



**JOB DESCRIPTIONS
HANDBOOK**

**FOR GRADES AND POSITIONS
WITHIN
THE DIRECTORATE FOR QUALITY AND
STANDARDS
AND THE DIRECTORATE FOR
EDUCATIONAL SERVICES**

JULY 2007

MINISTRY OF EDUCATION, YOUTH AND EMPLOYMENT

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1. KINDERGARTEN ASSISTANT (KGA)

The duties and responsibilities and duties of a Kindergarten Assistant shall be:

Overall Purpose of Position

- To educate children according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority in the early years sector;
- To keep up to date with changes in the early years curriculum, developments and best practice;
- To facilitate the child's holistic development by creating a stimulating and positive environment conducive to learning using informal creative play strategies;
- To assist a child's language, physical, emotional and spiritual development by planning challenging but achievable experiences and activities;
- To broaden the child's knowledge and understanding of the world around him/her and the ability to respect cultural diversity.

Main Responsibilities

- Planning, preparing and carrying out educational activities which stimulate, foster and develop the child's abilities, personal and social attitudes and values, autonomy and intellectual curiosity in consonance with foundation stage childhood development;
- Developing and implementing work schemes and activity plans in line with the requirements of this early childhood education foundation stage;
- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Organising and developing the kindergarten learning environment, visual aids and teaching and learning resources so as to foster enthusiasm for learning and help children achieve early learning curriculum goals;

- Carrying out age-appropriate activities to promote literacy through creativity self-expressive arts - music and rhythm, drama and art;
- Providing opportunities for pupils to socialise with peers and adults with whom they come in contact;
- Enabling children to develop their gross motor control skills and physical capabilities so that they become independent according to their age;
- Observing, assessing and recording the children's development, progress and behaviour;
- Providing supervision and help during meals, dressing and undressing and toileting. (It is understood that children attending kindergarten should generally be toilet trained before they start attending school);
- Advising and collaborating with the Head of School, Assistant Head, other KGA's, Learning Support Assistants and education officials in the preparation and development of educational playgroup sessions, educational materials and programmes of work;
- Participating in further training and on-going professional development as KGA, including participation in In-Service education and training courses as directed by the Directorate for Educational Services (DES) in consultation with the Union;
- Maintaining high standards of professional practice and behaviour as well as order and discipline among children under one's care thus safeguarding their health and safety at all times and locations;
- Facilitating an effective transition process between child care and kindergarten, and between kindergarten and primary years. Establishing contact with parents prior to a child starting kindergarten and, where appropriate, visiting providers of pre-school care, such as day nurseries, so as to gain a better understanding of the child. Contact is also to be established with the Year 1 teacher. Individual assessment records shall constitute an important element of the transition process from one year to

another. In cases of children with a disability, the KGA is to make contact with the early intervention teacher so as to ensure the continuity of the educational programme already initiated;

- Given the staggered intake of children in kindergarten centres, KGA's shall be deployed on other school curricular, pedagogical and supervisory duties and/or professional development in relation to early childhood education and care until such time as they are assigned their group of children in the course of the scholastic year;
- Participating in school-based staff development sessions and in School Development Planning (SDP) sessions;
- May be assigned groups of mixed ages;
- Participating in mentoring (see Appendix 1) sessions led by the Head of Department for the Early Years and/or the Assistant Head and/or the Head of School;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

2. EARLY CHILDHOOD EDUCATION AND CARE TEACHER - (ECEC)

ECEC Teachers are regular primary school teachers. In addition to the duties outlined in the job description of Primary School Teachers, ECEC Teachers shall additionally perform the duties currently assigned to KGA's. ECEC Teachers may be assigned duties both with Kindergarten children and with primary school children preferably up till the age of eight years.

3. LEARNING SUPPORT ASSISTANT (LSA) (This new title incorporates the present grade and posts of Facilitator, KGA Special Education, Supply KGA Special Education, PT Special Education)

Training and Professional Development

- All untrained personnel providing learning support and facilitator services shall be required to follow a compulsory professional development course;
- LSAs shall be required to take part in training and in-service training programmes as appropriate to their role and functions;
- New applicants to the post shall be expected to successfully complete an induction training course prior to their being approved for employment by the Education Authorities;
- LSA's shall adopt and work towards the implementation of the school development plan of the particular school they are giving service in.

Placement in College, school or Centre

- LSA's shall be required to work according to the needs of children with a statement in the schools within the College or in Centres or Resource Centres as directed by the Principal and/or Head of School. A LSA may be temporarily required to provide service in more than one school/centre.
- Qualified LSA's, including those already in post, may also be deployed according to their area of specialisation as deemed necessary by the Education Authorities.
- The duties and responsibilities of a Learning Support Assistant shall include the following:

a. Learning Support:

- 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;
- Participating fully in Making Action Plans sessions (MAPs);

- Together with the class teacher, developing and implementing an Individual Educational Programme (IEP) by adapting the lesson plans and resources;
- Attending IEP and Individual Transition Plan (ITP) meetings;
- Reviewing IEPs, including recording and reporting progress of such IEP implementation on a regular basis;
- Supporting the class teacher to prepare and write the IEP document of every student with a statement in class;
- 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;
- In collaboration with the class teacher, participating in the observation, assessment and documentation process of the performance and behaviour of included learners;
- Participating in the respective individual transition programmes as students move from one educational level to another, from school to school, and from school to work, handing over to the other LSA's and personnel all relevant information and documents so as to ensure a smooth transition for the student;
- Promoting an inclusive community of learners, in collaboration with Inclusion Coordinators, specialists, resource workers, teachers, parents, students and other stakeholders, where all pupils are valued and respected. This will include collaborative work in school and with other agencies, such as the Child Development Assessment Unit (CDAU), Resource Centres, 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 students;

- 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;
- Assisting in the preparation, dissemination and use of teaching resources ensuring their upkeep in class, school and Resource Centres;
- Supporting student/s during activities held outside the school premises including experiences in the community, work places; other further and higher educational establishments.
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

b. Personal Support:

Supporting pupils with special needs in their personal care and hygiene needs including:

- 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;
- 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 Supply LSA, lifting up to 54 kilograms 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.

The Education Authorities shall at two yearly regular intervals request the Occupational Health and Safety Authority to review the above-mentioned guidelines with the view of either confirming them or adjusting them to ensure the health and safety of the employees concerned.

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.

c. 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 Learning Support Assistant may be required to carry out transport-related duties should the requirement be indicated by the 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 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;
- 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.

4. TEACHER (including Temporary/Supply Teacher)

The duties and responsibilities of a Teacher shall include the following:

Overall Functions

- To teach and educate students according to guidelines provided by the National Curriculum Framework under the overall guidance of the competent education authority;
- To teach and educate students according to the educational needs, abilities and attainment potential of individual students entrusted to his/her care by the Head of School or Head of Unit.

Main Responsibilities

- Planning, preparing and delivering lessons to all students in the class;
- Teaching according to the educational needs, abilities and achievement of the individual students and groups of students;
- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Assigning work, correcting and marking work carried out by his/her students;
- Assessing, recording and reporting on the development, progress, attainment and behaviour of one's students;
- Providing or contributing to oral and written assessments, reports and references relating to individual students or groups of students;
- Participating in arrangements within an agreed national framework for the appraisal of students' performance;
- Promoting the general progress and well-being of individual students, groups of students or class entrusted to him/her;
- Providing guidance and advice to students on educational and social matters and on their further education and future careers; providing information on sources of more expert advice;
- Communicating, consulting and co-operating with other members of the school staff, including those having posts of special responsibility and parents/guardians to ensure the best interest of students;
- Reviewing and evaluating one's own teaching and learning strategies, methodologies and programme/s in line with the National Curriculum Framework guidelines;
- Advising and co-operating with the Head of School, Assistant Head, Heads of Department, Education Officers, and other teachers in the preparation and development of courses of study, teaching

materials, teaching programmes, methods of teaching and assessment and pastoral care arrangements;

- Ensuring high standards of professional practice and quality of teaching and learning of the subject/s. Through effective dialogue, participating in reciprocal peer review and observation of class teaching practice by the Head of Department (subject/level) concerned;
- Participating in In-Service education and training courses as well as in continuing professional development (CPD) opportunities, and taking part in action research exercises;
- Maintaining good order and discipline amongst students under one's care and safeguarding their health and safety at all times;
- Participating in staff, group or other meetings related to the school curriculum or pastoral care arrangements, for the better organization and administration of the school;
- Contributing to the professional development of new teachers and student teachers according to arrangements agreed with the Head of School;
- Providing the necessary information and advice to the designated personnel in the school and/or College and to provide all the necessary information regarding requisitions and arrangements in connection with the teaching of the subject/s assigned to him/her;
- Ensuring the safe custody and optimum use of equipment normally used by oneself during lessons and sees to its regular servicing and maintenance;
- Participating in school assemblies;
- Registering and monitoring the attendance of students under one's care;
- Sharing in any possible and reasonable way in the effective management, organisation, order and discipline of the school;

- Nurtures a culture where teachers view themselves essentially as facilitators of learning and reflective practitioners;
- Participating in and contributing to MAPS and IEP conferences and reviews of officially statemented students and collaborating with parents, SMT, Inclusion Coordinators and other professionals/stakeholders working with the student;
- Together with the Learning Support Assistants, developing and implementing the Individual Educational Programme (IEP) of students with Individual Educational Needs and participating in IEP and Individual Transition Plan (ITP) meetings;
- Ensuring that schemes and forecast of work carried out in class are handed to the LSA in good time so that the necessary adaptations and resources are made for use with students with individual educational needs in class;
- Regularly discussing, monitoring the work being carried out by the LSA in class;
- In the case of students with severe learning difficulties and with communication problems, ensuring that a Contact Book is daily updated with the necessary information including parents' signature;
- Liaising and collaborating with specialist teachers/resource persons and other professionals working with statemented students;
- Making use of audiovisual technological devices/aides (such as radio aids; projectors) and other adaptations during the delivery of the lessons;
- At the secondary level, teachers shall be expected to teach students of different levels of achievement. Such teachers will preferably teach not more than two levels unless special circumstances warrant otherwise;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

5. FORM TEACHER

The duties and responsibilities of a Form Teacher shall include the job description of Teacher as well as the following:

- Taking personal care of and pays special attention to students in the class under his/her responsibility;
- Advising students about personal development and problems and educational choices in consultation with the Guidance Teacher and/or other administrator as required;
- Advising school administrators, teachers and parents on the personal development, progress and behaviour of students;
- Ensuring adequate daily contact with students in his/her class;
- Co-ordinating the assessment of students made by other teachers and compiling profiles of students as and when required;
- Together with the Teacher Librarian, distributing and collecting textbooks;
- Motivating pupils under his/her care to participate in extra-curricular activities organized by himself/herself or other teachers.

6. ACTIVITY TEACHER

Activity Teachers are accountable to the Principal of the College and to the Head of School for day-to-day implementation of a supplementary lifelong learning programme during and after school hours.

Roles and Responsibilities

The duties and responsibilities of a Activity Teacher shall include the job description of Teacher as well as the following:

In relation to work during school hours

- In line with the principles and educational objectives of the National Curriculum Framework and under the guidance of the Senior Management Team (SMT), co-developing, implementing and reviewing a school-based supplementary lifelong learning

programme within the context of the School Development Plan and as part of a team of Activity Teachers;

- Under the guidance of the Head of School, ensuring effective linkages between school-day and after-school student and community learning initiatives;
- Collaborating with other service providers to the school in the fields of creative self-expression, physical education, inclusion, writing process, literacy and family literacy, and parental involvement so as to synergise efforts and maximise quality outcomes;
- Actively contributing to the design, provision of resources and upkeep of a multi-purpose creativity room where students feel stimulated to actively engage in learning, creative and artistic activities;
- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Effectively liaising with school personnel regarding the special educational, health and mobility needs of students so as to ensure their equitable access to the school curriculum and College Programmes;
- Co-working closely with classroom teachers so that they enhance their expertise and repertoire in the area of creativity across the curriculum;
- Continually engaging in innovation and experimentation in cross-curricular approaches that would raise teaching standards and learning outcomes within the College;

In relation to the School as Community Learning Centre

- Collaborating with the After School Programme Coordinator with respect to after-school initiatives aimed at students, their families and the wider community for which the Co-ordinator and the Activity Teacher Team are responsible. Such collaboration shall ensure professional synergy between day school and after-school

provision and include co-development, implementation and review of programmes;

- Participating in specialised training in the field of community learning;
- Establishing effective relations with parents, community based organisations and the wider community in order to promote creativity at home, work and life;
- Liaising with other national entities involved in the delivery of both school-day and after-school educational services as well as technical support services to the school and the wider College;
- Working closely with the School Council regarding activities aimed at the wider school and local community;
- Working closely with volunteers who provide a range of services within the context of the School's Community Learning Centre;
- In collaboration with Heads of School and the Co-ordinator of the Community Learning Centre, developing links with and tapping the expertise of local residents and organisations to enhance community participation as well as to contextualise learning;

In relation to the College:

- Under the overall co-ordination of the College Principal, actively participating in planning and review meetings with other Activity Teachers so as to develop, test, and review innovative pedagogical tools and methodologies;
- Participating in the design, formulation and implementation of projects that tap EU funding and establish partnerships with other school teachers in Europe active in this area;
- Through the College Principal, collaborating with national institutions from the sports, arts and culture field in order to provide opportunities for students to become involved in inter-College initiatives;
- Collaborating with other service providers to the College in the fields of creative self-expression, physical education, inclusion,

writing process, literacy and family literacy, and parental involvement so as to synergise efforts across the College and maximise quality teaching and learning outcomes.

7. RESOURCE CENTRE TEACHERS

In addition to the Teacher's mainstream school job description, Teachers in Resource Centres (special schools) shall be expected to fulfil the following roles and responsibilities:

- Supporting and / or advising teachers in mainstream schools in connection with the development, delivery and assessment of a student's individual educational programme (IEP);
- Participating fully in the transition sessions and meetings held at the resource centre as well as in conjunction with mainstream schools;
- Contributing to professional development sessions;
- Liaising with other professionals such as Speech and Language Pathologists, Physiotherapists, Occupational Therapists; Educational Psychologists, Counsellors, Social Workers, and colleagues from other schools and resource centres;
- Together with their support staff, developing, implementing and reviewing the IEP/ITP of their students in class; Organising, together with the school management, IEP/ITP meetings for students in his/her care;
- In collaboration with the school management, participating in IEP/ITP meetings together with parents/guardians and other professionals working with the students;
- Ensuring that an IEP meeting is held at least annually for all students under one's care;
- Ensuring that IEP/ITP documents are signed by them, the students' parents/guardians, and school administration and that a copy of the document is sent to parents/guardians;

- Ensuring that students receive the services and support as indicated in the IEP document;
- Participating in hydrotherapy, multi-sensory, sensory integration and other sessions so as to ensure access to educational and personal entitlements of students;
- Ensuring that Contact Books are updated with the necessary information on a daily basis and that the parents' signature is obtained;
- Involving the class in extra-curricular activities that promote inclusion in mainstream life;
- On a regular basis, working with students at secondary and post-secondary Resource Centres to enable them to attain life skills and to apply these to real life situations at school, community, and other educational establishments.
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

8. INCLUSIVE EDUCATION COORDINATOR (INCO)

The roles and responsibilities of an Inclusive Education Coordinator (INCO) shall include the following:

- Participating in the development of a College-wide Special Educational Needs (SEN) policy and provision in collaboration with the College Principal, the senior management team (SMT) of the school, school staff, students and parents;
- Ensuring the effective implementation and monitoring of this policy and related actions so as to ensure equitable access to a relevant curriculum for students with Individual Educational Needs (IENs);
- Overseeing the formulation, implementation and review of IEPs for students with IENs;

- Ensuring the co-ordination of the provision of special examination arrangements for students with IENs;
- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Accessing and regularly monitoring the records of students with IENs;
- Advising the Senior Management Team (SMT) on the procurement and management of SEN resources in schools and monitoring their utilisation;
- 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;
- Co-ordinating all staff assigned to students with IENs;
- Liaising with feeder and receiver schools;
- Facilitating links between Colleges and Resource Centres through networking activities;
- (see Appendix 1) ing other teachers/learning support assistants in the subject/level of their speciality;
- Ensuring that students with IENs are encouraged to develop advocacy skills and where possible to begin to take responsibility of their own learning;
- 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 students with IENs;
- Under the direction of the relative College Principal and Head of School, liaising with external agencies involved in supporting students with IENs;

- Co-ordinating professional development opportunities for colleagues and participating in CPDs;
- Liaising with, guiding and collaborating with parents/guardians of students with IENs;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

An Inclusion Coordinator (INCO) may also be assigned the above duties and responsibilities in more than one College/Resource Centre.

9. HEAD OF DEPARTMENT (Subject or Group of Subjects)

Heads of Department are expected to work together with the College and School educational leadership to ensure high standards of teaching and learning practice and processes while being guided by Education Officers.

The duties and responsibilities of a Head of Department (Subject/Group of Subjects) shall include the following:

- Performing the duties of Teacher (see Job Description of a Teacher) and Head a Department for a particular subject or group of subjects;
- Actively assisting the Head of School in ensuring the good professional practice, standards, and quality of teaching and learning of subject/s through proper dialogue with the class teachers and, under the direction of the relative Education Officer, promotes a healthy process of reciprocal informal observation of class teaching practices;
- Advising and contributing to curriculum development at school and system level under the direction and guidance of the respective Education Officer;
- Co-ordinating the teaching and learning of the subject/s for which one is responsible;

- Setting examination papers, co-ordinating marking schemes and moderating examinations and assessment processes at one's school as well as in other schools;
- Ensuring timely and adequate provision of textbooks, materials, and equipment required for the effective teaching of the subject across schools in the College;
- Ensuring that the maintenance and upkeep of equipment related to the subject at school is regularly carried out;
- Preparing specifications and budgets for the requirements of the subject-specific teaching tools and equipment, including laboratory equipment;
- Mentoring (Appendix 1) other teachers in the subject/level of their speciality;
- Holding and leading regular departmental meetings and ensuring the keeping of minutes;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

10. HEAD OF DEPARTMENT (Primary)

The duties and responsibilities of a Head of Department (Primary) shall include the following:

- Performing the duties of Head of Department and perform limited Teacher duties (see Job Description of a Teacher) to ensure one remains in touch with the practice;
- Actively assisting the Head of School in ensuring the good professional practice, standards, and quality of teaching and learning of subject/s through proper dialogue with the class teachers and, under the direction of the relative Education Officer, promotes a healthy process of reciprocal informal observation of class teaching practices;

- Advising and contributing to curriculum development at school and system level under the direction and guidance of the respective Education Officers;
- Co-ordinating the learning and teaching of the Primary Curriculum;
- Co-ordinating the setting of examination papers and marking schemes and moderating examinations and assessment processes at one's school/s;
- Ensuring the timely and adequate provision of textbooks and materials required for effective teaching and learning;
- Assisting the Head of School in the preparation of specifications and budget for curricular requirements.
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

11. HEAD OF DEPARTMENT (Early Years)

The main responsibilities of a Head of Department (Primary – Early Years) include:

- Performing the duties of Head of Department and perform limited Teacher duties (see Job Description of a Teacher) to ensure one remains in touch with the practice;
- Actively assisting the Head of School in ensuring the good professional practice, standards, and quality of teaching and learning of subject/s through proper dialogue with the class teachers and, under the direction of the relative Education Officer, promotes a healthy process of reciprocal informal observation of class teaching practices;
- Advising and contributing towards curriculum development at school and system level under the direction and guidance of the respective Education Officers;

- Co-ordinating the learning and teaching of the Early Years Programme;
- Mentoring (see Appendix 1), supporting and monitoring the early years educational programme;
- Co-ordinating the assessment of achievement and the setting of targets for students;
- Ensuring the timely and adequate provision of resources and materials required for effective teaching;
- Assisting the Head of School in the preparation of specifications and budget for curricular requirements.
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

12. SCHOOL COUNSELLOR

The duties and responsibilities of a School Counsellor shall include the following:-

- Running a guidance and counselling service in one large school or a number of small schools;
- Collaborating on a regular basis with the Education Officer for Guidance and Counselling;
- Integrating the gender perspective in programmes and initiatives of the Department one is assigned to;
- Liaising with the Guidance Teacher/s in the school one is posted to and with the Guidance Teacher/s in the other schools one is assigned to;
- Advising parents and helping students in making educational and vocational choices;

- Co-ordinating the work of Form Teachers and Guidance Teachers in collaboration with the Heads of School concerned;
- Advising Heads of School and staff on the compilation, use and maintenance of Students' Cumulative Record Cards while ensuring that this function is effectively fulfilled;
- Advising on the profiling of students;
- Advising on, and encouraging strategies that ensure the holistic development of students;
- Conducting personal counselling sessions with individual and/or groups of students and/or parents;
- Facilitating referrals of students to other specialist practitioners and services both within and outside the Directorates;
- Organising activities and services at institutions and system levels in collaboration with the Education Officer for Guidance and Counselling;
- Supervising Trainee Counsellors in their training and work in schools and Colleges;
- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

13. COUNSELLOR

The duties and responsibilities of a College-based Counsellor shall be as follows:

- Carrying out counselling sessions on an individual, group or class level as part of an integrated preventive and intervention service;
- Contributing in an active manner to the development of a school counselling programme in support of the holistic development of

each student – intellectual, social, emotional, behavioural, spiritual - so that students can become a whole person and a responsible and productive citizen;

- Assisting in the development and nurture of an enabling school culture and helping students become empowered for positive action and change;
- Intervening to give students the opportunity to manage more effectively their life circumstances and to manage their lives more effectively;
- Assisting students to develop their personal, social, and autonomous learning skills;
- Planning and implementing interventions that enable students to overcome or prevent learning and behavioural difficulties;
- Counselling students and their parents with respect to intra- and inter-personal issues and behavioural and truancy problems;
- Consulting regularly with the appropriate professionals in order to gain further knowledge, support and direction about particular situations children and young people are experiencing;
- Preparing reports and maintaining records on students;
- Undertaking research in areas relevant to one's professional roles as directed by the College Counsellor and the Directorate for Educational Services (DES);
- Making the necessary referrals according to established policies and procedures;
- Promoting personal and social development appropriate to developmental stages;
- Counselling students, their families and community members to foster growth in the students' self esteem, individual responsibility and decision taking and social skills;

- Adopting preventive measures that empower students to avoid problems as much as possible;
- Enhancing students' educational achievement through goal setting;
- Assisting in the development of Individualised Education Programmes (IEPs) and activities such as promotion of effective work and study habits;
- Providing appropriate interventions to assist students with school related problems and issues;
- Facilitating the fulfillment of educational and life goals by assisting students and their families to explore and clarify the student's options and personal choices through activities that stress decision making and personal planning;
- Providing a continuum of preventative, developmental, remedial, and intervention services and programmes and facilitating referral to resources and services at both community and national levels;
- Consulting and planning collaboratively with students, other educators, the school/College based team, parents, agency personnel and other professionals in planning goals and effective strategies to promote the holistic development of students;
- Integrating the gender perspective in programmes and initiatives of the College one is assigned to;
- Co-ordinating the work of Form Teachers and Guidance Teachers in collaboration with the Heads of School concerned;
- Keeping records of all interventions carried out with each student while ensuring confidentiality at all times in accordance with existing legal provisions;
- Participating in professional supervision sessions;
- Supervising trainees throughout their practicum in schools and colleges;

- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

14. COLLEGE COUNSELLOR

The College Counsellor shall fulfil the same duties and responsibilities of a Counsellor. Additional responsibilities include the following:

- Providing professional supervision to all counsellors and trainee counsellors within the College;
- Administering and managing the College Counselling Service;
- Ensuring the provision of regular professional training for all Counsellors;
- Contributing to such training programmes;
- Being accountable to the College Principal;
- Collaborating with the Heads of School and Senior Management Teams;
- Participating in the Council of Heads, when invited;
- Collaborating with agencies external to the College and to the Directorate Educational Services (DES);
- Carrying out an annual audit of the College's Counselling Service;
- Supporting individuals and organisations in the development of quality counselling services for children and young people in the College;
- Forming part of and participating in the College's multi-disciplinary psycho-social team;

- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

15. CAREER ADVISOR

A duties and responsibilities of a College-based Career Advisor shall include the following:

- Designing a careers programme for the school/s to which one is detailed to;
- Helping students make appropriate career decisions by providing information and advice on available education, training and employment opportunities;
- Facilitating the opportunity for students to develop career plans based on their skills, interests, values and abilities;
- Helping students with résumés, job and course applications, interview skills, and other career path finding strategies;
- Developing transition programmes from one educational stage to another, especially from compulsory schooling to further education or the world of work;
- Establishing strong collaborative partnerships with institutions of further and higher education and with a range of employers, trade unions, non-governmental organisations, and others;
- Running specialised seminars for groups of students, parents and/or school staff or school community;
- Working with students to determine their needs and to offer information, advice, support and guidance where necessary;
- Helping students face challenges that may affect their capacity to take part in learning and work opportunities;
- Working with and supporting schools, colleges, training institutions and employers in designing a range of courses that meet the needs of students;

- Working with voluntary, statutory and community-based organisations and commercial bodies to ensure a cohort approach to overcoming the barriers to learning and employment faced by students;
- Working with parents, carers and families to support young people;
- Managing information effectively to facilitate the process of meeting the needs of students;
- Reviewing and reflecting upon one's own professional practice to achieve continuous improvement in performance;
- Keeping detailed records of interventions;
- Running group sessions on career guidance;
- Obtaining information about careers, occupations and opportunities for employment, training and further study;
- Using assessment tools and computer-aided guidance packages, and providing information about psychometric tests and personal inventories;
- Planning and organising careers fairs and conventions;
- Keeping up to date with labour market information, legislation, professional and academic developments by visiting employers, training providers and training events run by educational and professional bodies;
- Consulting employers and training services providers about their recruitment requirements and procedures;
- Designing careers education programmes, suggesting speakers and contributing to the delivery of sessions;
- Attending meetings with internal and external colleagues to remain in touch with national and local guidance provision and negotiating mutual support between agencies;

- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

16. COLLEGE CAREER ADVISOR

The College Career Advisor shall fulfil the same duties and responsibilities of a Career Advisor. Additional responsibilities shall include the following:

- Providing supervision to all Career Advisors and trainees in the College;
- Administering and managing the College's Career Guidance Service;
- Ensuring the provision of regular professional training for all Career Advisors;
- Contributing to such training programmes;
- Being accountable to the College Principal;
- Collaborating with the Heads of School and Senior Management Teams;
- Participating in the Council of Heads, when invited;
- Collaborating with agencies external to the College and to the Directorate Educational Services (DES);
- Carrying out an annual audit of the College's Career Guidance Service;
- Supporting individuals and organisations in the development of quality career guidance services for children and young people in the College;

- Forming part of and participating in the College's multi-disciplinary psycho-social team;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

17. SERVICE MANAGER

The role of the Service Manager is to ensure the provision and the coordination of services in particular areas at national, College and school levels and to work towards maximum quality of service for each student. Service Managers shall liaise with all levels of staff, whilst taking into consideration the demands of policy and local circumstances. Managers in the DES are required to manage the cost, delivery and quality of educational services. Experience and qualifications shall be those relevant to the specific area of service so as to ensure the effective and efficient provision.

Depending on the department or the specific nature of the role, the duties and responsibilities of a Service Manager shall include the following:

- Liaising with internal educational and non-educational personnel as well as with those attached to external organisations;
- Managing professional, clerical and administrative staff;
- Managing the recruitment, selection, appraisal and development of personnel;
- Overseeing the day-to-day management of an organisation, a specific unit or a service area;
- Implementing new policies and directives;
- Gathering and analysing data and using it to plan and manage services, projects and systems;
- Evaluating new strategies and systems;
- Setting budgets and maintaining finances within approved estimates;

- Planning and implementing strategic changes to improve service delivery;
- Attending meetings, writing reports and delivering presentations to a variety of audiences;
- Handling communications and corporate affairs;
- Managing premises;
- Purchasing equipment and supplies, and organising stores;
- Using ICT to manage information and financial data, and to analyse and measure performance;
- Supporting ICT systems and planning new provision and development, sometimes for major projects;
- Participating in EU projects and other projects in accordance with College-wide plans and targets in this area and as agreed with the Senior Management Teams

18. TASK OFFICER

Both the DQSE and DES may employ a number of persons as Task Officers detailed to undertake a particular task or project that has a definite timeframe for completion (e.g. reducing absenteeism). Such roles may be open to teachers, who will retain the right to apply for other higher level posts provided for in the career progression system of the teaching grades. A Task Officer shall have a contract for a specific period of time, working a flexible 40 hour week. Role descriptions shall be related to the specific tasks to be assigned. Task Officers shall be accountable to Service Managers or Education Officers.

19. COLLEGE PREFECT OF DISCIPLINE

The College Prefect of Discipline (CPD) shall be responsible for the co-ordination of policies, procedures and activities that encourage good behaviour in the school communities within the College. Each member of staff has student behaviour management responsibilities linked to the specific role and function they fulfil. The CPD shall be a resource person

who offers support in this area to the whole school community. The duties and responsibilities of the CPD shall include the following:

- Ensuring the formulation of a College Code of Behaviour;
- Promoting and regularly updating such a Code;
- Identifying as early as possible students who manifest challenging behaviour and planning an intervention to improve such behaviour;
- Collaborating with school, College and other professionals with the aim of carrying out effective interventions;
- Preventing challenging behaviour through the establishment of healthy inter-personal relationships with students and school personnel;
- Establishing liaison with College Principals, school staff and students;
- Informing students of their rights and corresponding responsibilities;
- Acting as liaison between students and social agencies which provide needed services in relation to behavioural difficulties;
- Acting as a liaison to the College Principal in investigating incidents of violations of disciplinary rules occurring in the school or on school property;
- Assisting the College administration in formulating programmes that promote good behaviour;
- Participating in the School Council and Student Council meetings as requested;
- Being aware at all times of the responsibility to improve the corporate image of the school/College;
- Assisting students in special situations, including when requested by the Principal or by the parents of the student, and keeping the

College/school authorities and the students' services team informed while acting under their direction;

- Encouraging individual and small group discussions about challenging behaviour with stakeholders;
- Mentoring (see Appendix 1) teachers and other staff;
- Constantly monitoring behaviour in the school building where he/she is assigned during a scholastic day;
- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

20. ASSISTANT HEAD OF SCHOOL

Overall Purpose of Position

- To assist and deputise for the Head of School in the efficient and effective management and control of the human, physical and financial resources of the school, and
- To offer professional leadership in the implementation and development of the National Curriculum Framework.

Main Responsibilities

- Assisting in managing the school or such part of the school as may be determined by the Head of School;
- Undertaking any professional duties which may be delegated to him/her by the Head of School;
- In the absence of the Head of School, undertaking the management and professional duties of the Head of School;
- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;

- Providing professional support to teachers in the proper execution of their pedagogical duties, particularly by mentoring (see Appendix 1) new teaching staff;
- Co-operating with the Head of School in the implementation and evaluation of curriculum innovation and development within the school;
- Acquiring experience in the management of different levels of school, including taking charge of the kindergarten section of the school, if applicable;
- In cases of emergency, taking charge of a class;
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.

21. HEAD OF SCHOOL/RESOURCE CENTRE

The functions, roles and responsibilities of the Head of School/Resource Centre shall be the following:

Overall Purpose

- to provide professional leadership and to ensure the implementation and the development of the National Curriculum Framework;
- 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;
- to promote and further the holistic education of each student in the school;
- to organise, manage and control efficiently and effectively the human, physical and financial resources of the school;
- to participate in the meetings of the College Council of Heads and to collaborate with other Heads of Schools in a manner that maximises networking under the leadership of the Principal and

according to the direction and guidelines established by the competent authorities;

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

Main Responsibilities

- Formulating, 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;
- Facilitating a participatory team building and collegial process leading to the formulation and on-going review of the School Development Plan;
- Building and maintaining an effective and open channel of communications within the school community, with other schools in the College, with the College Board and its administration, with officials of the DQSE and DES, the local community and other external agencies;
- Directing the planning, organisation and co-ordination of curriculum related and other initiatives and activities throughout the year and performing duties connected with the School Council in accordance with current legislation;
- Keeping abreast with on-going professional development in educational and administrative leadership and management and nurturing the role of mentors;
- Ensuring order and discipline, helping to resolve conflicts, and promoting healthy relationships between students, staff and parents/guardians;
- Ensuring the timely implementation of the established disciplinary procedures;

- Ensuring that network participants can communicate in an informal but well-structured manner;
- Ensuring that all policies are being carried out effectively;
- Ensuring the maintenance of an effective pastoral care system for students;
- Ensuring that members of the Senior Management Team are regularly assigned focus areas for the better implementation of the school policies and development plan;
- Supervising the academic and pedagogical quality of teaching and learning.

Curriculum Development

- Together with the Senior Management Team and the teaching team and in consultation with the relevant personnel in the DQSE and DES, as appropriate, determining 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;
- Implementing quality assurance mechanisms that maintain high standards of teaching and learning in the school;
- Promoting the enrichment of the curriculum through activities organised within and outside the school;
- Ensuring that the curriculum includes holistic learning activities that take into account the diverse talents and learning modes, abilities and potential of all children in the school, and that tap into the resources of the local community as well as those of national, European and international organisations;
- Motivating and supporting all categories of staff with the objective of pursuing lifelong learning opportunities, including career development and progression.

Student Matters

- Facilitating the provision of effective psycho-social services and the effective delivery of pastoral care services for students;
- Implementing an effective referral policy and procedures for students requiring specialised services;
- Developing and sustaining procedures to facilitate the transition of students coming to and leaving school;
- Promoting an inclusive school policy;
- Facilitating and nurturing a safe school environment;
- Promoting an effective student participation policy.

Teaching Personnel

- Nurturing the development and maintenance of the professional school team leading to active participation in decision-making, and taking timely follow-up action and facilitating school self-evaluation exercises;
- Exposing 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 (see Appendix 1), and appraising professional and non-professional staff;
- Guiding management processes, including Performance Management Programmes, to ensure academic and pedagogical quality assurance and standards of teaching and learning;
- Managing and mentoring 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.

Home-School-Community Links

- Creating and promoting links with the local community and its organisations;

- Encouraging and fostering 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;
- Encouraging parents/guardians to engage in lifelong learning opportunities leading to personal development and enhanced involvement in the school community life;
- Encouraging 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

- In collaboration with the Senior Management Team, carrying out the annual school classification exercise and ensuring the preparation of timetables, and assigning classes, subjects and responsibilities to teachers;
- Ensuring that the duty of providing cover for absent teachers is shared equitably among all teachers in the school;
- Ensuring the compilation and upkeep of school statistics, as well as student and staff records;
- Ensuring 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;
- In collaboration with the relevant agencies and officials, ensuring the proper maintenance and servicing of the school building, facilities and equipment, as well as the cleanliness and the embellishment of the school environment;

- With the assistance of available human resources, ensuring the compilation of an inventory according to prescribed regulations, as well as the efficient management of stores, apparatus, furniture and other material resources;
- Ensuring the timely requisition of utilities and textbooks;
- Providing necessary information to ensure adequate school transport;
- Taking part in EU projects and other projects in accordance with SDP targets.

Finance

- With the assistance of appropriate office staff from the Directorates and College personnel preparing the capital and recurrent school budget estimates within the parameters and priorities set by the competent authority and the College Board, whilst contributing to the preparation of the three-year business plans of the College;
- Under the direction and guidance of the DES, ensuring the effective management and control of funds according to established Government financial regulations and ensuring the recording of all transactions according to established practice.

22. EDUCATION OFFICER AND PRINCIPAL EDUCATION OFFICER

An Education Officer shall have the powers and responsibilities for the general implementation of the Education Act and for the fulfilment of the functions of the Directorate for Quality and Standards in Education (DQSE). In particular, the Education Officer shall be responsible for the effective workings of the Education Inspectorate to ensure and audit the quality of education in Colleges and in State, Church and independent schools under the direction of the Director General as provided for in the said Act. The Education Officer will mentor (see Appendix 1) Heads of Department.

A Principal Education Officer, in addition to the duties specified below, shall fulfil the duties and obligations pertaining to officers in the grade of

Education Officers. Mentoring (see Appendix 1) will be part of the role and responsibility of the Principal Education Officer.

A Principal Education Officer shall include within the position description, responsibility for approaching schools that are to be audited, as directed by the Director General, DQSE; lead the team of school auditors that carry out the school audit during the audit itself; ensure that a report of the audit is compiled; forward the school audit report to the Head of school concerned for reactions; compile the school audit team's counter reactions to the reactions submitted by the Head of school, and finally present to the Director General the report together with the whole documentation of the process.

23. ASSISTANT DIRECTORS

Positions description similar to existing ones shall be modified according to changes occurring following setting up of new Directorates.

24. COLLEGE PRINCIPAL

The College Principal, as the Chief Executive Officer of the College, shall ensure an effective and efficient dialogue with all Heads of School within the College and with relevant stakeholders. With respect to the discharge of his/her functions, s/he is accountable to the Directors General of the Directorates and to the College Board with regard to their respective roles.

S/he shall be expected to work in collaboration with the Heads of School to execute and implement efficiently the policies of the College as well as the policies set at the national level by the DQSE and the DES. In particular s/he shall fulfill the following functions and responsibilities:

- Preparing the agenda for and chairing the Council of Heads of School meetings;
- Supporting the schools within the College to grow individually and together as effective providers of quality education;
- Networking the schools forming the College by fostering a team culture among the Heads of School and their personnel, by facilitating the effective co-ordination of the activities of the said schools, including cross school handling of common concerns and initiatives;

- Promoting a holistic approach to the education of students from early childhood to the completion of secondary education;
- Ensuring the ownership of, and the accountability for, the education process and the smooth transitions of all the students entrusted to the College from an early childhood to secondary education;
- Empowering schools towards school improvement, effectiveness and growth;
- Ensuring continuity, balance, depth, and coherence in the curricular provision for each student;
- Improving the quality of the educational provision by promoting and maintaining high standards of performance and attainment by all members of the school community;
- Developing, promoting and sustaining a College ethos, character and identity;
- Promoting the emergence, sharing and adoption of best practices;
- Promoting the concept of lifelong learning at all levels;
- Ensuring the timely provision of support, expertise and resources within the set budget;
- Monitoring and ensuring the effective implementation of the National Curriculum Framework by means of innovative methodologies and approaches, including the extensive adoption of information and communication technologies as pedagogical tools, so that all students receive their educational entitlement according to their potential;
- Facilitating the delivery of the National Curriculum Framework between the various stages of the educational process and between the schools participating in each College;

- Promoting and disseminating a culture of evaluation and assessment within the Colleges, including the implementation of approved internal educational audit mechanisms and the participation in external quality assurance processes;
- In collaboration with the schools' Senior Management Teams, stimulating staff and school development processes;
- Monitoring the overall management, administration and conduct of schools;
- Facilitating discussion and analysis of common school administration and management issues and problems in order to provide solutions and alternatives and to manage change effectively;
- Offering opportunities to Heads of School, administrators and teachers in the various schools to pool and share ideas, experiences and good practice and to work together on common educational programmes, projects, activities and initiatives;
- Facilitating the organisation of common activities in such fields as physical education and sports, culture (drama, music, art and craft), environment, healthy lifestyle, creativity and entrepreneurship;
- In collaboration with the schools' Senior Management Teams, promoting the development of specialisation in schools in various fields of knowledge and/or activities;
- Preparing a three-year business plan and an annual estimated budget for the College and apportion the delegated budget amongst the schools of the College;
- Ensuring, within established parameters, the appropriate selection and use of teaching and learning resources, services and facilities;
- Encouraging and facilitating the pooling and sharing of services, resources, spaces and facilities as appropriate;
- Leading the schools within the College in ensuring a safe and secure school environment and a culture of discipline;

- Co-ordinating research, including action research, across schools in the College and collaborating in cross-College research initiatives;
- Providing mentoring (see Appendix 1) to Heads of School when requested and required;
- In conjunction with the DES, ensuring the timely recruitment, induction and continuing professional development of the teaching, managerial, administrative and other support staff according to nationally established criteria and procedures;
- Collaborating with the personnel of the DQSE and the DES, the relevant higher education institutions, both local and foreign, in the training and continuing professional development of school personnel;
- Co-ordinating the provision of effective student and education personnel support services across the College network;
- Creating links with child care centres to ensure a smooth transition between child care and kindergarten or compulsory schooling;
- Developing a common policy and approach to the development of the schools into lifelong learning community centres;
- Submitting regular progress reports and provide all the required information to the College Board and implementing the proposals recommended by the Board;
- Ensuring the constant update and adequate provision of school libraries and/or resource centres;
- Providing appropriate customer care and complaint handling mechanisms for teachers, parents/guardians and students according to guidelines provided by the DES;
- Promoting the implementation of the established national policy of parental involvement in school development and in the educational experience of children and thus create effective home-school-community partnerships;

- Promoting the development of schools into community learning and cultural centres;
- Promoting and fostering an all-round culture of creativity, entrepreneurship, and positive attitude to change;
- Leading the College of Heads in developing a strategy that effectively taps into EU funds so as to further the mission and educational objectives of schools within the College.

APPENDIX 1

MENTOR

Officers and employees in the Directorates of education, Colleges and schools are to 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 in the interest of the officer or employee and of the service. The role of the Mentor shall include the following:

- Facilitating the understanding of policies, systems, procedures, regulations and laws applicable to the education sector in general and to the Colleges and schools in particular;
- Adopting and working towards the implementation of the school development plan of the particular school they are giving service in;
- Supporting office and classroom management and, in the case of Teachers, advising on the content of the relevant parts of the curriculum and the syllabi;
- Advising and supporting the methodology and the use of the pedagogical resources and services available for the teaching and learning of the subject;
- Advising the Teacher on the setting of tests and examination papers, the testing, corrections, marking and summative and formative assessment of the students' work;
- Promoting, in the Teacher being mentored, the values expected of a teacher, including professionalism, enthusiasm, dedication and commitment primarily by being a role model;
- Holding regular meetings with the Teacher being mentored to discuss and advise on issues raised by either side and to aid the new teacher set realistic targets, while suggesting resources and facilitating access to these;
- Carrying out classroom observations, two in the first term and one in each of the remaining terms. These should have an

agreed focus and feedback should be given. If the new teacher requests further observations these will be arranged;

- Hosting the Teacher to observe the Mentor's own delivery of lessons so as to demonstrate effective teaching practices and methodologies;
- Establishing informal contact on a weekly basis and holding formal meetings twice every term;
- Providing access to demonstrations of effective teaching practices by others both through internal and external arrangements.
- Encouraging participation in EU projects and other projects in accordance with the SDP targets and as agreed with the Senior Management Team.