

Date: **March 2026**  
Post Title: **Senior Resource Leader, Reading Sessions and Storytelling (Part-Time)**  
Agency: **National Literacy Agency (NLA)**  
Responsible to: **Chief Executive Officer (CEO)**

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### **Accountability**

The post-holder shall be accountable to the Chief Executive Officer (CEO) of the National Literacy Agency (NLA) and/or his/her delegate.

### **Job purpose**

Under the guidance of the Senior Manager for Reading Sessions in the Community and Storytelling, the Senior Resource Leader will support the coordination, delivery, and development of community-based reading sessions and the Agency's storytelling programmes. The post-holder will assist with the day-to-day running of the Agency's early literacy, storytelling, and community reading-for-pleasure programmes (e.g., Aqra Miegħi/Read with Me, Seħer l-Istejjer/The Magic of Stories, Gost il-Qari/The Pleasure of Reading), provide mentoring and support to animators, help manage timetables and replacements, and ensure high-quality, consistent service across sites.

The Senior Resource Leader will also occasionally replace animators during sessions when necessary.

### **Roles and Responsibilities**

Under the guidance of the CEO and/or his/her delegate, the post-holder shall fulfil the following roles and responsibilities in the context of reading sessions in the community:

- Assist the Senior Manager in organising, scheduling, and maintaining timetables.
- Coordinate replacements for animators, including providing replacement cover when required.
- Support communication and logistics with community partners, councils, libraries, schools, and other stakeholders.
- Ensure all sites adhere to national guidelines and NLA policies.
- Assist in the maintenance of accurate attendance records, session reports, and other documentation as required.
- Assist with the collection and compilation of statistics, feedback, and evaluation data.
- Mentor animators delivering the reading and storytelling sessions, providing guidance, feedback, modelling of practices, and ongoing support.
- Conduct on-site visits to observe sessions and ensure high-quality delivery.
- Assist animators in planning and delivering engaging, age-appropriate literacy activities aligned with NLA principles.
- Disseminate information from NLA meetings, training, and programme updates to animators.
- Help maintain consistency of service across different sectors and community sites.
- Assist the Senior Manager in programme development, resource preparation, and review of materials used in reading sessions.
- Provide suggestions for improvement of reading session and storytelling activities based on observation and feedback.
- Participate in NLA training opportunities and remain updated on research-based literacy practices.
- Support the implementation of effective literacy practices for young children and families.
- Serve as the point of reference for animators regarding operational matters.
- Maintain professional communication with parents/caregivers when necessary.
- Attend and actively participate in NLA meetings and briefings.
- Uphold confidentiality, safeguarding protocols, and child protection measures.
- Perform any other tasks that may, from time to time, be assigned by the Senior Manager and/or the CEO's delegate.

## Eligibility criteria

Applicants must:

1. Hold a recognised teaching degree at MQF Level 6 or equivalent; AND
2. Have a minimum of MQF Level 3 in Maltese and English (SEC Grades 1–5 or equivalent); AND
3. Have a minimum of 3 years' experience in the primary sector; AND
4. Have successfully completed a course in effective literacy practices (e.g., shared reading, guided reading, storytelling, balanced literacy).

Due consideration will be given to applicants who have training and/or experience in mentoring and/or management and/or coordination.

## Qualities of a Senior Resource Leader, After School Literacy Programmes (Part-Time)

- Strong organisational and time-management abilities.
- Ability to mentor, guide and motivate animators and volunteers.
- Strong interpersonal and communication skills with colleagues, children, and families.
- Ability to build positive relationships with community partners.
- Flexibility and willingness to respond quickly to timetable changes or urgent replacements.
- Capacity to work independently and collaboratively.
- Commitment to NLA values, equality, and high-quality literacy service provision.

## Terms and Conditions

- The role of Senior Resource Leader, Reading Sessions and Storytelling, is part-time, 10 to 20 hours per week.
- Hours worked must be recorded via a timesheet or electronic system as directed by management.
- Work records must include a brief description of tasks completed.
- The full-time equivalent (FTE) salary of Senior Resource Leaders (based on a 40-hour week) is equivalent to NLA Grade D is €34,314 per annum (in 2026), with an annual increment of €650 per annum up to a maximum of €38,214. Part-time Senior Resource Leaders are paid **pro-rata**, meaning the salary is adjusted based on the number of hours they work.
- Senior Resource Leaders, Reading Sessions and Storytelling, benefit from an annual Performance Bonus of up to 10% of the salary.
- In addition, Senior Resource Leaders (part-time) benefit **pro-rata** from these allowances, here based on a 40-hour week: communication allowance of €815 per annum, expense allowance of €1,000 per annum and up to €2,500 per annum all-inclusive allowance to cater for any transport related expenses.

**The National Literacy Agency has zero tolerance policy towards any form of child abuse. Employment with the Agency is subject to the Protection of Minors Act (POMA) clearance.**

**The National Literacy Agency is committed to the active promotion of Equal Opportunities as an employer and in the provision of services to the community.**

*This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.*