the community, work places, and other further and higher educational establishments;
- Encourages participation in EU projects and other projects in accordance with the targets set by the school and as agreed with the Senior Leadership Team of the school.

Personal Support

The Supply LSE shall support the learner with special needs in his personal care and hygiene. This shall include:



- Toileting - cleaning and washing:
 - accompanying the learner to the toilet;
 - undressing and dressing;
 - cleaning, washing and showering;
 - changing of sanitary towels and incontinence pads.

- Mobility, posture and seating needs:
 - lifting of the learner;
 - pushing learner in a wheelchair 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 27 kilograms shall be undertaken by one LSE/sLSE; lifting up to 54 kilograms shall be undertaken by 2 persons; beyond 54 kilograms, a mechanical lift is to be used.
- Pushing wheelchairs: up to 45 kilograms occasionally; up to 28 kilograms frequently; and up to 9 kilograms as necessary.

The Supply LSE shall ensure the maximum educational benefit and safety for the individual learner at all times by providing him/her with assistance during physical education sessions, games, excursions and therapy sessions, as well as normal feeding during breakfast where applicable, all break times and at other times as it is 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 Supply LSE may be required to carry out transport-related duties should the requirement be indicated by the statement or by the parent/guardian and the Head of School or any other competent authority.

In such cases, the Supply LSE shall:

- Assist in the boarding and un-boarding of the learner. In the case of a learner who is a wheelchair/buggy user, the Supply LSE should ensure that he/she puts on the restraints on the wheelchair/buggy and also puts on the passenger restraint on the learner to ensure safety during transportation;
- Carry out transport supervision duties to and from school when the transportation of learners during normal school hours is necessary.



POST OF LEARNING SUPPORT EDUCATORS WITHIN SAN ANTON SCHOOL

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Eligibility Requirements

1. By the closing date and time of this call for applications, applicants must be:
 - (i) proficient in the Maltese and English Languages; and
 - (ii) in possession of a recognised full qualification (Degree) at MQF Level 6 or higher in Inclusive Education or a comparable professional qualification;
 - (iii) in the absence of applications from eligible candidates according to paragraph 1 (ii) and/or in the absence of successful candidates, eligibility shall be extended to applicants in possession of a recognised full qualification (Diploma) at MQF Level 5 in Inclusive Education or a comparable professional qualification;
 - (iv) in the absence of applications from eligible candidates according to paragraph 1 (iii) and/or in the absence of successful candidates, eligibility shall be extended to applicants in possession of a recognised full qualification (Certificate) at MQF Level 5 in Inclusive Education or a comparable qualification.

Qualifications which are at an MQF level higher than the ones specified above will also be accepted for eligibility purposes if such qualifications meet the subject requirements.
2. Qualifications and experience claimed must be supported by relevant documentation. Original certificates and/or other documentation must be produced during the interview for verification.
3. Proven relevant work experience will be considered an asset.
4. Eligible candidates will be requested to attend for an interview.



Terms and Conditions

- The post of Learning Support Educator III is subject to a probationary period of twelve (12) months whilst that of Learning Support Educator II and I is subject to a probationary period of six (6) months.
- All LSE grades mentioned are supplemented by the respective annual Class Allowance together with the respective annual Works Resource Allowance according to the grade and salary scale and are subject to yearly increments.

LSE III

- The salary for the post of Learning Support Educator III, for those applicants entering into the grade under the eligibility provisions of paragraph 1(ii) is Salary Scale 10, which in 2020 is, €20,603 per annum, rising by annual increments of €407.67 up to a maximum of €23,049.
- A Learning Support Educator III will progress to Scale 9 on completion of five (5) years' service in the grade of LSE III in Salary Scale 10, subject to satisfactory performance.

LSE II

- The salary for the post of Learning Support Educator II, for those applicants entering into the grade under the eligibility provisions of paragraphs 1(iii) is Salary Scale 12, which in 2020 is, €18,142 per annum, rising by annual increments of €354 up to a maximum of €20,266.
- A Learning Support Educator II will progress to Scale 10 on completion of five (5) years' service in the grade of LSE II in Salary Scale 12, subject to satisfactory performance.

LSE I

- The salary for the post of a Learning Support Educator I, for those applicants entering into the grade under the eligibility provisions of paragraphs 1(iv) is Salary Scale 15, which in 2020 is, €14,821 per annum, rising by annual increments of €298 up to a maximum of €16,609.
- A Learning Support Educator I will progress to Scale 14 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 Scale 13 on completion of a further five (5) years' service in the grade of LSE I in Salary Scale 14, subject to satisfactory performance.



Duties

A Learning Support Educator is expected to perform duties which enable and/or support access to learning and assessment with all learners in a class, or an individual learner on a full-time one-to-one basis or learners in Resource Centres. These duties include:

- (a) 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, Senior) within the educational journey;
- (b) 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;
- (c) engaging in the development of a Community of Professional Educators, including through School Development Planning;

Learning Support

- (a) supporting and collaborating with the class teacher and other colleagues. Under the guidance of the class teacher, assisting in the education of all pupils in class, in particular pupils with special educational needs so that their individual curricular entitlement is ensured and their learning needs are catered for;
- (b) participating fully in Making Action Plans sessions (MAPs);
- (c) together with the class teacher, developing and implementing an Individual Educational Programme (IEP) by adapting the lesson plans and resources;
- (d) attending IEP and Individual Transition Plan (ITP) meetings;
- (e) reviewing IEPs, including recording and reporting progress of such IEP implementation on a regular basis;
- (f) supporting the class teacher to prepare and write the IEP document of every student with a statement in class;
- (g) 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 teacher;
- (h) in collaboration with the class teacher, participating in the observation, assessment and documentation process of the performance and behaviour of included learners;
- (i) 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, handing over to other involved colleagues, all relevant information and documents so as to ensure a smooth transition for the student;



- (j) promoting an inclusive community of learners, in collaboration with Heads of Inclusive Education, 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 Centres, NGOs and other educational and therapeutic environments;
- (k) 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 students;
- (l) promoting at all times the aims, ethos and policies of the School and actively working as a member of the staff team;
- (m) assisting in the preparation, dissemination and use of teaching resources ensuring their upkeep in class, school and Resource Centres;
- (n) supporting student/s during activities held outside the school premises including experiences in the community, work places and other further and higher educational institutions;
- (o) encouraging participation in EU projects and other projects in accordance with established targets and as agreed with the Management Team.

Personal Support

Supporting pupils with individual educational needs in their personal care and hygiene needs. This includes:

- (a) toileting - cleaning and washing, including accompanying the child to the toilet; undressing and dressing; cleaning, washing and showering; and changing of sanitary towels and incontinence pads;
- (b) seeing to the mobility, posture and seating needs, including lifting pupils and pushing pupils 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 27 kilograms shall be undertaken by one Learning Support Educator; lifting between 28 and 54 kilograms (both inclusive) shall be undertaken by 2 persons; beyond 54 kilograms, a mechanical lift is to be used;
 - pushing wheelchairs: up to 45 kilograms occasionally; up to 28 kilograms frequently; and up to 9 kilograms as necessary;
- (c) ensuring the maximum educational benefit and safety for individual pupils 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 Learning Support Educator may be required to carry out transport-related duties, with student 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 Learning Support Educator shall:

- (a) assist in the boarding and un-boarding of pupils 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;
- (b) carry out transport supervision duties to and from school when the transport of pupils during normal school hours is necessary. Supervision duties carried out outside school hours shall be remunerated at the established rates.