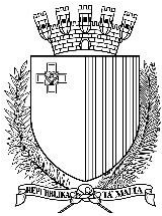


Anness A

Ministeru	Ministeru għall-Edukazzjoni u l-Isport (MES)
L-impjieg	Kap ta' Dipartiment



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

Dmirijiet u responsabbiltajiet

3.1. Kap tad-Dipartiment (HOD) huwa responsabbli biex jikkoordina u jappoġġa b'mod ġenerali l-iżvilupp tal-qasam speċifiku li fih huwa fdat, f'numru ta' skejjel, li jikkontribwixxi kif jista' jkun meħtieġ, f'kordinazzjoni nazzjonali ta', u inizjattivi relatati mal-istess qasam taħt id-direzzjoni ta' MES. Il-Kap tad-Dipartiment huwa mistenni li jikkollabora ma' edukaturi oħra li jistgħu jappoġġaw dan l-isforz, taħt it-tmexxija pertinenti fil-livell rispettiv, anke billi jinvolvu ruħhom fl-iżvilupp ta' Sessjonijiet ta' Żvilupp Professjonali u Ippjanar tal-Iżvilupp tal-Iskola.

3.2. Kap tad-Dipartiment għandu jkompli jgħin fir-reviżjoni ċiklika tas-sillabi u l-Learning Outcomes Framework, ibbażat fuq proċess ta' konsultazzjoni sod. Il-Kap tad-Dipartiment se jgħin ukoll fin-National Assessment Strategy, f'termini ta' formulazzjoni, implimentazzjoni u evalwazzjoni. Il-Kap tad-Dipartiment għandu jaħdem u jgħin fuq l-inizjattivi kollha meħtieġa relatati man-National Education Strategy 2024 – 2030 b'referenza partikolari għall-miżuri għan-National Curriculum Framework rivedut. Dan huwa konformi mal-approċċ olistiku u mnaqqax fid-dokument li jinkludi miżuri relatati mal-benesseri tal-istudenti, l-inklużjoni u l-ekwità.

Id-dmirijiet ta' persuna fil-ħatra ta' Kap ta' Dipartiment (Inklużjoni) jinkludu:

- i. taġixxi bħala ko-ordinatur inklużiv fil-livell lokali, speċifikament fil-livell tal-Iskola u tal-Kulleġġ, timxi mad-direzzjoni tad-Direttur National Students' Wellbeing Services – Inclusive Education Support Services jew id-delegat tiegħu/tagħha u li ssegwi Direzzjoni Nazzjonali mill-awtorità nominata, tipikament permezz tal-Uffiċjal/i Edukattiv/i (Inklużjoni);
- ii. taġixxi bħala konsulent għall-Gradi ta' Tagħlim kollha, iżda għandha tiffoka fuq il-kwalità tal-appoġġ ipprovdut mill-Learning Support Educators;
- iii. tiegħu sehem fl-iżvilupp ta' policy dwar Inklużjoni Nazzjonali kollu u f'kollaborazzjoni mal- Head of College Network, it-Tim Ewlieni tat-Tmexxija tal-Iskola (SMT), l-istaff tal-Iskola, l-istudenti u l-ġenituri;
- iv. tkun żgurata t-twettiq effettiv u l-monitoraġġ ta' Politika Nazzjonali tal-Inklużjoni u hidma relatata sabiex tkun żgurata l-aċċess ekwu għall-kurrikulu rilevanti għall-istudenti bi Ħtiġijiet Edukattivi Individuali (IENs);
- v. superviżjoni u assigurazzjoni tat-tiswir, it-twettiq u r-reviżjoni tal-programmi individwali edukattivi (IEPs) ta' studenti b'IENs;
- vi. tkun żgurata l-koordinazzjoni tal-provvediment ta' arrangamenti ta' aċċess għal studenti b'IENs;
- vii. tkun addottata u ssir hidma sabiex jitwettaq il-pjan ta' żvilupp ta' skola jew skejjel partikulari fejn ikunu qed jagħtu servizz;
- viii. tiġbor, tikkonsulta u timmonitorja regolarment ir-rekords studenti b'IENs regolarment;

- ix. tagħti pariri lit-Tim Ewlieni tat-Tmexxija tal-Iskola (SMT) dwar il-ksib u l-immaniġġjar tar-riżorsi għal IEN fl-iskejjel u l-monitoraġġ tal-użu tagħhom;
- x. tkun żgurata li l-Programmi ta' Transizzjoni Indivduali (ITP) tkun imwettqa qabel it-transizzjoni minn skola għall-oħra, jew minn settur għall-ieħor, u tiegħu s-sehem fl-iżvilupp ta' dawn il-programmi li jinkludu Programmi ta' Transizzjoni Indivduali bejn skola u impjeg kif meħtieġ;
- xi. tikkoordina l-istaff kollu assenjat ma' studenti b'IENs;
- xii. jinżamm kuntatt mal-iskejjel kemm dawk li jirċievu kif ukoll dawk li jibagħtu l-istudenti;
- xiii. jkunu faċilitata l-kuntatti bejn il-Kulleġġi, Learning Support Centres u servizzi speċjalizzati oħra permezz ta' attivitajiet ta' networking;
- xiv. twettaq mentoring u appoġġ ta' Għalliema/Learning Support Educators oħra fil-hidma tagħhom;
- xv. tkun żgurata li l-istudenti b'IEN jigu mhegga biex jiżviluppaw ħiliet funzjonali u fejn possibbli jibdedw jerfegħu r-responsabbiltà tat-tagħlim tagħhom infushom u jsaħħu l-ħiliet personali tagħhom;
- xvi. żżomm kuntatt u tagħti pariri tekniċi lill-kollegi fl-iskejjel u lill-professjonisti oħra, li jinkludu t-tim multi-dixxiplinarju tal-iskola u l-Kulleġġ li jkunu f'kuntatt ma' studenti b'IENs;
- xvii. taħt id-direzzjoni tad-Direttur National Students' Wellbeing Services – Inclusive Education Support Services u/jew d-delegati tiegħu jew tagħha, il-Prinċipal tal-Kulleġġ u l-Kap tal-Iskola konċernati, jinżamm kuntatt ma' aġenziji esterni involuti fl-appoġġ ta' student bi Htiġijiet Edukattivi Indivduali (IEN);
- xviii. tikkoordina l-opportunitajiet ta' żvilupp professjonali ta' kollegi u jipparteċipaw fl-Iżvilupp Kontinwu Professjonali (CPDs);
- xix. tagħmel osservazzjonijiet fi klassijiet u tagħti ssaport lill-istudenti fil-vjaġġ edukattiv tagħhom;
- xx. tinżamm kuntatt u tingħata gwida u kollaborazzjoni lill-ġenituri/guardians ta' studenti bi Htiġijiet Edukattivi Indivduali (IENs);
- xxi. tkun imhegga l-parteċipazzjoni fi proġetti tal-UE u proġetti oħra skont il-miri tal-Pjan ta' Żvilupp tal-Iskola u kif maqbul mit-Tim Ewlieni tat-Tmexxija;
- xxii. tattendi taħriġ organizzat min-National Students' Wellbeing Services;
- xxiii. kwalunkwe kompitu ieħor li s-superjur jista' jiddelega lilu/ha, kif jista' jkun meħtieġ; u
- xxiv. kwalunkwe dmir ieħor hekk kif ordnat mis-Segretarju Permanenti Ewlieni.

3.3. Il-Kapijiet ta' Dipartimenti ġeneralment għandhom jkunu organizzati fi skejjel (primarji, medji u sekondarji).

3.4. Il-Kapijiet ta' Dipartimenti għandhom jitqiesu bħala parti integrali mis-School Management Team u għandhom ikunu involuti fil-laqqgħat kollha fil-livell tal-iskola li jinvolvi diskussjoni dwar materji tal-kurrikulu.

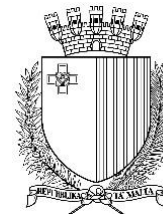
3.5. Il-partijiet jaqblu li l-appoġġ lill-kollegi oħra permezz tat-trasferiment u l-kondiviżjoni tal-għarfien jikkostitwixxi parti intrinsika tar-responsabbiltajiet ta' Kap ta' Dipartiment; u għalhekk għandha tipprova tiffaċilita l-akkwist ta' ħiliet meħtieġa minn żmien għal żmien fuq parametri miftiehma b'mod reċiproku.

3.6. Il-Kap ta' Dipartiment tkun mistennija li ssegwi taħriġ u edukazzjoni speċjalizzati sponsorjati mill-Awtoritajiet Edukattivi.

3.7. Il-Kap ta' Dipartiment tista' tkun deployed għad-doveri u għar-responsabbiltajiet ta' hawn fuq f'aktar minn Kullegġ jew f'National Centres, f'uffiċini, jew f'postijiet oħrajn li huma responsabbli għall-Edukazzjoni Inklussiva u speċjali li jiġu mmanigġjati mill-Awtoritajiet tal-Edukazzjoni.

Annex A

Ministry	Ministry for Education and Sport (MES)
Job title	Head of Department



MINISTRY FOR EDUCATION AND SPORT

GREAT SIEGE ROAD, FLORIANA, MALTA

Duties and responsibilities

3.1. A Head of Department (HOD) is responsible to generally coordinate and support the development of the specific area with which s/he is entrusted, across a number of schools, contributing as may be required, in National coordination of, and initiatives related to, the same field under the direction of MES. The Head of Department is expected to collaborate with other educators who may be supporting this endeavour, under the pertinent leadership at the respective level, also by engaging in the development of Professional Development Sessions and School Development Planning.

3.2. A Head of Department shall continue to assist with the cyclical review of syllabi and the Learning Outcomes Framework, based on a solid consultation process. The Head of Department will also assist in the National Assessment Strategy, in terms of formulation, implementation and evaluation. The Head of Department shall work and assist on all the necessary initiatives related to the National Education Strategy 2024 – 2030 with particular reference to measures to the revised National Curriculum Framework. This is in line with the holistic approach and shrined in the document which includes measured related to the students' wellbeing inclusion and equity.

The duties of a Head of Department (Inclusion) include:

- i. acting as the inclusive co-ordinator at the local level, specifically at School and College level, under the direction of Director National Students' Wellbeing Services – Inclusive Education Support Services and his/her delegate and following National direction from the designated authority, typically through the Education Officer/s (Inclusion);
- ii. acting as advisor to all Teaching Grades, but shall focus on the quality of support provided by the Learning Support Educators;
- iii. participating in the development of the National Inclusion Policy and in collaboration with the Head of College Network, the Senior Management Team (SMT) of the school, school staff, learners and parents;
- iv. ensuring the effective implementation and monitoring of the National Inclusion Policy and related actions so as to ensure equitable access to a relevant curriculum for learners with Individual Educational Needs (IENs);
- v. overseeing and ensuring the formulation, implementation and review of Individual Educational Programmes (IEPs) for learners with IENs;
- vi. ensuring the co-ordination of the provision of access arrangements for learners with IENs;
- vii. adopting and working towards the implementation of the school development plan of the particular school/s they are giving service in;

- viii. compiling, accessing and regularly monitoring the records of learners with IENs;
- ix. advising the Senior Management Team (SMT) on the procurement and management of IEN resources in schools and monitoring their utilisation;
- x. ensuring that Individual Transition Programmes (ITP) are implemented before transition from one school to another or from one sector to another and participating in the development of such programmes, including school-to-work ITPs where applicable;
- xi. coordinating all staff assigned to learners with IENs;
- xii. liaising with feeder and receiver schools;
- xiii. facilitating links between Colleges, Learning Support Centres and other specialised services through networking activities;
- xiv. mentoring and supporting other teachers/learning support educators in their speciality;
- xv. ensuring that learners with IENs are encouraged to develop functional skills and where possible to begin taking responsibility of their own learning and enhancing their independent skills;
- xvi. liaising with and providing technical advice to colleagues in schools and other professionals, including the College and school multi-disciplinary team, who are in contact with learners with IENs;
- xvii. under the direction of the Director National Students' Wellbeing Services – Inclusive Education Support Services and/or his/her delegate, relative College Principal and Head of School, liaising with external agencies involved in supporting learners with IENs;
- xviii. coordinating professional development opportunities for colleagues and participating in Continuing Professional Development (CPD);
- xix. carrying out class observations to support students in their education journey;
- xx. liaising with, guiding and collaborating with parents/guardians of learners with IENs;
- xxi. encouraging participation in EU projects and other projects related to inclusive education in accordance with the SDP targets and as agreed with the Senior Management Team;
- xxii. attend training organised by National Students' Wellbeing Services;
- xxiii. undertake any other tasks, which the superior may delegate to him/her, as may be required; and
- xxiv. any other duties as directed by the Principal Permanent Secretary.

3.3. Heads of Departments shall generally be organised across schools (primary, middle and for secondary).

3.4. Heads of Departments shall be considered as part and parcel of the School Management Team and must be involved in all meetings at school level that involves discussion about curriculum matters.

3.5. Parties agree that the support to other colleagues through transfer and knowledge sharing constitutes an intrinsic part of the responsibilities of a Head of Department; and shall hence endeavour to facilitate acquisition of skills necessary from time to time on mutually agreed parameters.

3.6. Head of Department shall be expected to undergo specialised education and training sponsored by the Education Authorities.

3.7. Head of Department may be deployed on duties and responsibilities above, in more than one College or National Centres, offices or other set-ups responsible for Inclusive and Special Education managed by the Education Authorities.