

ANNEXURE A

OCCUPATIONAL SPECIFIC DISPENSATION (OSD)

October 2007

EDUCATORS

SCHOOL-BASED

OFFICE-BASED

OCCUPATIONAL SPECIFIC DISPENSATION

EDUCATORS:

SCHOOL-BASED

OFFICE-BASED

Effective date of Dispensation: 1 January 2008

1. SCOPE OF APPLICABILITY

This dispensation is applicable to all fully qualified (REQV 14) teachers who are duly registered with the South African Council for Educators (SACE) (hereafter referred to as SACE) (where required) as a Registered educator and who are appointed in terms of the Employment of Educators Act, 1998, as well as Teachers with REQV 13 currently in the system, Teaching Assistants, Teacher Interns and New Teacher Entrants (fully qualified teachers doing Community Service)

2. SCOPE/DESCRIPTION OF OCCUPATION

- 2.1 Providers of education and training to learners admitted to public schools
- 2.2 Provide effective assistance and guidance to other educators
- 2.3 Provide policy frameworks within which the National and all Provincial Education Departments function
- 2.4 Exert effective monitoring and training which ensure an effective education system
- 2.5 Provide professional assistance, evaluation, guidance and intervention as required by the job descriptions

3. LEVELS PROVIDED FOR IN THE DISPENSATION

General Classroom Teaching	School-Based Specialists	Management levels in Institutions
Teaching Support, Assistant Teacher (CDW) Teacher interns, Teachers doing community service Teachers on post level 1	Teaching and Learning Specialists Senior Teaching and Learning Specialists	HOD Deputy Principal Principal
Management in Offices	Specialists in Offices	
Circuit Manager	Education Specialist, Senior Education Specialist, Deputy Chief Education Specialist, Chief Education Specialist	
Specialist Services		
Social Workers Therapists Psychologists		

3 General education, Specialist education and supervisory/management levels

3.1 School-based

3.1.1 General Classroom Teaching
Teaching Support
Assistant Teacher (CDW)
Teacher Interns
New Teacher Entrants (First year fully qualified Teachers doing Community Service)
Teacher

3.1.2 School-Based Specialists
Teaching and Learning Specialist
Senior Teaching and Learning Specialist

3.1.3 Management in Schools
Head of Department
Deputy Principal
Principal

3.2 Office-based

3.2.1 Office-based Management for Schools
Circuit Manager
3.2.2 Office-based Specialists
Education Specialist
Senior Education Specialist
Deputy Chief Education Specialist
Chief Education Specialist

3.3 Specialist Services

Social Worker
Senior Social Worker
Therapists
Senior Therapist
Psychologists
Senior Psychologist

4. SALARY STRUCTURE

	JOB TITLE	JOB PUROSE (SHORT DESCRIPTION)	OSD SALARY SCALE CODE
4.1	School-based		
4.1.1	General Classroom teaching		
	Teaching Support	Help to supervise class activities, to allow teachers to teach groups of learners. Work closely with teachers on support programmes designed to develop the skills of learners with special problems, and to support learners who are not learning in their home language. Help teachers prepare, distribute, collect and store learning and teaching support materials	
	Assistant Teacher (CDW)	To be an assistant to the classroom teacher in all activities required by the classroom teacher, such as supporting individual/groups of learners who require additional assistance with regard to teaching and learning and extra- and co-curricular activities	
	Teacher (Intern)	Provide class teaching, inclusive of the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner under supervision of a professional educator post level 1 and higher education institution	
	New Teacher Entrant (Community Service)	Provide class teaching, inclusive of the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner under supervision of the school management in an identified community.	
	Teacher	Provide class teaching, inclusive of the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner.	
4.1.2	School-based Specialists		
	Teaching and Learning Specialist post level 1	Provide class teaching, inclusive of the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities on an outstanding level so as to ensure that the education of the learners is promoted in a proper manner, and provide guidance on curriculum matters to the education sector.	
	Senior Teaching and Learning Specialist	Provide class teaching, inclusive of the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities on an outstanding level so as to ensure that the education of the learners is promoted in a proper manner, as well as provide develop curriculum material, research and present educational issues.	

4.1.3	School-based Management		
Head of Department	To engage in class teaching, be responsible for the effective functioning of the learning/subject area or phase, supervision of educators and organise relevant/related extra-curricular activities so as to ensure that the subject/learning area or phase and the education of the learners is promoted in a proper manner.		
Deputy Principal	To assist the Principal in managing the school and promoting the education of learners in a proper manner and to maintain a total awareness of the administrative procedures across the total range of school activities and functions.		
Principal	To ensure that the school is managed in compliance with applicable legislation, regulations and personnel administration measures as prescribed, and to ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.		
4.2 Office-based			
4.2.1	Office-based Management for Schools		
Circuit Manager	Promote, facilitate and monitor the implementation of GET and FET policies in all learning sites including EDC and ABET centres, independent and home schools		
4.2.2	Office-based Specialists		
Education Specialist	<p>To provide curriculum support to educators in schools in areas of specialisation.</p> <p>To provide curriculum management support to Education Specialist and to manage support rendered to schools in areas of specialisation.</p> <p>To provide management and support to SES, ES and education institutions to promote the education of learners and to maintain a total awareness of the administration procedures across the range of curriculum activities in schools.</p> <p>To ensure that the curriculum is managed and in compliance with applicable legislations and regulations as prescribed and to ensure that the delivery of the curriculum is promoted in proper manner according to policies.</p>		
Senior Education Specialist			
Deputy Chief Education Specialist			
Chief Education Specialist			

5. PRESCRIBED BENCHMARK JOB DESCRIPTIONS

	JOB TITLE	ATTACHED ANNEXURE
5.1 School-based		
5.1.1 General Classroom Teaching		
	Teaching Support	A1
	Assistant Teacher (CDW)	A2
	Teacher (Internship)	B
	New Teacher Entrant (Community Service)	C
	Teacher	D
5.1.2 School-based Specialists		
	Teaching and Learning Specialist	E
	Senior Teaching and Learning Specialist	F
5.1.3 Management in Schools		
	Head of Department	G
	Deputy Principal	H
	Principal	I
5.2 Office-Based		
5.2.1 Office-based Management for Schools		
	Circuit Manager	J
5.2.2 Office-based Specialists		
	Education Specialist	K
	Senior Education Specialist	
	Deputy Chief Education Specialist	
	Chief Education Specialist	

6. APPOINTMENT REQUIREMENTS

	JOB TITLE	EDUCATIONAL QUALIFICATION	STATUTORY REQUIREMENTS	COMPETENCIES AND SKILLS		EXPERIENTIAL COMPETENCY
				FUNCTIONAL FIELD	GENERIC	
6.1 School-based						
6.1.1 General Classroom teaching						
Teaching Support	Grade 12	None	None	Basic academic knowledge as provided for in Grade 12 curriculum	Willingness to learn Communication skills	None
Assistant Teacher (CDW)	3-Year qualification	Registration with SACE as Professional Educator	Registration with SACE as Professional Educator	Basic knowledge of learning area/subject or phase as provided for in the professional qualification	1. Teaching skills 2 Extra- and co-curricular skills 3. Administrative skills 4. Able to interact with stakeholders 5 Communication skills	None
Teacher (Internship)	Final year of study towards 4-year professional qualification	Provisional Registration with SACE as Professional Educator	Provisional Registration with SACE as Professional Educator	Basic knowledge of learning area/subject or phase as provided for in the professional qualification	1. Teaching skills 2 Extra- and co-curricular skills 3. Administrative skills 4. Able to interact with stakeholders 5 Communication skills	None
New Teacher Entrant (Community Service)	Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE	Registration with SACE as Professional Educator	Registration with SACE as Professional Educator	Basic knowledge of learning area/subject or phase as provided for in the professional qualification	1. teaching skills 2 extra- and co-curricular skills 3. administrative skills 4. interaction with stakeholders 5 communication skills	Complete Internship

	JOB TITLE	EDUCATIONAL QUALIFICATION	STATUTORY REQUIREMENTS	COMPETENCIES AND SKILLS		EXPERIENTIAL COMPETENCY
				FUNCTIONAL FIELD	GENERIC	
	Teacher	Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE	Registration with SACE as Professional Educator	Basic knowledge of learning/subject phase as provided for in the professional qualification	<ol style="list-style-type: none"> 1. teaching skills 2. extra- and co-curricular skills 3. administrative skills 4. interaction with stakeholders 5. communication skills 	Completion of probation and community service
6.1.2 School-based Specialists						
	Teaching and Learning specialist	<ol style="list-style-type: none"> 1. Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE 2. Honours Degree in approved field of learning area/subject or phase 	Registration with SACE as Professional Educator	<ol style="list-style-type: none"> 1. Outstanding skills in teaching as provided for in the professional qualification 2. Proven specialist skills and competency in learning area/ subject field 	<ol style="list-style-type: none"> 1. Exceptional teaching skills 2. Exceptional extra- and co-curricular skills 3. Exceptional interaction with stakeholders 4. Good communication skills 5. Good skills in coaching and training other educators 6. Exceptional technical/subject knowledge 7. Developed education material for utilisation by educators 	1. 10 years of actual classroom educator experience and at least two years service at the school with the designated post

	JOB TITLE	EDUCATIONAL QUALIFICATION	STATUTORY REQUIREMENTS	COMPETENCIES AND SKILLS		EXPERIENTIAL COMPETENCY
				FUNCTIONAL FIELD	GENERIC	
	Senior Teaching and Learning Specialist	1. Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE 2. Honours Degree in approved field of learning area/subject or phase 3. Master or Higher qualification in approved field of learning area/subject or phase	Registration with SACE as Professional Educator	1. Advanced knowledge of teaching as provided for in the professional qualification 2. Proven specialist skills and advanced competency in learning area/subject field	1. Exceptional teaching skills 2. Exceptional extra- and co-curricular skills 3. Exceptional interaction with stakeholders 4. Exceptional communication skills 5. Skills in coaching and training other educators 6. Exceptional technical/subject knowledge 7. Developed education material for utilisation by educators 8. Illustrated areas of leadership 9. Able to write and present educational documents 10. Curriculum Leadership	1. 15 years of actual classroom educator experience and at least two years service at the school with the designated post.
6.1.3 Management in Schools						
	Head of Department	Basic 4-year diploma/degree in education Post graduate qualification in approved field of learning area/subject or phase	Registration with SACE as Professional Educator	1. Advanced knowledge of teaching as provided for in the professional qualification	1. Good teaching skills 2. Good extra- and co-curricular skills 3. Good people management skills 4. Good administrative skills 5. Good communication skills	5 years actual teaching experience
	Deputy Principal	Basic 4 year diploma/degree in education Professional ACE Qualification	Registration with SACE as Professional Educator	1. Advanced knowledge of teaching as provided for in the professional qualification 2. Good management skills	1. Good teaching skills 2. Good extra- and co-curricular skills 3. Good people management skills 4. Good administrative skills 5. Good communication skills	7 years actual teaching experience of which at least 2 years as HOD
	Principal	1. Basic 4 year diploma/degree in education 2. Professional ACE qualification	Registration with SACE as Professional Educator	1. Good knowledge of teaching as provided for in the professional qualification 2. Exceptional Management skills 3. Exceptional leadership skills	1. Good co-curricular skills 2. Exceptional people management skills 3. Exceptional people management skills 4. Exceptional administrative skills 5. Exceptional communication skills 6. Good knowledge of applicable educator legislation	A minimum of 9 years of actual teaching experience of which at least 2 years as HOD and 2 years as DP (PI principal excluded)
6.2 Office-based						
6.2.1	Office Based Management for Schools					

	JOB TITLE	EDUCATIONAL QUALIFICATION	STATUTORY REQUIREMENTS	COMPETENCIES AND SKILLS		EXPERIENTIAL COMPETENCY
				FUNCTIONAL FIELD	GENERIC	
	Education Institution Manager (Circuit Manager)	Basic 4 year diploma/degree in education Honours Degree in Education or equivalent is preferred	Registration with SACE as Professional Educator	1. Competent manager in curriculum delivery and good knowledge of strategic levers to do so. 2. Competent advisor and monitor of policy implementation 3. Good understanding of matrix management	Generic Skills: 1. Leadership 2. Communication 3. Financial planning and management 4. Strategic planning and transformation 5. Policy development 6. Researching 7. Curriculum developing 8. Staff developing 9. Organising	12 years experience in the education of which a minimum of 3 years management experience.
6.2.2	Office-based Specialists					
	Education Specialist	Basic 4 year diploma/degree Honours Degree in approved field	Registration with SACE as Professional Educator is preferred	Roles of: 1. Leader 2. Communicator 3. Financial planner and manager 4. Strategic planner and transformer 5. Policy developer 6. Researcher 7. Curriculum developer 8. Staff developer 9. Organiser	Generic Skills: 1. Leadership 2. Communication 3. Financial planning and management 4. Strategic planning and transformation 5. Policy development 6. Researching 7. Curriculum developing 8. Staff developing 9. Organising	6 years experience in the educational field
	Senior Education Specialist	Basic 4 year diploma/degree Honours Degree in approved field	Registration with SACE as Professional Educator is preferred			8 years experience in the educational field
	Deputy Chief Education Specialist	Basic 4 year diploma/degree Honours Degree in approved field	Registration with SACE as Professional Educator is preferred			10 years experience in the educational field
	Chief Education Specialist	Basic 4 year diploma/degree Masters Degree in approved field	Registration with SACE as Professional Educator is preferred			12 years experience in the educational field

7. Salary recognition for appropriate/recognisable satisfactory experience on**appointment:** Experience prior to implementation date: Recognition in terms of the measures in existence

Experience after implementation date: 1 notch (3%) for 1 to 10 full years relevant experience

1 additional notch (3%) for every additional 4 years of relevant experience.

	Job level	Recognition basis					Notch on scale
		Experience profile					
7.1 School-based							
7.1.1 General Classroom Teaching							
Teaching Support		None					
Assistant Teacher (CDW)		None					
Teacher (Internship)		None					
New Teacher Entrant (Fully qualified teacher doing Community Service)		None					
Teacher		1 year of Community Service and 2 year probation					Second
7.1.2 School-based Specialists							
Teaching and Learning Specialist		10 years					First if applicable, otherwise at least two notches (6%) if higher than minimum
Chief Teaching and Learning Specialist		15 years					
7.1.3 Management in Schools							
Head of Department		5 years					
Deputy Principal		7 years (which includes at least 2 years experience as HOD)					
Principal		Principal 1: 5yrs	Principal 2: 9yrs	Principal 3: 9 yrs	Principal 4: 9 yrs	Principal 5: 9 Yrs	First notch or at least two notches (6%) additional if higher than minimum
7.2	Office Based						
7.2.1 Office-based Management for Schools							
Circuit Manager		12 Years				First notch at appointment, or at least 2 additional notch (6%) if already on higher notch than minimum, or as determined by the Minister	
7.2.2 Office-based Specialists							
Education Specialist		6 years in the Educational Field					First notch at appointment, or at least 2 additional notch (6%) if already on higher notch than minimum, or as determined by the Minister
Senior Education Specialist		8 years in the Educational Field					
Deputy Chief Education Specialist		10 years in the Educational Field					
Chief Education Specialist		12 years in the Educational Field					

8. STAFFING NORMS/INDICATORS

	JOB TITLE	
8.1 School-based		
8.1.1 General Classroom Teaching		
Teaching Support		This is a new class and norms to be established.
Assistant Teacher (CDW)		This is a new class and norms to be established.
Teacher (Internship)		This is a new class and norms to be established.
New Teacher Entrant (Fully qualified teacher doing Community Service)		This is a new class and norms to be established.
Teacher post level 1		As per the post provisioning model
8.1.2 School-based specialists		
Teaching and Learning Specialist		Same as Head of Department posts allocated to school
Chief Teaching and Learning Specialist		Same as Deputy Principal posts allocated to school
8.1.3 Management in Schools		
Head of Department		As per the post provisioning model
Deputy Principal		As per the post provisioning model
Principal		As per the post provisioning model
8.2	Office Based	
8.2.1 Office-based Management for schools		
Circuit Manager		Norms to be established
8.2.2 Office-based Specialists		Norms to be established
Education Specialist		
Senior Education Specialist		
Deputy Chief Education Specialist		
Chief Education Specialist		

9. NATURAL CAREER PATH WITHIN THE OCCUPATION

Post	Possible progressions
9.1 School-based	
9.1.1 General Classroom Teaching	
Teaching Support	Teacher Internship
Assistant Teacher (CDW)	Teacher (with improved qualifications)
Teacher (Internship)	New Teacher Entrant (Fully qualified teacher doing Community Service)
New Teacher Entrant (Community Service)	Teacher
Teacher	Management: HOD (School) Teaching and Learning Specialist (School) Education Specialist (Office)
9.1.2 School-based Specialists	
Teaching and Learning Specialist	Chief Teaching and Learning Specialist Management in schools: HOD, DP, P Specialist post in Office
Senior Teaching and Learning Specialist	Management in schools: DP,P Specialist post in Office Management or Specialist posts in wider public service
9.1.2 School Based Management	
Head of Department	Deputy Principal Principal Chief/Education Specialist Specialist in Office Management or Specialist posts in wider public service
Deputy Principal	Principal Chief/Education Specialist Specialist in Office Management or Specialist in wider public service
Principal	Specialist post in school/office Circuit Manager (EIM) Management or Specialist in wider public service
9.2 Office-based	
9.2.1 Office Based Management for schools	
Circuit Manager	District Manager Specialist in office Management or Specialist in wider public service
9.2.2 Office-based Specialists	
Education Specialist	Senior Education specialist Any school-based post if qualifying in terms of requirements
Senior Education Specialist	DCES
Deputy Chief Education Specialist	Chief Education Specialist
Chief Education Specialist	Management or Specialist in wider public service

10. REQUIREMENTS FOR PROMOTION TO HIGHER JOB LEVELS OR TO HIGHER VACANT POSTS (POST PROMOTION)
10.1 School-based

	JOB LEVEL		WAY OF PROMOTION	CRITERIA
	From	To		
10.1.1 General Classroom Teachers				
Teaching Support		Teacher (Internship)	Study at HEI to qualify as teacher	-Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post
Assistant Teacher (CDW)		Teacher (Internship)	Enrol for 4 th year of education qualification	Compliance with the educational qualifications
Teacher (Internship)		Teacher (Community Service)	Complete 4 th year of education qualification	Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post
Teacher (Community Service)		Teacher	Apply for vacancy Complete probation for permanent appointment	Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post
Teacher		HOD Teaching and Learning Specialist	Apply for vacancy/upgrading	Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post
10.1.2 School-based Specialists				
1	Teaching and Learning Specialist	Senior Teaching and Learning Specialist	Apply for upgrading	1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post 2. At least 15 years actual teaching experience and two years service at the school.
10.1.3 School-based Management				
Teacher		Head of Department Principal 1 Education Specialist	Apply for vacant post	1. 1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post

JOB LEVEL			
Head of Department	1. Deputy Principal 2. Principal 1 3. Principal 2 4. Education Specialist	Promotion to vacant post	1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post 2. ACE for Principals if promoted to Principal
Deputy Principal	Principal 2-5 Circuit Manager	Promotion to vacant post	1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post 2. ACE for Principals
Principal 1	Deputy Principal Principal 2-5 Education Specialist	Promotion to vacant post	1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post 2. ACE for Principals
Principal 2-4	Deputy Principal Principal 3 Principal 4 Principal 5 Office-based position Circuit Manager	Promotion to vacant post	1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post. 2. ACE for Principals
Principal 2-5	Office-based position Circuit Manager	Promotion to vacant post	1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post.
10.2 Office-based			
10.2.1 Office-based Management for Institutions			
Deputy Chief Education Specialist	Circuit Manager	Apply for vacant post	1. 1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post 2. A total of at least 12 years experience in education

	JOB LEVEL			
Circuit Manager	Chief Education Specialist	Apply for vacant post	1. 1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post 2. At least 12 years actual years experience in education	
10.2.2	Office-based Specialists			
Education Specialist	Senior Education Specialist	Apply for vacant post	1. REQV 14 qualification 2. At least 8 Years appropriate institution-based or office based experience, of which at least 2 years must be office-based	
Senior Education Specialist	Deputy Chief Education Specialist	Apply for vacant post	1. REQV 14 qualification 2. At least 10 Years appropriate institution-based or office based experience, of which at least 4 years must be office-based	
Deputy Chief Education Specialist	Chief Education Specialist	Apply for vacant post	1. REQV 14 qualification 2. At least 12 Years appropriate institution-based or office based experience, of which at least 6 years must be office-based	

11. TRAINING AND DEVELOPMENT**11.1 School-based**

	JOB LEVEL	TRAINING AND DEVELOPMENT
11.1.1 General Classroom teaching		
	Teacher Support	In service training by observation and experience whilst studying
	Assistant Teacher (CDW)	Improvement of Tertiary qualifications
	Teacher (Intern)	In service training by observation and experience whilst completing final year of study
	Teacher (Community Service)	Completion of community service year as prescribed by SACE for registration as a Professional Educator
	Teacher	Induction/orientation In service training Self study Workshops
11.1.2 School-based Specialists		
	Teaching and Learning Specialist	In service training Self study Workshops Obtaining of post basic qualification recognised by SACE
	Senior Teaching and Learning Specialist	In service training Self study Workshops Obtaining of post basic qualification recognised by SACE
11.1.3 Management in Schools		
	Head of Department	Self study Workshops Short courses in management Obtaining of post basic qualification recognised by SACE
	Deputy Principal	Self study Workshops Short courses in management Obtaining of post basic qualification recognised by SACE
	Principal	Self study Workshops Short courses in management ACE for Principals Obtaining of post basic qualification recognised SACE
11.2 Office-based		
11.2.1 Office-based Management for schools		
1	Circuit Manager	Self study Workshops Short courses in management Obtaining of post basic qualification recognised by SACE
11.2.2 Office-based Specialists		
	Education Specialist	Self study Workshops Short courses in management Obtaining of post basic qualification recognised by SACE
	Senior Education Specialist	Self study Workshops Short courses in management Obtaining of post basic qualification recognised by SACE
	Deputy Chief Education Specialist	Self study Workshops Short courses in management

	JOB LEVEL	TRAINING AND DEVELOPMENT
		Obtaining of post basic qualification recognised by SACE
Chief Education Specialist		Self study Workshops Short courses in management Obtaining of post basic qualification recognised by SACE

12. OTHER CONDITIONS OF SERVICE

As determined by the MINISTER OF EDUCATION.

13 Post and Salary Structure

The post and salary structure that applies to institution-based educators come into effect on
The following table sets out the post and salary structures of educators on REQV 14 and higher, except
for posts on post level 1

General Classroom Teaching	School-based Specialists	Management in Schools	Office-based Management for Schools	Office-based Specialists	Salary
Teaching Support					
Assistant Teacher (CDW)					
Teacher Intern					
New Entrant Teacher					
	T and L Specialist				
	Senior T and L Specialist				
		Head of Department			
		Deputy Principal			
		Principal			
			Circuit Manager		
				Education Specialist	
				Senior Education Specialist	
				DCES	
				CES	

Salary Progression and Accelerated Progression

- (i) Salary progression is progression of one notch bi-annually to higher salary notches up to the maximum notch of the relevant scale based on satisfactory performance.
- (ii) Accelerated salary progression is progression of more than one notch in terms of the external evaluation results as follows:
 - 1 notch for an evaluation of "good"
 - 2 notches for an evaluation of "outstanding"
 {Applicable to classroom teachers, senior/teaching and learning specialist and heads of departments only}

Annexure A1**TEACHING SUPPORT**

(a) JOB TITLE: Teaching Support

(b) THE AIM OF THE JOB:

Job Purpose

The job purpose of the Teaching Support is to provide assistance to the class teacher in order to achieve optimum results in academic, administrative, educational and disciplinary aspects as well as in extra and co-curricular activities.

Functions of Teaching Support

The teaching support should help to supervise class activities, to allow teachers to teach groups of learners. They should work closely with teachers on support programmes designed to develop the skills of learners with special problems, and to support learners who are not learning in their home language. The teaching support would also help teachers prepare, distribute, collect and store learning and teaching support materials.

Teaching support, under the leadership, direction guidance of the class teacher, perform the following functions:

- Offer additional support to the learners at schools.
- Assist the teacher to support learners to reach their full potential.
- Provide support to class teachers, allowing teachers more time for planning and teaching.
- Supervise class or group activities and playground duties.
- Work with individual learners or small groups of learners to consolidate or reinforce learning.

Requirements for Teaching Support

Teaching Support should:

- Understand their role and responsibilities in the management and organisation of classes in the respective bands (GET and FET) they are appointed to serve in.
- Understand and apply the developmental stages of the learners in the respective bands (GET and FET) they are appointed to serve in.
- Communicate effectively in the language/s of teaching and learning in order to assist learners in understanding the Language of Learning and Teaching (LOLT);
- Have knowledge of the National Curriculum Statement including the Literacy, Numeracy and Life Skills learning programmes in the case of Foundation Phase and intermediate phase, and the grasp of the content in a particular learning area /subject in the case of the senior phase and the FET band.
- In the Foundation Phase and Intermediate Phase, Teaching Support needs to
 - Understand the rationale for teaching Literacy and Numeracy.
 - Have knowledge of the developmental stages of the reading process, including pre-reading, skills, phonics and comprehension.
 - Have knowledge of the developmental stages of number concept.
 - Support learners in the Literacy learning programme and the compulsory literacy half-hour learning programme.
 - Support learners in the Numeracy learning programme;
 - Support learners in the Life Skills learning programme;
- Have knowledge of the policy frameworks: Constitution, The South African Schools Act, Safety in schools, Education White Paper 6, Norms and Standards for teachers and Outcomes-based education methodology;
- Conversant in applying the different assessment techniques in the respective bands (GET and FET) in which they serve. Select, use and create learning and teaching support material.

ASSISTANT TEACHER (CDW)

(a) JOB TITLE: Assistant Teacher

(b) THE AIM OF THE JOB:

To engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to participate in extra and co-curricular activities as assistant of an educator so as to ensure that the education of the learners is promoted in a proper manner.

(c) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and will be conducted as assistant of an educator; and include, but are not limited to, the following:

(i) TEACHING

- * To engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas, programmes of subjects, phases and grades as determined.
- * To be an assistant to the class teacher, fully understanding and applying the developmental stages of the learners in the respective bands (GET and FET) they are appointed to serve in, therefore clearly understanding the rationale for emphasis on certain learning areas commensurate to certain phases
- * To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field appropriate to the relevant phase.
- * To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
- * To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum relevant to the phase.
- * To establish a classroom environment that stimulates positive learning and actively engages learners in the learning process.
- * To consider and utilise the learners' own experiences as a fundamental and valuable resource.

(ii) EXTRA- & CO-CURRICULAR

- * To cater for the educational and general welfare of all learners in his/her care.
- * To assist and execute functions in cooperation with the teacher in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

(iii) ADMINISTRATIVE

- * To assist with the co-ordination and control all the academic activities of each subject taught.
- * To assist with the control and co-ordination of stock and equipment that is used and required for effective teaching and learning of the relevant phase
- * To assist the teacher with one or more of other non-teaching administrative duties such as:
 - ** fire drill and first aid
 - ** timetabling
 - ** accidents
 - ** general well-being of learners

(iv) INTERACTION WITH STAKEHOLDERS

- * To participate/observe in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- * To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- * To remain informed of current developments in educational thinking and curriculum development.
- * To assist the teacher in functions related to participation in the school's governing body if elected to do so.

(v) COMMUNICATION:

- * To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- * To communicate effectively in the language/s of teaching and learning in order to assist learners in understanding the language of teaching and Learning

- * To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- * To meet parents and discuss with them the conduct and progress of their children if requested by the teacher.
- * To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- * To maintain contact with sporting, social, cultural and community organisations.

Annexure B**Teacher Intern**

(a) JOB TITLE: Teacher (Intern)

(b) THE AIM OF THE JOB:

To engage in class teaching, at a level that will optimise learning experiences commensurate with the relevant academic level of the individual. The prime aim is to allow for optimal learning experience and to provide lower level academic, disciplinary and organisational assistance to the teachers.

(c) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and will be conducted under supervision of an educator; and include, but are not limited to, the following:

(i) TEACHING

- * To assist and observe class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.
- * To assist at an elementary level with preparation for lessons.
- * To assist at an elementary level with planning, co-ordinating, control, evaluate and report on learners' academic progress.
- * To learn that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
- * To observe and assist how to establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- * To observe and learn how to consider and utilise the learners' own experiences as a fundamental and valuable resource.

(ii) EXTRA- & CO-CURRICULAR

- * To observe and assist the teacher in identifying aspects which require special attention and to observe how they are addressed.
- * To observe how the educational and general welfare of all learners are catered for.

- * To observe and assist at an elementary level the overseeing of learner counselling and guidance, careers, discipline and the general welfare of all learners.

(iii) ADMINISTRATIVE

- * To observe the procedures for the co-ordination and control of all the academic activities of each subject taught.
- * To observe how stock and equipment which is used and required are controlled and co-ordinated.
- * To note the necessity of the following duties and how they are dealt with:
 - ** secretary to general staff meeting and/or others
 - ** fire drill and first aid
 - ** timetabling
 - ** collection of fees and other monies
 - ** staff welfare
 - ** accidents

(iv) INTERACTION WITH STAKEHOLDERS

- * To note the procedures of agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- * To observe/participate in processes of professional development of colleagues by sharing knowledge and ideas.

(v) COMMUNICATION:

- * To be present when parents are met and observe discussions with them with regard to the conduct and progress of their children as and when allowed.
- * To be involved in the maintenance of contact with sporting, social, cultural and community organisations.

New Teacher Entrant (Fully qualified Teacher doing Community Service)

(a) JOB TITLE: New Teacher Entrant (Fully qualified Teacher doing Community Service.

(b) THE AIM OF THE JOB:

To engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to participate in extra and co-curricular activities under supervision of the school management so as to ensure that the education of the learners is promoted in a proper manner.

(c) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and will be conducted under supervision of an educator; and include, but are not limited to, the following:

(i) TEACHING

- * To engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.
- * To be a class teacher.
- * To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
- * To take on a leadership role in respect of the subject, learning area or phase, if required.
- * To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
- * To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
- * To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- * To consider and utilise the learners' own experiences as a fundamental and valuable resource.

(ii) EXTRA- & CO-CURRICULAR

- * To assist the HOD to identify aspects which require special attention and to assist in addressing them.

- * To cater for the educational and general welfare of all learners in his/her care.
- * To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

(iii) ADMINISTRATIVE

- * To co-ordinate and control all the academic activities of each subject taught.
- * To control and co-ordinate stock and equipment which is used and required.
- * To perform or assist with one or more of other non-teaching administrative duties such as:
 - ** secretary to general staff meeting and/or others
 - ** fire drill and first aid
 - ** timetabling
 - ** collection of fees and other monies
 - ** staff welfare
 - ** accidents

(iv) INTERACTION WITH STAKEHOLDERS

- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- * To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- * To remain informed of current developments in educational thinking and curriculum development.
- * To participate in the school's governing body if elected to do so.

(v) COMMUNICATION:

- * To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- * To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- * To meet parents and discuss with them the conduct and progress of their children.
- * To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

- * To maintain contact with sporting, social, cultural and community organisations.
- * To have contacts with the public on behalf of the principal.

Annexure D**TEACHER**

(a) JOB TITLE: Teacher

(b) THE AIM OF THE JOB:

To engage in class teaching, including the academic, administrative, educational and disciplinary aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner.

(d) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) TEACHING

- * To engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.
- * To be a class teacher.
- * To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
- * To take on a leadership role in respect of the subject, learning area or phase, if required.
- * To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
- * To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
- * To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- * To consider and utilise the learners' own experiences as a fundamental and valuable resource.

(ii) EXTRA- & CO-CURRICULAR

- * To assist the HOD to identify aspects which require special attention and to assist in addressing them.

- * To cater for the educational and general welfare of all learners in his/her care.
- * To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

(iii) ADMINISTRATIVE

- * To co-ordinate and control all the academic activities of each subject taught.
- * To control and co-ordinate stock and equipment which is used and required.
- * To perform or assist with one or more of other non-teaching administrative duties such as:
 - ** secretary to general staff meeting and/or others
 - ** fire drill and first aid
 - ** timetabling
 - ** collection of fees and other monies
 - ** staff welfare
 - ** accidents

(iv) INTERACTION WITH STAKEHOLDERS

- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- * To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- * To remain informed of current developments in educational thinking and curriculum development.
- * To participate in the school's governing body if elected to do so.

(v) COMMUNICATION:

- * To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- * To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- * To meet parents and discuss with them the conduct and progress of their children.
- * To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

- * To maintain contact with sporting, social, cultural and community organisations.
- * To have contacts with the public on behalf of the principal.

Teaching and Learning Specialist

(a) JOB TITLE: Teaching and Learning Specialist

(b) POST LEVEL: 1

(c) THE AIM OF THE JOB:

To engage in outstanding class teaching, including the academic, administrative, educational aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner and act as mentor to less experienced teachers, students and interns (if and when applicable).

(d) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) TEACHING

- * To engage in outstanding class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.
 - * To be a class teacher.
 - * To prepare exceptional lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
 - * To take on a leadership role in respect of the subject, learning area or phase.
 - * To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
 - * To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
 - * To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- To consider and utilise the learners' own experiences as a fundamental and valuable resource.
 - Develop education material for utilisation by other educators

(ii) EXTRA- & CO-CURRICULAR

- * To assist the HOD to identify aspects which require special attention and to assist in addressing them.

- * To cater for the educational and general welfare of all learners in his/her care.
- * To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.
- * To share in the responsibilities of organising and conducting extra and co-curricular activities.

(iii) ADMINISTRATIVE

- * To co-ordinate and control all the academic activities of each subject taught.
- * To control and co-ordinate stock and equipment which is used and required.
- * **To perform or assist with one or more of other non-teaching administrative duties such as:**
 - ** secretary to general staff meeting and/or others
 - ** fire drill and first aid
 - ** timetabling
 - ** collection of fees and other monies
 - ** staff welfare
 - ** accidents

(iv) INTERACTION WITH STAKEHOLDERS

- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- * To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- * To remain informed of current developments in educational thinking and curriculum development.
- * To participate in the school's governing body if elected to do so.

(v) COMMUNICATION:

- * To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- * To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- * To meet parents and discuss with them the conduct and progress of their children.

- * To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- * To maintain contact with sporting, social, cultural and community organisations.
- * To have contacts with the public on behalf of the principal.

(vi) Other

- * To act as mentor and coach for less experienced teachers
- * When and if required, to act as head of a subject, phase or grade as support to the relevant Education Specialist (HoD).

Senior Teaching and Learning Specialist

(a) JOB TITLE: Senior Teaching and Learning Specialist

(b) POST LEVEL : 1

(c) THE AIM OF THE JOB:

To engage in outstanding class teaching, including the academic, administrative, educational aspects and to organise extra and co-curricular activities so as to ensure that the education of the learners is promoted in a proper manner; to act as mentor and subject specialist to less experienced teachers, students and interns (if and when applicable), to participate in and facilitate professional development activities and to provide management support to the management team of the school when and if required.

(d) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, but will mainly be as subject specialist with exceptional subject knowledge assisting and training of colleagues. Other duties , to a lesser extend, nclude, but are not limited to, the following:

(i) TEACHING

- * To engage in outstanding class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.
 - * To be a class teacher.
 - * To prepare exceptional lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
 - * To take on a curriculum leadership role in respect of the subject, learning area or phase.
 - * To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
 - * To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
 - * To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- To consider and utilise the learners' own experiences as a fundamental and valuable resource.

- Develop education material for utilisation by other educators

(ii) EXTRA- & CO-CURRICULAR

- * To assist the HOD to identify aspects which require special attention and to assist in addressing them.
- * To cater for the educational and general welfare of all learners in his/her care.
- * To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.
- * To share in the responsibilities of organising and conducting extra and co-curricular activities.

(iii) ADMINISTRATIVE

- * To co-ordinate and control all the academic activities of each subject taught.
- * To control and co-ordinate stock and equipment which is used and required.
- * **To perform or assist with one or more of other non-teaching administrative duties such as:**
 - ** secretary to general staff meeting and/or others
 - ** fire drill and first aid
 - ** timetabling
 - ** collection of fees and other monies
 - ** staff welfare
 - ** accidents
- * To engage in management tasks in support of the school management team.
- * To act as head of a subject, phase or grade in co-operation with the relevant HoD.

(iv) INTERACTION WITH STAKEHOLDERS

- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- * To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- * To remain informed of current developments in educational thinking and curriculum development.
- * To participate in the school's governing body if elected to do so.

(v) COMMUNICATION:

- * To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.
- * To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- * To meet parents and discuss with them the conduct and progress of their children.
- * To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- * To maintain contact with sporting, social, cultural and community organisations.
- * To have contacts with the public on behalf of the principal.

(vi) Other

- * To act as mentor and coach for less experienced teachers.
- To collaborate with and support teachers regarding instructional procedures and personal growth.
 - To write and present educational documents at conferences/workshops

Annexure G**HEAD OF DEPARTMENT**

(a) JOB TITLE: Head of Department

(b) POST LEVEL: 2

(c) THE AIM OF THE JOB:

To engage in class teaching, be responsible for the effective functioning of the department, supervision of educators and to organise relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner.

(d) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

(i) TEACHING

* To engage in class teaching as per workload of the relevant post level and the needs of the school.

* To be a class teacher if required.

- To assess and to record the attainment of learners taught.

(ii) EXTRA- & CO-CURRICULAR

* To be in charge of a subject, learning area or phase.

* To jointly develop the policy for that department.

* To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.

* To provide and co-ordinate guidance:

** on the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned

** on syllabi, schemes of work, homework, practical work, remedial work, etc.

** to inexperienced staff members

** on the educational welfare of learners in the department.

* To control:

** the work of educators and learners in the department

** reports submitted to the Principal as required

** mark sheets

- ** test and examination papers as well as memoranda
- ** the administrative responsibilities of staff members
- * To share in the responsibilities of organising and conducting extra and co-curricular activities.

(iii) PERSONNEL

- To advise the Principal regarding the division of work among the staff in that department.
- To monitor and evaluate the performance of educators
- * To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

(iv) GENERAL/ADMINISTRATIVE

- * To assist with the planning and management of:
 - ** school stock, text books and equipment for the department
 - ** the budget for the department and
 - ** subject work schemes
- * To perform or assist with one or more non-teaching administrative duties, such as:
 - ** secretary to general staff meeting and/or others
 - ** fire drill and first aid
 - ** timetabling
 - ** collection of fees and other monies
 - ** staff welfare
 - ** accidents
- * To act on behalf of the Principal during her/his absence from school if the school does not qualify for a Deputy Principal or in the event both of them are absent.

(v) COMMUNICATION:

- * To co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school.
- * To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.
- * To meet parents and discuss with them the progress and conduct of their children.

- * To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- * To co-operate with Further and Higher Education institutions in relation to learners' records and performance and career opportunities.
- * To maintain contact with sporting, social, cultural and community organisations.
 - * To have contacts with the public on behalf of the Principal.

Annexure H**DEPUTY PRINCIPAL**

- (a) JOB TITLE: Deputy Principal (School)
- (b) THE AIM OF THE POST:
- (i) To assist the Principal in managing the school and promoting the education of learners to agreed standards.
- (ii) To provide leadership to ensure the effective implementation of the curriculum in the school.
- (c) REQUIRED COMPETENCIES FOR THE POST:
The Deputy Principal needs to have:
- Comprehensive understanding of the curriculum;
 - Sound knowledge of the legislative and policy framework;
 - Understanding of the opportunities and challenges of leading and managing a South African school in the 21st century in the context of national transformation;
 - Ability to sustain a child-friendly environment;
 - Ability to implement creative problem solving strategies;
 - Ability to identify, collect and use data and evidence to inform planning;
 - Understanding of management of staff;
 - Ability to work as part of a team;
 - Ability to mentor the subject/learning area heads of department and the RCL structure and lead on staff training initiatives;
 - Strong administrative skills in relation particularly to time-tabling, admissions, registrations, and resources management;
 - Ability to work closely and positively with the local community.
- (d) CORE DUTIES AND RESPONSIBILITIES OF THE POST:

The duties and responsibilities of the job, as designated below, allow for individual and varied approaches, depending on the context and needs of the particular school. These include, but are not limited to, the following:

GENERAL

To assist the Principal in his/her duties and to deputise for the Principal during her/his absence from school.

LEADING AND MANAGING THE LEARNING SCHOOL***Curriculum Management***

- Regularly visit teachers in their classrooms to provide support and advice, monitor their progress in providing quality teaching and learning and inform the school's professional development priorities.
- Provide support to the principal in professional leadership within the school, which involves a comprehensive understanding of the curriculum, and is required to:
 - Collect data which will help in improving teaching and learning activities in the school
 - Provide reports on teaching, support and other professional activities
 - Ensure that there are functional curriculum structures in the school.
- Give instructions and guidelines for timetabling, admission and placement of learners.
- Oversee the mentoring, coaching and general support of novice and under-performing teachers.
- Assist the principal in ensuring that workloads are equitably distributed among the staff.
- Engage in class teaching as per the workload of the relevant post and the needs of the school.
- Assess and record attainment of learners and manage their progression.
- Liaise with relevant structures regarding school curricula/co-curricula activities and curriculum development and ensure educator and learner involvement.

Promoting ICTs in Learning

- Co-ordinate the use of ICTs in supporting curriculum delivery and in recording learner progress.

Human Resource Support and Management

- Facilitate learner and staff counseling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners. Particular attention must be paid to ensuring that vulnerable learners have access to appropriate learning experiences and are adequately supported.
- Involve parents and other community members as resources and partners in the learning process.
- Establish learner disciplinary mechanisms in line with the law and good practice.

MANAGING QUALITY AND SECURING ACCOUNTABILITY***Quality Assurance of the Learning Environment:***

- Consolidate class visit reports from the Heads of Department and follow up on concerns raised through targeted class visits in support of the teacher and in order to improve teaching and learning in the school.
- Co-ordinate the effective use and safekeeping of all movable and immovable assets in the school.
- Support the Principal in ensuring that discipline is being maintained.

- Review Learning and Teaching Support Materials (LTSMs) and ensure that they are being used effectively.

Staff Appraisal:

- Support the principal in managing the staff assessment process and assisting in:
 - Conducting a staff skills audit;
 - Establishing staff development structures, such as Development Support Groups;
 - Organise staff development and intervention programmes.

DEVELOPING AND EMPOWERING SELF AND OTHERS

Staff Development

- Assist the principal in the orientation and induction of new and inexperienced educators in developing and achieving the educational objectives in accordance with the needs of the school.
- Co-ordinate external project intervention and visits so that they are articulated with the needs and timeframes of the school.
- Mentor, coach and provide general support for novice and under-performing teachers.

School Community Development

- Conduct opportunities for growth and development of staff and the school community in the spirit of 'ubuntu'.
- Establish retrieval and storage systems that all staff members to access Departmental Circulars and other information received that affects them.
- Participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards as required.

MANAGING THE SCHOOL AS AN ORGANISATION

General Institutional Management:

- Provide strategic leadership in the absence of the principal.
- Ensure that the school's environment is safe and secure for all learners and staff members.
- Assist the principal in making sure the school has the required school accounts and records.
- Implement transparent decision-making structures and solve problems in a creative fashion.
- Ensure that the school's environment is safe and secure for all learners and staff members.
- Assist in ensuring that a School Log Book or Incident Book is maintained containing a record of all-important events connected with the school.
- Assist in managing all external project interventions and visits to ensure that they benefit the school and are articulated with the school's needs.

Manage Information:

- Manage sensitive information, particularly learner and educator personnel files, ensuring that they are properly maintained, stored and accessible to those authorized to view them.

Network and represent the school:

- Serve on recruitment, promotion, advisory and other committees as required.
- Liaise with the Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section, and any others, concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners as required.
- Assist in ensuring that the school has a functioning school governing body

WORKING WITH AND FOR THE COMMUNITY***School Governing Body:***

- Co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- Support and render strategic advice to the School Governing Body.
- Meet parents concerning learners' progress and conduct as required by the principal
- Supervise and advise the Representative Council of Learners and act as a link between the RCL and the school's management team.

Community Networking and Partnership:

- Participate in community activities in connection with educational matters and community development.
- Liaise with relevant Government Departments, e.g. Departments of Health, Social Development, Safety and Security, Public Works, and sports, social, cultural and community organisations.as required.
- Understand the community the school serves and therefore:
 - Understand the socio-economic and political issues impacting on the teaching and learning programme and adapt it accordingly;
 - Assist in setting up community-school partnerships to support teaching and learning programmes;
 - Support fundraising structures and initiatives.

Annexure I**PRINCIPAL (School)**

(a) JOB TITLE: Principal (Public School)

(b) THE AIM OF THE POST:

To provide effective school leadership and management that promotes a school ethos conducive to the delivery of quality education and positive learning experiences for all learners.

(c) REQUIRED COMPETENCIES FOR THE POST:

The Principal needs to have:

- Comprehensive understanding of the curriculum;
- Ability to manage resources (including finance) to maximize the educational goals of the school;
- Detailed knowledge of the legislative and policy framework and implement the principles of Batho Pele;
- Understanding of the opportunities and challenges of leading and managing a South African school in the 21st century within the context of national transformation;
- Ability to create and sustain a school environment that is child-friendly;
- Ability to identify, collect and use data and evidence to inform planning;
- Strong time management and administrative skills;
- The ability to lead and inspire by example and through dedication, commitment and honesty;
- Strong personnel management skills;
- Ability to work closely with and for the local community.

(d) CORE DUTIES AND RESPONSIBILITIES OF THE POST:

The duties and responsibilities of the job, as designated below, allow for individual and varied approaches, depending on the context and needs of the particular school. These include, but are not limited to, the following:

LEADING THE LEARNING SCHOOL***Curriculum Management:***

- Champion and provide professional leadership within the school, which involves a comprehensive understanding of the curriculum, and ensures functional curriculum structures in the school.
- Regularly visit teachers in their classrooms to provide support, monitor their progress in providing quality teaching and learning and inform the school's professional development priorities.

- Provide leadership and management structures to ensure that the school has a working timetable based on subjects/learning areas and classroom allocation that best uses the resources of the school within the context of the National Curriculum Statement policy.
- Liaise with relevant institutional, professional and community structures regarding school curricula/co-curricula activities and curriculum development, monitoring and evaluation, and to ensure educator and learner involvement.
- Ensure that learning is relevant to developing the potential of every learner to become an active member of society equipped to participate in and contribute to advancement and well being of the community.

Promoting ICT in Learning:

- Promote the use of ICTs in supporting curriculum delivery and in recording learner progress.

Human Resource Support and Management:

- Oversee learner and staff counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners. Particular attention must be paid to ensuring that vulnerable learners have access to appropriate learning experiences and are adequately supported.
- Make effective use of parents and other community members as resources and partners in the learning process.
- Ensure that learner discipline is handled appropriately within the law in order to maximize learning.

SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

School Development/Improvement Planning

- Ensure the school has a collectively developed vision and mission and policies which are underpinned by a set of agreed values and that these are understood and practiced.
- Ensure that the school is a safe and secure environment allowing conditions for planning and implementation.
- Champion the school's School Development and Improvement Plans and ensure they are implemented as planned.
- Ensure planning is done on time and is evidence-based.
- Actively seek out and invite the support of a range of people with expertise who can assist with the development of the school.

Evidence-based planning

- Ensure that data is collected on a range of school activities and resources to ensure that planning is evidence-based and to inform sound school management and provide reliable statistics to the district office.
- Ensure that the school has the necessary systems in place to promote effective communication to ensure decisions are executed as planned.
- Ensure that the school has the necessary resources and physical infrastructure to deliver on the school's plans and allow effective learning and teaching.

MANAGING QUALITY AND SECURING ACCOUNTABILITY

Quality Assurance of the Learning Environment

- Ensure the correct completion of all attendance registers and the use of these registers to inform appropriate action over absenteeism.
- Make regular physical infrastructure inspections of the school to ensure that the school premises and equipment are being used properly and that a register of assets is maintained and they are safe.
- Monitor the hostel , if one is attached to the school, and all related activities.

Assessment and Appraisal Practices

- Promote assessment practices and monitor and use evidence to manage and improve learner outcomes at every grade level in the school.
- Fulfill the purpose and aim of the staff appraisal process to:
 - **Facilitate the election or establishment of a staff development team (SDT);**
 - **Assist the SDT in organizing developmental intervention programmes;**
 - **Analyse and use the comprehensive results of the staff appraisal process to regularly review professional practice with the aim of improving teaching, learning and management;**
 - **Allocate funds for staff development programmes.**

DEVELOPING AND EMPOWERING SELF AND OTHERS

Staff Development

- Promote and ensure that effective high quality staff training programmes are planned and implemented, including orientation and induction programmes for staff.
- Co-operate with higher education institutions and other agencies in relation to learners' records and performance as well as Continued Professional Development (CPD) and management development programmes.
- Assist educators in developing and achieving educational objectives in accordance with the needs of the school.
- Oversee the mentoring, coaching and general support of novice and under-performing teachers.
- Understand the purpose and aims of staff development systems and oversee the effective implementation and management of quality management systems (IQMS, systemic evaluation, PMDS) in order to inform whole school and staff development.
- Promote and encourage reflective practices among educators as well as sharing of expertise among peers.

School Community Development

- Apply the principles of 'ubuntu' in creating opportunities for growth and development of the school community.
- Work as a team player.
- Ensure that Departmental circulars and other relevant information received are brought to the attention of staff and other school community members, and clarified for them, as well as being easily accessible.
- Participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
- Develop strategies to engage and promote leadership development among learners and educators, fostering opportunities to practice behaviour such as initiative, responsibility and commitment.

MANAGING THE SCHOOL AS AN ORGANISATION

Financial Management

- Manage the school's finances and apply necessary controls to maximize the use of the funds available and account for all spending.
 - Support the school governing body in developing the annual budget and provide data to inform the planning, including enrolment, fee exemption and collection levels.
 - Support the school fundraising efforts.
 - Keep various kinds of school accounts and statutory records properly and make the best use of funds for the benefit of the learners in consultation with the management team and in accordance with the appropriate systems and structures.
 - Support the School Governing Body in having the school's accounts audited annually as prescribed in law.
-
- Implement transparent decision-making structures and solve problems in a creative fashion.
 - Ensure that the school's environment is safe and secure for all learners and staff members.
 - Ensure a School Log Book or Incident Book is maintained containing a record of all-important events connected with the school.
 - Ensure systems are in place for the management of all correspondence received at the school.
 - Manage all external project interventions and visits to ensure that they benefit the school and are articulated with the school's needs.

Manage Information

- Manage relations with the media within the context of the Promotion of Access to Information Act and provincial guidelines.
- Manage sensitive information, particularly learner and educator personnel files, ensuring that they are properly maintained, stored and accessible to those authorized to view them.

Network and represent the school

- Serve on recruitment, promotion, advisory and other committees as required.
- Liaise with the Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section, and any others, concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.
- Ensure that the school has a functioning School Governing Body.

WORKING WITH AND FOR THE COMMUNITY

School Governing Body

- Serve on the governing body of the school and render all necessary assistance to the governing body in the performance of its functions in terms of the SA Schools Act, as amended.
- Co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.

- Support and render strategic advice to the School Governing Body.

Community Networking and Partnership

- Understand the community the school serves and therefore:
 - Understand the socio-economic and political issues impacting on the teaching and learning programme and adapt it accordingly;
 - Set up community-school partnerships to support teaching and learning programmes;
 - Set up or support fundraising structures and initiatives.
- Participate in community activities in connection with educational matters and community development.
- Liaise with relevant Government Departments, e.g. Departments of Health, Social Development, Safety and Security, Public Works, and sports, social, cultural and community organizations, as required.

Annexure J**Office-based Management for Schools: Circuit Manager**

(a) JOB TITLE: Education **Institutional Manager (EIM)**

(b) THE AIM OF THE JOB:

To support school principals, school management teams and school governing bodies in the management, administration and governance of schools.

To monitor the effective management, administration and governance of schools.

To facilitate curriculum delivery through support in various ways.

(c) CORE DUTIES AND RESPONSIBILITIES OF THE JOB:

The duties and responsibilities of the job are individual and varied, depending on the nature of the responsibilities attached to each post. These include but are not limited to subject advisory services, administration and policy development processes.

(i) LEADERSHIP

- To provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting the values of fairness and equity in the workplace.
- To assist educators to identify, assess and meet the needs of learners (provide professional leadership).
- To disseminate and encourage the application of good practices in all areas of work.
- To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.
- To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all level.

- The circuit manager should ensure that subject advisors visit schools and provide the necessary support (in terms of subject advice)

(ii) **COMMUNICATION**

- Establish clear channels of communication with schools and other stakeholders.
- To communicate effectively, both orally and in writing, with principals, other staff, parents, School Governing Bodies (SGB), external agencies and the Department as well as to ensure timeous feedback from institutions.
- To consult with all stakeholders on decisions that affect them.
- To explain the objective of any intervention/s to learners, educators and others.
- To chair workshops, case conference and meeting when needed.
- To serve on recruitment, promotion, advisory and other committees as required.
- To assist in the development of the use of information (statistics/surveys) and communications technology as a means of gathering and disseminating information about learners.
- To liaise with other education offices for the purpose of coordination.
- To liaise with other relevant Government Departments for example Department of Health and Welfare, Public Works, etc., as required.
- To maintain contacts with sports, cultural and community organisation.

(iii) **FINANCIAL PLANNING AND MANAGEMENT**

- To undertake activity-based costing (ABC) for planned projects/activities.
- To prioritise activities in terms of costs and education needs in preparation for strategic planning.
- To plan budgets in terms of a medium term expenditure framework (MTEF).
- To manage projects within the set budget.
- To advise principals and school management teams on the planning, utilisation and monitoring of budgets in order to meet school objectives.
- To maintain records to disseminate information for financial accountability.

(iv) **STRATEGIC PLANNING AND TRANSFORMATION**

- To analyse the external environment and internal working environment.

- To identify the needs of clients (learners, educators, others).
- To prepare strategic plans with the intention of achieving the goals of the Department.
- To prepare management plans to achieve targets as well as the needs of clients (educators, learners and others).
- To provide guidance to institution on strategic planning.
- To support and co-operate with principals, staff and SGBs, in whole school development.

(v) POLICY

- To formulate policy for operational reasons.
- To analyse policy.
- To implement policy.
- To monitor and evaluate policy implementation.
- To provide guidance to institutions on policy formulation.
- Promote and support policy implementation in education sites

(vi) RESEARCH AND DEVELOPMENT

- To keep abreast of the latest research in the field of education.
- To undertake small scale as well as large scale research to improve service delivery and policy formulation.
- To encourage and support research initiatives with Universities, Colleges of Education and other Agencies.
- To apply research findings after carefully analysing the context.
- To maintain a database of learners/educators' needs e.g professional development needs of educators.

(vii) CURRICULUM DELIVERY

- Promote, facilitate and monitor the implementation of General Education and Training (GET) and Further Education and Training (FET) policies in all learning sites including Early Childhood Development (ECD) and Adult Basic Education and Training (ABET) centres, and independent and home schools;

- Provide curriculum guidance and support and learning area and subject advisory service to all teachers in order to improve teaching and learning;
- Support quality education delivery and in particular, teaching and learning, in educational sites for the purposes of both accountability and improvement of learner achievement;
- Provide specialised education services to schools where necessary;
- Promote inclusive education and render specialised support in the identification and addressing barriers to learning within the system in schools;
- To assist in equitable deployment of staff and resources to facilitate teaching and learning.
- To provide pastoral support (guidance and counselling) and to learners whenever requested by institutions.
- To maintain effective partnerships between parents and school staff to promote effective teaching and learning.
- To develop systems for monitoring and recording progress made by learners towards achievement of targets set.
- To facilitate curriculum development at institution/District/Provincial/National level.
- To provide guidance/assistance in learner assessment.
- To promote the National campaign on Culture of Teaching, Learning and Service (COLTS).

(viii) STAFF DEVELOPMENT

- To assess professional development needs by using questionnaires, informal methods and developmental appraisal.
- To support/plan staff development activities based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans.
- To continue, to implement and participate in staff development programmes.
- To evaluate success/problems of staff development programmes in terms of the goals of the institutions/Department.
- Assesses support needs for capacity building of Principals, SGBs and SMTs with regard to policy mediation and implementation, financial management

and administrative systems and strategic management and sport/cultural and social programmes

- To provide support for professional growth of educators within an appraisal programme.
- To participate in agreed educator appraisal processes in order to regularly review their professional practices.
- All circuit managers should be trained in effective support and supervision and the use of checklist as a management tool.

(ix) GENERAL / OFFICE ADMINISTRATION

- To keep and update records of the office, district or area under his/her control.
- Write regular reports on work performed and report and account to the district.
- To ensure that Department circulars and other information received which affect colleagues or their work are brought to their notice as soon as possible.
- To handle all correspondence referred to his/her office.
- Manage the database on all schools in the circuit

(x) ADMINISTRATIVE SERVICE TO SCHOOLS:

- Disseminates and mediate policy documents, circulars and other official documents to schools.
- Facilitates and coordinates the supply and delivery of equipment and resources to schools.
- Facilitates and coordinates the provision of administrative service to schools (security, maintenance, transport, etc).
- Collects and verifies critical information required by EMIS.
- Oversees the administration of transport and boarding bursaries in all boarding facilities of the circuit.

(xi) MANAGEMENT SUPPORT TO SCHOOLS

- Facilitates the day-to-day use and application of policies affecting the management and governance of schools.
- Facilitates and coordinates the effective running of external examinations.
- Moderates exam schedules
- Ensures stability in the teaching and learning environment at schools.
- Attending to complaints from parents, learners and other officials.
- Liaison with local industry, parents, community leaders, NGOs and other government departments.
- Delivery of official documents to schools (seen as an admin function)
- Approval of examination schedules (seen as a curriculum function).
- Provide examination support services and Grade 12 intervention where necessary;
- Approval of leave forms, school feeding schemes and school excursions (should be seen a monitoring function).
- Investigation of cases of misconduct (should be dealt with by the labour officers)
- Provide educational leadership, management and governance guidance and support to all the schools (this includes support in financial management, governance, school organisation and management, as well as conflict resolution);
- Support school governing bodies in promoting effective school governance;
- Monitor education delivery in educational sites for the purposes of both accountability and improvement;
- Participate in the EMIS surveys, maintain a database so as to become a provider of all relevant information about developments in education, to the broader public, manage the database on the schools that a district is responsible using EMIS surveys for data access;
- Participate in the IQMS process. Offer support in terms of IQMS process, visit schools to moderate scores in circuit and randomly select schools to verify school-based moderation.
- Implement provincial educational building policies and manage the departmental assets;
- Guide and support community involvement and development in education, collaboration of district, circuits and schools with community structures and the community as a whole, continuing to forge more partnership as needed; and
- Manage and consolidate the School Development Plans (SDPs) into District Development Plans (DDPs), and use these to inform and give context to the provincial department

strategic plans. Use the SDPs to plan school visits for monitoring, support and evaluation of policy implementation.

- ❑ Selection, appointment, induction and management of school personnel.
- ❑ General education management issues.
- ❑ [Mediates either individually or collectively with other officials in the resolution of conflicts at schools.](#)
- ❑ Manage Labour relation issues.
- ❑ Monitor the basic functioning of schools.
- ❑ Participates in national, provincial and district quality assurance initiatives that assist in monitoring of schools.
- ❑ Visit all schools in their circuit at least once a month.
- ❑ Manage a checklist to assist them in providing effective supervision should be implemented.
- ❑ Manage the performance agreement system of school principals.

OFFICE BASED EDUCATORS

- (a) JOB TITLE: Education Specialist: Chief /Deputy Chief/Senior
- (b) POST LEVEL: 2/3/5/6
- (c) AIM OF THE JOB

The core process in education is curriculum delivery and the strategic levers for curriculum delivery are INSET, EMD and enabling functions. The aim of jobs at offices is to facilitate curriculum delivery through support in various ways. Offices will be managed in compliance with applicable legislation, regulations, ELRC Collective Agreements and personnel administration measures.

(d) THE CORE RESPONSIBILITIES

In executing tasks, educators must be mindful of their role in education transformation, redress and equity.

The duties and responsibilities of the job are individual and varied, depending on the nature of the responsibilities attached to each post. These include but are not limited to subject advisory services, administration and policy development processes. It remains the responsibility of immediate supervisors to develop specific responsibilities and duties for each post on the basis of job content as may be applicable. The duties and responsibilities for incumbents of these posts include, but are not limited to, the following:

(i) LEADERSHIP

- * To provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting the values of fairness and equity in the workplace.
- * To assist educators to identify, assess and meet the needs of learners (provide professional leadership).
- * To disseminate and encourage the application of good practices in all areas of work.
- * To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.
- * To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all levels.

(i) COMMUNICATION

- * To communicate effectively, both orally and in writing, with principals, other staff, parents, School Governing Bodies (SGBs), external agencies and the Department as well as to ensure timeous feedback from institutions.

- * To consult with all stakeholders on decisions that affect them.
- * To explain the objectives of any intervention/s to learners, educators and others.
- * To chair workshops, case conferences and meetings when needed.
- * To serve on recruitment, promotion, advisory and other committees as required.
- * To assist in the development of the use of information (statistics/surveys) and communications technology as a means of gathering and disseminating information about learners.
- * To liaise with other education offices for the purpose of co-ordination.
- * To liaise with other relevant Government Departments, for example Department of Health and Welfare, Public Works, etc., as required.
- * To maintain contacts with sports, cultural and community organisations.

(iii) FINANCIAL PLANNING AND MANAGEMENT

- * To undertake activity-based costing (ABC) for planned projects/activities.
- * To prioritise activities in terms of costs and educational needs in preparation for strategic planning.
- * To plan budgets in terms of a medium term expenditure framework (MTEF).
- * To manage projects within the set budget.
- * To advise principals and school management teams on the planning, utilisation and monitoring of budgets in order to meet school objectives.
- * To maintain records to disseminate information for financial accountability.

(iv) STRATEGIC PLANNING AND TRANSFORMATION

- * To analyse the external environment and internal work environment.
- * To identify the needs of clients (learners, educators, others).
- * To prepare strategic plans with the intention of achieving the goals of the Department.
- * To prepare management plans to achieve targets as well as the needs of clients (educators, learners and others).
- * To provide guidance to institutions on strategic planning.

- * To support and co-operate with principals, staff and SGBs in whole school development.

(v) POLICY

- * To formulate policy for operational reasons.
- * To analyse policy.
- * To implement policy.
- * To monitor and evaluate policy implementation.
- * To provide guidance to institutions on policy formulation and implementation.

(vi) RESEARCH AND DEVELOPMENT

- * To keep abreast of the latest research in the field of education.
- * To undertake small scale as well as large scale research to improve service delivery and policy formulation.
- * To encourage and support research initiatives with Universities and other Agencies.
- * To apply research findings after carefully analysing the context.
- * To maintain a database of learners/educators' needs e.g. professional development needs of educators.

(vii) CURRICULUM DELIVERY

- * To assist in equitable deployment of staff and resources to facilitate teaching and learning.
- * To provide pastoral support (guidance and counselling) and to learners whenever requested by institutions.
- * To maintain effective partnerships between parents and school staff to promote effective teaching and learning.
- * To develop systems for monitoring and recording progress made by learners towards achievement of targets set.
- * To support initiatives to improve numeracy, literacy and information technology as well as access to the wider curriculum.
- * To facilitate curriculum development at institution/District/Provincial/National level.

- * To provide guidance/assistance in learner assessment.
- * To promote the National campaign on Culture of Teaching, Learning and Service (COLTS).

(viii) STAFF DEVELOPMENT

- * To assess professional development needs by using questionnaires, informal methods and developmental appraisal.
- * To support/plan staff development activities based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans.
- * To contribute, to implement and participate in staff development programmes.
- * To evaluate success/problems of staff development programmes in terms of the goals of the institutions/Department.
- * To assist in capacity building programmes for SRC's, School Management Teams (SMTs) and SGBs.
- * To provide support for professional growth of educators within an appraisal programme.
- * To participate in agreed educator appraisal processes in order to regularly review their professional practice.

(ix) GENERAL

- * To keep and update records of the office, district or area under his/her control.
- * To ensure that Departmental circulars and other information received which affect colleagues or their work are brought to their notice as soon as possible.
- * To handle all correspondence referred to his/her office.