



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



PRESIDENTIAL
EMPLOYMENT
STIMULUS

PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION (PYEI) IN THE BASIC EDUCATION SECTOR

GUIDELINE FOR PLACEMENT OF ASSISTANTS APPOINTED IN PHASE II OF PYEI IN THE BASIC EDUCATION SECTOR

DECEMBER 2021

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ACRONYMS

BCM	
CEMIS	*Central Education Management Information System
CYCW	Child and Youth Care Workers
EA	Education Assistant
FAL	First Additional Language
FET	Further Education and Training
GSA	General School Assistant
ICT	Information and Communication Technology
LoLT	Language of Learning and Teaching
MST	Mathematics, Science and Technology
NSC	National Senior Certificate
PES	Presidential Employment Stimulus
PSET	Post School Education and Training
PYEI	Presidential Youth Employment Intervention
SA-SAMS	South African School Administration and Management System
SEA	Sport and Enrichment Assistants
IT	Information Technology

*CEMIS is only used in the Western Cape, in lieu of SA-SAMS.

1. Introduction

As part of Phase II of the Presidential Youth Employment Intervention (PYEI), the Basic Education Sector is appointing 287 424 youth, who will be placed schools for learners with special education needs. This forms an integral part of the Presidential Employment Stimulus (PES). It seeks to confront the devastating economic challenges caused by the COVID-19 pandemic, as part of government's broader economic recovery agenda. It is a large scale public employment intervention targeting unemployed youth, who are 18 – 35 years old. The intervention also seeks to address the high levels of youth unemployment in South Africa. The youth will be offered five months' contract, commencing on 1 November 2021 to 31 March 2022.

The youth will be appointed in six focus areas, which are curriculum support, Reading Champions, Child and Youth Care Workers (CYCW), Handymen, e-Cadres, and Sport and Enrichment Assistants (SEA). This guideline is meant to assist schools to effectively place and utilise the Assistants assigned to them.

2. Problem Statement

In assigning roles and responsibilities to the Assistants, some schools have not considered the critical support areas identified by the National Department of Basic Education.

Schools have assigned the Assistants in areas which do not allow them to effectively leverage these resources and support the attainment of the objectives of the PYEI in the Basic Education Sector.

3. Aim of the Guideline

The guideline aims to ensure that the Assistants are placed correctly to benefit the school and to serve the purpose of the PYEI in the Basic Education Sector.

4. Objectives of the PYEI in the Basic Education Sector

The Guideline focusses on four of the six focus areas. Consequently, the overarching objectives stated in the Framework that are linked with this Guideline are as follows:

- 4.1 Through the provision of Educations Assistants (curriculum support) provide **support to sector priorities such as Mathematics, Science and Technology (MST), high enrolment subjects in the FET Phase, Reading and Literacy, supporting teachers in classrooms** and also **support reading initiatives** in schools and communities.

- 4.2 To provide **e-Cadres to schools** so as to address the huge digital divide realised during COVID-19 and during the implementation of Phase I, where schools either lacked capacity, infrastructure or connectivity. The e-Cadres will be empowered to assist teachers with integration of ICT in classrooms, as well as maximise on the use of school administration and management system that Government has put in place in schools.
- 4.3 To provide **psychosocial support** to learners through the provision of CYCW.
- 4.4 To **ensure that extracurricular activities** are supported in schools through the appointment of SEAs.
- 4.5 To ensure that schools are assisted in coping with the need **to create a safe and conducive learning environment**, and adherence to COVID-19 protocols by **maintaining infrastructure**, cleaning school surroundings, screening and sanitizing of learners, educators and visitors to the schools – through the provision of General School Assistants.

5. Assumptions

- Every school has appointed the EAs and GSAs;
- The school principal can assign any reasonable duties to an EA or GSA, to ensure that they are meaningfully engaged at all times;
- The EAs appointed to support teachers in the classroom are not required to teach learners/ lead lessons; and
- All Assistants, regardless of their focus area, are required to ensure compliance to COVID-19 protocols by learners.
- The appointed youth will be provided with training to give them the basic skills to fulfil their responsibilities.

6. Placement of Assistants in schools

6.1 Placement of Education Assistants (Curriculum support)

The placement of Education Assistants appointed to support the teachers in the classroom should target specific phases, grades and subjects, as outlined in the table below:

Foundation Phase (Grade 3)	Intermediate Phase (Grades 4 & 6)	Senior Phase (Grade 8 & 9)	FET Phase (Grades 10-12)*
<ul style="list-style-type: none"> • Languages and Mathematics 	<ul style="list-style-type: none"> • Languages and Mathematics 	<ul style="list-style-type: none"> • Languages and Mathematics 	<ul style="list-style-type: none"> • High enrolment subjects: <ul style="list-style-type: none"> ○ Languages; ○ Mathematic,

Foundation Phase (Grade 3)	Intermediate Phase (Grades 4 & 6)	Senior Phase (Grade 8 & 9)	FET Phase (Grades 10-12)*
			BCM subjects, Life Sciences, Physical Sciences Geography and History

Rationale for the targeted grades and subjects

Exit and transition grades are targeted in the lower grades. Grades 3 and 6 are the exit grades in Foundation and Intermediate Phases while Grades 4 and 9 are the transition grades into the Intermediate and Senior Phases respectively. Transitioning into a new phase poses challenges for learners and they include the following:

- Change in the notional time;
- Change in the Language of Learning and Teaching (LoLT);
- Transitioning from being taught by one teacher (Grade 3) to having multiple teachers (Grade 4);
- Increase in the number of subjects (from 4 subjects to 6 subjects in the Intermediate Phase and 6 subjects to 9 subjects in the Senior Phase);
- In Grade 9, learners have to select the subjects they will be offering in the Grade 10 and this has implications for further fields of study and career choices;
- The learning losses experienced by learners in the FET Phase due to the rotational school attendance in 2020 and 2021 has led to poor curriculum coverage which will have serious implications for the National Senior Certificate (NSC) exit examinations. In order to alleviate the effects of the learning losses, it is important that teachers and learners in the targeted grades and the FET Phase in particular are supported by the Education Assistants.
- The targeted subjects have the highest learner enrolment and poor performance in these subjects could have an adverse effect on the overall NSC results.

It is envisaged that the appointment and placement of Education Assistants to support curriculum delivery will mitigate against the negative effects of the learning losses as a result of COVID-19 and lead to the improved learning outcomes.

For Education Assistants that will be **supporting teaching and learning in the classroom**, the candidates should have passed Matric and achieved a minimum of 40% in the subject they will be supporting. A post-matric qualification is an added advantage.

Minimum requirements for Education Assistants appointed in Foundation, Intermediate and Senior Phases

- Proficient in the LoLT of the school they are placed at;
- Fully fluent in Home Languages used at school – reading, speaking and writing;
- Proficient in the school's First Additional Language (FAL);
- Passionate about languages (Home Languages and FAL) of the schools they are placed in;
- Passionate about Mathematics; and
- Knowledge of subject choices, subject combinations and how they link with various career paths (Senior Phase).

Minimum requirements for Education Assistants appointed in FET Phase

- Proficient in the Home Language used at school and in the school's LoLT;
- Passionate about the FET subjects they have been placed to assist teachers in;
- Knowledge of subject choices, subject combinations and how they link with fields of further studies, learnerships and various career paths.

In the Foundation and Inter-Sen Phases Education Assistants may also assist teacher/s as follows:

- Improve foundational skills of reading for meaning and writing;
- Create awareness about occupations;
- Instil aspiration to pursue a career;
- Organize games and plan role-playing activities to show case different careers;
- Assist in the development of Self-concept; and
- Source and disseminate worksheets to assisting learners in building positive Self-concept and understanding themselves better.

In the FET Phase Education Assistant may also assist the teacher as follows:

- Facilitate sound career planning decisions based of informed choices about Post School Education and Training (PSET) opportunities;
- Timely application for admission to relevant programmers;
- Applications for funding;

- Assist learners in recognizing progression routes from their subjects and think about how they may be used in the world of work; and
- Provide information about study and career-related matters e.g. PSET opportunities, labour market, occupations in high demand etc.

Under the guidance of the teacher, the EAs will be orientated to assist in the following (Buddy Support):

- Homework assistance – One-on-One assistance to struggling learners;
- Task/ Question Analysis – Assisting to deal with complex tasks/ questions;
- Summarising notes as teachers teach to facilitate learner support afterwards; and
- Assist in the creation of and support peer learning groups.

6.2 Placement of e-Cadres

The Basic Education Sector has provided schools with ICT equipment to be used for teaching and learning as well as administration. However, the ICT equipment provided to schools is not being fully utilized because there are no dedicated officials to support teachers with technical skills as well as uploading content on the learners' devices. The appointment of e-Cadres will assist schools to use ICT to transform teaching, learning, and management practices in schools.

Rationale for the appointment of e-Cadres

A need has been identified for expediting the adoption of e-learning in primary and high schools, more especially in rural areas and in townships, which are at high risk for COVID-19. The e-Cadres will address systemic challenges and begin a transformation towards a post-COVID-19 future, through the following objectives:

- Assist teachers on how to integrate ICTs in the classroom;
- Provide ICT Technical support to teachers and learners;
- Upload educational applications and content on teachers and learners' devices;
- Create interactive activities for learners;
- Assist in managing SA-SAMS and any Learning Management Systems (LMS) at schools;
- Update Operating System software and applications; and
- Be responsible for charging and safe keeping of schools' ICT equipment.

e-Cadres must assist schools that did not submit their online e-Readiness Assessments in Phase I to submit their assessment forms. The rationale for conducting the e-Readiness Assessment is to determine the level of ICT readiness across the following areas:

- ICT Infrastructure;
- Connectivity;
- Curriculum and Digital Content;
- e-Administration; and
- Teacher Development and Support.

Minimum requirements for Education Assistants appointed as e-Cadres

- For Education Assistants appointed as e-Cadres, a candidate should have:
 - (a) passed IT as a subject in Matric; **OR**
 - (b) have a qualification in IT; **OR**
 - (c) be in possession of a certificate course in IT.

Daily Activities for Education Assistants appointed as e-Cadres

(a) Technical support

- Provide ICT technical support to teachers and learners;
- Update software on teachers and learner's devices; and
- Responsible for charging and safe keeping the ICT equipment.

(b) ICT Integration

- The e-cadres will prepare interactive activities based on the ATPs;
- Assist teachers to setup the ICT equipment such as data projectors and other related technologies; and
- Check if teachers and learners can access online activities.

(c) Administrative support

- Upload the Annual Teaching Plans (ATPs) on the teacher's devices;
- Update learners' information on the SA-SAMS/ CEMIS
- Type question papers and memos; and
- Upload of DBE content on the school servers, teachers and learners' devices.

6.3 Placement of Child and Youth Care Workers (CYCW)

The placement of CYCWs in schools serves to address a number of challenges faced by learners, among which is to mitigate against the risk of dropout. Societal problems create barriers to education for thousands of vulnerable children and youth, worsened by poverty. Adult mortality rate, especially in the COVID-19 era, and cross travel work patterns affect parental involvement. While, bullying and sexual violence are a complex problem for

management and reporting. The deployment of CYCWs create an avenue through which vulnerable children can be supported.

Minimum requirements for a GSA appointed as a CYCW

For the youth placed as CYCWs, the candidate should have passed matric or have an NQF Level 4 certificate in CYCW or any certificate in the Health profession.

Generic Activity Plan for CYCW

Task	No. of hours per month	Assumption
Morning gate supervision	10	30 minutes every day
Break/corridor/toilet supervision	10	30 minutes every day
Educational/awareness discussions (group, class, whole-school services) services	20	5 hours a week
Drop-out/irregular attendance identification	10	30 minutes every day
Follow-up with drop-out/irregular attendees	32	8 hours a week
Pregnancy identification and support	6	1.5 hours a week
Life space counselling (any)	8	2 hours a week
Referrals (child protection etc.)	6	1.5 hours a week
Virtual Connection	10	30 minutes every day
COVID-19 safety precaution monitoring	10	2.5 hours a week
Supervision/Training/Meetings	6	1.5 hours a week
Administration	32	8 hours a week
Average hours per month	160	

6.4 Placement of Handyman

Handymen can help with the general upkeep and maintenance of school facilities, which can improve their longevity and help with saving more to implement major repair work. Keeping school facilities maintained makes them habitable and safe environment for the day-to-day

users of the facilities. Keeping school facilities maintained also ensures the occupational health and safety of facility users.

Minimum requirements for a GSA appointed as a handyman

Youth placed as handymen should have an interest in any aspect of the built environment. Possession of a trade certificate is an added advantage as the youth will have the basic technical skills to complete some of the maintenance tasks.

Responsibilities of GSAs appointed as handymen

- Assessment of the condition of the school
- Compile a maintenance plan for work to be undertaken
- Type of Work to be undertaken
 - Painting
 - Repairs of Windows
 - Repairs of Doors
 - Repairs of damaged floors
 - Repair and maintenance of ablution facilities
 - Repair of fencing
 - Repair and cleaning of roofs and gutters
 - Repairs and rehabilitation of desks and furniture
 - Repairs of leaking taps
 - Maintenance of gardens and grounds

6.5 Placement of Sport and Enrichment Assistants (SEAs)

Each school should appoint at least one GSA as a SEA. The person appointed in this capacity should, among other things, assist with after school activities, as required. The GSA appointed as a SEA should be attached to a Life Orientation teacher. They can be used in subjects such as Arts and Culture, dance, etc. depending on the subjects that a school offers

Minimum requirements for a GSA appointed as a SEA

For GSAs **placed as SEAs**, the candidates should have a demonstrable passion for Sports, OR Arts and Culture.

Daily/Weekly Activities for GSAs appointed as SEAs

- **First Two Months – (2 November to 15 December 2021)**
 - (a) Use 2022 registration list to separate learners into houses;

- (b) Compile list of houses according to different age groups/gender;
 - (c) Compile a list of activities undertaken at the school;
 - (d) Identify and recommend an extra code of sport or Arts/Culture to be introduced;
 - (e) Undertake basic audit of sport/arts equipment available at school; and
 - (f) Keep a journal of daily and weekly activities undertaken.
- **January – March 2021**
 - (a) Compile sport fixtures;
 - (b) Publish the results of games/ matches and other activities;
 - (c) Compile the register of learners participating in co-curricular, extramural and extra-curricular activities;
 - (d) Promote learner participation in co-curricular, extramural and extra-curricular activities;
 - (e) Participate in intra school team selection matches;
 - (f) Develop learners to act as referees, umpires, score keepers and technical officials; and
 - (g) Record and share some of the activities happening in schools.

Day	Activities
Monday	Sport activities (Intra school sport Leagues 16 Codes with special focus on Chess and Athletics)
Tuesday	Arts and Culture (Performing arts : dance, drama, singing, poetry, stand-up comedy and Visual arts : painting, drawing, printmaking, sculpture, ceramics, photography, video, filmmaking, design, crafts etc.)
Wednesday	Indigenous Games (Kho Kho, Jukskei, Kgati, Dibeke, Ncuva, Morabaraba)
Thursday	Co-curricular (debates, speech contests, spelling bees, symposia)
Friday	Fitness/ aerobics Programme

6.6 Placement of Reading Champions

Each school should appoint at least two Reading Champions for meaningful impact. The Reading Champions should work with learners in the **Foundation and Intersen Phases** as well as in High School. An EA appointed for curriculum support can double up as a Reading Champion, and one appointed as a Reading Champion can double up to support an educator in the classroom.

Rationale for the appointment of Reading Champions

The **objectives** of the programme are to support the:

- pursuit of improved reading outcomes which has been disrupted by COVID-19 and resulted in need for recovery;
- need to provide support to learners in schools who have lost teaching and learning time;
- need to provide support to teachers who are overwhelmed with catch-up and learner welfare; and
- instilling of a love of reading across the nation.

In its conceptual design, the Reading Champions component of the PYEI in the Basic Education Sector aims to:

- Improve learner engagement in reading including (reading culture, reading access, mobilisation, and support);
- Inculcate a culture of reading in schools; and
- Provide Reading Champions with life skills development to increase their opportunities beyond the PYEI.

Minimum requirements for a EAs appointed as Reading Champions

For EAs appointed as Reading Champions the candidates should have passed English as a subject at Matric level and have a demonstrable passion for reading.

- **Reading Champion in the Foundation Phase**
 - (a) Fully fluent in Home Language used at school (oral and writing); and
 - (b) A good reader.
- **Reading Champion in the Intermediate and Senior Phases**
 - (a) Proficient in Home Language used at school and in the school's LoLT which may be English or Afrikaans
 - (b) A good reader

Activities for Education Assistants appointed as e-Cadres

- Activate reading activities (storytelling, reading, singing and fun & games);
- Involve Parents and caregivers (to continue with reinforcement at home);
- Plan and initiate a Community Reading club (before, during and after);
- Create a print rich environment (with children's work); and
- Display books (to promote book selection).

7. Generic guide on how should teachers work with Assistants (Curriculum, e-Cadres, and Reading Champions)

A teacher is entrusted with the responsibility to guide the EAs in order to maximise their potential in both classrooms and extra-mural activities. In order to attain this objective, he/she must present the following responsibilities which the EAs must execute:

- (a) Prepares the classrooms/ laboratories for lessons;
- (b) Ensures compliance to COVID-19 protocols;
- (c) Marks the register;
- (d) Distributes worksheets or resources for use during the lesson;
- (e) Collects materials such as Atlases, maps, globes, etc. that were used during the lesson and stores them;
- (f) Distributes marked learner books or collects books to control classwork/ homework/assignments;
- (g) Appraises the teacher of any matter that warrants his/her attention;
- (h) Maintains order in the classroom good behaviour among learners;
- (i) Supports learners and assists them to complete tasks;
- (j) Supervises learners as they work in groups;
- (k) The EA can also enhance use of cell phones/ tablets/ computers for learning by demonstrating how learners can access helpful learning websites. WhatsApp group chats, monitored and supported by the EAs and teachers, could be set up for learners to discuss their work and support each other;
- (l) The EA can also provide emotional support where learners can confide in him/her and try to assist directly or work with the teacher to help the learner; and
- (m) The EA can also be responsible for the supervision of study periods, provide extra classes, and assist learners with homework to keep learners engaged.

8. Period of applicability of the guideline

This guideline shall remain applicable until the end of the PYEI Phase II, which is 31 March 2022. Schools are required to adhere to its provisions when placing EAs and GSAs to support teachers. The Implementation Framework and Training Plan provisions remain applicable to all processes in the implementation of the PYEI Phase II.

Annexure 1 Job Description – EA – Curriculum Support

JOB PROFILE

A. JOB INFORMATION SUMMARY

NAME AND SURNAME: _____

PERIOD: START DATE _____ END DATE _____

JOB TITLE: EDUCATION ASSISTANT

STIPEND: 3817.44 less 1% UIF

PROVINCE _____

DISTRICT: _____

CIRCUIT: _____

SCHOOL NAME: _____

B. JOB OBJECTIVE/PURPOSE

To provide Teachers support in classroom for effective and efficient teaching and learning environment

C. KEY RESPONSIBILITIES

The Education Assistants (EA) could assist the teacher in the following way:

- Before the lesson:
 - Ensures compliance to COVID-19 protocols
 - Marks the register
 - Distributes worksheets or resources for use
 - Distributes marked learner books or collects books to control classwork/homework/assignments
 - Apprises the teacher of absence or any matter that warrants the teacher's attention
- During the lesson:
 - Ensures that learners follow the teacher's instructions.
 - Distributes worksheets or any other resources to be used by the subject teacher during the lesson.
 - Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing.

- Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher.
- Assists, monitors and supports group activities.
- Assists learners during class discussions and group work by providing clarification where necessary.
- After the lesson:
 - Collects resource materials or learner books if applicable.
 - Provides learners with notes to help summarise the lesson where necessary.
 - Notes the learners with content gaps for assistance during intervention classes.
 - Provides informal tasks/ remedial work/ home work for reinforcement

Supervision of Curriculum Activities:

- A teacher assistant should keep a file to record all the curriculum activities assigned to him/her by the school.
- They should help with the development of lesson plans and resources such as teaching aids, preparing worksheets as guided by the teacher focusing on different topics for specific grades.
- They should help prepare the relevant material that will be needed for teaching and learning, e.g. resource material, worksheets, etc.
- A teacher assistant can also enhance Language Across the Curriculum through using texts from content subjects to enhance understanding of the concept in the context of the subject.
- The EA can also enhance use of cell phones for learning by demonstrating and accessing helpful learning sites like the DBE, PEDs and other learning sites. WhatsApp group chats, monitored and supported by the EA, can be established among learners to discuss their work and support each other.
- The EA can also provide emotional support where learners can confide in him/her and try to assist directly, or seek help the learner.
- The EA can also be responsible to supervise study periods, provide extra classes, assist learners with homework to keep learners engaged.

Feedback to learners on Assessment:

- The teacher should provide a EA with a Programme of Assessment (PoA) for the year indicating all the dates when the assessment tasks will be written.
- The EA should help with the development, monitoring and supervision of informal assessment of learners in the subject. The EA may source additional resources to

enhance performance in formal assessment activities. For example, the EA may take learners through *'how to answer'* specific questions.

- They should assist with the marking and recording of assessment activities.
- The EA should assist by doing a diagnostic analysis of SBA tasks to identify content gaps and misconceptions by learners and provide feedback to learners on the findings.
- They should help identify learners with barriers and work with the teachers to design intervention strategies for extra support and remedial work in the subject.

Parental support to assist their children:

- The subject teacher should work in collaboration with the EA to provide feedback on learner performance to parents during parents' evening.
- They can also assist by putting together the subject records necessary for such meetings, e.g. printed mark sheets, learners' test scripts, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.

D. KEY COMPETENCIES

(a) KNOWLEDGE

- (a) Subject Specific Knowledge (e.g. Mathematics and Science, BCM subjects, Languages Home and First Additional

(b) QUALIFICATIONS

- (i) Grade 12
- (ii) NQF level 6 and 7 are recommended / added advantage
- (iii) Pass the specific subject that she would be supporting the teacher on at Matric with 60% and above level 5-7 pass (e.g. Mathematics and Science, BCM subjects, Languages Home and First Additional.

F. JOB DESCRIPTION AGREEMENT

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SIGNATURE OF ASSISTANT

SIGNATURE OF MENTOR

DATE:

DATE:

Annexure 2 Job Description – EA – Curriculum Support

JOB DESCRIPTION FORM			
JOB TITLE:	Education Assistants		
PROVINCE		STIPEND	R 3 817.44 less 1% UIF
NAME OF SCHOOL		DATE PREPARED	
OVERALL PURPOSE OF THE JOB: (Describe why the job exists)	Supervision of Curriculum Activities: <ul style="list-style-type: none"> • Ensures compliance to COVID-19 protocols • The Education Assistants (EAs) should support teachers/ educators in all curriculum related activities and minimise teachers' administrative work load. <ul style="list-style-type: none"> ○ The EAs should keep files to record all the curriculum activities assigned to him/her by the school. ○ The EAs should/ could: ○ Help teachers with lesson preparation and provisioning of resources such as teaching aids, preparing worksheets as guided by the teacher focusing on different topics for specific grades. ○ Help prepare the relevant resources that will be needed for teaching and learning, e.g. resource material, worksheets, etc. ○ Enhance Language Across the Curriculum through using texts from content subjects to enhance understanding of the concept in the context of the subject. ○ Enhance use of cell phones for learning by demonstrating and accessing helpful learning sites like the DBE, PEDs and other learning sites. WhatsApp group chats, monitored and supported by the EA, can be established among learners to discuss their work and support each other. ○ Provide emotional support where learners can confide in him/her and try to assist directly, or seek help the learner. ○ Supervise study periods, provide extra classes, assist learners with homework to keep learners engaged. 		

<p>JOB SPECIFICATIONS:</p> <p>What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:</p>	<p><i>Minimum Qualification</i></p> <ul style="list-style-type: none"> • Matric • At least 40% achievement (level 3 pass) in the subjects they will be placed in <p><i>Target</i></p> <ul style="list-style-type: none"> • 18 – 35-year-old school leavers or graduates <p><i>Minimum requirements</i></p> <p>Foundation Phase, Intermediate and Senior Phases</p> <ul style="list-style-type: none"> • Ensures compliance to COVID-19 protocols • Proficient in the Language of Learning and Teaching (LoLT) of the school they are placed at; • Fully fluent in Home Languages used at school reading, speaking and writing; • Proficient in the school's First Additional Language; • Passionate about languages (Home Languages and FAL) of the schools they are placed in; • Passionate about Mathematics; • Knowledge of subject choices, subject combinations and how they link with various career paths (Senior Phase). <p>FET Phase</p> <ul style="list-style-type: none"> • Proficient in the Home Language used at school and in the school's Language of Learning and Teaching (LoLT); • Passionate about the FET subjects they have been placed to assist teachers in; • Knowledge of subject choices, subject combinations and how they link with fields of further studies, learnerships and various career paths. <p><i>Skills and competencies:</i></p> <ul style="list-style-type: none"> • Effective Communication • Interpersonal skills • Working with Children
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	<ul style="list-style-type: none"> • Flexible and adaptable • Administration and Organisation • Problem Solving • Solution Driven <p><i>Personality traits</i></p> <ul style="list-style-type: none"> • Supportive • Encouraging • Responsive • Calm demeanour • Patience
WORKING CONDITIONS:	Working hours as stated in the Conditions of Employment

Annexure 3 Job Description – EA – Reading Champion

JOB DESCRIPTION FORM			
JOB TITLE:	Reading Champion		
DIVISION (and Unit):	READING/ CURRICULUM	STIPEND	R 3 817.44 less 1% UIF
LOCATION	PROVINCES/ DISTRICTS	DATE PREPARED	
OVERALL PURPOSE OF THE JOB: (Describe why the job exists)	<ul style="list-style-type: none"> • Ensures compliance to COVID-19 protocols • Support teachers who teach reading • Assist teachers to manage reading • Assist teachers in promoting a reading culture in the school and its community • Provide support to learners in schools who have lost teaching and learning time by supporting their reading development by: • Helping to set up reading corners and monitor the issuing and return of books; • Helping to set up and manage Reading Clubs; • Involving children in reading and literacy activities; • Organising story-telling and story-sharing activities for children; • Organising reading festivals; • Campaigning for Read to Lead • Be the link between schools and parents by ensuring that learners take books home and that they read them. 		
SALIENT INFORMATION/PARAMETERS OF WORK ENVIRONMENT:	<ul style="list-style-type: none"> • Must reside near the school at which they will work • Must be available between December 2020 and March 2021 		

<p>DIVISIONAL STRUCTURE / REPORTING RELATIONSHIPS:</p> <p>Reflect positions above, below and at the same level as the position being evaluated</p>	<ul style="list-style-type: none"> • Contracted by provinces/ districts • Reports to School Administration
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<p>JOB SPECIFICATIONS:</p> <p>What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:</p>	<p><i>Minimum Qualification</i></p> <ul style="list-style-type: none"> • Matric <p><i>Target</i></p> <ul style="list-style-type: none"> • 18 – 35-year-old school leavers or graduates <p><i>Minimum requirements</i></p> <p>Foundation Phase</p> <ul style="list-style-type: none"> • Fully fluent in Home Language used at school (oral and writing) • A good reader <p>Intermediate and Senior Phase</p> <ul style="list-style-type: none"> • Proficient in Home Language used at school and in the school’s Language of Learning and Teaching (LoLT) which may be English or Afrikaans • A good reader <p>Skills and competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Interpersonal skills • Working with Children • Flexible and adaptable • Administration and Organisation • Problem Solving • Solution Driven <p><i>Personality traits</i></p> <ul style="list-style-type: none"> • Supportive • Encouraging • Responsive • Calm demeanour • Patience
<p>WORKING CONDITIONS:</p>	<p>Work hours</p> <p>As stated in the Orientation Manual (up to 8 hours a day /40 hrs a week)</p> <p>If applicable make mention of the facts that the incumbent will be required to travel locally and/or internationally, work regular overtime and/or during weekends, etc.</p>

Annexure 4 Job Description – EA – e-Cadre

JOB DESCRIPTION FORM			
JOB TITLE:	e-Cadre/ICT Champion		
DIVISION (and Unit):	ICT	STIPEND	R 3 817. 44 less 1% UIF
LOCATION	SCHOOL	DATE PREPARED	May 2021
OVERALL PURPOSE OF THE JOB: (Describe why the job exists)	<ul style="list-style-type: none"> • Provide ICT Technical support to teachers and learners • Update Operating System software and applications; • Upload educational applications and content on teachers and learners' devices; • Responsible for charging and safe keeping of schools' ICT equipment; • Create interactive activities for learners and teachers; • Assist teachers on how to integration ICTs in the classroom; • Assist teachers in schools implementing coding and robotics curriculum; • Assist School administrators to capture learners' information on the SA-SAMS/CEMIS platform; and • Assist learners and teachers to access online learning resources such as videos and Open Education Resources (OERs) 		
JOB SPECIFICATIONS: What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:	Minimum Qualification <ul style="list-style-type: none"> • Grade 12 and passed IT as a subject or • Have a qualification in IT OR a certificate course in IT) (NQF level 6 and 7 are recommended / added advantage) 		
	Target <ul style="list-style-type: none"> • 18 – 35-year-old 		
	Minimum requirements <ul style="list-style-type: none"> • Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans 		

	<p><i>Skills and competencies:</i></p> <ul style="list-style-type: none"> • Effective Communication • Interpersonal skills • Flexible and adaptable • Administration and Organisation • Problem Solving • Solution Driven
<p>KEY RESPONSIBILITIES</p>	<ul style="list-style-type: none"> • Before the lesson: <ul style="list-style-type: none"> ○ Ensures compliance to COVID-19 protocols ○ Check if all IT equipment are fully functional ○ Distributes ICT resources for use ○ Compile a register with serial numbers of the teachers and learners' devices ○ Apprises the teacher of absence or any matter that warrants the teacher's attention • During the lesson: <ul style="list-style-type: none"> ○ Ensures that learners follow the teacher's instructions. ○ Distributes IT equipment to be used learners during the lesson. ○ Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing. ○ Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher. ○ Assists, monitors and supports group activities. • After the lesson: <ul style="list-style-type: none"> ○ Collects IT resource from the learners if applicable. ○ Check all the IT equipment are in good working order. ○ Notes the learners with content gaps for assistance during intervention classes. ○ Provides informal tasks/ remedial work/ home work for reinforcement

WORKING CONDITIONS	Working hours <ul style="list-style-type: none">• Up to 8 hours a day• 40 hrs a week
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Annexure 5 Job Description – GSA – Sport And Enrichment Assistant

JOB PROFILE

A. JOB INFORMATION SUMMARY

NAME AND SURNAME: _____

PERIOD: START DATE _____ END DATE: _____

JOB TITLE: EDUCATION ASSISTANT – SPORT & ENRICHMENT ASSISTANT

STIPEND: R3817,44 less 1% UIF

PROVINCE _____

DISTRICT: _____

CIRCUIT: _____

SCHOOL NAME: _____

B. JOB OBJECTIVE/PURPOSE

To support the implementation of school sport, arts and culture programme, extramural activities.

C. KEY RESPONSIBILITIES

The Sport and Enrichment Assistant (SEA) could assist the teacher in the following way during Physical Education (PE) Lessons so that they are fully occupied during the day:

- Before the lesson:
 - Ensures compliance to COVID-19 protocols
 - Marks the register
 - Assist in setting-up and sanitising PE equipment in line with the lesson
- During the lesson:
 - Ensures that learners follow the teacher's instructions.
 - Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher.
 - Assists, monitors and supports group activities.
 - Assists learners during class discussions and group work by providing clarification where necessary.

- After the lesson:
 - Collects resource materials or learner books if applicable.
 - Provides learners with notes to help summarise the lesson where necessary.
 - Notes the learners with content gaps for assistance during intervention classes.
 - Provides informal tasks/ remedial work/ home work for reinforcement
 - Assist with the storing of PE equipment
- After School Programme
 - Assist with sport and other arts and culture programme
 - Introduce a new sport code at the school (Chess, fitness programme)
 - Promote intra school sport leagues
 - Promote Spelling Bee programme (Primary Schools)
 - Support learners in Open Section of South African Schools Choral Eisteddfod (SASCE) – Secondary Schools
 - Assist in the running of other learner clubs at school e.g. Girls/Boy Education Movement (GEM/BEM etc.).

D. KNOWLEDGE

- Sport, arts and culture and other enrichment programmes

E. QUALIFICATIONS

- Grade 12
- NQF level 6 and 7 are recommended / added advantage
- Interest in sport, fitness and arts and culture

F. JOB DESCRIPTION AGREEMENT

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SIGNATURE OF ASSISTANT

DATE:

.....

SIGNATURE OF MENTOR

DATE:

Annexure 6 Job Description – GSA – Child And Youth Care Worker

JOB PROFILE

A. JOB INFORMATION SUMMARY

NAME AND SURNAME: _____

PERIOD: START DATE _____ END DATE _____

JOB TITLE: CHILD AND YOUTH CARE WORKER

STIPEND: R3817,44 less 1% UIF

PROVINCE: _____

DISTRICT: _____

CIRCUIT: _____

SCHOOL NAME: _____

B. JOB OBJECTIVE/PURPOSE

To provide care and support assistance and basic psychosocial support to vulnerable children at school, including facilitation, coordination and follow-up of referrals.

C. KEY RESPONSIBILITIES

The detailed activities are outlined below.

- **Ensures compliance to COVID-19 protocols**
 1. Home visits to learners/overall family support where necessary.
 2. Grade 12 tertiary support.
 3. Tailored educational support to learners.
 4. Co-creation of school study timetable and guidance on study skills.
 5. Homework/assignment support, and distribution of past exam papers.
 6. Assistance with subject selection, Life Orientation and other co-curriculum support.
 7. Monitoring attendance, behaviour or 'hanging out' of learners (Gate duty, breaks, corridor and toilets).
 8. Referrals to social/other support services, and health support.
 9. Grief work, peer support groups, Lifebook activities and other psychosocial support.
 10. Awareness raising activities during assemblies, school holiday programmes and career guidance workshops.
 11. Family group meetings/multidisciplinary team meetings, and home visits to discuss the needs/goals of the learners.

12. Life space counselling, one-on-one and group sessions with learners. This includes Buddy Beat groups (small groups of learners discussing topics relevant to them).
13. Case management of child protection matters and gender-based violence.
14. Structured developmental programmes addressing topics such as substance abuse, sexual and reproductive health and other relevant topics.

D. KEY COMPETENCIES

(a) KNOWLEDGE

1. Grief work, peer support groups, Lifebook activities and other psychosocial support.
2. Case management of child protection matters and gender-based violence.
3. Tailored educational support to learners.
4. Structured developmental programmes addressing topics such as substance abuse, sexual and reproductive health and other relevant topics
5. Life space counselling, one-on-one and group sessions.

(b) QUALIFICATIONS

1. Grade 12
2. An added advantage - Level 4 Certificate in Child and Youth Care Work or any post-matric qualification in the caring professions

E. GENERIC WORKPLAN

- A typical month for a CYCW is depicted in the below table. The proportions may vary per CYCW according to the schools. This is as schools may have a larger problem with teenage pregnancies for example, which would require more time spent in a month.
- The table below shows that monitoring school dropout and attendance is a key focus point for CYCWs followed by educational/awareness discussions for groups of learners

Task	No. of hours a month	Assumption
Morning gate supervision	10	30 minutes every day
Break/corridor/toilet supervision	10	30 minutes every day
Educational/awareness discussions (group, class, whole-school services)	20	5 hours a week

Drop-out/irregular attendance identification	10	30 minutes every day
Follow-up with drop-out/irregular attendees	32	8 hours a week
Pregnancy identification and support	6	1.5 hours a week
Life space counselling (any)	8	2 hours a week
Referrals (child protection etc.)	6	1.5 hours a week
Virtual Connection	10	30 minutes every day
COVID-19 safety precaution monitoring	10	2.5 hours a week
Supervision/Training/Meetings	6	1.5 hours a week
Administration	32	8 hours a week
Average hours per month	160	

F. JOB DESCRIPTION AGREEMENT

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SIGNATURE OF ASSISTANT

.....

SIGNATURE OF MENTOR

DATE:.....

DATE:.....

Annexure 7 Job Description – GSA – Handyman

JOB PROFILE

A. JOB INFORMATION SUMMARY

NAME AND SURNAME: _____

PERIOD: START DATE _____ END DATE: _____

JOB TITLE: EDUCATION ASSISTANT – HANDYMAN

STIPEND: R3817,44 less 1% UIF

PROVINCE: _____

DISTRICT: _____

CIRCUIT: _____

SCHOOL NAME: _____

B. JOB OBJECTIVE/PURPOSE

To improve the conditions of facilities by maintaining the environment and the physical infrastructure

C. KEY RESPONSIBILITIES

The General School Assistants (GSA) could assist the teacher in the following way:

- Ensures compliance to COVID-19 protocols
- Assessment of the condition of the school
- Compile a maintenance plan for work to be undertaken
- Type of Work to be undertaken
- Painting
- Repairs of Windows
- Repairs of Doors
- Repairs of damaged floors
- Repair and maintenance of ablution facilities
- Repair of fencing
- Repair and cleaning of roofs and gutters
- Repairs and rehabilitation of desks and furniture
- Repairs of leaking taps
- Maintenance of gardens and grounds

D. KNOWLEDGE AND QUALIFICATIONS

- Certificate in trade
- Knowledge of any infrastructure maintenance jobs

E. JOB DESCRIPTION AGREEMENT

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SIGNATURE OF ASSISTANT

DATE:

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SIGNATURE OF MENTOR

DATE: