Ministry for Education and Employment

POST OF LEARNING SUPPORT CENTRE COORDINATOR IN THE MINISTRY FOR EDUCATION AND EMPLOYMENT

Nomenclatures denoting the male gender include also the female gender.

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.

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

Terms and Conditions

2.1 This appointment is subject to a probationary period of twelve (12) months, and the selected candidate will be expected to work general service hours.

2.2 The salary for the post of a Learning Support Centre Coordinator is Salary Scale 6, which in 2019 is, €25,779 per annum, rising by annual increments of €596.33 up to a maximum of €29,357.

2.3 A Learning Support Centre Coordinator will progress to Salary Scale 5, which in 2019 is, (€27,538 x €640.67 - €31,382) on completion of six (6) years service in the grade of Salary Scale 6, subject to satisfactory performance.

2.4 A Learning Support Centre Coordinator shall receive an allowance of €2,000 per annum.

Duties

3.1 The duties of a Learning Support Centre Coordinator shall generally be that of effectively and efficiently leading and administering a Learning Support Centre intended to meet the needs of learners exhibiting challenging circumstances, particularly due to Social, Emotional and Behavioural Difficulties (SEBD), which hinder them from benefitting from mainstream education for different periods of time with the ultimate intention of creating a no-dead-end educational journey which supports the fulfillment of the full potential of each learner. The Learning Support Centre Coordinator is also responsible to foster a climate of genuine collegiality amongst community members, setting the pace through purposeful leadership and active nurturing of a Community of Professional Educators, including through focused leadership in Centre Development Planning. The core role of the Learning Support Centre Coordinator is to:

i. work in close collaboration with the education psycho-social teams and other related professionals, especially, but not limited to the Head of Department – Prefect of Discipline;

ii. act as the coordinator of educational programmes for each learner receiving services from both Nurture Groups (NGs)/Learning Support Zones (LSZs) of identified schools and the respective Learning Support Centre they attend;

iii. assist identified schools in creating a positive climate for all community members, which fosters support to learners manifesting SEBD, also through an agreed structured referral process which considers preliminary mainstream measures adopted by the schools prior to consideration for services from Learning Support Centres;

iv. lead the development, administration and evaluation of educational programmes and experiences for learners creating progression paths for all learners also through proactively creating effective links with other community
members, educational institutions and the wider society as may be applicable;

v. evaluating, developing and monitoring educational support structures and practices for learners with social and emotional behavioural difficulties;

vi. managing the Learning Support Centre on a daily basis and ensures the implementation of the Centre’s policies and development plans;

vii. setting and implementing an effective management structure with clearly defined procedures for accountability and reporting framework;

viii. collaborating with the Directorate (ES)’s Education Psycho-Social Services, Education Officers (Inclusive Education), with the SEBD Specialist, and with other support services and agencies for the provision of educational, social and psychological support to learners and for their inclusion in the mainstream school and the general community;

ix. overseeing the development of a differentiated curriculum and individual psycho-educational support plans for learners attending the Learning Centres;

x. being able to create a safe and disciplined environment conducive to effective learning;

xi. providing opportunities for the training and continued professional development of the Learning Centre personnel;

xii. developing working links with learners’ parents or guardians;

xiii. planning, implementing and evaluating strategies for the continued development of Learning Support Centres;

xiv. participating in case conferences regarding learners with SEBD and collaborates with the school’s SMT where these learners attend;

xv. contributing to the development and implementation of new policies within the Learning Support Centres;

xvi. collaborating with the Assistant Director (Special Education, Resource Centres and Learning Centres) and the Assistant Director (Inclusive Education) together with the Heads of College Networks when it is required to discuss the way forward of the learner’s educational programme;

xvii. collaborating with the Assistant Director (Special Education, Resource Centres and Learning Centres) and the Heads of College Networks to set budgets and monitor finances with approved estimates;

xviii. participating in outreach programmes as necessary;

xix. participating in research and projects as required;

xx. performing other duties assigned from time to time as requested by the Director National School Support services and DG Educational Services as related to this post;

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

3.2 A Learning Support Centre Coordinator may be deployed in, National Centres, Colleges, schools, offices or set ups at national level, as managed by MEDE to contribute to the implementation of the individual educational programme of learners with individual needs.

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) able to communicate in both the English and Maltese languages;

(iii) a recognised post-graduate degree (Master’s) qualification at MQF Level 7 (subject to a minimum of 60 ECTS/ECVET credits, or equivalent, with regard to programmes commencing as from October 2008) in Social, Emotional and Behavioural Difficulties or a comparable professional qualification, and four (4) years relevant work experience; OR

(iv) a recognised first degree at MQF Level 6 (subject to a minimum of 180 ECTS/ECVET credits, or equivalent with regard to programmes commencing as from October 2003) in Social, Emotional and Behavioural Difficulties or a comparable professional qualification, and four (4) years relevant work experience; OR

(v) a) a recognised first degree at MQF Level 6 (subject to a minimum of 180 ECTS/ECVET credits, or equivalent with regard to programmes commencing as from October 2003) in Social Sciences related to Learning Difficulties and/or Learning Disabilities or a comparable professional qualification; OR

b) a recognised Bachelor in Education (B.Ed) qualification at MQF Level 6 (subject to a minimum of 240 ECTS/ECVET credits, or equivalent, with regard to programmes commencing as from October 2003) or a comparable professional qualification; OR

c) a recognised first degree at MQF Level 6 (subject to a minimum of 180 ECTS/ECVET credits, or equivalent with regard to programmes commencing as from October 2003) or a comparable professional qualification and a Post Graduate Certificate in Education (PGCE) at MQF Level 6 (subject to a minimum of 60 ECTS/ECVE credits, or equivalent, with regard to programmes commencing as from October 2003) or a comparable professional qualification; AND

d) a recognised post-graduate degree (Master’s) qualification at MQF Level 7 (subject to a minimum of 60 ECTS/ECVET credits, or equivalent, with regard to programmes commencing as from October 2008) in Social, Emotional and Behavioural Difficulties, or in Social Sciences related to Learning Difficulties and/or Learning Disabilities, or a comparable professional qualification, and two (2) years relevant work experience.

Public Officers applying for this post must be confirmed in their current appointment.

4.2 Qualifications at a level higher than that specified above will be accepted for eligibility purposes, provided they meet any specified subject requirements.

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/ECVETS credits, or equivalent, taken as part of a recognized higher 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).

**Submission Of Supporting Documents**

5.1 Qualifications and experience claimed must be supported by certificates and/or testimonials, copies of which are to be scanned and sent through the Recruitment Portal on https://recruitment.gov.mt. The applicant is to be informed of any missing documents immediately after the closing date of the call for applications and notified that consequently his application will not be considered further, unless justifiable reasons are given by the applicant, to the satisfaction of the Public Service Commission on psc@gov.mt, for any omission or late submission. Such justification should be sent to the PSC within five working days from the date of the aforementioned notification.

5.2 Original certificates and/or testimonials are to be invariably produced for verification at the interview.

**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 200 and the pass mark is 120.

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.

**Submission of Applications**

7.1 Applications, together with Curriculum Vitae showing qualifications and experience, and an updated Service and Leave Record Form (GP 47) / Certificate of Conduct as applicable, are to be submitted through the Online Education Recruitment Portal ONLY at the following address http://edurecruitment.gov.mt by not later than noon (Central European Time) of Friday, 25th October 2019.

An automatic receipt will be sent to your e-mail informing you that your application was submitted successfully. 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.
Other General Provisions

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

- applicable benefits, conditions and rules/regulations;
- reasonable accommodation for registered persons with disability;
- submission of recognition statements in respect of qualifications;
- publication of the result;
- medical examination;
- the process for the submission of petitions concerning the result;
- access to application forms and related details;
- retention of documents;

may be viewed by accessing the website of the People & Standards Division at the address https://publicservice.gov.mt/en/people/Pages/PeopleResourcingandCompliance/FormsandTemplates.aspx

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