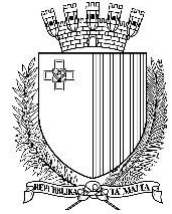


Anness A

Ministeru	Ministeru għall-Edukazzjoni, l-Ispport, iż-Żgħażaġġ, ir-Riċerka u l-Innovazzjoni (MEYR)
L-impjeg	Education Support Practitioner (ESP)



MINISTERU GĦALL-EDUKAZZJONI, L-ISPORT, IŻ-
ŻGĦAŻAĠĠ, IR-RIĊERKA U L-INNOVAZZJONI
TRIQ L-ASSEDJU L-KBIR, FURJANA, MALTA

Dmirijiet u responsabbiltajiet

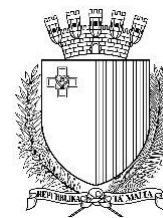
- 3.1. Id-dmirijiet ta' Education Support Practitioner (ESP) fil-qasam ta' Early Intervention jinkludu:
- jagħti sostenn lil min imexxi ċ-childcare centres, l-edukaturi taċ-childcare centres, għalliema fil-mainstream, special educators, Learning Support Educators (LSEs), Kindergarten Educators (KGEs), personnel tal-iskola, SMT u ġenituri/carers/tutori fl-iżvilupp ta' varjetá ta' strategiji li jilħqu l-bżonnijiet individwali tal-istudenti;
 - jassessja l-iżvilupp tat-tfal, jiġu ppjanati u mmanigjati interventi individwali god-djar, childcare centres, skejjel u kulleġġi, bl-involviment tal-familji, KGEs, LSEs u professjonisti oħra;
 - joffri pariri u jimplimenta programmi relatati mal-aspett fiżiku, sensorjali, ta' tagħlim, komunikazzjoni u l-ambjent soċjali tat-tfal;
 - jassisti fi programmi speċjalizzati ta' intervent individwali jew fi gruppi żgħar għal tfal li għandhom diffikultajiet individwali, il-ġenituri/carers/tutori tagħhom u edukaturi fil-kulleġġi, skejjel u childcare centres bħala parti mill-Whole School Approach, jew fl-NSSS;
 - jaħdem ma' tfal tat-twelid sa ħames snin li jkunu għaddejjin minn problemi ta' żvilupp, diffikultajiet fiżiċi, ta' tagħlim u / jew diffikultajiet oħra;
 - jottimizza l-abbiltajiet funzjonali u indipendenza tal-istudent sabiex jipprovdi għajnuna u support lill-istudenti, l-familji tagħhom, KGEs/LSEs u prattikanti fl-iskola billi jingħataw attivitajiet speċifiċi, magħżula u gradati;
 - jikkonsulta u jaħdem mal-professjonisti fl-NSSS (eż. l-Autism Spectrum Support Team (ASST), l-għalliema tat-tfal b'nuqqas ta' smiġ u dawk neqsin mid-dawl), is-Psycho-Social Team tal-Kulleġġ, NGOs, entitajiet governattivi u aġenziji non governattivi, fl-assessjar, fl-inizjazzjoni u fl-implementazzjoni ta' programmi individwalizzati fid-djar tat-tfal, fil-klassijiet, fl-iskejjel, kulleġġi, childcare centres u fil-komunita;
 - jipprovdi għajnuna lill-ġenituri/tutori fl-ippjanar u l-implimentazzjoni ta' programm edukattiv li huwa strutturat skont il-bżonnijiet tat-tfal u jevalwa u jappoġġja tfal li jiġu referuti miċ-Child Development and Assessment Unit (CDAU), skejjel/ childcare centres u/jew ġenituri/tutori; kif ukoll jappoġġja tfal li jiġu referuti minn Lenti fuq l-Iżvilupp ta' Wliedna;
 - jikteb rapporti ta' progress biex jiġu pprezentati waqt il-Konferenza tal-kaz taċ-CDAU u jippjana

ujagħti sessjonijiet individwali skont il-bżonnijiet tat-tifel/tifla;

- x. jiddokumenta, jimmonitorja u jevalwa interventi, l-assessjar kif ukoll ir-rapporti ta' progress tal-individwu skont l-Individual Educational Plans (IEPs) u jagħti sostenn lit-tfal waqt trażizzjoni tagħhom mid-dar għaċ-childcare centres u mbagħad għall-iskola;
 - xi. jiżgura li r-rekords u s-sistemi ta' logging jinżammu tajjeb rigward l-interventi mwettqa ma' kull tifel/tifla filwaqt jiżgura l-kunfidenzjalita' f'kull ħin skont id-dispożizzjoni legali eżistenti;
 - xii. jaħdem f'kollaborazzjoni mill-qrib mat-tim tal-Kulleġġ tal-Edukazzjoni Psiko-Soċjali, timijiet tal-immanigjar tal-iskejjel, id-dipartiment tan-National School Support Services u professjonisti oħra mpjegati ma' entitajiet tal-gvern u ma' aġenziji mhux governattivi, b'hekk jiġi żgurat l-użu massimu tar-riżorsi għall-benefiċċju tat-tfal;
 - xiii. jikkoordina ma' Assistent Direttur (Edukazzjoni Speċjali), Principal Education Support Practitioners (PESPs), Uffiċjali Edukattivi (EOs), HODs (Inklużjoni), KGEs, LSEs u prattikanti oħra rigward il- bżonnijiet tat-tfal bi strateġiji ta' intervent xierqa kif riflessi fir-Respect for All Framework;
 - xiv. jżomm ruħu aġġornat ma' żviluppi ġodda fil-qasam ta' intervent bikri, u jattendi taħriġ meta dan ikun disponibbli u jipprovdi informazzjoni u għajnuna permezz ta' metodi differenti li jinkludu telefon, e-mail, websites u materjal miktub, filwaqt li jipparteċipa f'riċerka, f'proġetti pilota u Continuing Staff Development;
 - xv. jkun responsabbli lejn l-Assistent Direttur (Edukazzjoni Speċjali) u Direttur National School Support Services;
 - xvi. kwalunkwe kompitu ieħor li s-superjur jista' jiddelega lilu/ha, kif jista' jkun meħtieġ; u
 - xvii. kwalunkwe dmir ieħor hekk kif ordnat mis-Segretarju Permanenti Ewlieni.
- 3.2. Persuna fil-post ta' ESP fil-qasam ta' Resource Work tista' tintbagħat taqdi dmirijiet fi djar, skejjel, kulleggi, Childcare Centres, Resource Centres u l-NSSS, f'Malta u Għawdex biex tikkontribwixxi għall-implementazzjoni tal- programm edukattiv individwali jew tal-studenti bi bżonnijiet speċjali f'livell nazzjonali.
- 3.3. Persuna fil-post ta' ESP fil-qasam ta' Resource Work hija mistennija li twettaq id-dmirijiet tagħha billi tuża t-trasporttagħha stess u tkun intitolata għal rimborż skont id-dispożizzjonijiet tas-sezzjoni 5.4 tal-Manual on Transport and Travel Policies and Procedures.

Annex A

Ministry	Ministry for Education, Sport, Youth, Research and Innovation (MEYR)
Job title	Education Support Practitioner (ESP)



MINISTRY FOR EDUCATION, SPORT, YOUTH,
RESEARCH AND INNOVATION
GREAT SIEGE ROAD, FLORIANA, MALTA

Duties and responsibilities

- 3.1. The duties of an Education Support Practitioner (ESP) in the area of Early Intervention include:
- i. supporting childcare managers, childcare educators, mainstream classroom teachers, special educators, Learning Support Educators (LSEs), Kindergarten Educators (KGEs), school personnel, SMT and parents/carers/guardians in the development of a variety of strategies to meet the individual educational needs of children;
 - ii. assessing the functional needs of children, plan and manage child-centred interventions within the home/childcare centre, school and college setting, involving families, KGEs, LSEs and other stakeholders;
 - iii. offering advice and implement programmes related to the physical, sensory, cognitive, communication and social environment of the child
 - iv. assisting in specialised intervention programmes individually or in small groups for children with individual educational needs, parents/guardians and educators, at college/school/childcare centres as part of a Whole School Approach, or at NSSS;
 - v. working with children from birth up to five years of age who are experiencing developmental, cognitive, physical difficulties, learning and/or other difficulties;
 - vi. optimising the child's functional ability and independence to provide help and advice to children, their families, KGEs/LSEs and practitioners in school by employing specific, selected and graded activities;
 - vii. consulting and liaising with NSSS professionals (e.g. the Autism Spectrum Support Team (ASST), Teachers of the Hearing Impaired and the Visually Impaired), NGOs, government entities and non-governmental agencies in the assessment, initiation and implementation of individualised programmes in the child's home, classrooms, schools, childcare centres and in the community;
 - viii. supporting parents/guardians in the planning and implementation of an educational programme that is structured according to the child's needs and assessing and supporting children referred by the Child Development and Assessment Unit (CDAU), schools, childcare centres and/or parents/guardians; as well as supporting children referred through *Lenti fuq l-Iżvilupp ta'*

Wliedna;

- ix. writing progress reports to be presented during the case conference at CDAU and planning and giving individual sessions according to the needs of the child;
 - x. documenting, monitoring and evaluating intervention and providing assessment as well as progress reports on children in line with Individual Educational Plans (IEPs) and supporting the child during the transition from home to childcare centers and then to school;
 - xi. ensuring that records and logging systems are well kept regarding all interventions carried out with each child while ensuring confidentiality at all times in accordance with existing legal provisions;
 - xii. working in close collaboration with the College Education Psycho-Social team, school management teams, the National School Support Services Department and other professionals employed with government entities and also with non-governmental agencies, thereby ensuring maximum utilisation of resources for the benefit of the children;
 - xiii. liaising with Assistant Director (Special Education), Principal Education Support Practitioners (PESPs), Senior Education Support Practitioners, Education Officers (EOs), HoDs (Inclusion), KGEs, LSEs and other practitioners regarding the child's needs with appropriate intervention strategies as reflected in the Respect For All Framework;
 - xiv. keeping abreast of new developments in the area of early intervention, and attending training when this is made available and providing information and advice through various methods including telephone, email, website and written materials, while participating in research, pilot projects and Continuing Staff Development;
 - xv. being accountable to the Assistant Director (Special Education) and Director National School Support Services;
 - xvi. undertake any other tasks, which the superior may delegate to him/her, as may be required; and
 - xvii. any other duties as directed by the Principal Permanent Secretary.
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- 3.2. An ESP in the area of Resource Work can be deployed to perform duties in homes, schools, Colleges, Childcare Centres, Resource Centres and NSSS, in Malta and Gozo to contribute to the implementation of the individual educational programme of students with special needs at national level.
 - 3.3. An ESP in the area of Resource Work is expected to carry out his/her duties using his/her own transport and will be entitled to reimbursement as per section 5.4 of Manual on Transport and Travel Policies and Procedures.