



Verdala
INTERNATIONAL SCHOOL

Job Description

Learning Support Educator (LSE)

At Verdala International School (VIS), we believe every employee makes a significant contribution to our success and that contributions should not be limited by assigned responsibilities. Therefore, this job description outlines core duties and expectations but does not restrict the employee or VIS to these responsibilities alone. Staff are expected to offer their services wherever necessary to ensure the success and wellbeing of our community.

VIS uses safer recruitment practices and pre-employment background checks to maintain the highest standards of safeguarding. All staff sign the VIS Code of Conduct annually and are expected to uphold the school's values of respect, integrity, dedication and empathy.

Purpose of role

Learning Support Educators (LSEs) provide individualised support for students with an official Statement of Needs or diagnosed condition who require support and interventions within the VIS Inclusion model. LSEs work collaboratively with the Director of Wellbeing, Classroom Teacher and Inclusion Practitioner to implement strategies, accommodations, interventions and goals identified in the student's Mapping Action Planning (MAP), Individual Support Plans (ISP) and/or Individual Education Plan (IEP).

The LSE supports access to learning, promotes independence, contributes to wellbeing and inclusion, and ensures the dignity and rights of each student.

Reports to: Director of Wellbeing

Works closely with: Classroom Teachers, Inclusion Practitioners, Social Emotional Advisor, Student Support Services Team (SSST)

Key Responsibilities

Supporting Learning & Instruction

- Support the learning of a student with a Statement of Needs or diagnosed condition as outlined in the MAP, ISP and/or IEP.
- Apply strategies, accommodations, and interventions collaboratively developed by teachers and Inclusion Practitioners.
- Provide 1:1 or small-group academic support during lessons as directed.
- Promote the development of independence, confidence, self-advocacy and responsible decision-making.
- Support the student's engagement with inquiry, class activities, routines and transitions.
- Assist in adapting materials or resources under teacher guidance to ensure accessibility.

Behaviour, Wellbeing & Inclusion

- Support positive, proactive, and restorative behaviour approaches in alignment with VIS practices.
- Promote student wellbeing, self-regulation and positive peer interactions.
- Uphold student dignity, cultural identity and rights in all interactions.
- Ensure safe participation in all learning environments, including playgrounds, specialist lessons, PE and off-campus activities.
- Support social-emotional strategies established by the Social Emotional Advisor or Inclusion Practitioner.

Collaboration & Communication

- Work closely with the classroom teacher to remain updated on planning, goals and instructional focus.
- Collaborate with Inclusion Practitioners to ensure alignment of strategies and interventions.
- Provide accurate, objective observations to inform progress monitoring and



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reviews.

- Attend MAP/ISP/IEP meetings when required and contribute information about progress and needs.
- Participate in Student Progress Meetings (SPMs) when appropriate.
- Maintain respectful, professional communication with teachers, colleagues and families (as directed).

Safeguarding, Confidentiality & Professional Conduct

- Uphold all VIS safeguarding and child protection policies and immediately report concerns following established procedures.
- Maintain strict confidentiality regarding student information in accordance with VIS policies and GDPR.
- Demonstrate professionalism, respect, empathy and discretion in all interactions.
- Maintain accurate, secure documentation of observations or records as requested by teachers or SSST.

Daily Support & School Responsibilities

- Provide in-class, outdoor and specialist lesson support as required.
- Assist with safe arrival, dismissal, transitions, recess duties or supervision when related to the assigned student's needs.
- Support the student during educational visits, celebrations, assemblies, performances and special events.
- Prepare or organize materials related to the student's learning programme as guided by the teacher or Inclusion Practitioner.
- Support access to assistive technology and tools designed to enhance learning.
- Uphold VIS behavioural, attendance and inclusion expectations.

Professional Responsibilities

- Engage in annual professional learning related to inclusion, child development, safeguarding, student wellbeing and IB practices.
- Participate in orientation, training and development opportunities provided by VIS.
- Reflect on professional practice and seek guidance when necessary.
- Collaborate as part of the Student Support Services Team.



- Maintain punctuality, reliability and consistency to ensure routine and predictability for students.

Role Boundaries

To comply with Maltese LSE regulations and IB role expectations.

Qualifications

- Completion of the *30 ECTS Undergraduate Certificate in Inclusive Education in the Classroom (Level 1)* or equivalent professional course designed for *Learning Support Educators* is desirable for practical skill development.
- Shorter accredited awards such as the Award in Supporting Learners with Individual Educational Needs (MQF Level 4) or similar introductory training may be considered as part of professional development, especially for Supply LSE roles.
- Recognised professional qualifications in learning support or inclusion from accredited institutions are highly valued.
- Experience supporting students with diverse or complex needs (preferred).
- Strong interpersonal, communication and teamwork skills.
- Commitment to safeguarding, inclusion, confidentiality and professional ethics.
- Ability to work collaboratively under guidance and align with the VIS mission and values.

Additional Notes

- Duties listed are not exhaustive nor in order of priority.
- Responsibilities may be adapted based on the evolving needs of the student and the school.
- The LSE is expected to model professionalism, integrity and a commitment to supporting student learning and wellbeing.

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