

Resolution

No 8

EDUCATION LABOUR RELATIONS COUNCIL

RESOLUTION NO: 8 OF 1998

DUTIES AND RESPONSIBILITIES OF EDUCATORS
(SCHOOL AND OFFICE BASED)

1. THE PARTIES TO THE ELRC NOTE:

- 1.1 The interdependence between duties and responsibilities and appraisal.
- 1.2 The statutory duty of the employer to provide and describe the employee's duties and responsibilities.
- 1.3 The absence of any clearly defined duties and responsibilities for educators.

2. THE PARTIES AGREE AS FOLLOWS:

2.1 Scope of Agreement.

This agreement applies to and binds:

2.1.1 The Employer.

2.1.2 All the employees of the employer as defined in the Employment of Educator's Act, 1998 whether such employees are members of trade union parties to this agreement or not, excluding educators at colleges and adult basic education centres.

2.2 Duties and Responsibilities of Educators

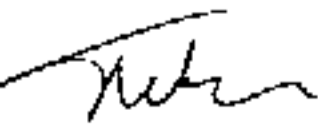
2.2.1 Parties to Council agree:-

- a) to the attached document (Annexure A) entitled "Duties and Responsibilities of Educators"; and
- b) to the document being included in the Personnel Administration Measures (PAM) for educators.

2.3 INTERPRETATION

That this agreement be interpreted as follows:

- 2.3.1 Any reference to one sex be read to include both sexes unless the context indicates otherwise.
- 2.3.2 That the primary objective of this agreement be the guiding principle.



2.3.3 In compliance with applicable legislation

2.4 DATE OF IMPLEMENTATION

This agreement shall, in respect of parties and non-parties to the ELRC, come into effect on the date it is signed in Council and shall remain in force for a period of two years from the effective date.

2.5 DEFINITIONS

- 2.5.1 "College" means a college of education, technical college, youth college, community college, state-aided college, state college or other college which is wholly or partly funded by the State.
- 2.5.2 "Constitution" means the Constitution of the Republic of South Africa (Act no: 108 of 1996)
- 2.5.3 "Council" means the Education Labour Relations Council.
- 2.5.4 "Employee" means an educator as defined in the Employment of Educator's Act, 1998.
- 2.5.5 "Employer" means the employer as defined in the Employment of Educator's Act, 1998.
- 2.5.6 All terms used has the same meaning as that contained in the Employment of Educators Act of 1998, unless otherwise defined.

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THUS DONE AND SIGNED AT JOHANNESBURG ON THIS THE
11th DAY OF NOVEMBER 1998.

ON BEHALF OF THE EMPLOYER

DEPARTMENT	NAME	SIGNATURE
		<i>J M Dengu</i>

ON BEHALF OF THE EMPLOYEE PARTIES

TRADE UNION	NAME	SIGNATURE
<i>SADPU</i>	<i>T.W. NXESI</i>	<i>[Signature]</i>
<i>SAPU</i>	<i>JC KOPPEL</i>	<i>[Signature]</i>
<i>AAPTOSA</i>	<i>H.A. NENZI</i>	<i>[Signature]</i>

ANNEXURE A

DUTIES AND RESPONSIBILITIES OF EDUCATORS

INTRODUCTION

The ability of our education system to compete in an increasingly global economy depends on our ability to prepare both learners and educators for new or changing environments. This is in line with the mission in the corporate plan of the Department of Education to ensure that all South Africans receive flexible life-long learning education and training of high quality.

Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference. When and where appropriate, authorities need to allocate authority and responsibility which will ensure the building of human resource capacity.

In addition to the core duties and responsibilities specified in these documents certain specialised duties and responsibilities may be allocated to staff, in an equitable manner, by the appropriate representative of the employer.

A. PRINCIPAL

1. **JOB TITLE:** Educator - public school
2. **RANK:** Principal
3. **POST LEVEL:** 1 ; 2 ; 3 or 4
4. **THE AIM OF THE JOB:**
 - a) To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.
 - b) To ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.

5. **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:

GENERAL/ADMINISTRATIVE

- a) To be responsible for the professional management of a public school.
- b) To give proper instructions and guidelines for timetabling, admission and placement of learners.

- c) To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate structures.
- d) To ensure a School Journal containing a record of all important events connected with the school is kept.
- e) To make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.
- f) To be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school.
- g) To ensure that Departmental circulars and other information received which affect members of the staff are brought to their notice as soon as possible and are stored in an accessible manner
- h) To handle all correspondence received at the school.

PERSONNEL

- i) Provide professional leadership within the school.
- j) To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff.
- k) To ensure that workloads are equitably distributed among the staff.
- l) To be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.
- m) 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.
- n) To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.

TEACHING

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

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- p) To be a class teacher if required.
- q) To assess and to record the attainment of learners taught.

EXTRA- & CO-CURRICULAR

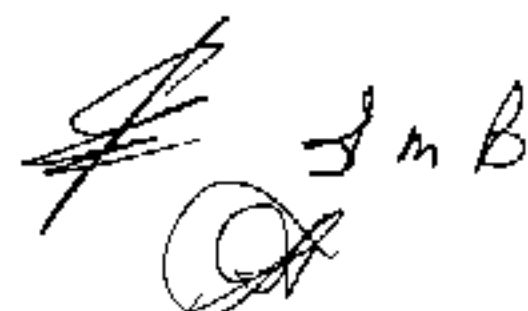
- r) To serve on recruitment, promotion, advisory and other committees as required.
- s) To play an active role in promoting extra and co-curricular activities in the school and to plan major school functions and to encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies.

INTERACTION WITH STAKE-HOLDERS

- t) To serve on the governing body of the school and render all necessary assistance to the governing body in the performance of their functions in terms of the SA Schools Act, 1996.
- u) To participate in community activities in connection with educational matters and community building.

6. COMMUNICATION:

- a) To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- b) To liaise with the Circuit/Regional Office, Supplies Section, Personnel Section, Finance Section, etc. concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.
- c) To liaise with relevant structures regarding school curricula and curriculum development.
- d) To meet parents concerning learners' progress and conduct.
- e) To co-operate with the school governing body with regard to all aspects as specified in the SA Schools Act, 1996.
- f) To liaise with other relevant Government Departments, eg Department of Health & welfare, Public Works, etc., as required.
- g) To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.



- h) To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
- i) To maintain contacts with sports, social, cultural and community organisations.

B. DEPUTY PRINCIPAL

1. **JOB TITLE:** Educator - public school

2. **RANK:** Deputy Principal

3. **POST LEVEL:** 3

4. **THE AIM OF THE JOB:**

- a) To assist the Principal in managing the school and promoting the education of learners in a proper manner.
- b) To maintain a total awareness of the administrative procedures across the total range of school activities and functions.

5. **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:

GENERAL/ADMINISTRATIVE

- a) To assist the Principal in his/her duties and to deputise for the Principal during his/her absence from school.
- b) To assist the Principal, or, if instructed to be responsible for:
 - i) School administration
eg. duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming, school functions; and/or
 - ii) School finance and maintenance of services and buildings
eg. planning and control of expenditure, allocation of funds/resources, the general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stock-taking exercises.



TEACHING

- c) To engage in class teaching as per workload of the relevant post level and needs of the school.
- d) To assess and to record the attainment of learners taught.

EXTRA- & CO-CURRICULAR

- e) To be responsible for school curriculum and pedagogy eg. choice of textbooks, co-ordinating the work of subject committees and groups, timetabling, "INSET" and developmental programmes, and arranging teaching practice.
- f) To assist the Principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners.
- g) To assist the Principal to play an active role in promoting extra and co-curricular activities in school and in the participation in sports and cultural activities organised by community bodies.
- h) To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

PERSONNEL

- i) To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports.
- j) 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.

INTERACTION WITH STAKE-HOLDERS

- k) To supervise/advise the Representative Council of Learners.

6. COMMUNICATION:

- a) To meet with parents concerning learners' progress and conduct.
- b) To liaise on behalf of the Principal with relevant government departments.
- c) To maintain contact with sporting, social, cultural and community organisations.



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- d) To assist the Principal in liaison work with all organisations, structures, committees, groups, etc. crucial to the school.

C. HEAD OF DEPARTMENT

1. **JOB TITLE:** Educator - public school
2. **RANK:** Head of Department (subject, learning area or phase)
3. **POST LEVEL:** 2
4. **THE AIM OF THE JOB:**

To engage in class teaching, be responsible for the effective functioning of the department 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.

5. **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:

TEACHING

- a) To engage in class teaching as per workload of the relevant post level and the needs of the school.
- b) To be a class teacher if required.
- c) To assess and to record the attainment of learners taught.

EXTRA- & CO-CURRICULAR

- d) To be in charge of a subject, learning area or phase.
- e) To jointly develop the policy for that department.
- f) To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.
- g) To provide and co-ordinate guidance:
 - i) 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

- ii) on syllabuses, schemes of work, homework, practical work, remedial work, etc.
 - iii) to inexperienced staff members
 - iv) on the educational welfare of learners in the department.
- h) To control:
- i) the work of educators and learners in the department
 - ii) reports submitted to the Principal as required
 - iii) mark sheets
 - iv) test and examination papers as well as memoranda
 - v) the administrative responsibilities of staff members
- i) To share in the responsibilities of organising and conducting extra and co-curricular activities.

PERSONNEL

- j) To advise the Principal regarding the division of work among the staff in that department.
- k) 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.

GENERAL/ADMINISTRATIVE

- l) To assist with the planning and management of:
- i) school stock, text books and equipment for the department
 - ii) the budget for the department and
 - iii) subject work schemes
- m) To perform or assist with one or more non-teaching administrative duties, such as:
- i) secretary to general staff meeting and/or others
 - ii) fire drill and first aid
 - iii) timetabling
 - iv) collection of fees and other monies
 - v) staff welfare
 - vi) accidents
- n) 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.

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6. COMMUNICATION:

- a) 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.
- b) To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.
- c) To meet parents and discuss with them the progress and conduct of their children.
- d) To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- e) To co-operate with Further and Higher Education institutions in relation to learners' records and performance and career opportunities.
- f) To maintain contact with sporting, social, cultural and community organisations.
- g) To have contacts with the public on behalf of the Principal.

D. TEACHER

- 1. **JOB TITLE:** Educator - public school
- 2. **RANK:** TEACHER
- 3. **POST LEVEL:** 1
- 4. **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.

5. 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:

TEACHING

- a) 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 .



- b) To be a class teacher.
- c) To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
- d) To take on a leadership role in respect of the subject, learning area or phase, if required.
- e) To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
- f) To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
- g) To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
- h) To consider and utilise the learners' own experiences as a fundamental and valuable resource.

EXTRA- & CO-CURRICULAR

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

ADMINISTRATIVE

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

- v) staff welfare
- vi) accidents

INTERACTION WITH STAKE-HOLDERS

- p) 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.
- q) To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- r) To remain informed of current developments in educational thinking and curriculum development.
- s) To participate in the school's governing body if elected to do so.

6. **COMMUNICATION:**

- a) 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.
- b) To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- c) To meet parents and discuss with them the conduct and progress of their children.
- d) To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- g) To maintain contact with sporting, social, cultural and community organisations.
- e) To have contacts with the public on behalf of the principal.

E. OFFICE BASED EDUCATORS

- 1. **JOB TITLE:** Office Based Educator
- 2. **RANK:** Director of Education/
Chief/Deputy Chief/First/Senior/Education Specialist
- 3. **POST LEVEL:** 1/2/3/4/5/6



4. 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 resolutions and personnel administration measures.

5. 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:

5.1 LEADERSHIP

- a) 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.
- b) To assist educators to identify, assess and meet the needs of learners (provide professional leadership).
- c) To disseminate and encourage the application of good practices in all areas of work.
- d) To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.
- e) To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all levels.

5.2 COMMUNICATION

- a) 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.
- b) To consult with all stakeholders on decisions that affect them.
- c) To explain the objectives of any intervention/s to learners, educators and others.



- d) To chair workshops, case conferences and meetings when needed.
- e) To serve on recruitment, promotion, advisory and other committees as required.
- f) 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.
- g) To liaise with other education offices for the purpose of co-ordination.
- h) To liaise with other relevant Government Departments, for example Department of Health and Welfare, Public Works, etc., as required.
- i) To maintain contacts with sports, cultural and community organisations.

5.3 FINANCIAL PLANNING AND MANAGEMENT

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

5.4 STRATEGIC PLANNING AND TRANSFORMATION

- a) To analyse the external environment and internal work environment.
- b) To identify the needs of clients (learners, educators, others).
- c) To prepare strategic plans with the intention of achieving the goals of the Department.
- d) To prepare management plans to achieve targets as well as the needs of clients (educators, learners and others).
- e) To provide guidance to institutions on strategic planning.
- f) To support and co-operate with principals, staff and SGBs in whole school development.

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5.5 POLICY

- a) To formulate policy for operational reasons.
- b) To analyse policy.
- c) To implement policy.
- d) To monitor and evaluate policy implementation.
- c) To provide guidance to institutions on policy formulation and implementation.

5.6 RESEARCH AND DEVELOPMENT

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

5.7 CURRICULUM DELIVERY

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



- h) To promote the National campaign on Culture of Teaching, Learning and Service (COLTS).

5.8 STAFF DEVELOPMENT

- a) To assess professional development needs by using questionnaires, informal methods and developmental appraisal.
- b) 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.
- c) To contribute, to implement and participate in staff development programmes.
- d) To evaluate success/problems of staff development programmes in terms of the goals of the institutions/Department.
- e) To assist in capacity building programmes for SRCs, School Management Teams (SMTs) and SGBs.
- f) To provide support for professional growth of educators within an appraisal programme.
- g) To participate in agreed educator appraisal processes in order to regularly review their professional practice.

5.9 GENERAL

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

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