

GOVERNMENT OF MAURITIUS

**SCHEME OF SERVICE SPECIFIED UNDER REGULATION 15 OF THE  
PUBLIC SERVICE COMMISSION REGULATIONS**

- Organisation:** Rodrigues Regional Assembly (Education)
- Post:** Support Teacher
- Salary:** Rs 14,050 x 275 – 15,150 x 300 – 15,750 x 325 – 17,700 x 375 – 19,575 x 475 –  
21,950 x 625 – 23,200 x 775 – 30,175 (06 027 060)
- Effective Date:** 05 July 2016
- Qualifications:**
- A. (a) Cambridge School Certificate with credit in at least five subjects including English Language, French and Mathematics obtained at not more than two sittings or
- (b) Passes not below Grade C in at least five subjects including English Language, French and Mathematics obtained at not more than two sittings at the General Certificate of Education “Ordinary Level” provided that at one of the sittings, passes have been obtained either (i) in five subjects including English Language with at least Grade C in any two subjects or (ii) in six subjects including English Language with at least Grade C in any one subject.

**Note**

Candidates not possessing a credit in English Language at the Cambridge School Certificate will also be considered provided they possess passes in at least two subjects at “Principal Level” and one subject at “Subsidiary Level” as well as the General Paper obtained on one certificate at the Cambridge Higher School Certificate Examinations.

- B. A Cambridge Higher School Certificate or Passes in at least two subjects obtained on one certificate at the General Certificate of Education “Advanced Level”.

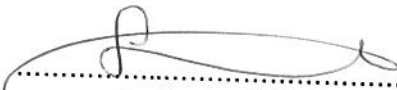
**OR**

Equivalent qualifications to A and B above acceptable to the Public Service Commission.

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.....  
*for Senior Chief Executive  
Ministry of Civil Service and  
Administrative Reforms*  
**05 July 2016**  
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C. Candidates should be computer literate.

Qualification at A above should have been obtained prior to Qualification at B above.

Candidates should produce evidence of knowledge claimed.

**NOTE**

Selected candidates will be appointed in a temporary capacity in the first instance and will be required to undergo training, for a period of at least one year both theoretical and on-the-job, in all aspects of the work of a Support Teacher at such institutions as approved and arranged by the Rodrigues Regional Assembly. On satisfactory completion of the training and on being favourably reported upon, they will be considered for appointment as Support Teacher in a substantive capacity.

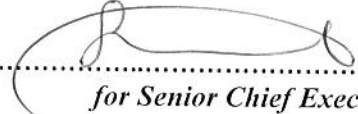
**Duties:**

1. To be responsible to the Head Master for the performance of the following duties –
  - (i) to provide support to teaching staff of Primary Schools in handling children facing problems in acquiring foundational learning skills so as to give them an opportunity to catch up with academic programmes;
  - (ii) to select in collaboration with the class teacher, pupils who require special attention and identify their needs for remedial action;
  - (iii) to work collaboratively with the class teacher for developing appropriate teaching lessons for pupils having learning difficulties;

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- (iv) to coach pupils needing remedial assistance and developing their self-esteem and self-confidence;
  - (v) to prepare appropriate basic teaching materials for teaching and class activities;
  - (vi) to develop basic reading, writing, listening and speaking skills in pupils having learning difficulties;
  - (vii) to assess progress made by pupils and on the basis of outcome of assessments, identify those who can join mainstream teaching;
  - (viii) to ascertain the re-integration of pupils in mainstream classes after catch up programmes through *ad hoc* assessments and continuous counseling and coaching;
  - (ix) to work collaboratively with other related institutions to co-ordinate services to pupils having learning difficulties; and
  - (x) to supervise the orderly dismissal of his pupils to the mainstream class.
2. To use ICT in the performance of his duties.
3. To perform such other duties directly related to the main duties listed above or related to the delivery of the output and results expected from the Support Teacher in the roles ascribed to him.



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