



STANDARD REQUIREMENTS

Post of Learning Support Educator

Eligibility Requirements

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

- proficient in the Maltese and English Languages; and
- in possession of a recognised full qualification (Degree) at MQF Level 6 or higher in Inclusive Education or a comparable professional qualification;
- 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;
- 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.
- Qualifications and experience claimed must be supported by relevant documentation. Original certificates and/or other documentation must be produced during the interview for verification.
- Proven relevant work experience will be considered an asset.

Eligible candidates will be requested to attend for an interview.

Terms and Conditions

- The post of Learning Support Educator I/II or III is an indefinite post subject to a probationary period of twelve (12) 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 2021 is, €21,267 per annum, rising by annual increments of €407.67 up to a maximum of €23,713.
- 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 2021 is, €18,724 per annum, rising by annual increments of €354 up to a maximum of €20,848.
- 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 2021 is, €15,263 per annum, rising by annual increments of €298 up to a maximum of €17,051.
- 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 and responsibilities

A. Learning Support

- i) 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;
- ii) participates fully in Individual Educational Programme (IEP) and Making Action Plans sessions (MAPs);
- iii) together with the class teacher, develops and implements an Individual Educational Programme (IEP) by adapting the lesson plans and resources;
- iv) reviews IEPs, including recording and reporting progress of such IEP implementation on a regular basis;
- v) supports the class teacher to prepares and writes the IEP document of every student with a statement inclass;
- vi) 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;
- vii) in collaboration with the class teacher, participates in the observation, assessment and documentation process of the performance and behaviour of included learners;
- viii) participates in the respective individual transition programmes to assist students as they move from one educational level to another
- ix) 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;
- x) promotes at all times the aims, ethos and policies of the College, and actively works as a member of the staff team;

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:
- iii) 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 isto be used;
- iv) pushing wheelchairs: up to 45 kilograms occasionally, up to 28 kilograms frequently; and up to 9 kilograms as necessary;
- v) 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 LSE 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 LSE 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.

An LSE is required to follow professional development courses, in-service training programmes, and/or an induction course as appropriate to his/her role and functions, as indicated by the Head of School.

An LSE shall adopt and work towards the implementation of the school development plan.

An LSE is required to work according to the individual educational needs of students with a statement.

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 process.





