



Role: **Learning Support Educator – Full-time**

Chiswick House School and St Martins College, leading educational institutions in Malta, inspire excellence and build character. Our mission has always been to provide outstanding education and to assist in our learners' transformation to become happy and successful lifelong individuals.

Our wonderful community of 350 employees is committed to every learner's bright future and aspires to be creative learners able to confidently face new challenges in a fast-paced changing world.

Chiswick House School and St. Martin's College are seeking reliable Learning Support Educators, on a full-time basis, who will be supporting student(s) with a Statement of Needs, for the next scholastic year 2024/2025.

The Learning Support Educator is a member of a support team of educators and other professionals, who work towards ensuring the learning and well-being of these students. Under the general direction of the school INCO, the Learning Support Educator will be required to work with the student(s) assigned to them on school premises and at outings.

Main duties and responsibilities for the role:

- Provide support and supervision for the student(s) with additional needs in the following ways:
 - 1 to 1 support in or outside class
 - small groups support during break time and outings

- Develop and provide resources and assessment tasks appropriate to the learning needs of the students
- Liaise with the teacher(s) regarding the information on curriculum and curriculum changes
- Accompany students with additional needs outside of school premises on an individual or small group basis to assist those students to carry out assignments, meetings and appointments, during school hours
- Provide personal care support for students with additional needs, as required.
- Attend and contribute to meetings of teachers regarding student needs and abilities, particularly for funded students and also inclusive education needs.
- Assist teachers with the modification of exams and other assessment tasks as requested for students with a Statement of Needs
- Work collaboratively with the classroom teacher to support assessment for learning of their students with additional educational needs and identify specific learning and support needs
- Model exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs
- Provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment, and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour
- Plan, implement, model, monitor and evaluate teaching programs for students with additional learning and support needs in conjunction with regular classroom teachers
- Plan, implement, model, monitor and evaluate personalised adjustments for learning where required, with the classroom teacher, student and/or parent or carer

To fulfil this role, candidates are required to:

- Be proficient in the Maltese and/or English Language.
- Be in possession of a recognised qualification at MQF level 7 or a recognised comparable qualification in the subject/area applied for; and
- Be in possession of a recognised qualification at MQF level 6 or a recognised comparable qualification in the subject/area applied for; or

- Be in possession of a recognised qualification at MQF level 6 but not in the subject/area applied for, on condition to being in possession of an Advanced Matriculation Level at MQF level 4 (minimum Grade E) and Mathematics, English and Maltese Language as Ordinary Level at MQF level 3 (Grade 1-5);
- Have a valid and clean Police Conduct Certificate / background check (POMA);
- Have a thorough understanding of the types of challenges students face and how these can affect their learning
- Have a flexible and evolving mindset with a toolkit of different strategies to engage students
- Have confidence and willingness to teach across a number of different subjects, core, non-core, vocational and non-credited courses
- Be a strong team player
- Be a strong classroom practitioner with a real commitment to high-quality motivational teaching and learning
- Be able to build strong relationships with the students and the community that supports them (for example parents, staff, and outside agencies)
- Be a reflective practitioner, always be willing to improve
- Have good references
- This is a challenging, dynamic role, and the successful applicant will need to show that they are flexible, proactive and able to creatively problem solve. As the Inclusive Curriculum provision is ever-evolving based on student needs; the responsibilities of the role therefore will change and adapt as required

Interested candidates are to send an email to recruitment@chsmc.edu.mt not later than Friday 22nd March 2024.