

EDUCATION LABOUR RELATIONS COUNCIL
Established in terms of the LRA of 1995 as amended



**DRAFT COLLECTIVE AGREEMENT
NO. x OF 2016**

XXX

**JOB DESCRIPTIONS FOR OFFICE BASED
EDUCATORS**

EDUCATION LABOUR RELATIONS COUNCIL

COLLECTIVE AGREEMENT NO X OF 2016

JOB DESCRIPTIONS FOR OFFICE BASED EDUCATORS

1. PURPOSE OF THIS AGREEMENT

The purpose of this agreement is replace the job descriptions of office based educators as contained in Collective Agreement 1 of 2008 and the Personnel Administrative Measures (PAM) Chapter A.

2. SCOPE OF THIS AGREEMENT

This agreement applies to and binds:

2.1 The employer, and

2.2 All the employees of the employer as defined in the Employment of Educators Act, 1998 (as amended) whether such employees are members of trade union parties to this agreement or not.

3. THE PARTIES TO COUNCIL NOTE AS FOLLOWS:

3.1 Education Labour Relations Council Collective Agreement 1 of 2008.

3.2 Personnel Administrative Measures (PAM) Chapter A.

4. THE PARTIES TO COUNCIL THEREFORE AGREE AS FOLLOWS:

4.1 That the job descriptions as contained in Collective Agreement 1 of 2008 and the Personnel Administrative Measures (PAM) Chapter A be replaced by the job descriptions in Annexure A of this Collective Agreement.

5. DATE OF IMPLEMENTATION

This agreement shall, in respect of parties and non-parties, come into effect on the date it is signed in Council.

6. DISPUTE RESOLUTION

Any dispute arising from the application or interpretation of this collective agreement shall be referred to this Council for resolution in terms of its dispute resolution procedures.

**THUS DONE AND SIGNED AT CENTURION THIS THE _____ DAY
OF _____ 2016**

ON BEHALF OF THE STATE AS THE EMPLOYER

DEPARTMENT	NAME	SIGNATURE
BASIC EDUCATION		

ON BEHALF OF THE EMPLOYEE PARTIES

TRADE UNION	NAME	SIGNATURE
“SADTU”		
CTU “ATU”		

ANNEXURE A

JOB DESCRIPTIONS FOR OFFICE-BASED EDUCATORS

CHIEF EDUCATION SPECIALIST (CES)

1. CHIEF EDUCATION SPECIALIST (CES)

The overall function of all CESs is to provide strategic and managerial leadership as well as coordinate the implementation of programmes within the area of responsibility. This includes managing the DCESs and SESs.

- a) To provide professional leadership through the establishment and implementation of systems and structures that allow for effective management. These will include the following:
 - Mechanisms for quality assurance;
 - Effective utilisation of human resources, and
 - Monitoring and oversight.
- b) To establish clear channels of communication with relevant stakeholders
- c) To manage information by collecting, analysing and translating data into knowledge for planning, decision making and reporting.
- d) To provide management and support in line with approved Strategic and Annual Performance Plans
- e) To facilitate policy formulation, analysis and implementation
- f) To undertake research and development with a view to improve service delivery
- g) To manage the effective utilisation of finances and other resources-
- h) To ensure proper record keeping, control and reporting.
- i) Any other reasonable function assigned by the employer within the job function.

1.1 CES: Curriculum Support and Delivery

- Manage the development and support of Subject Advisors at the Education District.
- Facilitate the multi-disciplinary team approach within the Curriculum component.
- Ensure efficient and effective provisioning of LTSM for all institutions.

1.2 CES: Institutional Management Governance and Support (e.g. Circuit Coordinator, Circuit Team Leader, etc>)

- To provide support to circuit managers as well as education management and governance development (EMGD) teams. Ensure the implementation of school safety measures at institutions,
- Support, Supervise, monitor and guide the effective and efficient implementation of Performance Management Systems (e.g. IQMS and PMDS).
- Support the undertaking of School Self Evaluation (SSE) processes and subsequent development and implementation of School Improvement Plans (SIPs).

- Support the use of Information and Communications Technology (ICT) where necessary.

1.3 CES: District Learner Support / Inclusive Education Services

To manage the implementation of the following support programmes in the district:

- Inclusive education;
- Therapeutic services;
- Psychological services
- Co- curricular services (Sports, Music, Values in Education and HIV AIDS), and
- Library services.

1.4 CES: Examinations and Assessment (Assessment Certification and Accreditation Services)

To manage examinations and assessments processes this includes the following:

- Assessment and examination information and management system;
- Assessment material, distribution and collection of scripts, AND
- Policy development, monitoring and moderation of School Based Assessments (SBA).

1.5 CES: Whole School Evaluation (WSE)

To manage team activities of Whole School Evaluation (WSE) processes in accordance with the Areas for Evaluation this includes the following:

- To monitor the evaluation of methods used by SMTs and educators to assess learner progress and achievement in all subjects, planning of lessons and effectiveness of teaching strategies in selected school subjects.
- To quality assure reports that go to schools and collate these to write provincial reports on the state of education.
- To appraise professional and support staff in accordance with the Performance Measurement and developmental System (PMDS).

**DEPUTY CHIEF
EDUCATION SPECIALIST
(DCES)**

2 DEPUTY CHIEF EDUCATION SPECIALIST (DCES)

The overall function of all DCESs is to monitor, facilitate and support teachers on the implementation of programmes in their area of responsibility. They are field workers and are also managers accountable to the CES for their operations.

- a) To provide professional leadership through the implementation of systems and structures that allow for effective management. These will include the following:
 - Conduct regular on-site support visits to schools/ offices.
 - Represent the district at provincial and other relevant forums.
 - Coordinate and manage national, provincial and district priorities and projects
 - Ensure effective and efficient utilisation of resources and information services
 - Work collaboratively to improve learner performance.
- b) To establish clear channels of communication by liaising with schools.
- c) Facilitate correct interpretation and ensure effective planning, implementation, monitoring and evaluation of policies.
- d) Keep abreast of latest research and development in the field of education.
- e) Facilitate and arrange workshops and training sessions on behalf of their sections/area of responsibility.
- f) Any other reasonable function assigned by the employer within the job function.

2.1 DCES: Curriculum Support and Delivery

- Institutionalise the multi-disciplinary team approach within the Curriculum component
- Ensure efficient and effective provisioning of LTSM for all institutions,
- Facilitate the management of the implementation of the curriculum.
- Support underperforming schools on NSC and ANA
- Assist in the application of Information and Communications Technology (ICT) and e-education.

2.2 DCES: Institutional Management Governance and Support

- To provide support to school principals, School Management Teams (SMTs) Governing Bodies (SGB) as well as education management and governance development (EMGD) unit.
- Ensures the implementation of school safety measures and other policies in institutions,
- Support Supervise, monitor and guide the effective and efficient implementation of Performance Management Systems (e.g. QMS and PMDS).
- Support the undertaking of School Self Evaluation (SSE) processes and subsequent development and implementation of School Improvement Plans (SIPs).

2.3 DCES: Circuit Manager

- To support school principals, school management teams and school governing bodies in the management, administration and governance of schools.
- Conduct performance reviews and appraisals of principals
- Provide support for professional growth of educators in line with the Circuit Improvement Plan (CIP).
- Evaluate the physical infrastructure of schools and communicate to the relevant section of the Department in terms of the needs of schools.
- Assist the circuit and the district in ensuring that examinations and assessments are implemented according to plan.
- Assist schools in maintaining a fair labour environment.
- Manage selection processes especially the appointment of principals in schools.
- Guide the process of school establishment, rationalisation and extension of curriculum in the circuit.
- Develop a profile of all schools allocated to him/her as per the required format
- Moderate examination schedules.
- Facilitate and coordinate the effective running of examinations.

2.4 DCES: Inclusive Education, Therapeutic and Learning Support

To facilitate and sustain the implementation of the following support programmes in schools

- Inclusive education;
- Therapeutic services;
- Psychological services;
- Co- curricular services (Sports, Music, Values in Education and HIV AIDS);
- National School Nutrition Programme (NSNP);
- Learner transport, and
- Oversee the administration of boarding bursaries in all boarding facilities of the circuit.

2.5 DCES: Management

- To monitor the effective management, administration and governance of schools.
- To facilitate curriculum delivery through support in various ways.
- To be responsible for the performance management of school principals.
- To support e-education and administrative support to inst.
- Conduct focused school monitoring visits to facilitate compliance with national / provincial policies.

SENIOR EDUCATION SPECIALIST (SES)

3 SENIOR EDUCATION SPECIALIST

The overall function of all SES is to interpret, monitor, implement policies in schools and render support and development to educators that fall under their area of responsibility. They are field workers and are accountable to the DCES for their operations.

- a) To provide professional guidance through the implementation of systems and structures that allow for effective management. These will include the following:
 - Conduct regular on-site support visits to teachers in schools.
 - Represent the district at other relevant forums.
 - Coordinate and manage district priorities and projects
 - Ensure effective and efficient utilisation of resources and information services
 - Work collaboratively with schools to improve learner performance.
- b) Facilitate correct interpretation and ensure effective planning, implementation, monitoring and evaluation of policies.
- c) Implement latest research and development in the field of education.
- d) Facilitate workshops and training sessions on behalf of their sections/area of responsibility.
- e) Collate and compile reports based on visits and provide feedback to learning institutions.
- f) Report to line managers regarding interventions and progress at learning schools.
- g) Any other reasonable function assigned by the employer within the job function.

3.1 SES: Curriculum Support and Delivery (Subject Advisors - all phases)

- Monitor and support the implementation of the curriculum in the relevant subject.
- Ensure that educators have all the requisite curriculum and assessment documents for the subject
- Guide and support educators in effectively delivering the curriculum in the classroom.
- Support teachers in strengthening their content knowledge and organising relevant/related co-curricular activities.
- Moderate school based assessment including ANA.
- Keep, analyse and interpret examination results (assessment of learners' and educators' progress) and draw up intervention strategies to provide professional guidance to educators/learners.
- Have a thorough knowledge and understanding of all official policy/curriculum documents with respect to your subject, keep them in

appropriately indexed files and be able to build this knowledge and understanding among educators.

- Keep files/records regularly updated with more recent relevant official policy documents and make sure all subject educators in schools you are responsible for also have the same.

3.2 SES: Governance and Support

- To provide guidance to school principals, School Management Teams (SMTs) Governing Bodies (SGB).
- Facilitate the implementation of school safety measures and other policies in institutions;
- Support and guide the effective and efficient implementation of Performance Management Systems (e.g. IQMS and PMDS).
- Facilitate the undertaking of School Self Evaluation (SSE) processes and subsequent development and implementation of School Improvement Plans (SIPs).
- Intervene on learner disciplinary matters

3.3 SES: Special Institutional (LSEN) and Psychological Services

To facilitate the implementation of the following support programmes in LSEN and main stream schools

- Inclusive Education
- Therapeutic services;
- Psychological services;
- Co- curricular services (Sports, Music, Values in Education and HIV AIDS);

OTHER: LABOUR RELATIONS

4 LABOUR RELATIONS: CES/DCES/SES

4.1 Communication and Information Management

- Communicate with stakeholders on labour and other related issues (e.g. conditions of service) keeping them abreast on policies and collective agreements
- Strives to ensure a fair and equitable approach to labour relations with a view to achieving a stable employee – employer relationship.

4.2 Planning and Organising

- Supports the development and implementation of labour relations policies / procedures
- Plans and organises workshops regarding terms and conditions of service of employees.
- Develops a risk management plan to prevent labour disputes.

4.3 Developing Others

- Promotes constructive employee relations.
- Advises and works with Human Resources staff and other managers to maintain stability in the work environment
- Provides support on the interpretation of policies and collective agreements

4.4 Managing Interpersonal Conflict and Resolving Problems

- Manages grievance procedures and complaints that may result to disputes.
- Anticipates, diffuses and resolves disagreements, confrontations, tensions and complaints in a practical and constructive manner.
- Leads negotiations by representing the employer in interaction with stakeholders (e.g. employee organisations).
- Assists management in the administration of disciplinary processes.

CIRCUIT MANAGER (CM)

1. Position Detail

Job Title / Function	Circuit Manager
Generic Market Job Title	Circuit Manager
Date Reviewed	17 September 2015
Location	National

Overall Purpose of the Job

To ensure the effective functionality and performance of schools in the circuit in relation to management, administration, governance and curriculum delivery through professional and educational leadership, guidance and development.

Education (Formal Qualification required)

Minimum

M+3

Ideal

Minimum

Any other added qualification will be advantageous

Legal (E.g. Driver's license, blasting certificate, etc.)

Minimum

Valid Driver's Licence
South African Council for Educators (SACE)

Ideal

Minimum

Training (On the job training should the present incumbent leave)

Minimum

Induction Programme

Experience (Minimum Experience required - type and number of years)

Job Title / Function	Minimum time spent in job
Teaching Experience of which	4Year(s)
Educational Management Experience	4Year(s)

Position in the Organisation

Organisation	Department of Basic Education
District	All
Position being Evaluated	Circuit Manager
1st Line Manager	District Director
2nd Line Manager	Chief Director
Direct Subordinate(s)	Principals

2. Position Description

KPA / Main Outputs and Responsibilities for this Position	Detailed Description	Weighting / Time Spent
Academic Leadership and Guidance	<p>Spearheads the development of programmes and curriculum in the circuit/district.</p> <p>Drives the implementation of relevant teaching and learning initiatives in the districts in line with departmental objectives.</p> <p>Designs and develops a tactical plan for quality delivery of curriculum, teaching, learning and assessment.</p> <p>Monitors and evaluates policy implementation and present innovative ideas that are congruent with policy frameworks to achieve acceptable management and teaching standards.</p> <p>Promotes the National campaign on teaching, learning and services to achieve education objectives.</p> <p>Keeps abreast of global best practices in education.</p>	30%
Operational Support and Guidance	<p>Advises Principals and school management teams on the Departments strategic plans so as to assist them with the development of tactical plans in order to achieve the desired objectives.</p> <p>Monitors implementation and reviews efficiency and effectiveness of tactical plans with a view to developing an improvement plan, if necessary.</p> <p>Plays a key communication role by keeping the district updated on new developments, recommendations and trends and troubleshooting.</p> <p>Communicates effectively and efficiently with all relevant stakeholders such as principals, staff, parents, school governing bodies, communities, trade unions and the department to promote effective teaching and learning.</p> <p>Analyses and identifies professional, education and resource needs of districts (including physical, human and financial resources).</p> <p>Supports the district in the recruitment, selection and approval of the teaching team.</p> <p>Coordinates and monitors the optimal utilisation of resources via the establishment of timetables in accordance with the prescribed workloads, job descriptions, work plans, attendance registers.</p> <p>Facilitates compliance with department's policies, regulations and procedures.</p> <p>Responsible for the efficient administration of examinations and assessments of the circuit.</p> <p>Facilitates and coordinates the provision of administrative services to schools in relation to facilities management.</p>	40%

KPA / Main Outputs and Responsibilities for this Position	Detailed Description	Weighting / Time Spent
	<p>Monitors that performance reviews are executed in accordance with policies and procedures and that corrective action is taken where necessary.</p> <p>Ensuring that sports, arts and culture initiatives are implemented in all schools.</p> <p>Ensures continuous support and development of all staff.</p>	
Human Capital Management	<p>Leads and guides the Principals in the achievement of set school objectives and targets by ensuring that the district is a high performing entity.</p> <p>Ensures that Principal's roles and responsibilities are clarified, performance objectives are set and managed.</p> <p>Conducts performance reviews in accordance with policies and procedures and takes corrective action where necessary.</p> <p>Builds a pro-active environment where the Senior Managers Principals can take responsibility for results.</p> <p>Ensures identification of critical skills essential for sustainability of service delivery.</p> <p>Ensures ongoing training and development of Principals.</p> <p>Ensures that Human Resources is managed in accordance with policies, procedures and legal requirements.</p> <p>Manages Employment Equity statistics in line with departmental goals.</p>	10%
Finance Management	<p>Participates in the annual budget planning exercise.</p> <p>Ensures the correct procurement of resources for schools and office.</p> <p>Ensures that the Principals manage the budgets for their respective schools in line with the South African Schools Act.</p> <p>Ensures that financial records for all schools and the office are correctly maintained for audit purposes.</p>	10%
Reporting	<p>Produces reports in accordance with policies and procedures.</p> <p>Develops reports containing all relevant information.</p> <p>Quality-checks the reports to ensure accuracy, relevancy and completeness and apply changes where necessary.</p> <p>Submits the reports to relevant stakeholders.</p>	10%

3. Job Evaluation Criteria

Decision Making	
Q: What are the most regular and complex challenges in the job?	
	<p>Please provide a couple of examples of regular problems that need to be resolved and not ad hoc scenarios or cases.</p> <p>Also indicate how these problems or challenges will be resolved.</p>
	<p>Challenge: Appointments are a challenge due to the inability to contributing to selection decisions.</p> <p>Resolution: Active participation in the terms of appointments.</p> <p>Challenge: Lack of decision making and delegation authority in circuit.</p> <p>Resolution: To have the ability to make decisions which will contribute to more effective and efficient processes.</p>
Q: Please name the resources utilised by the jobholder to solve problems or make decisions, e.g. the internet, manuals, policies, procedures, external resources, etc.	
	<p>Basic Education Acts, Policies, Procedures and Guidelines ELRC Resolutions Education Management, Governance and Development Curriculum Coordinators National School Nutrition Programme Human Resources IT Inclusive Education Examination Unit Labour Relations Unit</p>
Accountability	
Q: How long will it normally take before the impact of the judgement calls made by the jobholder will be felt in the business?	
	<p>1 month to 3 months e.g. School Administration Management System (SAMS)</p>
Q: What type of practices, procedures, policies, systems or outputs does the jobholder influence or change in his / her role as a Professional / Technical consultant or specialist operational, tactical or strategic?	
	<p>Please apply the 60 / 40 rule and provide examples to elaborate on the answer.</p>
	<p>Strategic – 0% and examples</p> <p>Tactical - 0% and examples</p> <p>Operational - 100% To implement Learner Attainment strategy. Participate in curriculum development activities</p>
Q: What type of decisions can the jobholder take within his / her area of accountability and what type of decisions will typically be referred to the direct manager for sign off?	
	<p>Please provide a couple of examples of regular decisions / problem solving or judgement calls and not ad hoc scenarios or cases.</p>
	<p>Jobholder: Day to day operational support decisions and the best roll-out plan to achieve optimal results.</p>

Refer to Line Manager: Appointment and financial decisions.

Planning of Work

(Please provide the typical planning cycle of the job - macro as well as micro planning, e.g. macro 3 - 5 years : and micro 1 year.

Also provide examples to elaborate on the answer.

Micro planning: Develop Circuit improvement plan derived from school improvement plans (1yr)
Sponsorship and donor plan.

Macro planning: Participate in the area and district planning strategy (3 – 5 year plan)
Examples:

Communication

(Please provide examples on the context, range and complexity of subject matters being communicated by : the jobholder as well as the context, format and process of communication used to reach the target audience.

Please refer to both verbal and written communication.

Verbal communication: All stakeholders on all matters relating to policy implementation, day to day operations and improvement plans.

Written communication: All stakeholders on all matters relating to policy implementation, day to day operations and improvement plans.

4. Competencies (Skills and Behavioural Attributes) - *Please note: The norm in the industry is to not have more than 7 Skills and Behavioural Attributes per job profile.*

Skill	Weighting Importance
Management	20%
Conflict Management	20%
Curriculum	20%
Advanced Communication	20%
Education and Training	20%

Behavioural Attribute	Weighting Importance
Professionalism	20%
Judgement	20%
Problem Solving	20%
Quality Oriented	20%
Integrity	20%