Anness A

Ministeru	Ministeru għall-Edukazzjoni u l-Isport (MES)
L-impjieg	Retired Learning Support Educator

MINISTERU GĦALL-EDUKAZZJONI U L-ISPORT
TRIQ L-ASSEDJU L-KBIR, FURJANA, MALTA

Dmirijiet u responsabbiltajiet

Persuna fil-grad ta' Retired Learning Support Educator hija mistennija li twettaq dmirijiet li jippermettu li l-appoġġ ikollu aċċess għat-tagħlim u valutazzjoni mal-istudenti kollha fil-klassi, jew ma' studenti b'dikjarazzjoni ta' bżonnijiet jew ma' studenti fiċ-Ċentri tar-Riżorsi. Dawn id-dmirijiet jinkludu:

(a) tassisti t-tagħlim u l-proċess tat-tagħlim immexxi mill-Għalliema, li tippromwovi l-indipendenza u t-twettiq tal-istudenti kollha, b'dikjarazzjoni tal-bżonnijiet rikonoxxuta jew le, f'kull esperjenzi u kuntesti ta' tagħlim f'kull ċiklu (Early, Junior, Secondary and Upper Secondary Years) fi ħdan il-vjaġġ edukattiv;

(b) tikkollabora mill-qrib, u tkun iggwidata mill-Għalliema, u professjonisti oħra li jistgħu jkunu qed jappoġġjaw dan l-isforz fi jew lil hinn mill-klassi, taħt it-tmexxija tas-Senior Management Team (SMT) tal-iskola;

(c) tinvolvi ruħha fl-iżvilupp ta' komunità ta' Edukaturi Professjonali, inkluż permezz tal-Ippjanar tal-Iżvilupp tal-Iskola;

<u>Għajnuna fit-tagħlim</u>

(a) tgħin u taħdem id f'id mal-għalliema tal-klassi u ma' kollegi oħra. Taħt il-gwida tal-għalliema tal-klassi, tassisti fl-edukazzjoni tal-istudenti kollha tal-klassi u b'mod partikulari, ta' studenti bi bżonnijiet edukattivi individwali biex jiġu pprovduti l-ħtiġijiet kurrikulari u ta' tagħlim ta' studenti individwali;

(b) tipparteċipa bi sħiħ fis-sessjonijiet tal-Making Action Plans (MAPs);

(c) flimkien mal-għalliema tal-klassi, tiżviluppa u twettaq il-programm individwali edukattiv (IEP) billi taddatta l-pjanijiet tal-lezzjoni u r-riżorsi;

(d) tattendi laqgħat tal-IEP u tal-Individual Transition Plan (ITP);

(e) tirrevedi l-IEPs, inkluż li tirrekordja u li tirrapporta dwar il-progress tal-implementazzjoni ta’ dawn l-IEPs fuq bażi regolari;

(f) tagħti appoġġ lill-għalliema tal-klassi biex jiġi ppreparat u miktub id-dokument tal-IEP għal kull student fil-klassi li għandu statement;

(g) tgħin fit-tħejjija ta’ materjal edukattiv u tieħu sehem attiv fl-oqsma kollha tal-proċess ta’ tagħlim u l-proċess edukattiv fil-klassi taħt id-direzzjoni tal-għalliema fil-klassi;

(h) id f’id mal-għalliema tal-klassi, tieħu sehem fl-osservazzjoni, fl-assessjar u l-proċess tad-dokumentazzjoni tal-ħidma u tal-imġiba tal-istudenti inklużi;

(i) tipparteċipa fi programmi transitivi, rispettivi tal-individwu, biex tiffaċilita l-mixja ta’ studenti individwali minn livell edukattiv għall-ieħor, minn skola għall-oħra, u mill-iskola għall-post tax-xogħol, billi tagħti informazzjoni u dokumentazzjoni rilevanti lill-kollegi oħra kkonċernati, ħalli ssir transizzjoni xierqa għall-istudent;

(j) tippromwovi komunità inklussiva ta’ studenti, f’kollaborazzjoni mal-Kap tad-Dipartiment Inklussjoni, speċjalisti, resource workers, għalliema, ġenituri, studenti u stakeholders oħra, fejn l-istudenti kollha jgawdu valur u rispett. 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;

(k) tipparteċipa f’sessjonijiet ta’ hydrotherapy, multi-sensory, sensory integration u oħrajn fl-iskejjel, Ċentri ta’ Riżorsi jew ċentri oħra fejn jingħataw dawn is-servizzi, biex jiġi assigurat l-aċċess għad-drittijiet edukattivi u personali tal-istudenti;

(l) tippromwovi f’kull ħin, l-għanijiet, l-ethos u l-policies tal-iskola, il-Kulleġġ jew iċ-Ċentru ta’ Riżorsi fejn tkun qed taħdem u tagħti kontribut attiv bħala membru tal-istaff;

(m) tassisti fil-preparazzjoni, fid-disseminazzjoni u fl-użu tar-riżorsi tat-tagħlim u tassigura li dawn jinżammu dejjem aġġornati fil-klassi, fl-iskola, u fiċ-Ċentri ta’ Riżorsi;

(n) tagħti appoġġ lill-istudent/i waqt attivitajiet barra mill-iskola li jinkludu esperjenzi fil-komunità, fuq il-postijiet tax-xogħol u f’istituzzjonijiet ta’ edukazzjoni avvanzata u ogħla;

(o) tħajjar parteċipazzjoni fi proġetti tal-UE u proġetti oħra skont il-pjan ta' żvilupp tal-iskola u kif miftiehem mas-Senior Management Team tal-iskola;

Għajnuna Personali

Tagħti għajnuna lill-istudenti bi bżonnijiet edukattivi individwali fil-kura u l-indafa personali tagħhom. Din l-għajnuna tinkludi:

(a) il-qadi ta' bżonnijiet personali – tindif u ħasil li jinkludi d-dmir li takkumpanja l-istudent sat-toilet; li tgħin lill-istudent jinża' u jilbes; li tnaddaf, taħsel u tagħti shower u li tbiddel s-sanitary towels u l-incontinence pads (ħrieqi);

(b) tieħu ħsieb il-ħtiġijiet li għandhom x'jaqsmu maċ-ċaqlieq tal-istudenti, fejn u l-mod kif ipoġġu bilqiegħda, inkluż id-dmir li terfa' l-istudenti u tmexxihom 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:

- irfigħ sa 27 kilogramm isir minn Retired Learning Support Educator wieħed/waħda; irfigħ minn 28 sa 54 kilogramm (inklużi), isir minn żewġ persuni; 'il fuq minn 54 kilogramm għandu jsir permezz 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-ħtieġa;

(c) tiżgura li studenti individwali f'kull ħin jakkwistaw l-ogħla benefiċċju edukattiv u jkollhom l-aħjar sigurtà billi tagħti għajnuna waqt l-edukazzjoni fiżika, il-logħob, il-ħarġiet edukattivi u s-sessjonjiet ta' terapija, kif ukoll billi titma' lill-istudent, fil-brejk ta' filgħodu, fil-brejk ta' nofsinhar u f'ħinijiet oħra skont il-ħtieġa.

Dmirijiet waqt it-Trasport

Mingħajr preġudizzju għall-obligazzjonijiet tas-sid u x-xufier tal-vettura konċernata rigward is-sigurtà tal-passiġġieri u l-osservanza totali tal-liġi u r-regolamenti relatati mat-trasport, ir-Retired Learning Support Educator tista' tintalab biex taqdi dmirijet relatati mat-trasport ta' studenti bi bżonnijiet edukattivi individwali, kif ikunu mfissra fl-istatement uffiċjali, jew skont kif ikun indikat mill-Kap tal-Iskola jew awtorità kompetenti oħra. F'dan il-każ, ir-Retired Learning Support Educator għandha:

(a) tgħin lill-istudenti jitilgħu 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/i biex tassigura sigurtà waqt it-trasport;

(b) tieħu ħsieb u tindukra l-istudenti fil-vjaġġ minn u lejn l-iskola kif meħtieġ waqt il-ħinijiet normali tal-iskola. Meta tissorvelja u tindukra lill-istudenti barra mill-ħin tal-iskola, ir Retired Learning Support Educator titħallas bir-rata stabbilità.

<u>Dmirijiet Oħrajn</u>

(a) Jwettaq dmirijiet oħra li jisgħu jiġu aġġornati biex jissodisfaw ir-rekwiżiti ta' kwalunkwe qasam ieħor kif ikkonfermat mis-Segretarju Permanenti;

(b) Kwalunkwe kompitu ieħor li s-superjur jista' jiddelega lilu/ha, kif jista' jkun meħtieġ; u

(c) Kwalunkwe dmir ieħor hekk kif ordnat mis-Segretarju Permanenti Ewlieni.

Il-persuna magħżula tkun mistennija li ttemm b'suċċess kors ta' Induzzjoni. Barra minn hekk, tkun mistennija li tipparteċipa f'korsijiet għall-iżvilupp professjonali, tkompli f'opportunitajiet ta' Żvilupp Professjonali (CPD) u programmi ta' taħriġ waqt is-servizz (in-service) kif jixraq għar-rwol u l-funzjonijiet tagħha, kif indikat mill-Awtoritajiet Edukattivi. Il-persuna għandha taddotta u taħdem lejn l-implimentazzjoni tal-pjan ta' żvilupp tal-iskola partikulari fejn tkun qed tagħti servizz.

Kandidat magħżul għandu jipparteċipa fl-attivitajiet tal-iskola biss meta l-istudent/i li jkunu taħt il-ħarsien tiegħu jkunu qed jieħdu sehem attiv.

Il-persuna magħżula hi mistennija li tagħti servizz skont il-ħtiġijiet tal-bżonnijiet ta' kull student fl-iskejjel fi ħdan il-Kulleġġ jew Ċentri, jew f'Ċentri tar-Riżorsi/Tagħlim skont id-direzzjoni tal-Prinċipal tal-Kulleġġ/Kap tal-College Network u/jew Kap tal-Iskola u/jew Assistent Kap ta' Skola, u/jew Kap ta' Dipartiment għall-Inklużjoni u kwalunkwe SMT relatat ieħor.

Il-persuna magħżula tkun mistennija li tipprovdi servizz f'aktar minn skola waħda/ċentru u tista' tintbagħat taqdi dmirijiet minn skola għall-oħra skont il-qasam ta' speċjalizzazzjoni tagħha skont kif ikun meħtieġ mill-Awtoritajiet Edukattivi. Il-persuna magħżula tista' tintbagħat taqdi dmirijiet f'Malta u/jew f'Għawdex skont l-eżiġenzi tas-Servizz Pubbliku ta' Malta u tal-MES b'mod partikulari.

Annex A

Ministry	Ministry for Education and Sport (MES)
Job title	Retired Learning Support Educator

MINISTRY FOR EDUCATION AND SPORT
GREAT SIEGE ROAD, FLORIANA, MALTA

Duties and responsibilities

A Retired Learning Support Educator is expected to perform duties which enable support to access learning and assessment with all learners in a class, or learners with a statement of needs, or learners in Resource Centres. These duties include:

(a) assisting 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;

(b) collaborating 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 (SMT);

(c) engaging in the development of a Community of Professional Educators, including through School Development Planning;

<u>Learning Support</u>

(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.

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 Retired Learning Support Educator; 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.

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, a Retired Learning Support Educator 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 Retired Learning Support Educator 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.

Others

(a) Undertaking any other duties which may be updated to meet the requirements of any other area as confirmed by the Permanent Secretary;

(b) Undertaking any other tasks, which the superior may delegate to him/her, as may be required; and

(c) Any other duties as directed by the Principal Permanent Secretary.

A selected candidate shall be expected to successfully complete an induction course. Furthermore, s/he shall be required to participate in professional development courses, Continuing Professional Development (CPD) opportunities and in-service training programmes as appropriate to his/her role and functions as indicated by the Education Authorities. S/he shall adopt and work towards the implementation of the school development plan of the particular school/centre s/he is giving service in.

A selected candidate shall participate in school activities only when the learner/s they support are taking an active role.

A selected candidate shall be required to work according to the needs of all learners in the schools within the College or in Centres or Resource/Learning Centres as directed by the College Principal/Head of College Network, and/or Head of School, and/or Assistant Head of School, and/or Head of Department Inclusion and any other related SMT.

A selected candidate may be required to provide service in more than one school/centre and may be deployed according to his/her area of specialisation as deemed necessary by the Education Authorities. A selected candidate may be deployed in Malta and/or Gozo according to the exigencies of the Malta Public Service and in particular the MES.