



**CALL FOR APPLICATION FOR THE POST OF LEARNING SUPPORT ASSISTANT II  
at St Joseph School Blata l-Bajda**

The Head of School at St Joseph School Blata l-Bajda invites applications for the post of Learning Support Assistant II (LSA II). The chosen persons will be employed as a LSA II at St Joseph School Blata l-Bajda Primary.

**1. Terms and Conditions**

- 1.1 Persons employed as LSA II shall be placed in Salary Scale 12 (which in 2017 is €16,063 per annum, rising by annual increments of €354 up to a maximum of €18,187) and shall proceed to Salary Scale 10 on completion of five (5) years service in the grade, subject to satisfactory performance.
- 1.2 A LSA II shall receive an all-inclusive allowance of €300 per annum as stipulated in the agreement between the Church Authorities and the Malta Union of Teachers (MUT) in May 2011.
  - 1.2.1 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. She/he shall adopt and work towards the implementation of the school development plan of the above mentioned school.
- 1.3 A selected candidate is required to promote independence to learners with a statement. During this time selected candidates are expected to support other learner/s in class as necessary.
- 1.4 A selected candidate shall be required to work according to the needs of St Joseph School Blata l-Bajda as directed by the Head of School, Inclusion Co-ordinator (INCO) and Assistant Head of School.



## 2. Duties and Responsibilities

2.1 The duties and responsibilities of a LSA II shall include:

### Learning Support

- supporting and collaborating with the class teacher and other colleagues. Under the guidance of the class teacher/subject teacher/s, assisting in the education of all learners in class, in particular learner/s with individual educational needs so that their individual curricular entitlement is ensured and their learning needs are catered for;
- participating fully in Making Action Plans sessions (MAPs);
- writing, developing and implementing an IEP, for all learners with a statement in class, taking into consideration the feedback from the class/subject teacher/s. This includes adapting lesson plans and preparing resources according to the needs of the learner/s;
- attending IEP and Individual Transition Plan (ITP) meetings;
- reviewing IEPs, including recording and reporting progress of such IEP implementation on a regular basis;
- 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/subject teacher/s;
- participating in the observation, assessment and documentation process of the performance and behavior of all learners in collaboration with the class/subject teacher/s;
- assessing learners following an adapted curriculum, on their IEP goals, in collaboration with the class/subject teacher/s;



- 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. This will involve handing over of all relevant information and documents to other involved colleagues so as to ensure a smooth transition for the learner;
- promoting an inclusive community of learners, in collaboration with Inclusive Education Coordinators (INCOs), 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/Learning Centre, Non-Governmental Organizations (NGO)'s and other educational and therapeutic environments;
- 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 learners;
- promoting at all times the aims, ethos and policies of the school or Resource Centre deployed in, and actively working as a member of the staff team;
- assisting in the preparation, dissemination and use of teaching resources ensuring their upkeep in class, school and Resource/Learning Centres;
- supporting learner/s during activities/therapy sessions held outside the school premises including experiences in the community, work places and other further and higher educational institutions;
- 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 learners with individual educational needs in their personal care and hygiene needs. This includes:
  - toileting – cleaning and washing, including accompanying the learner to the toilet; undressing and dressing; cleaning, washing and showering; and changing of sanitary towels and incontinence pads;
  - seeing to the mobility, posture and seating needs, including lifting learners and pushing them 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 LSA; 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.
  - Ensuring the maximum educational benefit and safety for individual learner/s 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, an LSA may be required to carry out transport-related duties, with learner/s 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 LSA shall:
  - Assist in the boarding and un-boarding of learners 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;

- carry out transport supervision duties at school when the transport of learner/s during normal school hours is necessary

### 3. Eligibility requirements

3.1 By the closing time and date of this call for applications, applicants must be:

- (i) (a) citizens of Malta, **OR**

(b) citizens of other Member States of the European Union who are entitled to equal treatment to Maltese citizens in matters of employment by virtue of EU legislation and treaty provisions dealing with the free movement of workers; **OR**

(c) citizens of any other country who are entitled to equal treatment to Maltese citizens in matters related to employment by virtue of the application to that country of EU legislation and treaty provisions dealing with the free movement of workers; **OR**

(d) any other persons who are entitled to equal treatment to Maltese citizens in matters related to employment in terms of the law or the above-mentioned EU legislation and treaty provisions, on account of their family relationship with persons mentioned in paragraph (a), (b) or (c); **OR**

(e) third country nationals who have been granted long-term resident status in Malta under regulation 4 of the "Status of Long-Term Residents (Third Country Nationals) Regulations, 2006" or who have been granted a residence permit under regulation 18(3) thereof, together with family members of such third country nationals who have been granted a residence permit under the "Family Reunification Regulations, 2007".

The advice of the Citizenship and Expatriates Department should be sought as necessary in the interpretation of the above provisions.

The appointment of candidates referred to at (b), (c), (d) and (e) above would necessitate the issue of an employment license in so far as this is required by the

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Immigration Act and subsidiary legislation. The Employment and Training Corporation should be consulted as necessary on this issue.

- (ii) able to communicate in the Maltese and English Languages;
- (iii) in possession of a recognized Diploma in Facilitating Inclusive Education, MQF Level 5, or a recognized appropriate comparable qualification;

Qualifications at a level higher than that specified above will be accepted for eligibility purposes, provided they meet any specified subject requirements.

Moreover, candidates who have not yet formally obtained any of the above-mentioned qualifications will still be considered, provided that they submit evidence that they have been approved for the award of the qualifications in question by the closing time and date of the call for applications.

- (iv) Of good moral character; applicants must produce a Certificate of Conduct issued by the Police or other competent authority not earlier than one (1) month from the date of application.

3.2 Due consideration will be given to applicants who, besides the requisites indicated in paragraph 3.1, have proven relevant work experience.

3.3 Prospective applicants should note the requirement to produce QRIC recognition statements in respect of their qualifications from the Qualifications and Recognition Information Centre (QRIC), or other designated authorities, as applicable.

3.4 In the case that no suitable applicants will be found for the post, applicants who are in possession of a recognized qualification at MQF Level 5, with a minimum of 30 ECTS/ECVETS or equivalent in Inclusive Education, that makes them eligible for the post of LSA 1, will be considered for the post on condition that they satisfy criteria 3.1 (i), (ii) and (iv). (Salary Scale 15, after 5 years Salary Scale 14, after 10 years Salary Scale 13).

3.5 In the case that no suitable applicants will be found for the post, the employment of Supply LSAs will be considered. (Salary Scale 15 – definite contract for one year).



#### 4. Submission of Supporting Documentation

4.1 Qualifications and experience claimed must be supported by certificates and/or testimonials, copies of which should be attached to the application. Diploma/Degree/Post-Graduate certificates or comparable qualifications must be accompanied by a transcript (Diploma/Certificate supplement) in English, showing the Degree obtained and the final classification.

4.2 Original certificates and/or testimonials are to be invariably produced for verification at the interview.

#### 5. Selection Procedure

5.1 Eligible applicants will be interviewed by a selection board to assess their suitability for the post.

#### 6. Submission of Applications

6.1 A letter of Application in own handwriting, accompanied by a CV, will be received in the first instance by the **Head of School** by not later than **noon of Friday 26th May, 2017**. Applications sent by post to the address below, should be sent in sufficient time to ensure delivery by the above-mentioned closing date.