



## STANDARD REQUIREMENTS

### Post of Supply Learning Support Educator

#### A. 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 fully 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 maybe renewed for further periods subject to satisfactory performance.
- The position of Supply LSE is subject to a probationary period of twelve (12) months.
- The salary pegged to the position of Supply LSE is equivalent to the minimum of Scale 15 which in the year 2021 is €15,263 per annum.

## Duties and responsibilities

### a) Learning Support

- i) promotes at all times the aims, ethos and policies of the College, and actively works as a member of the teaching team;
- ii) supports and collaborates with the class teacher and other colleagues. Under the guidance of the class teacher, assists 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;
- iii) participates fully in Individual Educational Programme (IEP) and Making Action Plans sessions (MAPs);
- iv) together with the class teacher, develops and implements an Individual Educational Programme (IEP) by adapting the lesson plans and resources;
- v) reviews IEPs, including recording and reporting progress of such IEP implementation on a regular basis;
- vi) supports the class teacher to prepare and writes the IEP document of every student with a statement in class;
- vii) assists in the preparation of educational materials and plays an active part in all the components of the instructional and educational process in class under the direction of the class teacher;
- viii) in collaboration with the class teacher, participates in the observation, assessment and documentation process of the performance and behaviour of included learners;
- ix) participates in the respective individual transition programmes to assist students as they move from one educational level to another
- x) promotes an inclusive community of learners, in collaboration with INCO, specialists, resource workers, teachers, parents, students and other stakeholders, where all students are valued and respected. This includes collaborative work in college and with other agencies, such as the Child Development Assessment Unit (CDAU), Resource Centres, NGOs and other educational and therapeutic environments;

### b) Personal Support

Supports students with individual educational needs in their personal care and hygiene needs. This includes:

- i) toileting - cleaning and washing, including accompanying the student to the toilet; undressing and dressing; cleaning, washing and showering; and changing of sanitary towels and incontinence pads;
- ii) seeing to the mobility, posture and seating needs, including lifting students and pushing students 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:
  - a) lifting up to 27 kilograms shall be undertaken by one SLSE; lifting between 28 and 54 kilograms (both inclusive) shall be undertaken by two persons; beyond 54 kilograms, a mechanical lift is to be used;
  - b) pushing wheelchairs: up to 45 kilograms occasionally, up to 28 kilograms frequently; and up to 9 kilograms as necessary;
- iii) ensures the maximum educational benefit and safety for individual students 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.

It is the responsibility of the SLSE to assist 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 sections (Early Years, Junior school, Middle School and Senior School) within the educational journey. The SLSE is expected to collaborate 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, also by engaging in the development of a community of Professional Educators, including also through the School Development Plan.

*St Edward's College 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*