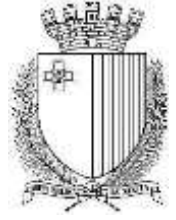


Anness A



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

Ministeru	<i>Ministeru għall-Edukazzjoni, l-Isport, iż- Żgħażaġh, ir-Riċerka u l-Innovazzjoni</i>
L-impjeg	<i>Education Support Practitioner (ESP)</i>

Dmirijiet u responsabbiltajiet

Id-dmirijiet ta' Education Support Practitioner (ESP) fil-qasam ta' Early Intervention jinkludu:

- i. 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/kustodju fl-iżvilupp ta' varjetá ta' strateġiji li jilhq u b'zonnijiet individwali tal-istudenti;
- ii. jassessja l-iżvilupp tat-tfal, jiġu ppjanati u mmanigjati interventi individwali god-djar, childcare centres, skejjel u kulleġġi, bl-involvement tal-familji, KGEs, LSEs u professjonisti oħra;
- iii. joffri pariri u jimplimenta programmi relatati mal-aspett fiżiku, sensorjali, konjittivi, komunikazzjoniu l-ambjent soċjali tat-tfal;
- iv. jassisti fi programmi speċjalizzati ta' intervent individwali jew fi gruppi żgħar għal tfal li għandhom diffikultajiet individwali, il-ġenituri/kustodji u edukaturi fil-kulleġġi, skejjel u childcarecentres bhala parti mill-Whole School Approach, jew fin-National Student Wellbeing Services (NSWS);
- v. jaħdem ma' tfal tat-twelid sa ħames snin li jkunu għaddejjin minn problemi ta' żvilupp, diffikultajiet fiżiċi, ta' taġħlim u / jew diffikultajiet oħra;
- vi. jottimizza l-abbiltajiet funzjonali u l-indipendenza tal-istudent sabiex jipprovdi għajjnuna u support lill-istudenti, l-familji tagħhom, KGEs/LSEs u prattikanti fl-iskola billi jingħataw attivitajiet speċifiċi, magħzula u kklassifikati;
- vii. jikkonsulta u jaħdem mal-professjonisti fl-NSWS (eż. l-Autism Spectrum Support Team (ASST), l- għalliema tat-tfal b'nuqqas ta' smiġh u dawk neqsin mid-dawl), is-Psycho-Social Team tal-Kulleġġ, NGOs, entitajiet governattivi u aġenziji non governattivi, fl-assessjar, fil-bidu u fl-implementazzjoni ta' programmi individwalizzati fid-djar tat-tfal, fil-klassijiet, fl-iskejjel, kulleġġi, childcare centres u fil-komunita;
- viii. jipprovdi għajjnuna lill-ġenituri/kustodji fl-ippjanar u l-implimentazzjoni ta' programm edukattiv li huwa strutturat skont il-b'zonnijiet tat-tfal u jevalwa u jappoġġja tfal li jiġu referuti miċ-Child Development and Assessment Unit (CDAU), skejjel, childcare centres u/jew ġenituri/kustodji; kif ukoll jappoġġja tfal li jiġu referuti minn Lenti fuq l-Iżvilupp ta' Wliedna;
- ix. jikteb rapporti ta' progress biex jiġu pprezentati waqt il-Konferenza tal-każ ta' CDAU u jippjana u jagħti sessjonijiet individwali skont il-b'zonnijiet tat-tifel/tifla;
- x. jiddokumenta, jimmonitorja u jevalwa interventi, l-assessjar kif ukoll ir-rapporti ta' progress tat-tfal skont l-Individual Educational Plans (IEPs) u jagħti sostenn lit-tfal waqt tranżizzjoni 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 li jiżgura l-kunfidenzjalita' f'kull hin 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 Student Wellbeing 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 (NSWS), Principal Education Support Practitioners (PESPs), Uffiċjali Edukattivi (EOs), HODs (Inkluzjoni), KGEs, LSEs u prattikanti oħra rigward il-bżonnijiet tat-tfal bi strateġiji ta' intervent xierqa kif riflessi fil-politika nazzjonali tal-inkluzjoni;
- xiv. jzomm ruħu aġġornat ma' żviluppi ġodda fil-qasam ta' intervent bikri, u jattendi taħriġ meta dan ikun disponibbli u jipprova informazzjoni u għajnuna permezz ta' metodi differenti li jinkludu telefon, e- mail, websites u materjal miktub, filwaqt li jipparteċipa f'riċerka, fi proġetti pilota u Continuing Staff Development;
- xv. jkun responsabbli lejn l-Assistent Direttur (NSWS) u Direttur National Student Wellbeing Services;
- xvi. jwettaq dmirijiet oħra li jistgħu jiġu aġġornati biex jissodisfaw ir-rekwiżiti ta' kwalunkwe qasam ieħor kif ikkonfermat mis-Segretarju Permanenti;
- xvii. kwalunkwe kompitu ieħor li s-superjur jista' jiddelega lilu/ha, kif jista' jkun meħtieġ; u
- xviii. kwalunkwe dmir ieħor hekk kif ordnat mis-Segretarju Permanenti Ewlieni.

Persuna fil-post ta' ESP tista' tintbagħat taqdi dmirijiet fi djar, skejjel, kulleġġi, Childcare Centres, Resource Centres u l-NSWS, f'Malta u Għawdex biex tikkontribwixxi għall-implementazzjoni tal-programm edukattiv individwali jew tal-studenti bi bżonnijiet speċjali f'livell nazzjonali.

Persuna fil-post ta' ESP hija mistennija li twettaq id-dmirijiet tagħha billi tuża t-trasport tagħha 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 FOR EDUCATION, SPORT, YOUTH,
RESEARCH AND INNOVATION
GREAT SIEGE ROAD, FLORIANA, MALTA

Ministry	<i>Ministry for Education, Sport, Youth, Research and Innovation</i>
Job title	<i>Education Support Practitioner (ESP)</i>

Duties and responsibilities

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 the National Student Wellbeing Services (NSWS);
- 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 NSWS 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 Student Wellbeing 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 (NSWS), 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 national policy of inclusion;
- 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 (NSWS) and Director National Student Wellbeing Services;
- xvi. undertakes any other duties which may be updated to meet the requirements of any other area as confirmed by the Permanent Secretary ;
- xvii. undertake any other tasks, which the superior may delegate to him/her, as may be required; and
- xviii. any other duties as directed by the Principal Permanent Secretary.

An ESP can be deployed to perform duties in homes, schools, Colleges, Childcare Centres, Resource Centres and NSWS, in Malta and Gozo to contribute to the implementation of the individual educational programme of students with special needs at national level.

An ESP 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.