Anness A

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

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

Dmirijiet u responsabbiltajiet

3.1 Ir-responsabbiltà prinċipali ta' Kap ta' Skola huwa li jservi bħala l-Mexxej Edukattiv u Operattiv tal-komunità tal-iskola rispettiva, bl-għan finali li jiżgura kwalità għolja u dispożizzjoni edukattiva ġusta li tissodisfa l-ħtiġijiet differenti tal-istudenti kollha. Flimkien mal-membri l-oħra tat-Tim tal-Amministrazzjoni Għolja, il-Kap ta' Skola huwa responsabbli wkoll biex irawwem klima ta' kolleġġjalità ġenwina fost membri tal-komunità, jistabbilixxi r-ritmu permezz ta' tmexxija bi skop u jrawwam b'mod attiv il-Komunità ta' Edukaturi Professjonali, inkluż li juża tmexxija ffokata fl-Ippjanar għall-Iżvilupp tal-Iskola. L-għan ewlieni ta' Kap ta' Skola hu li:

(a) jippromwovi u jsegwi l-missjoni tal-iskola biex jipprovdi edukazzjoni ta' kwalità għolja olistika għall-istudenti kollha, jgħolli u jilħaq il-massimu tal-kisba, fuq livell individwu kif ukoll dak kollettiv filwaqt li jnaqqas in-nuqqasijiet li jistgħu jippersistu;

(b) jipprovdi tmexxija strateġika u direzzjoni għall-istaff u l-bqija tal-komunità tal-skola, kif ukoll l-andament ġenerali ta' kuljum tal-iskola;

(c) jassumi r-rwol ewlieni fl-organizzazzjoni u l-koordinazzjoni tal-attivitajiet kollha relatati mal-iżvilupp u t-twassil tal-kurrikulu;

(d) jiżviluppa u jżomm sikurezza fl-iskola b'mod emozzjonali, psikoloġika u fiżika, kif ukoll ordnata, permezz ta' ambjent kreattiv u stimulanti konjittiv li jwassal għat-tagħlim;

(e) jikreja b'mod kollaborattiv u jrawwam Komunità ta' Edukaturi Professjonali, li jmexxi bl-eżempju permezz ta' parteċipazzjoni attiva;

(f) jmexxi l-iżvilupp edukattiv partikolarment fil-livell lokali, filwaqt li ġeneralment jikkontribwixxi fil-livell nazzjonali wkoll billi jservi bħala katalist għal bidla pożittiva.

Għanijiet Ġenerali

(a) provvediment ta' tmexxija professjonali u assigurazzjoni fl-implimentazzjoni u l-iżvilupp tal-kurrikulu minimu nazzjonali;

(b) assigurazzjoni tal-impenn sħiħ, ta' skola sħiħa, għall-filosofija kurrikulari, valuri u oġġettivi permezz ta' tim skolastiku effettiv, ta' komunikazzjoni u ta' attitudni kollaborattiva fit-teħid tad-deċiżjonijiet;

(c) tmexxija 'l quddiem tal-edukazzjoni ħolistika ta' kull student fl-iskola;

(d) organizzazzjoni, immaniġġjar u kontroll b'mod effiċjenti u effettiv tar-riżorsi umani, fiżiċi u finanzjarji tal-iskola;

(e) parteċipazzjoni f'laqgħat tal-Kunsill tal-Kapijiet tal-Kulleġġ u kollaborazzjoni ma' Kapijiet oħra b'mod li jilħaq l-għola livell ta` *networking* taħt it-tmexxija tal-Prinċipal tal-Kulleġġ u tal-Kap tan-Netwerk ta' Kulleġġ u skont id-direzzjoni u l-linji gwida stabbiliti mill-awtoritajiet kompetenti;

(f) parteċipazzjoni fit-tifsil, il-formulazzjoni u l-implimentazzjoni ta' proġetti li jagħmlu użu mill-fondi ta' UE għal sħubija ma' skejjel Ewropej.

Dmirijiet Ewlenin

(a) jissawwru, b'kollaborazzjoni mat-tim skolastiku, l-għanijiet tal-iskola, l-objettivi u *policies* konformi mal-Att dwar l-Edukazzjoni, avviżi legali relatati, id-direttivi u r-regolamenti tal-Awtoritajiet Edukattivi u li jitmexxa t-tim tal-iskola kif xieraq;

(b) bini ta' tim parteċipattiv u ta' proċess kolleġġjali li jwassal għat-tiswir u reviżjoni kontinwa tal-Pjan ta' Żvilupp tal-Iskola;

(c) jinbena u jinżamm mezz effettiv u miftuħ ta' komunikazzjoni fi ħdan il-komunità skolastika, ma' skejjel oħra fl-istess Kulleġġ, mal-Bord u l-amministrazzjoni tal-Kulleġġ, mal-uffiċjali tad-Direttorati/Dipartimenti tal-Edukazzjoni, kif ukoll il-komunità tal-lokal u aġenziji oħra esterni;

(d) jitmexxa l-ippjanar, l-organizzazzjoni u l-koordinazzjoni ta' inizjattivi u attivitajiet mal-kurrikulu u attivitajiet oħrajn matul is-sena flimkien ma' doveri oħra konnessi mal-Kunsill tal-Iskola skont il-liġijiet li jkunu fis-seħħ;

(e) jinżamm aġġornat servizz ta' żvilupp professjonali kontinwu fil-qasam edukattiv u ta' tmexxija amministrattiva u ta' *management* u jitrawwem il-rwol ta' *mentor*;

(f) tiġi żgurata l-ordni u d-dixxiplina, tingħata l-għajnuna fis-soluzzjoni ta' konflitti, u titmexxa `l quddiem ir-relazzjoni sana bejn l-istudenti, l-*istaff* u l-ġenituri;

(g) tiġi żgurata l-implimentazzjoni ta' proċeduri stabbiliti ta' dixxiplina;

(h) tiġi żgurata li l-parteċipanti fin-*networks* jikkommunikaw bla formalità żejda iżda b'mod strutturat;

(i) jiġi żgurat li l-*policies* kollha jiġu fis-seħħ b'mod effettiv;

(j) tiġi żgurata s-sistema ta' kura effettiva pastorali għall-istudent;

(k) jiġi żgurat li t-Tim ta' Tmexxija jkun regolarment assenjat oqsma ta' ffukar għall-aħjar implimentazzjoni tal-*policies* tal-iskola u l-pjan ta' żvilupp;

(l) issir superviżjoni tal-kwalità akkademika u pedagoġika tat-tagħlim;

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

(n) kwalunkwe dmir ieħor hekk kif ordnat mis-Segretarju Permanenti Ewlieni.

Żvilupp Kurrikulari

(a) flimkien mat-Tim ta' Tmexxija Maniġerjali u l-għalliema u b'konsultazzjoni mal-uffiċjali konċernati tad-Direttorati/Dipartimenti tal-Edukazzjoni skont il-każ, jiġu deċiżi strateġiji għall-implimentazzjoni effettiva tal-Kurrikulu Nazzjonali, li jinkludu strateġiji tat-tagħlim, l-użu ta' riżorsi u servizzi edukattivi, l-għażla ta' kotba, eċċ.;

(b) jinġiebu fis-seħħ mekkaniżmi ta' assigurazzjoni ta' kwalità li jżommu *standards* għolja ta' tagħlim fl-iskejjel;

(c) jitmexxa 'l quddiem kurrikulu aktar għani permezz ta' attivitajiet organizzati sew ġewwa kif ukoll barra l-iskola;

(d) jiġi żgurat li l-kurrikulu jinkludi attivitajiet ħolistiċi ta' tagħlim li jħaddnu d-diversi talenti u modi ta' tagħlim, abbilitajiet u potenzjali tal-istudenti kollha fl-iskola, u li jagħmlu użu sew mir-riżorsi tal-komunità tal-lokal kif ukoll dawk ta' organizzazzjonijiet nazzjonali, Ewropej u internazzjonali;

(e) jiġu motivati u sapportjati kull kategorija ta' staff bil-għan li jitmexxew 'l quddiem l-opportunitajiet ta' edukazzjoni tul il-ħajja, inkluż żvilupp u promozzjoni fil-karriera.

Faċilitajiet għall-Istudent

(a) jiġi faċilitat provvediment effettiv tas-servizzi psiko-soċjali u ta' kura pastorali għall-istudent;

(b) tinġieb fis-seħħ *referral policy* effettiva u proċeduri għall-istudenti li jeħtieġu servizzi speċjalizzati;

(c) jiġu żviluppati u sostnuti proċeduri li jiffaċilitaw it-transizzjoni tal-istudent lejn u għall-iskola;

(d) titmexxa 'l quddiem politika ta' skola inklussiva;

(e) jitrawwem ambjent ta' sigurtà fl-iskola;

(f) titmexxa 'l quddiem politika effettiva ta' parteċipazzjoni tal-istudent.

Tagħlim tal-Personell

(a) jitrawwem u jissaħħaħ l-iżvilupp tat-tim professjonali tal-iskola li jwassal għall-parteċipazzjoni attiva fit-teħid ta' deċiżjonijiet, għal azzjoni sussegwenti f'waqtha u jiġi faċilitat l-eżerċizzju ta' awto evalwazzjoni tal-iskola;

(b) tingħata l-opportunità lill-assistenti kapijiet f'diversi rwoli u xogħol ta' tmexxija; titmexxa l-*induction* ta' personell ġdid u jiġu xprunati, mwieżna, żviluppati, monitorjati, evalwati u jingħata *mentoring* lill-istaff professjonali u staff ieħor;

(c) tigwida l-proċessi tal-immaniġġjar, li jinkludi l-*Performance Management Programme*, sabiex ikunu żgurati l-kwalità u l-*istandards* akkademiċi u pedagoġiċi tat-tagħlim;

(d) isir *mentoring* lill-uffiċċjali oħra li jappartjeni lill-iskola sew fuq bażi permanenti kif ukoll temporanju, sabiex ikun żgurat livell għoli ta' motivazzjoni u kwalità tas-servizz;

(e) tkun integrata l-perspettiva tal-ġeneru fil-programmi u l-inizjattivi tal-iskola.

Rabta bejn id-Dar, l-Iskola u l-Komunità

(a) jinħolqu u jitmexxew 'il quddiem kuntatti mal-komunità tal-lokal u l-organizzazzjonijiet tagħha;

(b) jitmexxa 'l quddiem l-involviment bikri tal-ġenituri fl-iżvilupp edukattiv ta' uliedhom, filwaqt li tingħata direzzjoni ċara lill-istaff li tinkuraġġihom biex ifittxu modi effettivi sabiex ikattru l-involviment tal-ġenituri fl-iżvilupp edukattiv u fl-attivitajiet kurrikulari tal-istudenti;

(c) il-ġenituri/tuturi jiġu mħeġġa sabiex jinvolvu ruħhom f'opportunitajiet ta' tagħlim tul il-ħajja li jwasslu għal żvilupp personali filwaqt li jippromwovu l-involviment tagħhom fil-ħajja komunitarja tal-iskola;

(d) il-ġenituri jiġu mħeġġa sabiex isiru aktar konxji dwar ir-responsabbiltajiet tagħhom lejn il-ġid u l-benesseri ta' uliedhom u jiġi żgurat li huma josservaw bis-sħiħ ir-regolamenti tal-iskola kif ukoll dawk relatati mal-puntwalità sew fil-bidu kif ukoll fit-tmiem tal-ġurnata tal-iskola.

Amministrazzjoni

(a) flimkien mal-Assistant/i Kap/ijiet, isir eżerċizzju annwali tal-klassifikazzjoni tal-iskola fejn ikun żgurat il-preparazzjoni tat-*timetables*, l-assenjar ta' klassijiet, ta' suġġetti u ta' responsabbiltajiet lill-għalliema;

(b) ikun żgurat li d-doveri u x-xogħol ta' għalliema assenti jkun kopert u mqassam b'mod ekwu bejn l-għalliema kollha fl-iskola;

(c) ikun żgurat li l-istatistika tal-iskola kif ukoll ir-*records* tal-istudenti u l-istaff ikunu kompilati u jinżammu aġġornati;

(d) ikun żgurat il-provvediment ta' sistema funzjonali tar-*records* u ta' *filing* kif ukoll is-sottomissjoni f'waqtha ta' data u informazzjoni rikjesta minn entitajiet regolatorji, mill-Bord tal-Kulleġġ u entitajiet oħra awtorizzati;

(e) b'kollaborazzjoni mal-aġenziji u uffiċjali konċernati, jiġi żgurat li l-bini, il-faċilitajiet u t-tagħmir tal-iskola, kif ukoll l-indafa u t-tisbiħ tal-ambjent tal-iskola, ikunu miżmuma kif xieraq;

(f) bl-għajnuna tar-riżorsi umani disponibbli, jiġi żgurat li l-inventarji jkunu kumpilati u miżmuma skont regolamenti preskritti u li jkun hemm maniġġjar effiċjenti ta' *stores*/apparat, għamara u riżorsi materjali oħra;

(g) ikun żgurat li kotba, servizzi u ħtiġijiet tal-iskola jkunu ordnati f'waqthom;

(h) ikun żgurat trasport tal-iskola adekwat billi tingħata l-informazzjoni meħtieġa;

(i) ikun hemm parteċipazzjoni fi proġetti tal-UE u proġetti oħra skont il-miri tal-Pjan ta' Żvilupp tal-Iskola.

Finanzi

(a) bl-għajnuna ta' uffiċjali kompetenti tad-Direttorati/Dipartimenti tal-Edukazzjoni u l-Kulleġġ jitħejjew l-estimi kapitali u rikorrenti tal-iskola fil-parametri u l-prioritajiet stabbiliti mill-awtorità kompetenti;

(b) taħt id-direzzjoni u l-gwida tad-Direttorati/Dipartimenti tal-Edukazzjoni jkun żgurat l-immaniġġjar effettiv u l-kontroll tal-fondi skont regolamenti finanzjarji Governattivi stabbiliti u li jinżamm rekord tal-transazzjonijiet kollha skont il-prattika stabbilita.

3.2 Fil-qadi tad-dmirijiet u l-funzjonijiet huwa mistenni mill-Kap ta' Skola li jiżviluppa l-għerf, il-kompetenzi u l-ħiliet neċessarji sabiex juża b'mod effettiv it-teknoloġija tal-informazzjoni u komunikazzjoni.

3.3 Kap ta' Skola jkun mgħejjun, imħeġġeġ u ggwidat permezz ta' proċess ta' *induction* u *mentoring* tul is-sena ta' prova u fi kwalunkwe żmien ieħor li l-awtorità konċernata jidhrilha xieraq. Il-parteċipazzjoni fil-proċess ta' *induction* jagħmel parti integrali mill-kundizzjonijiet tal-impjieg ta' Kap ta' Skola. Il-proċess ta' *induction* jista' jsir barra l-ħin tax-xogħol u ġeneralment jinfirex matul is-sena ta` prova.

Annex A

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

MINISTRY FOR EDUCATION AND SPORT

GREAT SIEGE ROAD, FLORIANA, MALTA

Duties and responsibilities

3.1 The core responsibility of the Head of School is to serve as the Educational and Operational Leader of the respective school's community, with the ultimate aim of ensuring a high quality and equitable educational provision which meets the diverse needs of all learners. Together with the other members of the Senior Management Team, the Head of School is also responsible to foster a climate of genuine collegiality amongst community members, setting the pace through purposeful leadership and active nurturing of a Community of Professional Educators, including through focused leadership in School Development Planning. The core role of the Head of School is to:

(a) promote and pursue the mission of the school in providing an equitable, high quality holistic education for all students, raising and maximising the individual as well as the collective level of attainment whilst narrowing gaps that may persist;

(b) provide strategic leadership and direction to staff and the rest of the school community, as well as the overall day-to-day management of the school;

(c) assume a leading role in organising and coordinating all activities related to curriculum development and delivery;

(d) develop and maintain an emotionally, psychologically and physically safe school, as well as orderly, through creative and cognitively stimulating environment that is conducive to learning;

(e) collaboratively create and nurture a Community of Professional Educators, leading by example through active participation;

(f) lead educational development particularly at the local level, whilst generally contributing at the national level also by serving as a catalyst for positive change.

Overall Purpose

(a) to provide professional leadership and to ensure the implementation and the development of the National Curriculum Framework;

(b) to secure whole-school commitment to the curricular philosophy, values and objectives through the effective school team building, communication and collaborative approach to decision-making;

(c) to promote and further the holistic education of each student in the school;

(d) to organise, manage and control efficiently and effectively the human, physical and financial resources of the school;

(e) to participate in the meetings of the College Council of Heads and to collaborate with other Heads of School in a manner that maximises networking under the leadership of the College Principal and Head of College Network and according to the direction and guidelines established by the competent authorities;

(f) to participate in the design, formulation and implementation of projects that tap EU funding and establish partnerships with other schools in Europe.

Main Duties

(a) to formulate, in a collaborative manner with the school team the school aims, objectives and policies in conformity with the Education Act and related legal notices and the directives and regulations of the Education Authorities and to lead the school team accordingly;

(b) to facilitate a participatory team building and collegial process leading to the formulation and on-going review of the School Development Plan;

(c) to build and maintain an effective and open channel of communication within the school community, with other schools in the College, with the College Board and its administration, with officials of the Education Directorates/Departments, the local community and other external agencies;

(d) to direct the planning, organisation and co-ordination of curricular and other related initiatives and activities throughout the year and performing duties connected with the School Council in accordance with current legislation;

(e) to keep abreast with on-going professional development in educational and administrative leadership and management and nurture the role of mentors;

(f) to ensure order and discipline, help to resolve conflicts, and promote healthy relationships between students, staff and parents/guardians;

(g) to ensure the timely implementation of established disciplinary procedures;

(h) to ensure that network participants can communicate in an informal but well-structured manner;

(i) to ensure that all policies are being carried out effectively;

(j) to ensure the maintenance of an effective pastoral care system for students;

(k) to ensure that members of the Senior Management Team are regularly assigned focus areas for the better implementation of the school policies and development plan;

(l) to supervise the academic and pedagogical quality of teaching and learning;

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

(n) any other duties as directed by the Principal Permanent Secretary.

Curriculum Development

(a) together with the Senior Management Team and teachers and in consultation with the relevant personnel in the Education Directorates/Departments, as appropriate, to determine strategies for the effective implementation of the National Curriculum, such as teaching and learning strategies, the use of educational resources and services, the selection of textbooks, etc;

(b) to implement quality assurance mechanisms that maintain high standards of teaching and learning in the school;

(c) to promote the enrichment of the curriculum through activities organised within and outside school;

(d) to ensure that the curriculum includes holistic learning activities that take into account the diverse talents and learning modes, abilities and potential of all students in the school, and into the resources of the local community as well as those of national, European and international organisations;

(e) to motivate and support all categories of staff with the objective of pursuing lifelong learning opportunities, including career development and progression;

Student Matters

(a) to facilitate the provision of effective psycho-social services and the effective delivery of pastoral care services for students;

(b) to implement an effective referral policy and procedures for students requiring specialised services;

(c) to develop and sustain procedures to facilitate the transition of students coming to and leaving school;

(d) to promote an inclusive school policy;

(e) to facilitate and nurture a safe school environment;

(f) to promote an effective student participation policy;

Teaching Personnel

(a) to nurture the development and maintenance of the professional school team leading to active participation in decision-making, and take timely follow-up action and facilitate school self-evaluation exercises;

(b) to expose the Assistant Heads to the various roles and tasks of headship; directing the induction of new staff and motivating, supporting, developing, monitoring, acting as mentor, and appraising professional and non-professional staff;

(c) to guide management processes, including Performance Management Programmes, to ensure academic and pedagogical quality assurance and standards of teaching and learning;

(d) to manage and mentor other personnel attached to the school on a permanent or temporary basis in order to ensure a high level of motivation and of quality service;

(e) to ensure that the gender perspective is integrated in school programmes and initiatives;

Home-School-Community Links

(a) to create and promote links with the local community and its organisations;

(b) to encourage and foster early parental involvement in children's educational development; while providing staff with a clear direction, encouraging them to seek effective ways of enhancing parental involvement in students' educational development and curricular activities;

(c) to encourage parents/guardians to engage in lifelong learning opportunities leading to personal development whilst promoting enhanced involvement in the school community life;

(d) to encourage parents to increasingly become aware of their responsibilities towards their children's well-being and welfare and ensure that they strictly observe the school's rules and regulations, including those related to punctuality both at the beginning and at the end of the school day;

Administration

(a) together with the Assistant Head/s, to carry out the annual school classification exercise and ensuring the preparation of timetables, assigning of classes, subjects and responsibilities to teachers;

(b) to ensure that the duty of providing cover for absent teachers is shared equitably among all teachers in the school;

(c) to ensure the compilation and upkeep of school statistics, as well as student and staff records;

(d) to ensure the provision of a functional record keeping and filing system and the timely and correct submission of data and information requested by the regulatory bodies, the College Board and other authorised entities;

(e) to collaborate with the relevant agencies and officials, to ensure the proper maintenance and servicing of the school building, facilities and equipment, as well as the cleanliness and the embellishment of the school environment;

(f) to ensure the compilation of an inventory according to prescribed regulations, as well as the efficient management of stores/apparatus, furniture and other material resources with the assistance of available human resources;

(g) to ensure the timely requisition of utilities and textbooks;

(h) to provide necessary information to ensure adequate school transport;

(i) to take part in EU projects and other projects in accordance with SDP targets.

Finance

(a) With the assistance of competent officials from the Education Directorates/Departments and College to prepare the capital and recurrent school budget estimates within the parameters and priorities set by the competent authority;

(b) Under the direction and guidance of the Education Directorates/Departments, to ensure the effective management and control of funds according to established Government financial regulations and the recording of all transactions according to established practice.

3.2 In the carrying out of his/her duties and functions, a Head of School shall be expected to develop the necessary knowledge, competences and skills to be able to make effective use of Information and Communication Technology.

3.3 A Head of School shall be supported, encouraged and guided by a process of induction and mentoring during the period of probation and at any other time when superiors may deem necessary. Participation in an induction process shall be an integral condition of employment for a Head of School and such an induction programme may be held outside school hours. The induction process generally spans the probation year.