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 importing 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 position of a Supply Learning Support Educator (SLSE) within the Ministry for Education and Employment, to serve in Malta and/or Gozo for a definite period, as and when required.

2.0 Duration of Assignment and Conditions

2.1 A selected candidate will enter into a one (1) scholastic year assignment or less as an SLSE within the Ministry for Education and Employment, which may be renewed for further periods.

2.2 The position of an SLSE is subject to a probationary period of six (6) months.

2.3 Since this is a position of an entirely temporary nature and is governed by clause 1.5 of the Memorandum of Understanding signed between the Government of Malta and the Malta Union of Teachers on the 26th of May 2009, the position of a SLSE falls under Regulation 7 (4) of Subsidiary Legislation 452.81 entitled “Contracts of Service for a Fixed Term Regulations”.

3.0 Salary pegged to the position

3.1 The salary attached to the position of an SLSE is equivalent to the minimum of Salary Scale 15 which in 2018 is €13,970.00 per annum.

3.2 An SLSE shall benefit from an allowance which in 2018 is €250. This allowance is 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.

4.0 Duties

4.1 The duties of a person appointed as an SLSE include:
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.

(ii) 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 SLSE; 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.

(iii) 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, an SLSE 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 SLSE 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.

(c) SLSEs shall carry out any other duties according to the exigencies of the Public Service as directed by the Principal Permanent Secretary.

4.2 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 cycles (Early, Junior, Secondary and Upper Secondary Years) 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 through School Development Planning. SLSEs are required, as applicable, to perform duties which enable and/or support access to learning and assessment with:

- all learners in the class; or
- an individual learner on a full time one-to-one basis; or
- learners in Resource Centres.

4.3 An SLSE 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 Education Directorates, Head of College Network or Head of School.

4.4 An SLSE shall adopt and work towards the implementation of the school development plan of the particular school or schools s/he is giving service in.

4.5 An SLSE is required to work according to the individual educational needs of students with a statement and may be assigned by the DG ES to serve in any College, School, Resource Centre, Learning Support Centre, or Educational Institution, including on a shared basis serving in more than one school/centre/institution, in Malta and/or Gozo according to the exigencies of the MEDE.
4.6 In order to ensure that the entitlement and needs of learners, including those with a Full time 1-1 Statement of Needs, are met, MEDE reserves the right to deploy relieving LSEs according to the exigencies of the schools.

5.0 Eligibility requirements

5.1 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 license in so far as this is required by the Immigration Act and subsidiary legislation. Jobsplus should be consulted as necessary on this issue.

(ii) must be proficient in the Maltese and English languages; and

(iii) any recognised qualification (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 professional comparable qualification; OR
(iv) a recognised qualification at MQF Level 5 (subject to a minimum of 60 ECTS/ECVET credits, or equivalent) in Facilitating Inclusive Education or any other area or a professional comparable qualification; OR

(v) (a) a recognised qualification at MQF Level 5 (subject to a minimum of 30 ECTS/ECVET credits, or equivalent) in Facilitating Inclusive Education or any other area or a professional comparable qualification; and

(b) (i) in possession of four (4) subjects at MQF level 3 (minimum Grade 5, Grade C or a comparable level) which must include Maltese, English Language, Mathematics and any other subject; or

(ii) an MCAST MQF Level 3 Diploma (subject to a minimum of 60 ECTS/ECVET credits or equivalent) which must include Maltese, English Language, Mathematics and any other subject. OR

(vi) (a) in possession of any full recognised Qualification at MQF Level 4 (subject to a minimum of 120 ECTS/ECVET credits, or equivalent with regards to programmes commencing as from October 2003) or a comparable qualification; and

(b) (i) in possession of four (4) subjects at MQF level 3 (minimum Grade 5, Grade C or a comparable level) which must include Maltese, English Language, Mathematics and any other subject; or

(ii) an MCAST MQF Level 3 Diploma (subject to a minimum of 60 ECTS/ECVET credits or equivalent) which must include Maltese, English Language, Mathematics and any other subject. OR

(vii) (a) in possession of any subject at Advanced Matriculation Level (minimum grade E) at MQF level 4; and

(b) in possession of (at least a minimum Grade 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.

5.2 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 regard 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 or higher, by the closing time and date of the call for applications.

5.3 Applicants must be of conduct which is appropriate to the position 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).

5.4 Applicants must be eligible to take up their due appointment, in terms of 5.1 to 5.3 above, not only by the closing time and date of this call for applications but also on the date of appointment.

5.5 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).

6.0 Submission of supporting documentation

6.1 Qualifications and experience claimed must be supported by certificates and/or testimonials, copies of which should be uploaded on the edurecruitment portal https://edurecruitment.gov.mt, when you apply. Diploma/Degree/Post-Graduate certificates or comparable qualifications must be accompanied by a transcript (Diploma/Certificate supplement) in English, showing the Degree obtained and the final classification. Under no circumstances should any such documents be submitted after two (2) working days from the closing date.

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

7.0 Selection procedure

7.1 Eligible applicants will be assessed by a Selection Board to determine their suitability for the post. The maximum mark for this selection process is 400 and the pass mark is 200.

7.2 Due consideration will be given to applicants who, besides the requisites indicated in paragraphs 5.1 - 5.3, have proven relevant work experience.

8.0 Submission of applications

8.1 Applications, together with curriculum vitae showing qualifications and experience, and an updated Service and Leave Record Form (GP 47) (in the case of Public Service Employees); or 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 together with an updated History of Employment obtained from Jobsplus or its equivalent (in case of non-Public Service employees), 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, 28th December 2018.

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 Customer Care on telephone numbers 2598 and ext 2463/2461/2467/2334/2437/2436/2455.

8.2 However, should the order of merit list be exhausted and new vacancies arise, other applicants may be interviewed without recourse to a new call for applications, provided they would have submitted their application by noon (Central European Time) of Friday, 28th June 2019.

8.3 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.

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

9.0 Other general provisions

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

- the 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 (not applicable in view of paragraph 8.1 above);
- 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/Forms andTemplates.aspx. These general provisions are to be regarded as an integral part of this call for applications.

For further details regarding this call please phone on numbers: 2598 3494/2363.