The Ministry for Education and Employment (MEDE) would like to remind all interested applicants that it has zero tolerance policy towards any form of child abuse. MEDE 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.

Nomenclatures denoting the male gender include also the female gender.

1.0 Introduction

1.1 The Permanent Secretary, Ministry for Education and Employment (MEDE) invites applications for the post of Learning Support Educators within the Ministry for Education and Employment.

2.0 Terms and Conditions

2.1 This appointment is subject to a probationary period of twelve (12) months for Learning Support Educator III and for Learning Support Educator II and I, a probationary period of six (6) months.

2.2 The salary for the post of Learning Support Educator III, for those applicants entering into the grade under the eligibility provisions of paragraph 4.1 (iii) is Salary Scale 10, which in 2019 is, €19,958.00 per annum, rising by annual increments of €407.67 up to a maximum of €22,404.00.

2.3 A Learning Support Educator III, will progress to Scale 9, which in 2019 is, (€21,252.00 x €447.33 - €23,936.00) on completion of five (5) years service in the grade of LSE III in Salary Scale 10, subject to satisfactory performance.

2.4 The salary for the post of Learning Support Educator II, for those applicants entering into the grade under the eligibility provisions of paragraphs 4.1 (iv) is Salary Scale 12, which in 2019 is, €17,576.00 per annum, rising by annual increments of €354.00 up to a maximum of €19,700.00.

2.5 A Learning Support Educator II will progress to Scale 10, which in 2019 is, (€19,958.00 x €407.67 - €22,404.00) on completion of five (5) years service in the grade of LSE II in Salary Scale 12, subject to satisfactory performance.

2.6 The salary for the post of a Learning Support Educator I, for those applicants entering into the grade under the eligibility provisions of paragraphs 4.1 (v) is Salary Scale 15,
which in 2019 is, €14,390.00 per annum, rising by annual increments of €298.00 up to a maximum of €16,178.00.

2.7 A Learning Support Educator I will progress to Scale 14, which in 2019 is, (€15,393.00 x €316.83 - €17,294.00) on completion of five (5) years service in the grade of LSE I in Salary Scale 15, subject to satisfactory performance, and to further progress to Scale 13, which in 2019 is, (€16,463.00 x €335.50 - €18,476.00) on completion of another five (5) years service in the grade of LSE I in Salary Scale 14, subject to satisfactory performance.

2.8 Furthermore, a Learning Support Educator I, who takes the initiative and successfully completes a full qualification (Diploma) at MQF Level 5 as indicated in paragraph 4.1 (iv), will automatically be promoted into the grade of Learning Support Educator II in Salary Scale 12.

2.9 Furthermore, a Learning Support Educator 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 Learning Support Educator III in Salary Scale 10. In such instances, the years of service as a Learning Support Educator II shall be reckonable for progression on a 4:1 basis (every four (4) years in the grade of Learning Support Educator II shall result in a deduction of one (1) year for progression into Salary Scale 9).

2.10 All Salary Scales for all grades mentioned above (2.2 to 2.9) 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 Government of Malta and the Malta Union of Teachers (MUT) of the 21st December 2017.

3.0 Duties

3.1 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, Secondary and Upper Secondary Years) 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’s Senior Management Team (SMT);
(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 Head of Departments (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 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, College or Resource Centre deployed in, 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 the SDP targets and as agreed with the Senior 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.

Others

(a) performing other duties assigned by the Director/s General, and/or the Permanent Secretary MEDE;

(b) performing any other duties according to the exigencies of the Public Service as directed by the Principal Permanent Secretary.

3.2 A Learning Support Educator III is expected to perform all of the above duties and to perform duties as a Class Assistant as from scholastic year 2019 according to the exigencies of the school/s service.

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

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

3.5 A selected candidate shall be required to work according to the needs of all learners in the schools within the College or in Centres or Resource/Learning Centres as directed by the College Principal/Head of Network College, and/or Head of School, and/or Assistant Head of School, and/or Head of Department Inclusion and any other related SMT.
3.6 A selected candidate may be required to provide service in more than one school/centre and may be deployed according to his/her area of specialisation as deemed necessary by the Education Authorities. A selected candidate may be deployed in Malta and/or Gozo according to the exigencies of the Malta Public Service and in particular the MEDE.

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”.

The advice of the Department of Citizenship and Expatriate Affairs 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 licence in so far as this is required by the Immigration Act and subsidiary legislation. Jobsplus should be consulted as necessary on this issue.

(ii) proficient in the Maltese and English Languages; and
(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, with regards to programmes commencing as from October 2003) in Inclusive Education or a comparable professional qualification;

(iv) in the absence of applications from eligible candidates according to paragraph 4.1 (iii) 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 (subject to a minimum of 60 ECTS/ECVET credits, or equivalent, with regards to programmes commencing as from October 2003) in Inclusive Education or a comparable professional qualification;

(v) in the absence of applications from eligible candidates according to paragraph 4.1 (iv) 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 (subject to a minimum of 30 ECTS/ECVET credits, or equivalent) in Inclusive Education or a comparable qualification.

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 with regards to programmes commencing as from October 2008.

Moreover, candidates who have not yet formally obtained any of the above-mentioned qualifications will still be considered, provided that they submit evidence that they have been approved for the award of the qualifications in question, or successfully completed the necessary ECTS/ECVET credits, or equivalent, taken as part of a higher recognized MQF level program of study, as required in the afore-mentioned eligibility criteria, by the closing time and date of the call for applications.

4.3 Public Officers holding a grade in a particular stream, and who were granted Officer in Scale status by virtue of a Grievances Unit decision in the same scale as that of a higher grade in that stream, are eligible to apply for grades open to officers holding such higher grade within the stream that carries the same scale as that of the Officer in Scale status.

The years of service since the effective date of appointment as Officer in Scale are reckonable for the purpose of satisfying any requisite years of service stipulated in calls for applications.

Any other eligibility requisites for the post must be met in terms of this call for applications.
4.4 Applicants must be of conduct which is appropriate to the post applied for (applicants who are already in the Malta Public Service must produce a Service and Leave Record Form (GP 47); those applying from outside the Service 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 and state whether they have ever been in Government Service, giving details).

4.5 Applicants must be eligible to take up their due appointment, in terms of 4.1 to 4.4 above, not only by the closing time and date of this call for applications but also on the date of appointment.

4.6 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 (see link below).

5.0 Submission of supporting documentation

5.1 Qualifications and experience claimed must be supported by certificates and/or testimonials, copies of which must be uploaded on the edurecruitment portal https://edurecruitment.gov.mt, when you apply. Under no circumstances should any such documents be submitted after two (2) working days from the closing date.

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 assessed by a Selection Board to determine their suitability for the post. The maximum mark for this selection process is 800 and the pass mark is 400.

6.2 Due consideration will be given to applicants who, besides the requisites indicated in paragraphs 4.1 - 4.3, have proven relevant work experience.

6.3 Successful applicants will be listed in three (3) separate order of merit lists. List A will contain the order of merit of successful applicants who satisfy all the requisites as specified in paragraph 4.1 (iii) above and engagement will be in the grade of Learning Support Educator III. List B will contain the order of merit of successful applicants who qualify under paragraph 4.1 (iv) above and engagement will be in the grade of Learning Support Educator II. List C will contain the order of merit of successful applicants who qualify under paragraph 4.1 (v) above and engagement will be in the grade of Learning Support Educator I. First preference will be given to successful candidates from List A, then to successful candidates from List B, and then to successful candidates from List C.
7.0 Submission of applications

7.1 Applications are to be submitted through the edurecruitment portal only at the following address: http://edurecruitment.gov.mt. Applications are to include a Curriculum Vitae (which should include a list of qualifications held by the applicant), and an updated Service and Leave Record Form (GP 47) / Certificate of Conduct as applicable, in pdf format, which are to be uploaded through the edurecruitment portal. The closing date of the receipt of applications is noon (Central European Time) of Monday, 25th March 2019. A computer generated e-mail will be sent as an acknowledgement of the application. Should you require assistance with the application kindly contact Edu Servizz.gov on telephone number 153.

7.2 Applicants are strongly advised not to wait until the last day to submit their applications since heavy internet traffic or a fault with the internet connection could lead to difficulties in submission. MEDE cannot be held responsible for any delay due to such difficulties.

7.3 Further details concerning the submission of applications are contained in the general provisions referred to below.

8.0 Other general provisions

8.1 Other general provisions concerning this call for applications, with particular reference to:

1. applicable benefits, conditions and rules/regulations;

2. reasonable accommodation for registered persons with disability;

3. submission of recognition statements in respect of qualifications;

4. publication of the result;

5. medical examination;

6. the process for the submission of petitions concerning the result;

7. access to application forms and related details (not applicable in view of paragraph 7.1);

8. retention of documents;

may be viewed by accessing the website of the People & Standards Division at the address

These general provisions are to be regarded as an integral part of this call for application.