ANNEXURE A

OCCUPATIONAL SPECIFIC DISPENSATION (OSD)

EDUCATORS

SCHOOL-BASED

OFFICE-BASED

2008
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 and below currently in the system, Teaching Assistants, Teacher Interns and New Teacher Entrants.

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

<table>
<thead>
<tr>
<th>General Classroom Teaching</th>
<th>School-Based Specialists</th>
<th>Management levels in Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher interns, New Teacher Entrants Teachers on post level 1 Senior Teacher Master Teacher</td>
<td>Teaching and Learning Specialists Senior Teaching and Learning Specialists</td>
<td>HOD Deputy Principal Principal</td>
</tr>
<tr>
<td>Management in Offices</td>
<td>Specialists in Offices</td>
<td>Circuit Manager Education Specialist, Senior Education Specialist, Deputy Chief Education Specialist, Chief Education Specialist</td>
</tr>
</tbody>
</table>

**Specialist Services**

Social Workers
Therapists
Education Psychologists
Social Worker
Senior Social Worker
Therapists
3.1 General education, Specialist education and supervisory/management levels

3.1.1 School-based

<table>
<thead>
<tr>
<th>3.1.1.1 General Classroom Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Interns</td>
</tr>
<tr>
<td>New Teacher Entrants</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Senior Teacher</td>
</tr>
<tr>
<td>Master Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.1.1.2 School-Based Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Specialist</td>
</tr>
<tr>
<td>Senior Teaching and Learning Specialist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.1.1.3 Management in Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
</tr>
<tr>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Principal</td>
</tr>
</tbody>
</table>
3.1.2 Office-based

3.1.2.1 Office-based Management for Schools
- Circuit Manager

3.1.2.2 Office-based Specialists
- Education Specialist
- Senior Education Specialist
- Deputy Chief Education Specialist
- Chief Education Specialist

3.1.3 Specialist Services
- Social Worker
- Senior Social Worker
- Therapists
- Senior Therapist
- Education Psychologists
- Senior Psychologist
## 4. SALARY STRUCTURE

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>JOB PURPOSE (SHORT DESCRIPTION)</th>
<th>OSD SALARY SCALE CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 School-based</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.1.1 General Classroom teaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher (Intern)</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>New Teacher Entrant (Community Service)</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Senior Teacher</td>
<td>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, and able to give guidance to less experienced educators</td>
<td></td>
</tr>
<tr>
<td>Master Teacher</td>
<td>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, and to give guidance to less experienced educators</td>
<td></td>
</tr>
<tr>
<td><strong>4.1.2 School-based Specialists</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning Specialist</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Senior Teaching and Learning Specialist</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>4.1.3 School-based Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Department</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
### 4.2 Office-based

#### 4.2.1 Office-based Management for Schools

<table>
<thead>
<tr>
<th>Position</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circuit Manager</td>
<td>Promote, facilitate and monitor the implementation of GET and FET policies in all learning sites including EDC and ABET centres, independent and home schools</td>
</tr>
</tbody>
</table>

#### 4.2.2 Office-based Specialists

<table>
<thead>
<tr>
<th>Position</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Specialist</td>
<td>To provide curriculum support to educators in schools in areas of specialisation.</td>
</tr>
<tr>
<td>Senior Education Specialist</td>
<td>To provide curriculum management support to Education Specialists and to manage support rendered to schools in areas of specialisation.</td>
</tr>
<tr>
<td>Deputy Chief Education Specialist</td>
<td>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.</td>
</tr>
<tr>
<td>Chief Education Specialist</td>
<td>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.</td>
</tr>
</tbody>
</table>
5. PRESCRIBED BENCHMARK JOB DESCRIPTIONS

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>ATTACHED ANNEXURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1 School-based</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5.1.1 General Classroom Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher (Internship)</td>
<td>A1</td>
</tr>
<tr>
<td>New Teacher Entrant (Community Service)</td>
<td>A2</td>
</tr>
<tr>
<td>Teacher</td>
<td>A3</td>
</tr>
<tr>
<td>Senior Teacher</td>
<td>A4</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>A5</td>
</tr>
<tr>
<td><strong>5.1.2 School-based Specialists</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning Specialist</td>
<td>A6</td>
</tr>
<tr>
<td>Senior Teaching and Learning Specialist</td>
<td>A7</td>
</tr>
<tr>
<td><strong>5.1.3 Management in Schools</strong></td>
<td></td>
</tr>
<tr>
<td>Head of Department</td>
<td>A8</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>A9</td>
</tr>
<tr>
<td>Principal</td>
<td>A10</td>
</tr>
<tr>
<td><strong>5.2 Office-Based</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5.2.1 Office-based Management for Schools</strong></td>
<td></td>
</tr>
<tr>
<td>Circuit Manager</td>
<td>A11</td>
</tr>
<tr>
<td><strong>5.2.2 Office-based Specialists</strong></td>
<td></td>
</tr>
<tr>
<td>Education Specialist</td>
<td></td>
</tr>
<tr>
<td>Senior Education Specialist</td>
<td>A12</td>
</tr>
<tr>
<td>Deputy Chief Education Specialist</td>
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<tr>
<td>Chief Education Specialist</td>
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</tbody>
</table>
6. APPOINTMENT REQUIREMENTS

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>EDUCATIONAL QUALIFICATION</th>
<th>STATUTORY REQUIREMENTS</th>
<th>COMPETENCIES AND SKILLS</th>
<th>EXPERIENTIAL COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 School-based</td>
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<tr>
<td>6.1.1 General Classroom teaching</td>
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<tr>
<td>Teacher Intern (Student in final year of 4-year professional education qualification)</td>
<td>Final year of study towards 4-year professional qualification</td>
<td>Provisional Registration with SACE as Professional Educator</td>
<td>Basic knowledge of learning area/subject or phase as provided for in the professional qualification</td>
<td>None</td>
</tr>
<tr>
<td>New Teacher Entrant (First Year Fully Qualified Educator)</td>
<td>Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE</td>
<td>Registration with SACE as Professional Educator</td>
<td>Basic knowledge of learning area/subject or phase as provided for in the professional qualification</td>
<td>Complete Internship</td>
</tr>
<tr>
<td>Teacher M+4 (REQV 14) (from 2nd year in employment)</td>
<td>Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE</td>
<td>Registration with SACE as Professional Educator</td>
<td>Basic knowledge of learning/subject phase as provided for in the professional qualification</td>
<td>Completion of probation and community service</td>
</tr>
<tr>
<td>JOB TITLE</td>
<td>EDUCATIONAL QUALIFICATION</td>
<td>STATUTORY REQUIREMENTS</td>
<td>COMPETENCIES AND SKILLS</td>
<td></td>
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<tr>
<td>Senior Teacher</td>
<td>Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE</td>
<td>Registration with SACE as Professional Educator</td>
<td>Experienced Educator with Good knowledge of learning/subject phase as provided for in the professional qualification</td>
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<td></td>
<td>1. Good teaching skills</td>
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<td>2. extra- and co-curricular skills</td>
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<td>3. administrative skills</td>
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<td>4. interaction with stakeholders</td>
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<td>5. Good communication skills</td>
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<td>6. able to give guidance</td>
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<td></td>
<td>Experienced and on certain salary notch</td>
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<tr>
<td>Master Teacher</td>
<td>Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE</td>
<td>Registration with SACE as Professional Educator</td>
<td>Experienced Educator with Good knowledge of learning/subject phase as provided for in the professional qualification</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1. Good teaching skills</td>
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<td></td>
<td></td>
<td></td>
<td>2. extra- and co-curricular skills</td>
<td></td>
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<td></td>
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<td></td>
<td>3. administrative skills</td>
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<td></td>
<td></td>
<td></td>
<td>4. interaction with stakeholders</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>5. Good communication skills</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>6. able to give guidance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Experienced and on certain salary notch</td>
<td></td>
</tr>
</tbody>
</table>

### 6.1.2 School-based Specialists

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>EDUCATIONAL QUALIFICATION</th>
<th>STATUTORY REQUIREMENTS</th>
<th>COMPETENCIES AND SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning specialist</td>
<td>1. Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE</td>
<td>Registration with SACE as Professional Educator</td>
<td>1. Outstanding skills in teaching as provided for in the professional qualification</td>
</tr>
<tr>
<td></td>
<td>2. REQV 15</td>
<td></td>
<td>2. Exceptional extra- and co-curricular skills</td>
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<td></td>
<td></td>
<td>3. Exceptional interaction with stakeholders</td>
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<tr>
<td></td>
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<td></td>
<td>4. Good communication skills</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>5. Good skills in coaching and training other educators</td>
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<tr>
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<td></td>
<td></td>
<td>6. Exceptional technical/subject knowledge</td>
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<tr>
<td></td>
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<td></td>
<td>7. Developed education material for utilisation by educators</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. 10 years of actual classroom educator experience and at least two years service at the school with the designated post</td>
</tr>
<tr>
<td>JOB TITLE</td>
<td>EDUCATIONAL QUALIFICATION</td>
<td>STATUTORY REQUIREMENTS</td>
<td>COMPETENCIES AND SKILLS</td>
</tr>
<tr>
<td>------------------------------------------</td>
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</tr>
</tbody>
</table>
| Senior Teaching and Learning Specialist  | 1. Basic 4-year diploma/degree in education or equivalent qualification that allows registration with SACE  
2. REQV 16                              | 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 will be an advantage | 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  
Recognized Professional 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 or equivalent managerial experience |
<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>EDUCATIONAL QUALIFICATION</th>
<th>STATUTORY REQUIREMENTS</th>
<th>COMPETENCIES AND SKILLS</th>
<th>EXPERIENTIAL COMPETENCY</th>
</tr>
</thead>
</table>
| Principal      | 1. Basic 4 year diploma/degree in education  
2. Recognized Professional 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 | 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) or equivalent managerial experience. |

6.2 Office-based  

6.2.1 Office Based Management for Schools

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>EDUCATIONAL QUALIFICATION</th>
<th>STATUTORY REQUIREMENTS</th>
<th>COMPETENCIES AND SKILLS</th>
<th>EXPERIENTIAL COMPETENCY</th>
</tr>
</thead>
</table>
| Circuit Manager | Basic 4 year diploma/degree in education  
REQV 15 or an equivalent qualification | 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. |
<table>
<thead>
<tr>
<th>Position</th>
<th>Essential Qualifications</th>
<th>Registration with SACE as Professional Educator is preferred</th>
<th>Roles of:</th>
<th>Generic Skills:</th>
<th>Experience in the Educational Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Education Specialist</td>
<td>Basic 4 year diploma/degree&lt;br&gt;REQV 15 or an equivalent qualification in the learning/subject area/phase</td>
<td>Registration with SACE as Professional Educator is preferred</td>
<td></td>
<td></td>
<td>8 years experience in the educational field</td>
</tr>
<tr>
<td>Deputy Chief Education Specialist</td>
<td>Basic 4 year diploma/degree&lt;br&gt;REQV 15 or an equivalent qualification in the learning/subject area/phase</td>
<td>Registration with SACE as Professional Educator is preferred</td>
<td></td>
<td></td>
<td>10 years experience in the educational field</td>
</tr>
<tr>
<td>Chief Education Specialist</td>
<td>Basic 4 year diploma/degree&lt;br&gt;REQV 16 or an equivalent qualification in the learning/subject area/phase</td>
<td>Registration with SACE as Professional Educator is preferred</td>
<td></td>
<td></td>
<td>12 years experience in the educational field</td>
</tr>
</tbody>
</table>
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 (1%) for 1 full year of relevant experience
1 additional notch for every additional year of relevant experience.

<table>
<thead>
<tr>
<th>Job level</th>
<th>Recognition basis</th>
<th>Notch on scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experience profile</td>
<td></td>
</tr>
<tr>
<td>7.1 School-based</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1.1 General Classroom Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Intern</td>
<td>None</td>
<td>R 85 569</td>
</tr>
<tr>
<td>New Teacher Entrant</td>
<td>None</td>
<td>First</td>
</tr>
<tr>
<td>Teacher</td>
<td>1 year probation</td>
<td>Second</td>
</tr>
<tr>
<td>Senior Teacher</td>
<td>3 “good” performances within a 5 year period</td>
<td>On certain salary notch</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>3 “good” performances within a 5 year period</td>
<td>On certain salary notch</td>
</tr>
<tr>
<td>7.1.2 School-based Specialists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning Specialist</td>
<td>10 years</td>
<td>First if applicable, otherwise at least five notches additional if equal or higher than minimum</td>
</tr>
<tr>
<td>Senior Teaching and Learning Specialist</td>
<td>15 years</td>
<td></td>
</tr>
<tr>
<td>7.1.3 Management in Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Department</td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>7 years (which includes at least 2 years experience as HOD or equivalent managerial experience)</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Principal 1: 5 yrs Principal 2: 9 yrs Principal 3: 9 yrs Principal 4: 9 yrs Principal 5: 9 Yrs</td>
<td>First notch or at least five notches additional if equal or higher than minimum</td>
</tr>
<tr>
<td>7.2 Office Based</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2.1 Office-based Management for Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circuit Manager</td>
<td>12 Years</td>
<td>First notch at appointment, or at least 5 notches additional if already equal or higher notch than minimum</td>
</tr>
<tr>
<td>7.2.2 Office-based Specialists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Specialist</td>
<td>6 years in the Educational Field</td>
<td>First notch at appointment, or at least 5 notches additional if already equal or on higher notch than minimum</td>
</tr>
<tr>
<td>Senior Education Specialist</td>
<td>8 years in the Educational Field</td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Experience in the Educational Field</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Deputy Chief Education Specialist</td>
<td>10 years</td>
<td></td>
</tr>
<tr>
<td>Chief Education Specialist</td>
<td>12 years</td>
<td></td>
</tr>
</tbody>
</table>
8. STAFFING NORMS / INDICATORS

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 School-based</td>
<td></td>
</tr>
<tr>
<td>Teacher (Internship)</td>
<td>This is a new class and norms to be established.</td>
</tr>
<tr>
<td>New Teacher Entrant (Fully qualified teacher)</td>
<td>This is a new class and norms to be established.</td>
</tr>
<tr>
<td>Teacher post level 1</td>
<td>As per the post provisioning model</td>
</tr>
<tr>
<td>Senior Teacher</td>
<td>Part of post level 1 number per model</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>Part of post level 1 number per model</td>
</tr>
<tr>
<td>8.1.2 School-based specialists</td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning Specialist</td>
<td>Same as Number of HOD Posts allocated to School</td>
</tr>
<tr>
<td>Senior Teaching and Learning Specialist</td>
<td>Same as Number of Deputy Principal posts allocated to school</td>
</tr>
<tr>
<td>8.1.3 Management in Schools</td>
<td></td>
</tr>
<tr>
<td>Head of Department</td>
<td>As per the post provisioning model</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>As per the post provisioning model</td>
</tr>
<tr>
<td>Principal</td>
<td>As per the post provisioning model</td>
</tr>
<tr>
<td>8.2 Office Based</td>
<td></td>
</tr>
<tr>
<td>8.2.1 Office-based Management for schools</td>
<td>Norms to be established</td>
</tr>
<tr>
<td>Circuit Manager</td>
<td></td>
</tr>
<tr>
<td>8.2.2 Office-based Specialists</td>
<td>Norms to be established</td>
</tr>
<tr>
<td>Education Specialist</td>
<td></td>
</tr>
<tr>
<td>Senior Education Specialist</td>
<td></td>
</tr>
<tr>
<td>Deputy Chief Education Specialist</td>
<td></td>
</tr>
<tr>
<td>Chief Education Specialist</td>
<td></td>
</tr>
</tbody>
</table>
9. NATURAL CAREER PATH WITHIN THE OCCUPATION

<table>
<thead>
<tr>
<th>Post</th>
<th>Possible progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.1 School-based</strong></td>
<td></td>
</tr>
<tr>
<td><strong>9.1.1 General Classroom Teaching</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher (Internship)</td>
<td>New Teacher Entrant</td>
</tr>
<tr>
<td>New Teacher Entrant</td>
<td>Teacher</td>
</tr>
<tr>
<td>Teacher</td>
<td>Senior Teacher Management: HOD (School)</td>
</tr>
<tr>
<td></td>
<td>Teaching and Learning Specialist (School)</td>
</tr>
<tr>
<td></td>
<td>Education Specialist (Office)</td>
</tr>
<tr>
<td>Senior Teacher</td>
<td>Master Teacher Management: HOD (School)</td>
</tr>
<tr>
<td></td>
<td>Teaching and Learning Specialist (School)</td>
</tr>
<tr>
<td></td>
<td>Education Specialist (Office)</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>Management: HOD (School)</td>
</tr>
<tr>
<td></td>
<td>Teaching and Learning Specialist (School)</td>
</tr>
<tr>
<td></td>
<td>Education Specialist (Office)</td>
</tr>
<tr>
<td><strong>9.1.2 School-based Specialists</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching and Learning Specialist</td>
<td>Chief Teaching and Learning Specialist Management in schools: HOD, DP, P</td>
</tr>
<tr>
<td></td>
<td>Specialist post in Office</td>
</tr>
<tr>
<td>Senior Teaching and Learning Specialist</td>
<td>Management in schools: DP,P Specialist post in Office</td>
</tr>
<tr>
<td></td>
<td>Management or Specialist posts in wider public service</td>
</tr>
<tr>
<td><strong>9.1.3 School Based Management</strong></td>
<td></td>
</tr>
<tr>
<td>Head of Department</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Chief/Education Specialist (School)</td>
</tr>
<tr>
<td></td>
<td>Management or Specialist posts in wider public service</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Chief/Education Specialist (Office)</td>
</tr>
<tr>
<td></td>
<td>Management or Specialist in wider public service</td>
</tr>
<tr>
<td>Principal</td>
<td>Specialist post in school/office</td>
</tr>
<tr>
<td></td>
<td>Circuit Manager (EIM)</td>
</tr>
<tr>
<td></td>
<td>Management or Specialist in wider public service</td>
</tr>
<tr>
<td><strong>9.2 Office-based</strong></td>
<td></td>
</tr>
<tr>
<td><strong>9.2.1 Office Based Management for schools</strong></td>
<td></td>
</tr>
<tr>
<td>Circuit Manager</td>
<td>District Manager</td>
</tr>
<tr>
<td></td>
<td>Specialist in office</td>
</tr>
<tr>
<td></td>
<td>Management or Specialist in wider public service</td>
</tr>
<tr>
<td><strong>9.2.2 Office-based Specialists</strong></td>
<td></td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Senior Education specialist</td>
</tr>
<tr>
<td></td>
<td>Any school-based post if qualifying in terms of requirements</td>
</tr>
<tr>
<td>Senior Education Specialist</td>
<td>DCES</td>
</tr>
<tr>
<td>Deputy Chief Education Specialist</td>
<td>Chief Education Specialist</td>
</tr>
<tr>
<td>Chief Education Specialist</td>
<td>Management or Specialist in wider public service</td>
</tr>
</tbody>
</table>
### 10. REQUIREMENTS FOR PROMOTION TO HIGHER JOB LEVELS OR TO HIGHER VACANT POSTS (POST PROMOTION)

#### 10.1 School-based

<table>
<thead>
<tr>
<th>JOB LEVEL</th>
<th>WAY OF PROMOTION</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td>To</td>
<td></td>
</tr>
</tbody>
</table>

#### 10.1.1 General Classroom Teachers

<table>
<thead>
<tr>
<th>Grade</th>
<th>From Job</th>
<th>To Job</th>
<th>Way of Promotion</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher (Internship)</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Apply for vacancy and complete probation for permanent appointment</td>
<td>Compliance with the <strong>educational qualifications, statutory requirements, competencies and skills and experiential competency</strong> for the post</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>From Job</th>
<th>To Job</th>
<th>Way of Promotion</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher New Entrant</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Apply for vacancy and complete probation for permanent appointment</td>
<td>Compliance with the <strong>educational qualifications, statutory requirements, competencies and skills and experiential competency</strong> for the post</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>From Job</th>
<th>To Job</th>
<th>Way of Promotion</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Teacher, Senior Teacher, Master Teacher, HOD, Teaching and Learning Specialist</td>
<td>Teacher, Senior Teacher, Master Teacher, HOD, Teaching and Learning Specialist</td>
<td>Apply for vacancy and complete probation for permanent appointment</td>
<td>Compliance with the <strong>educational qualifications, statutory requirements, competencies and skills, experiential competency</strong> for the post or on the required salary level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>From Job</th>
<th>To Job</th>
<th>Way of Promotion</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Teacher</td>
<td>Teacher, Senior Teacher, Master Teacher, HOD, Teaching and Learning Specialist</td>
<td>Teacher, Senior Teacher, Master Teacher, HOD, Teaching and Learning Specialist</td>
<td>Apply for vacancy and complete probation for permanent appointment</td>
<td>Compliance with the <strong>educational qualifications, statutory requirements, competencies and skills, experiential competency</strong> for the post or on the required salary level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>From Job</th>
<th>To Job</th>
<th>Way of Promotion</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Teacher</td>
<td>HOD, Teaching and Learning Specialist</td>
<td>HOD, Teaching and Learning Specialist</td>
<td>Apply for vacancy and complete probation for permanent appointment</td>
<td>Compliance with the <strong>educational qualifications, statutory requirements, competencies and skills and experiential competency</strong> for the post</td>
</tr>
</tbody>
</table>

#### 10.1.2 School-based Specialists

<table>
<thead>
<tr>
<th>Grade</th>
<th>From Job</th>
<th>To Job</th>
<th>Way of Promotion</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Specialist</td>
<td>Senior Teaching and Learning Specialist</td>
<td>Apply for upgrading</td>
<td>1. Compliance with the <strong>educational qualifications, statutory requirements, competencies and skills and experiential competency</strong> for the post</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. At least 15 years actual teaching experience.</td>
<td></td>
</tr>
</tbody>
</table>
### 10.1.3 School-based Management

<table>
<thead>
<tr>
<th>Position</th>
<th>Apply for vacant post</th>
<th>1. Compliance with the <strong>educational qualifications, statutory requirements, competencies and skills and experiential competency</strong> for the post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal 1</td>
<td>1. Deputy Principal</td>
<td>1. Compliance with the <strong>educational qualifications, statutory requirements, competencies and skills and experiential competency</strong> for the post</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>2. Principal 1</td>
<td>2. Professionally Recognised Qualification</td>
</tr>
<tr>
<td></td>
<td>3. Principal 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Education Specialist</td>
<td></td>
</tr>
<tr>
<td>Head of Department</td>
<td>Promotion to vacant post</td>
<td>1. Compliance with the <strong>educational qualifications, statutory requirements, competencies and skills and experiential competency</strong> for the post</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Principal 2-5</td>
<td>2. Professionally Recognised Qualification</td>
</tr>
<tr>
<td>Circuit Manager</td>
<td>Promotion to vacant post</td>
<td></td>
</tr>
<tr>
<td>Principal 1</td>
<td>Deputy Principal</td>
<td>1. Compliance with the <strong>educational qualifications, statutory requirements, competencies and skills and experiential competency</strong> for the post</td>
</tr>
<tr>
<td>Principal 2-5</td>
<td>Principal 2-5</td>
<td>2. Professionally Recognised Qualification</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Promotion to vacant post</td>
<td></td>
</tr>
<tr>
<td>Principal 2-4</td>
<td>Deputy Principal</td>
<td>1. Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency for the post.</td>
</tr>
<tr>
<td>Principal 3</td>
<td>Principal 4</td>
<td>2. Professionally Recognised Qualification</td>
</tr>
<tr>
<td>Principal 5</td>
<td>Principal 5</td>
<td></td>
</tr>
<tr>
<td>Office-based position</td>
<td>Office-based position</td>
<td></td>
</tr>
<tr>
<td>Circuit Manager</td>
<td>Office-based position</td>
<td></td>
</tr>
<tr>
<td>Principal 2-5</td>
<td>Office-based position</td>
<td>Promotion to vacant post</td>
</tr>
</tbody>
</table>
### 10.2 Office-based

#### 10.2.1 Office-based Management for Institutions

<table>
<thead>
<tr>
<th>Position</th>
<th>Position</th>
<th>Apply for vacant post</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Deputy Chief Education Specialist| Circuit Manager                   | Apply for vacant post | 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 |
| Circuit Manager                  | Chief Education Specialist        | Apply for vacant post | 1. Compliance with the **educational qualifications, statutory requirements, competencies and skills and experiential competency** for the post  
2. At least 12 years of appropriate experience in education |

#### 10.2.2 Office-based Specialists

<table>
<thead>
<tr>
<th>Position</th>
<th>Position</th>
<th>Apply for vacant post</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| Education Specialist            | Senior Education Specialist     | Apply for vacant post | 1. REQV 15 qualification  
2. At least 8 years of appropriate experience in education of which 2 years must be office based.                                      |
| Senior Education Specialist     | Deputy Chief Education Specialist| Apply for vacant post | 1. REQV 15 qualification  
2. At least 10 years of appropriate experience in education of which at least 4 years must be office based.                          |
| Deputy Chief Education Specialist| Chief Education Specialist      | Apply for vacant post | 1. REQV 16 qualification  
2. At least 12 years of appropriate experience in education of which at 6 years must be office based.                                 |
11. TRAINING AND DEVELOPMENT

11.1 School-based

<table>
<thead>
<tr>
<th>JOB LEVEL</th>
<th>TRAINING AND DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11.1.1 General Classroom teaching</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher (Intern)</td>
<td>In service training by observation and experience whilst</td>
</tr>
<tr>
<td></td>
<td>completing final year of study</td>
</tr>
<tr>
<td>New Entrant Teacher</td>
<td>Induction and Orientation</td>
</tr>
<tr>
<td>Teacher</td>
<td>Induction/orientation</td>
</tr>
<tr>
<td></td>
<td>In service training</td>
</tr>
<tr>
<td></td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td>Senior Teacher</td>
<td>Induction/orientation</td>
</tr>
<tr>
<td></td>
<td>In service training</td>
</tr>
<tr>
<td></td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td>Master Teacher</td>
<td>Induction/orientation</td>
</tr>
<tr>
<td></td>
<td>In service training</td>
</tr>
<tr>
<td></td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
</tbody>
</table>

11.1.2 School-based Specialists

<table>
<thead>
<tr>
<th>JOB LEVEL</th>
<th>TRAINING AND DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Specialist</td>
<td>In service training</td>
</tr>
<tr>
<td></td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Obtaining of post basic qualification recognised by SACE</td>
</tr>
<tr>
<td>Senior Teaching and Learning Specialist</td>
<td>In service training</td>
</tr>
<tr>
<td></td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Obtaining of post basic qualification recognised by SACE</td>
</tr>
</tbody>
</table>

11.1.3 Management in Schools

<table>
<thead>
<tr>
<th>JOB LEVEL</th>
<th>TRAINING AND DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Short courses in management</td>
</tr>
<tr>
<td></td>
<td>Obtaining of post basic qualification recognised by SACE</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Short courses in management</td>
</tr>
<tr>
<td></td>
<td>Obtaining of post basic qualification recognised by SACE</td>
</tr>
<tr>
<td>Principal</td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Short courses in management</td>
</tr>
<tr>
<td></td>
<td>ACE for Principals</td>
</tr>
<tr>
<td></td>
<td>Obtaining of post basic qualification recognised SACE</td>
</tr>
</tbody>
</table>

11.2 Office-based

11.2.1 Office-based Management for schools

<table>
<thead>
<tr>
<th>JOB LEVEL</th>
<th>TRAINING AND DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circuit Manager</td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Short courses in management</td>
</tr>
<tr>
<td></td>
<td>Obtaining of post basic qualification recognised by SACE</td>
</tr>
</tbody>
</table>

11.2.2 Office-based Specialists

<table>
<thead>
<tr>
<th>JOB LEVEL</th>
<th>TRAINING AND DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Specialist</td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Short courses in management</td>
</tr>
<tr>
<td></td>
<td>Obtaining of post basic qualification recognised by SACE</td>
</tr>
<tr>
<td>JOB LEVEL</td>
<td>TRAINING AND DEVELOPMENT</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>Senior Education Specialist</td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Short courses in management</td>
</tr>
<tr>
<td></td>
<td>Obtaining of post basic qualification recognised by SACE</td>
</tr>
<tr>
<td>Deputy Chief Education Specialist</td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Short courses in management</td>
</tr>
<tr>
<td></td>
<td>Obtaining of post basic qualification recognised by SACE</td>
</tr>
<tr>
<td>Chief Education Specialist</td>
<td>Self study</td>
</tr>
<tr>
<td></td>
<td>Workshops</td>
</tr>
<tr>
<td></td>
<td>Short courses in management</td>
</tr>
<tr>
<td></td>
<td>Obtaining of post basic qualification recognised by SACE</td>
</tr>
</tbody>
</table>
12. OTHER CONDITIONS OF SERVICE

As determined by the MINISTER OF EDUCATION.

13 Post and Salary Structure

The following table sets out the post and salary structures of educators

<table>
<thead>
<tr>
<th>General Classroom Teaching</th>
<th>School-based Specialists</th>
<th>Management in Schools</th>
<th>Office-based Management</th>
<th>Office-based Specialists</th>
<th>Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher M+1/M+2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R 51 488 – R 80 569</td>
</tr>
<tr>
<td>Teacher Intern</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R 85 526</td>
</tr>
<tr>
<td>Teacher New Entrant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R 115 276</td>
</tr>
<tr>
<td>Teacher M+3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R 85 526 – R 195 322</td>
</tr>
<tr>
<td>Teacher M+4</td>
<td></td>
<td></td>
<td></td>
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<td>R 117 563 – R 253 277</td>
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| Head of Department         |                          |                       |                         |                          | R 144 921 – R 365 611 |
| Deputy Principal           |                          |                       |                         |                          | R 173 347 – R 395 904 |
| Principal 1                |                          |                       |                         |                          | R 144 921 – R 314 019 |
| Principal 2                |                          |                       |                         |                          | R 173 347 – R 365 611 |
| Principal 3                |                          |                       |                         |                          | R 207 348 – R 420 260 |
| Principal 4                |                          |                       |                         |                          | R 240 725 – R 432 994 |
| Principal 5                |                          |                       |                         |                          | R 296 668 – R 446 115 |
| Circuit Manager 1          |                          |                       |                         |                          | R 213 631 – R 420 260 |
| Circuit Manager 2          |                          |                       |                         |                          | R 267 943 – R 432 994 |
| Circuit Manager 3          |                          |                       |                         |                          | R 334 292 – R 446 115 |

| Education Specialist       |                          |                       |                         |                          | R 144 921 – R 365 611 |
| Senior Education Specialist|                          |                       |                         |                          | R 173 347 – R 395 904 |
| Deputy Chief Education Specialist |          |                       |                         |                          | R 213 631 – R 420 260 |
| Chief Education Specialist  |                          |                       |                         |                          | R 267 943 – R 446 115 |

Salary Progression and Accelerated Progression

Salary progression is the introduction of a two yearly pay progression dispensation provided the employee has maintained a satisfactory level of performance.

Accelerated salary progression is progression of more than one notch in terms of the external evaluation results and is implemented as follows:

3 additional notches for an evaluation of "good"
6 additional notches for an evaluation of "outstanding"

(Applicable to educators employed in terms of the Employment of Educators Act, 1996 (as amended)
Teacher Intern

(1) JOB TITLE: Teacher (Intern)

(2) 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.

(3) 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:

(a) TEACHING

i. 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.

ii. To assist at an elementary level with preparation for lessons.

iii. To assist at an elementary level with planning, co-ordinating, control, evaluate and report on learners’ academic progress.

iv. To learn that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

v. To observe and assist how to establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.

vi. To observe and learn how to consider and utilise the learners’ own experiences as a fundamental and valuable resource.

(b) EXTRA- & CO-CURRICULAR

i. To observe and assist the teacher in identifying aspects which require special attention and to observe how they are addressed.

ii. To observe how the educational and general welfare of all learners are catered for.
iii. To observe and assist at an elementary level the overseeing of learner counselling and guidance, careers, discipline and the general welfare of all learners.

(c) ADMINISTRATIVE

i. To observe the procedures for the co-ordination and control of all the academic activities of each subject taught.

ii. To observe how stock and equipment which is used and required are controlled I and co-ordinated.

iii. 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

(d) INTERACTION WITH STAKEHOLDERS

i. 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.

ii. To observe/participate in processes of professional development of colleagues by sharing knowledge and ideas.

(e) COMMUNICATION:

i. 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.

ii. To be involved in the maintenance of contact with sporting, social, cultural and community organisations.
New Teacher Entrant (Fully qualified Teacher)

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

(2) 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.

(3) 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:

(a) TEACHING

i. 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.

ii. To be a class teacher.

iii. To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.

iv. To take on a leadership role in respect of the subject, learning area or phase, if required.

v. To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.

vi. To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

vii. To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.

viii. To consider and utilise the learners' own experiences as a fundamental and valuable resource.

(b) EXTRA- & CO-CURRICULAR

i. To assist the HOD to identify aspects which require special attention and to assist in addressing them.
ii. To cater for the educational and general welfare of all learners in his/her care.

iii. To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

(c) ADMINISTRATIVE

i. To co-ordinate and control all the academic activities of each subject taught.

ii. To control and co-ordinate stock and equipment which is used and required.

iii. 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

(d) INTERACTION WITH STAKEHOLDERS

i. 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.

ii. To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

iii. To remain informed of current developments in educational thinking and curriculum development.

iv. To participate in the school’s governing body if elected to do so.

(e) COMMUNICATION:

i. 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.

ii. To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.

iii. To meet parents and discuss with them the conduct and progress of their children.
iv. To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

v. To maintain contact with sporting, social, cultural and community organisations.

vi. To have contacts with the public on behalf of the principal.
TEACHER

(1) JOB TITLE: Teacher

(2) 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.

(3) 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:

(a) TEACHING

i. 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.

ii. To be a class teacher.

iii. To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.

iv. To take on a leadership role in respect of the subject, learning area or phase, if required.

v. To plan, co-ordinate, control, administer, evaluate and report on learners’ academic progress.

vi. To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

vii. To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.

viii. To consider and utilise the learners' own experiences as a fundamental and valuable resource.

(b) EXTRA- & CO-CURRICULAR

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

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

(c) ADMINISTRATIVE

i. To co-ordinate and control all the academic activities of each subject taught.

ii. To control and co-ordinate stock and equipment which is used and required.

iii. 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

(d) INTERACTION WITH STAKEHOLDERS

i. 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.

ii. To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

iii. To remain informed of current developments in educational thinking and curriculum development.

iv. To participate in the school’s governing body if elected to do so.

(e) COMMUNICATION:

i. 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.

ii. To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.

iii. To meet parents and discuss with them the conduct and progress of their children.

iv. To participate in departmental committees, seminars and courses in order to contribute to and/or update one’s professional views/standards.
v. To maintain contact with sporting, social, cultural and community organisations.

vi. To have contacts with the public on behalf of the principal.
SENIOR TEACHER

(1) JOB TITLE: Senior Teacher

(2) THE AIM OF THE JOB:

To engage in 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).

(2) 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:

(a) TEACHING

i. 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.

ii. To be a class teacher.

iii. To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.

iv. To take on a leadership role in respect of the subject, learning area or phase, if required.

v. To plan, co-ordinate, control, administer, evaluate and report on learners’ academic progress.

vi. To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

vii. To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.

viii. To consider and utilise the learners’ own experiences as a fundamental and valuable resource.

(b) EXTRA- & CO-CURRICULAR

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

...
ii. To cater for the educational and general welfare of all learners in his/her care.

iii. To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

iv. To share in the responsibilities of organising and conducting extra and co-curricular activities.

(c) ADMINISTRATIVE

i. To co-ordinate and control all the academic activities of each subject taught.

ii. To control and co-ordinate stock and equipment which is used and required.

iii. 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

(d) INTERACTION WITH STAKEHOLDERS

i. 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.

ii. To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

iii. To remain informed of current developments in educational thinking and curriculum development.

iv. To participate in the school’s governing body if elected to do so.

(e) COMMUNICATION:

i. 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.

ii. To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.

iii. To meet parents and discuss with them the conduct and progress of their children.
iv. To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

v. To maintain contact with sporting, social, cultural and community organisations.

vi. To have contacts with the public on behalf of the principal.

(f) MENTORING

i. To act as mentor and coach for less experienced teachers

ii. When and if required, to act as head of a subject, phase or grade as support to the relevant Education Specialist (HoD).
MASTER TEACHER

(1) JOB TITLE: Master Teacher

(2) THE AIM OF THE JOB:

To engage in 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.

(3) (C3 "good" performances with a 5 year period) 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, include, but are not limited to, the following:

(a) TEACHING

i. 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.

ii. To be a class teacher.

iii. To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.

iv. To take on a leadership role in respect of the subject, learning area or phase, if required.

v. To plan, co-ordinate, control, administer, evaluate and report on learners’ academic progress.

vi. To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

vii. To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.

viii. To consider and utilise the learners’ own experiences as a fundamental and valuable resource.
(b) EXTRA- & CO-CURRICULAR

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

ii. To cater for the educational and general welfare of all learners in his/her care.

iii. To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

iv. To share in the responsibilities of organising and conducting extra and co-curricular activities.

(c) ADMINISTRATIVE

i. To co-ordinate and control all the academic activities of each subject taught.

ii. To control and co-ordinate stock and equipment which is used and required.

iii. 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. To engage in management tasks in support of the school management team.

v. To act as head of a subject, phase or grade in co-operation with the relevant HoD.

(d) INTERACTION WITH STAKEHOLDERS

i. 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.

ii. To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

iii. To remain informed of current developments in educational thinking and curriculum development.

iv. To participate in the school’s governing body if elected to do so.
(e) COMMUNICATION:

i. 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.

ii. To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.

iii. To meet parents and discuss with them the conduct and progress of their children.

iv. To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

v. To maintain contact with sporting, social, cultural and community organisations.

vi. To have contacts with the public on behalf of the principal.

(f) MENTORING

i. To act as mentor and coach for less experienced teachers.

ii. To collaborate with and support teachers regarding instructional procedures and personal growth.
Teaching and Learning Specialist

(1) JOB TITLE: Teaching and Learning Specialist

(2) POST LEVEL: 1

(3) 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).

(4) 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:

(a) TEACHING

i. 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.

ii. To be a class teacher.

iii. To prepare exceptional lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.

iv. To take on a leadership role in respect of the subject, learning area or phase.

v. To plan, co-ordinate, control, administer, evaluate and report on learners’ academic progress.

vi. To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

vii. To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.

viii. To consider and utilise the learners’ own experiences as a fundamental and valuable resource.

ix. Develop education material for utilisation by other educators
(b) EXTRA- & CO-CURRICULAR

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

ii. To cater for the educational and general welfare of all learners in his/her care.

iii. To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

iv. To share in the responsibilities of organising and conducting extra and co-curricular activities.

(c) ADMINISTRATIVE

i. To co-ordinate and control all the academic activities of each subject taught.

ii. To control and co-ordinate stock and equipment which is used and required.

iii. 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

(d) INTERACTION WITH STAKEHOLDERS

i. 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.

ii. To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

iii. To remain informed of current developments in educational thinking and curriculum development.

iv. To participate in the school’s governing body if elected to do so.
(e) COMMUNICATION:

i. 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.

ii. To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.

iii. To meet parents and discuss with them the conduct and progress of their children.

iv. To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

v. To maintain contact with sporting, social, cultural and community organisations.

vi. To have contacts with the public on behalf of the principal.

(f) OTHER

i. To act as mentor and coach for less experienced teachers

ii. 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

(1) JOB TITLE: Senior Teaching and Learning Specialist

(2) POST LEVEL : 1

(3) 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.

(4) 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, include, but are not limited to, the following:

(a) TEACHING

i. 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.

ii. To be a class teacher.

iii. To prepare exceptional lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.

iv. To take on a curriculum leadership role in respect of the subject, learning area or phase.

v. To plan, co-ordinate, control, administer, evaluate and report on learners’ academic progress.

vi. To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.

vii. To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.

viii. To consider and utilise the learners’ own experiences as a fundamental and valuable resource.
ix. Develop education material for utilisation by other educators

(b) EXTRA- & CO-CURRICULAR

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

ii. To cater for the educational and general welfare of all learners in his/her care.

iii. To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

iv. To share in the responsibilities of organising and conducting extra and co-curricular activities.

(c) ADMINISTRATIVE

i. To co-ordinate and control all the academic activities of each subject taught.

ii. To control and co-ordinate stock and equipment which is used and required.

iii. 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. To engage in management tasks in support of the school management team.

v. To act as head of a subject, phase or grade in co-operation with the relevant HoD.

(d) INTERACTION WITH STAKEHOLDERS

i. 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.

ii. To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.

iii. To remain informed of current developments in educational thinking and curriculum development.
iv. To participate in the school's governing body if elected to do so.

(e) COMMUNICATION:

i. 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.

ii. To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.

iii. To meet parents and discuss with them the conduct and progress of their children.

iv. To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

v. To maintain contact with sporting, social, cultural and community organisations.

vi. To have contacts with the public on behalf of the principal.

(f) OTHER

i. To act as mentor and coach for less experienced teachers.

ii. To collaborate with and support teachers regarding instructional procedures and personal growth.

iii. To write and present educational documents at conferences/workshops.
HEAD OF DEPARTMENT

(1) JOB TITLE: Head of Department

(2) POST LEVEL: 2

(3) 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.

(4) 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:

(a) TEACHING

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

ii. To be a class teacher if required.

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

(b) EXTRA- & CO-CURRICULAR

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

ii. To jointly develop the policy for that department.

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

iv. 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.

v. 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

vi. To share in the responsibilities of organising and conducting extra and co-curricular activities.

(c) PERSONNEL

i. To advise the Principal regarding the division of work among the staff in that department.

ii. To monitor and evaluate the performance of educators

iii. 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.

(d) GENERAL/ADMINISTRATIVE

i. 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

ii. 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

iii. 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.

(e) COMMUNICATION:

ii. 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.

iii. To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.
iv. To meet parents and discuss with them the progress and conduct of their children.

v. To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

vi. To co-operate with Further and Higher Education institutions in relation to learners' records and performance and career opportunities.

vii. To maintain contact with sporting, social, cultural and community organisations.
DEPUTY PRINCIPAL

(1) JOB TITLE: Deputy Principal (School)

(2) 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.

(3) REQUIRED COMPETENCIES FOR THE POST:

   The Deputy Principal needs to have:

   i. Comprehensive understanding of the curriculum;
   ii. Sound knowledge of the legislative and policy framework;
   iii. Understanding of the opportunities and challenges of leading and managing a
        South African school in the 21st century in the context of national
        transformation;
   iv. Ability to sustain a child-friendly environment;
   v. Ability to implement creative problem solving strategies;
   vi. Ability to identify, collect and use data and evidence to inform planning;
   vii. Understanding of management of staff;
   viii. Ability to work as part of a team;
   ix. Ability to mentor the subject/learning area heads of department and the RCL
        structure and lead on staff training initiatives;
   x. Strong administrative skills in relation particularly to time-tableing, admissions,
      registrations, and resources management;
   xi. Ability to work closely and positively with the local community.

(4) 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:
(a) **GENERAL**

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

(b) **LEADING AND MANAGING THE LEARNING SCHOOL**

**(ba) Curriculum Management**

i. 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.

ii. 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.

iii. Give instructions and guidelines for timetabling, admission and placement of learners.

iv. Oversee the mentoring, coaching and general support of novice and under-performing teachers.

v. Assist the principal in ensuring that workloads are equitably distributed among the staff.

vi. Engage in class teaching as per the workload of the relevant post and the needs of the school.

vii. Assess and record attainment of learners and manage their progression.

viii. Liaise with relevant structures regarding school curricula/co-curricula activities and curriculum development and ensure educator and learner involvement.

**(bb) Promoting ICTs in Learning**

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

**(bc) Human Resource Support and Management**

i. Facilitate 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.

ii. Involve parents and other community members as resources and partners in the learning process.

iii. Establish learner disciplinary mechanisms in line with the law and good practice.
(c) MANAGING QUALITY AND SECURING ACCOUNTABILITY

(ca) Quality Assurance of the Learning Environment:

i. 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.

ii. Co-ordinate the effective use and safekeeping of all movable and immovable assets in the school.

iii. Support the Principal in ensuring that discipline is being maintained.

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

(cb) Staff Appraisal:

i. 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.

(d) DEVELOPING AND EMPOWERING SELF AND OTHERS

(da) Staff Development

i. 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.

ii. Co-ordinate external project intervention and visits so that they are articulated with the needs and timeframes of the school.

iii. Mentor, coach and provide general support for novice and under-performing teachers.

(bb) School Community Development

i. Conduct opportunities for growth and development of staff and the school community in the spirit of ‘ubuntu’.

ii. Establish retrieval and storage systems that all staff members to access Departmental Circulars and other information received that affects them.

iii. Participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards as required.
(e) MANAGING THE SCHOOL AS AN ORGANISATION

(ea) General Institutional Management:

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

(eb) Manage Information:

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

(ec) Network and represent the school:

i. Serve on recruitment, promotion, advisory and other committees as required.
ii. 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.
iii. Assist in ensuring that the school has a functioning school governing body

(f) WORKING WITH AND FOR THE COMMUNITY

(fa) School Governing Body:

i. Co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
ii. Support and render strategic advice to the School Governing Body.
iii. Meet parents concerning learners’ progress and conduct as required by the principal
iv. Supervise and advise the Representative Council of Learners and act as a link between the RCL and the school’s management team.
(fb) Community Networking and Partnership:

i. Participate in community activities in connection with educational matters and community development.

ii. 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.

iii. 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.
PRINCIPAL (School)

(1) JOB TITLE: Principal (Public School)

(2) 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.

(3) REQUIRED COMPETENCIES FOR THE POST:

The Principal needs to have:

i. Comprehensive understanding of the curriculum;

ii. Ability to manage resources (including finance) to maximize the educational goals of the school;

iii. Detailed knowledge of the legislative and policy framework and implement the principles of Batho Pele;

iv. Understanding of the opportunities and challenges of leading and managing a South African school in the 21st century within the context of national transformation;

v. Ability to create and sustain a school environment that is child-friendly;

vi. Ability to identify, collect and use data and evidence to inform planning;

vii. Strong time management and administrative skills;

viii. The ability to lead and inspire by example and through dedication, commitment and honesty;

ix. Strong personnel management skills;

x. Ability to work closely with and for the local community.

(4) 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:

(a) LEADING THE LEARNING SCHOOL

(aa) Curriculum Management:

i. Champion and provide professional leadership within the school, which involves a comprehensive understanding of the curriculum, and ensures functional curriculum structures in the school.

ii. 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.
iii. 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.

iv. 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.

v. 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.

(ab) Promoting ICT in Learning:

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

(ac) Human Resource Support and Management:

i. 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.

ii. Make effective use of parents and other community members as resources and partners in the learning process.

iii. Ensure that learner discipline is handled appropriately within the law in order to maximize learning.

(b) SHAPING THE DIRECTION AND DEVELOPMENT OF THE SCHOOL

(ba) School Development/Improvement Planning

i. 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.

ii. Ensure that the school is a safe and secure environment allowing conditions for planning and implementation.

iii. Champion the school's School Development and Improvement Plans and ensure they are implemented as planned.

iv. Ensure planning is done on time and is evidence-based.

v. Actively seek out and invite the support of a range of people with expertise who can assist with the development of the school.

(bb) Evidence-based planning

i. 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.

ii. Ensure that the school has the necessary systems in place to promote effective communication to ensure decisions are executed as planned.
iii. Ensure that the school has the necessary resources and physical infrastructure to deliver on the school’s plans and allow effective learning and teaching.

(c) MANAGING QUALITY AND SECURING ACCOUNTABILITY

(ca) Quality Assurance of the Learning Environment

i. Ensure the correct completion of all attendance registers and the use of these registers to inform appropriate action over absenteeism.

ii. 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.

iii. Monitor the hostel, if one is attached to the school, and all related activities.

(cb) Assessment and Appraisal Practices

i. Promote assessment practices and monitor and use evidence to manage and improve learner outcomes at every grade level in the school.

ii. Fulfil 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.

(d) DEVELOPING AND EMPOWERING SELF AND OTHERS

(da) Staff Development

i. Promote and ensure that effective high quality staff training programmes are planned and implemented, including orientation and induction programmes for staff.

ii. 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.

iii. Assist educators in developing and achieving educational objectives in accordance with the needs of the school.

iv. Oversee the mentoring, coaching and general support of novice and under-performing teachers.

v. 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.
vi. Promote and encourage reflective practices among educators as well as sharing of expertise among peers.

(db) **School Community Development**

i. Apply the principles of 'ubuntu' in creating opportunities for growth and development of the school community.

ii. Work as a team player.

iii. 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.

iv. Participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.

v. Develop strategies to engage and promote leadership development among learners and educators, fostering opportunities to practice behaviour such as initiative, responsibility and commitment.

(e) **MANAGING THE SCHOOL AS AN ORGANISATION**

(ea) **Financial Management**

i. Manage the school's finances and apply necessary controls to maximize the use of the funds available and account for all spending.

ii. Support the school governing body in developing the annual budget and provide data to inform the planning, including enrolment, fee exemption and collection levels.

iii. Support the school fundraising efforts.

iv. 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.

v. Support the School Governing Body in having the school's accounts audited annually as prescribed in law.

vi. Implement transparent decision-making structures and solve problems in a creative fashion.

vii. Ensure that the school's environment is safe and secure for all learners and staff members.

viii. Ensure a School Log Book or Incident Book is maintained containing a record of all-important events connected with the school.

ix. Ensure systems are in place for the management of all correspondence received at the school.

x. Manage all external project interventions and visits to ensure that they benefit the school and are articulated with the school's needs.

(eb) **Manage Information**

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

(ec) Network and represent the school

i. Serve on recruitment, promotion, advisory and other committees as required.

ii. 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.

iii. Ensure that the school has a functioning School Governing Body.

(f) WORKING WITH AND FOR THE COMMUNITY

(fa) School Governing Body

i. 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.

ii. Co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.

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

(fb) Community Networking and Partnership

i. Understand the community the school serves and therefore:
   i. Understand the socio-economic and political issues impacting on the teaching and learning programme and adapt it accordingly;
   ii. Set up community-school partnerships to support teaching and learning programmes;
   iii. Set up or support fundraising structures and initiatives.

ii. Participate in community activities in connection with educational matters and community development.

iii. 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.
Office-based Management for Schools: Circuit Manager

(1) JOB TITLE: Circuit Manager (CM)

(2) THE AIM OF THE JOB:

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

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

iii. To facilitate curriculum delivery through support in various ways.

(3) 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.

(a) LEADERSHIP

i. 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.

ii. To assist educators to identify, assess and meet the needs of learners (provide professional leadership).

iii. To disseminate and encourage the application of good practices in all areas of work.

iv. To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.

v. To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all level.

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

(b) COMMUNICATION

i. Establish clear channels of communication with schools and other stakeholders.

ii. 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 timely feedback from institutions.

iii. To consult with all stakeholders on decisions that affect them.

iv. To explain the objective of any intervention/s to learners, educators and others.
v. To chair workshops, case conference and meeting when needed.
vi. To serve on recruitment, promotion, advisory and other committees as required.
vii. 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.
viii. To liaise with other education offices for the purpose of coordination.
ix. To liaise with other relevant Government Departments for example Department of Health and Welfare, Public Works, etc., as required.
x. To maintain contacts with sports, cultural and community organisation.

(c) FINANCIAL PLANNING AND MANAGEMENT

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

(d) STRATEGIC PLANNING AND TRANSFORMATION

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

(e) POLICY

i. To formulate policy for operational reasons.
ii. To analyse policy.
iii. To implement policy.
iv. To monitor and evaluate policy implementation.
v. To provide guidance to institutions on policy formulation.
vi. Promote and support policy implementation in education sites

(f) 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.

(g) CURRICULUM DELIVERY

i. 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;

ii. Provide curriculum guidance and support and learning area and
subject advisory service to all teachers in order to improve teaching
and learning;

iii. Support quality education delivery and in particular, teaching and learning,
in educational sites for the purposes of both accountability and
improvement of learner achievement;

iv. Provide specialised education services to schools where necessary;

v. 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).

(h) STAFF DEVELOPMENT

i. To assess professional development needs by using questionnaires,
informal methods and developmental appraisal.

ii. 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.

iii. To continue, to implement and participate in staff development
programmes.

iv. To evaluate success/problems of staff development programmes in
terms of the goals of the institutions/Department.

v. 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

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

(i) GENERAL / OFFICE ADMINISTRATION

i. To keep and update records of the office, district or area under his/her
control.

ii. Write regular reports on work performed and report and account to the
district.

iii. To ensure that Department circulars and other information received
which affect colleagues or their work are brought to their notice as
soon as possible.

iv. To handle all correspondence referred to his/her office.
v. Manage the database on all schools in the circuit

(j) ADMINISTRATIVE SERVICE TO SCHOOLS:

i. Disseminates and mediate policy documents, circulars and other official
documents to schools.

ii. Facilitates and coordinates the supply and delivery of equipment and
resources to schools.

iii. Facilitates and coordinates the provision of administrative service to
schools (security, maintenance, transport, etc).

iv. Collects and verifies critical information required by EMIS.
v. Oversees the administration of transport and boarding bursaries in all
boarding facilities of the circuit.

(k) MANAGEMENT SUPPORT TO SCHOOLS

i. Facilitates the day-to-day use and application of policies affecting the
management and governance of schools.

ii. Facilitates and coordinates the effective running of external examinations.

iii. Moderates exam schedules

iv. Ensures stability in the teaching and learning environment at schools.
v. Attending to complaints from parents, learners and other officials.
vi. Liaison with local industry, parents, community leaders, NGOs and other
government departments.

vii. Delivery of official documents to schools (seen as an admin function)
viii. Approval of examination schedules (seen as a curriculum function).

ix. Provide examination support services and Grade 12 intervention where
necessary;
x. Approval of leave forms, school feeding schemes and school excursions
(should be seen a monitoring function).

xi. Investigation of cases of misconduct (should be dealt with by the labour
officers)
xii. 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);

xiii. Support school governing bodies in promoting effective school governance;

xiv. Monitor education delivery in educational sites for the purposes of both accountability and improvement;

xv. 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;

xvi. 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.

xvii. Implement provincial educational building policies and manage the departmental assets;

xviii. 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

xix. 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.

xx. Selection, appointment, induction and management of school personnel.

xxi. General education management issues.

xxii. Mediates either individually or collectively with other officials in the resolution of conflicts at schools.

xxiii. Manage Labour relation issues.

xxiv. Monitor the basic functioning of schools.

xxv. Participates in national, provincial and district quality assurance initiatives that assist in monitoring of schools.

xxvi. Visit all schools in their circuit at least once a month.

xxvii. Manage a checklist to assist them in providing effective supervision should be implemented.

xxviii. Manage the performance agreement system of school principals.
OFFICE BASED EDUCATORS

(1) JOB TITLE: Education Specialist/SES/DCES/CES:

(2) POST LEVEL: 2/3/5/6

(3) 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.

(4) 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:

(a) LEADERSHIP

i. 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.

ii. To assist educators to identify, assess and meet the needs of learners (provide professional leadership).

iii. To disseminate and encourage the application of good practices in all areas of work.

iv. To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.

v. To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all levels.
(b) COMMUNICATION

i. 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.

ii. To consult with all stakeholders on decisions that affect them.

iii. To explain the objectives of any intervention/s to learners, educators and others.

iv. To chair workshops, case conferences and meetings when needed.

v. To serve on recruitment, promotion, advisory and other committees as required.

vi. 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.

vii. To liaise with other education offices for the purpose of co-ordination.

viii. To liaise with other relevant Government Departments, for example Department of Health and Welfare, Public Works, etc., as required.

ix. To maintain contacts with sports, cultural and community organisations.

(c) FINANCIAL PLANNING AND MANAGEMENT

i. To undertake activity-based costing (ABC) for planned projects/activities.

ii. To prioritise activities in terms of costs and educational needs in preparation for strategic planning.

iii. To plan budgets in terms of a medium term expenditure framework (MTEF).

iv. To manage projects within the set budget.

v. To advise principals and school management teams on the planning, utilisation and monitoring of budgets in order to meet school objectives.

vi. To maintain records to disseminate information for financial accountability.
(d) STRATEGIC PLANNING AND TRANSFORMATION

i. To analyse the external environment and internal work environment.

ii. To identify the needs of clients (learners, educators, others).

iii. To prepare strategic plans with the intention of achieving the goals of the Department.

iv. To prepare management plans to achieve targets as well as the needs of clients (educators, learners and others).

v. To provide guidance to institutions on strategic planning.

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

(e) POLICY

i. To formulate policy for operational reasons.

ii. To analyse policy.

iii. To implement policy.

iv. To monitor and evaluate policy implementation.

v. To provide guidance to institutions on policy formulation and implementation.

(f) RESEARCH AND DEVELOPMENT

i. To keep abreast of the latest research in the field of education.

ii. To undertake small scale as well as large scale research to improve service delivery and policy formulation.

iii. To encourage and support research initiatives with Universities and other Agencies.

iv. To apply research findings after carefully analysing the context.

v. To maintain a database of learners/educators' needs e.g. professional development needs of educators.

(g) CURRICULUM DELIVERY

i. To assist in equitable deployment of staff and resources to facilitate teaching and learning.

ii. To provide pastoral support (guidance and counselling) and to learners whenever requested by institutions.
iii. To maintain effective partnerships between parents and school staff to promote effective teaching and learning.

iv. To develop systems for monitoring and recording progress made by learners towards achievement of targets set.

v. To support initiatives to improve numeracy, literacy and information technology as well as access to the wider curriculum.

vi. To facilitate curriculum development at institution/ District/ Provincial/ National level.

vii. To provide guidance/assistance in learner assessment.

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

(h) STAFF DEVELOPMENT

i. To assess professional development needs by using questionnaires, informal methods and developmental appraisal.

ii. 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.

iii. To contribute, to implement and participate in staff development programmes.

iv. To evaluate success/problems of staff development programmes in terms of the goals of the institutions/Department.

v. To assist in capacity building programmes for SRC’s, School Management Teams (SMTs) and SGBs.

vi. To provide support for professional growth of educators within an appraisal programme.

vii. To participate in agreed educator appraisal processes in order to regularly review their professional practice.

(i) GENERAL

i. To keep and update records of the office, district or area under his/her control.

ii. To ensure that Departmental circulars and other information received which affect colleagues or their work are brought to their notice as soon as possible.

iii. To handle all correspondence referred to his/her office.