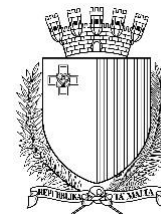


Anness A

Ministeru	Ministeru għall-Edukazzjoni, l-Isport, iż-Żgħażaġh, ir-Riċerka u l-Innovazzjoni (MEYR)
L-impjeg	Pożizzjoni ta' Learning Support Educator Supplimentari



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

Dmirijiet u responsabbiltajiet

a. Għajnuna fit-Tagħlim

- i. jagħti għajnuna u jikkollabora mal-ġhalliema tal-klassi u ma' kollegi oħra. Taħt il-gwida tal-ġhalliema tal-klassi, jassisti fl-edukazzjoni tal-istudenti kollha tal-klassi u b'mod partikolari, ta' studenti bi bżonnijiet edukattivi individwali biex jiġi provdut il-ħtiġijiet kurrikulari ta' studenti individwali;
- ii. jipparteċipa bi sħiħ fis-sessjonijiet tal-Making Action Plans (MAPs);
- iii. flimkien mal-ġhalliema tal-klassi, jiżviluppa u jwettaq il-programm individwali edukattiv (IEP) billi jadatta l-pjanijiet tal-lezzjoni u r-riżorsi;
- iv. jattendi laqgħat tal-IEP u tal-Individual Transition Plan;
- v. jirrevedi IEPs, inkluż li jzomm rekord ta' u jirrapporta dwar il-progress ta' programmi simili fuq bażi regolari;
- vi. jagħti appoġġ lill-ġhalliema tal-klassi biex jiġi preparat u miktub id-dokument tal-IEP għal kull student fil-klassi li għandu statement;
- vii. jgħin fit-tnejn ta' materjal edukattiv u jieħu sehem attiv fl-oqsma kollha tal-proċess edukattiv fil-klassi taħt id-direzzjoni tal-ġhalliema fil-klassi;
- viii. id f'id mal-ġhalliema tal-klassi, jieħu sehem fl-osservazzjoni, l-assessjar u d-dokumentazzjoni tal-ħidma u tal-imġiba tal-istudenti inklużi;
- ix. jipparteċipa fi programmi rispettivi li jiffacilita l-mixja ta' studenti individwali minn livell edukattiv għal iehor, minn skola għall-oħra, u mill-iskola għall-post tax-xogħol billi jagħti l-informazzjoni u d-dokumenti rilevanti lill-kollegi konċernati u indikati halli ssir transizzjoni bla skossi għall-istudent;
- x. jippromwovi komunità inklussiva ta' studenti, f'kollaborazzjoni mal-Kap ta' Dipartimenti (Inkluzjoni), speċjalisti, resource workers, ġhalliema, ġenituri, studenti u stakeholders oħra, fejn l-istudenti kollha jgawdu valur u rispettt. Dan jinkludi xogħol kollaborattiv fl-iskola u ma' aġenziji oħra, bħal Child Development Assessment Unit (CDAU), Ċentri ta' Riżorsi, NGOs u ambjenti terapewtiċi u edukattivi oħra;
- xi. jipparteċipa f'sessjonijiet ta' hydrotherapy, multi-sensory, sensory integration u oħrajn fl-iskejjel, Resource Centres jew ċentri oħra fejn dawn is-servizzi jingħataw, biex jiġi assigurat l-aċċess għad-drittijiet edukattivi u personali tal-istudenti;
- xii. jippromwovi f'kull hin l-ġhanijiet, l-ethos u l-policies tal-iskola, il-Kulleġġ jew ir-Resource Centre fejn tkun qed taħdem u tagħti kontribut attiv bħala membru tal-istaff;

- xiii. jassisti fil-preparazzjoni, fid-disseminazzjoni u fl-użu tar-riżorsi tat-tagħlim u jiġi assigurat li dawn jinżammu dejjem aġġornati fil-klassi, fl-iskola, u fir-Resource Centres;
- xiv. jagħti għajna lill-istudent/i waqt attivitajiet barra mill-iskola li jinkludi esperjenzi fil-komunità, fuq il-post tax-xogħol u f'istituzzjonijiet ta' edukazzjoni avvanzata u oġġla;
- xv. jinkorraġġixxi parteċipazzjoni fi proġetti tal-Unjoni Ewropea u proġetti oħra skont il-pjan ta' żvilupp tal-iskola u kif miftiehem mat-Tim tat-Tmexxija tal-iskola.

b. Għajna Personali

Jagħti għajna lill-istudenti bi bżonnijiet edukattivi individwali fil-kura u ndafa personali. Din l-għajna tinkludi:

- i. il-qadi ta' bżonnijiet personali – tindif u hasil li jinkludi d-dmir li jwasslu l-istudenti sat-toilet, li jgħin lill-istudent jinża' u jilbes, li tnaddaf, taħslu u tagħti shower u li tiddilu s-sanitary towels u l-incontinence pads (hrieqi);
- ii. jiehu hsieb il-htigijiet li għandhom x'jaqsmu maċ-ċaqliq tal-istudenti, fejn u l-mod kif ipogġu bil-qiegħda, inkluż id-dmir li jerfġu l-istudenti u jmexxuhom fil-wheelchair kif ikun meħtieġ, skont ir-regolamenti tal-Att dwar is-Saħħa u s-Sigurtà, u skont il-linji gwida internazzjonali. Dawn il-linji gwida huma:
 - irfiġh sa 27 kilogramm isir minn SLSE wieħed/waħda; irfiġh bejn 28 u 54 kilogramm (iż-żewġ valuri inklużi) isir minn żewġ persuni; 'il fuq minn 54 kilogramm għandu jsir premezz ta' lift mekkaniku;
 - imbuttar ta' wheelchair sa 45 kilogramm isir darba kultant, sa 28 kilogramm isir ta' spiss, u sa 9 kilogrammi jsir skont il-htiega
- iii. jiżgura li studenti individwali f'kull hin jakkwistaw l-oġġla benefiċċju edukattiv u jkollhom l-aħjar sigurtà billi jagħtuhom għajna waqt ledukkazzjoni fiżika, il-logħob, il-ħarġiet edukattivi u s-sessjonijiet ta' terapija, kif ukoll billi jagħtuhom jieklu b'mod normali fil-brejk ta' filgħodu, fil-brejk ta' nofsinhar u f'ħinijiet oħra skont il-htiega.

c. Dmirijiet waqt it-Transport

Mingħajr preġudizzju għall-obbligazzjonijiet tas-sid u x-xufier tal-vettura konċernata rigward is-sigurtà tal-passiġġieri u l-osservanza totali tal-liġi u r-regolamenti relatattivi mat-trasport, SLSE jista' jintalab biex jaqdi dmirijiet relatati mat-trasport tal-istudenti bi bżonnijiet edukattivi individwali kif ikunu mfissra fl-istatement uffċjali, jew skont kif ikun indikat mill-Kap tal-Iskola jew awtorità kompetenti oħra. F'dan il-każ, l-SLSE għandu:

- i. jgħin lill-istudenti jitolgħu u jinżlu minn vettura u, f'każijiet ta' studenti li huma f'wheelchair/buggy, ilibbsulhom iċ-ċineg ta' sigurtà fuq l-istess wheelchair/buggy u ċ-ċineg ta' sigurtà fuq l-istudent biex jassigura sigurtà waqt it-trasport;
- ii. iwettaq dmirijiet ta' sorveljanza tat-trasport tal-istudenti minn u lejn l-iskola kif meħtieġ matul il-ħinijiet normali tal-iskola. Dmirijiet ta' supervisjoni barra mill-ħin tal-iskola jithallsu bir-rata stabbilita;
- iii. kwalunkwe kompitu ieħor li s-superjur jista' jiddelega lilu/lilha, kif jista' jkun meħtieġ;
- iv. kwalunkwe dmir ieħor hekk kif ordnat mis-Segretarju Permanenti Ewlieni.

Hija r-responsabbiltà tal-SLSE li jassisti it-tagħlim u l-proċess tat-tagħlim immexxi mill-Għalliem, li jippromwovi l-indipendenza u t-twettiq tal-istudenti kollha, b'dikjarazzjoni tal-bżonnijiet rikonoxxuta jew le, f'kull esperjenza u kuntesti ta' tagħlim f'kull ciklu (Early, Junior, Sekondarja u Snin Għolja tas-Sekondarja) fi hdan il-vjaġġ edukattiv.

L-SLSE huwa mistenni li jikkollabora mill-qrib, u jkun iggwidat mill-Għalliema, u professjonisti oħra li jistgħu jkunu qed jappoġġjaw dan l-isforz fi jew lil hinn mill-klassi, taht it-tmexxija tas-Senior Maniġment Tim tal-iskola, ukoll billi jinvolvu ruħhom fl-iżvilupp ta' Komunità ta' Edukaturi Professjonali, inkluż permezz tal-Ippjanar tal-Iżvilupp tal-Iskola. L-SLSEs huma meħtieġa, kif applikabbli, biex twettaq dmirijiet li jippermettu u/jew jappoġġjaw l-aċċess għat-tagħlim u l-valutazzjoni b':

- l-istudenti kollha fil-klassi; jew
- individwu li jitgħallem fuq bażi full-time one-to-one; jew
- studenti fiċ-Ċentri tar-Riżorsi.

SLSE huwa obligat li jsegwi korsijiet ta' żvilupp professjonali, programmi ta' taħriġ in-service u/jew kors ta' induzzjoni, skont ir-rwol u l-funzjonijiet tiegħu kif indikat miż-żewġ Direttorati, mill-Kap tan-Network ta' Kullegġ jew mill-Kap ta' Skola.

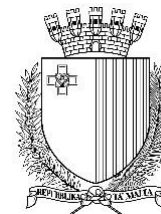
SLSE għandu jaddotta u jimplementa l-pjan ta' żvilupp tal-iskola jew skejjel fejn qed jagħti servizz.

SLSE jkun mistenni li jaħdem skont il-bżonnijiet tal-istudenti bi bżonnijiet edukattivi individwali li jkunu stated u jista' jiġi assenjat mid-Direttur Ġenerali ES biex tagħti servizz fi kwalunkwe Kullegġ, Skola, Resource Centre, Learning Support Centre jew istituzzjoni edukattiva f'Malta u/jew f'Għawdex skont l-esiġenzi ta' DG ES, inkluż fuq bażi shared f'aktar minn skola/ċentru/istituzzjoni waħda skont l-esiġenzi tas-servizz fi hdan il-Ministeru għall-Edukazzjoni, l-Isport, iż-Żgħażaġh, ir-Riċerka u l-Innovazzjoni (MEYR).

Sabiex jiġi żgurat li l-intitolament u l-htigijiet ta' dawk li jitgħallmu, inklużi dawk li għandhom Dikjarazzjoni ta' Bżonnijiet full-time 1-1, jintlahqu, MEYR jirriżerva d-dritt li jmexxi relieving LSEs skont il-htieġa tal-iskejjel.

Annex A

Ministry	Ministry for Education, Sport, Youth, Research and Innovation (MEYR)
Job title	Position of Supply Learning Support Educator



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

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 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. attends IEP and Individual Transition Plan (ITP) meetings;
- v. reviews IEPs, including recording and reporting progress of such IEP implementation on a regular basis;
- vi. supports the class teacher to prepares and writes the IEP document of every student with a statement in class;
- vii. 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;
- viii. in collaboration with the class teacher, participates in the observation, assessment and documentation process of the performance and behaviour of included learners;
- ix. participates 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;
- x. promotes 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;
- xi. participates 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;
- xii. promotes 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;
- xiii. assists in the preparation, dissemination and use of teaching resources ensures their upkeep in class, school and Resource Centres;

- xiv. supports student/s during activities held outside the school premises including experiences in the community, work places and other further and higher educational institutions;
- xv. encourages participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management 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:
 - 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 is to be used;
 - pushing wheelchairs: up to 45 kilograms occasionally, up to 28 kilograms frequently; and up to 9 kilograms as necessary;
- iii. 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.

c. 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:

- i. assists in the boarding and un-boarding of students 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;
- ii. 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.
- iii. undertakes any other tasks, which the superior may delegate to him/her, as may be required;
- iv. any other duties as directed by the Principal Permanent Secretary.

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 preform 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.

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.

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.

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 Ministry for Education, Sport, Youth, Research and Innovation (MEYR).

In order to ensure that the entitlement and needs of learners, including those with a Full time 1-1 Statement of Needs, are met, MEYR reserves the right to deploy relieving LSEs according to the exigencies of the schools.