

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



COLLECTIVE AGREEMENT

NO. 4 OF 2017

18 OCTOBER 2017

JOB DESCRIPTIONS FOR OFFICE BASED EDUCATORS

EDUCATION LABOUR RELATIONS COUNCIL
COLLECTIVE AGREEMENT NO 4 OF 2017
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


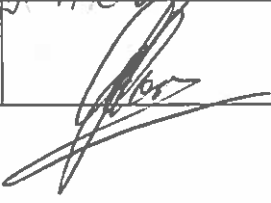
Any dispute arising from the application or interpretation of this collective agreement shall be referred to this Council for resolution in terms of its dispute resolution procedures.

THUS DONE AND SIGNED AT CENTURION ON THIS THE 18th DAY OF OCTOBER 2017

ON BEHALF OF THE STATE AS THE EMPLOYER

DEPARTMENT	NAME	SIGNATURE
BASIC EDUCATION	H. M. MZWELI	

ON BEHALF OF THE EMPLOYEE PARTIES

TRADE UNION	NAME	SIGNATURE
"SADTU"	MU GWENA MALILEKE	
CTU "ATU"	JC KLOPPER	

ANNEXURE A

**JOB DESCRIPTIONS
FOR
OFFICE-BASED EDUCATORS**

Handwritten signatures in black ink, including a large circular signature and several smaller, more fluid signatures.

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1. CHIEF EDUCATION SPECIALIST (CES)

A. JOB PURPOSE

To provide strategic and managerial leadership as well as coordinate the implementation of programmes within the area of responsibility. This includes managing the DCEs and SESs.

B. KEY PERFORMANCE AREAS (KPAs)

- a) 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) Establish clear channels of communication with relevant stakeholders;
- c) Manage information by collecting, analysing and translating data into knowledge for planning, decision making and reporting;
- d) Provide management and support in line with approved Strategic and Annual Performance Plans;
- e) Facilitate policy formulation, analysis and implementation;
- f) Undertake research and development with a view to improve service delivery;
- g) Manage the effective utilisation of finances and other resources;
- h) Ensure proper record keeping, control and reporting; and
- i) Any other reasonable function assigned by the employer within the job function.

C. COMPETENCIES:

- a) Monitoring and evaluation
- b) Performance Management
- c) Decision making and initiating action
- d) Adhering to principles and values
- e) Analysis and interpreting
- f) Writing and reporting
- g) Creating, conceptualising and innovating
- h) Organising and executing
- i) Coping with pressures and setbacks
- j) Time management

D. KNOWLEDGE AND SKILLS

- a) Knowledge of the constitution as well as other relevant Acts and Policies.
- b) Experience in research on the latest developments related to curriculum transformation.
- a) A good understanding of Matrix management.
- c) Knowledge and understanding of ICT in Education, as it relates to teaching and learning in the classroom.
- b) A sound understanding of curriculum transformation issues and capacity building processes in education.
- d) Interpret, analyse and apply current legislation and departmental policies
- e) Supervisory, organizational and interpersonal skills.
- f) Proven written and verbal skills.
- g) Attention to details and a high level of accuracy, effective public relations and public speaking skills.
- h) Computer Literacy - MS Word, Ms Excel, MS Power Point and MS Outlook.

Additional KPAs:

1.1 CES: Curriculum Support and Delivery

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

1.2 CES: Institutional Management Governance and Support

- a) Provide support to circuit managers as well as education management and governance development (EMGD) teams. Ensure the implementation of school safety measures at institutions.
- b) Support, Supervise, monitor and guide the effective and efficient implementation of Performance Management Systems (e.g. IQMS and PMDS).
- c) Support the undertaking of School Self Evaluation (SSE) processes and subsequent development and implementation of School Improvement Plans (SIPs).
- d) Support the use of Information and Communications Technology (ICT) where necessary.

1.3 CES: District Learner Support / Inclusive Education Services

Manage the implementation of the following support programmes in the district:

- a) Inclusive education;
- b) Therapeutic services;
- c) Psychological services;

- d) Co- curricular services (Sports, Music, Values in Education and HIV AIDS); and
- e) Library services.

1.4 CES: Whole School Evaluation (WSE)

To coordinate Whole School Evaluation (WSE) processes that includes the following:

- a) Manage the day-to-day operations of the WSE programme in the province;
- b) Manage and support the WSE team in the execution of its functions;
- c) To quality assure reports that go to schools and collate these to compile provincial reports to the HoD; and
- d) To communicate gaps identified in evaluated schools to the relevant specialists for support services.

2. CIRCUIT MANAGER

A. JOB PURPOSE

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

B. KEY PERFORMANCE AREAS (KPAs)

- a) Supervision and management of school principals in curriculum delivery and administration of schools;
- b) Support school principals, school management teams and school governing bodies in the management and governance of schools;
- c) Conduct performance reviews and appraisals of principals;
- d) Monitor and support the implementation of performance management systems in schools;
- e) Provide support for professional growth of educators in line with the Circuit Improvement Plan (CIP);
- f) Evaluate the physical infrastructure of schools and communicate to the relevant section of the Department in terms of the needs of schools;
- g) Assist the circuit and the district in ensuring that examinations and assessments are implemented according to plan;
- h) Assist schools in maintaining a fair labour environment;
- i) Manage selection processes especially the appointment of principals in schools;
- j) Guide the process of school establishment, rationalisation and extension of curriculum in the circuit;
- k) Develop a profile of all schools allocated to him/her as per the required format;
- l) Moderate examination schedules;

- m) Facilitate and coordinate the effective running of examinations;
- n) Drive the implementation of relevant teaching and learning initiatives in the districts in line with departmental objectives;
- o) Advise Principals and school management teams on the Departments strategic plans so as to assist them with the development of school improvement plans in order to achieve the desired objectives;
- p) Analyse and identify professional, education and resource needs of districts (including physical, human and financial resources); and
- q) Ensure that Principals manage their budgets in line with the South African Schools Act and maintain financial records for audit purposes

C. COMPETENCIES:

- a) Monitoring and evaluation
- b) Performance Management
- c) Decision making and initiating action
- d) Adhering to principles and values
- e) Analysis and interpreting
- f) Writing and reporting
- g) Creating, conceptualising and innovating
- h) Organising and executing
- i) Coping with pressures and setbacks
- j) Time management

D. KNOWLEDGE AND SKILLS

- a) Knowledge of the constitution as well as other relevant Acts and Policies.
- b) Experience in research on the latest developments related to curriculum transformation.
- c) Knowledge and understanding of ICT in Education, as it relates to teaching and learning in the classroom.
- d) A sound understanding of curriculum transformation issues and capacity building processes in education.

- e) Interpret, analyse and apply current legislation and departmental policies
- f) Supervisory, organizational and interpersonal skills.
- g) Proven written and verbal skills.
- h) Attention to details and a high level of accuracy, effective public relations and public speaking skills.
- i) Computer Literacy - MS Word, Ms Excel, MS Power Point and MS Outlook.

3. DEPUTY CHIEF EDUCATION SPECIALIST (DCES)

A. JOB PURPOSE

To monitor, facilitate and support teachers on the implementation of programmes in their area of responsibility.

(NB: DCESs are field workers and are also managers accountable to the CES for their operations).

B. KEY PERFORMANCE AREAS (KPAs)

- a) 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; and
 - Work collaboratively to improve learner performance.
- b) Establish clear channels of communication by liaising with schools;
- c) Facilitate correct interpretation and ensure effective planning, implementation, monitoring and evaluation of policies;
- d) Conduct analysis of data collected in order to inform and improve teaching and learning;
- e) Facilitate and arrange workshops and training sessions on behalf of their sections/area of responsibility; and
- f) Any other reasonable function assigned by the employer within the job function.

C. COMPETENCIES:

- a) Monitoring and evaluation
- b) Performance Management
- c) Decision making and initiating action
- d) Adhering to principles and values
- e) Analysis and interpreting
- f) Writing and reporting
- g) Creating, conceptualising and innovating
- h) Organising and executing
- i) Coping with pressures and setbacks
- j) Time management

D. KNOWLEDGE AND SKILLS

- a) Knowledge of the constitution as well as other relevant Acts and Policies.
- b) Experience in research on the latest developments related to curriculum transformation.
- c) A good understanding of Matrix Management.
- d) Knowledge and understanding of ICT in Education, as it relates to teaching and learning in the classroom.
- e) Interpret, analyse and apply current legislation and departmental policies
- f) Supervisory, organizational and interpersonal skills.
- g) Proven written and verbal skills.
- h) Attention to details and a high level of accuracy, effective public relations and public speaking skills.
- i) Computer Literacy - MS Word, Ms Excel, MS Power Point and MS Outlook.

Additional KPAs:

3.1 DCES: Curriculum Support and Delivery

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

3.2 DCES: Institutional Management Governance and Support

- a) Provide support to school principals, School Management Teams (SMTs) Governing Bodies (SGB) as well as education management and governance development (EMGD) unit;
- b) Ensure the implementation of school safety measures and other policies in institutions;
- c) Support, supervise, monitor and guide the effective and efficient implementation of Performance Management Systems (e.g. IQMS and PMDS); and
- d) Facilitate School Self Evaluation (SSE) processes and subsequent development and implementation of School Improvement Plans (SIPs).

3.3 DCES: Inclusive Education, Therapeutic and Learning Support

Facilitate and sustain the implementation of the following support programmes in schools with specific focus on:

- a) Inclusive education;

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

3.4 DCES: Management

- a) Monitor effective management, administration and governance of schools;
- b) Facilitate curriculum delivery through support in various ways;
- c) Facilitate performance management of school principals;
- d) To support e-education and administrative support to institutions; and
- e) Conduct focused school monitoring visits to facilitate compliance with national / provincial policies.

3.5 DCES: Whole School Evaluation (WSE)

To coordinate Whole School Evaluation (WSE) processes that includes the following:

- a) Carry out whole-school evaluations in districts;
- b) To provide training on School Self-Evaluations (SSE) and School Improvement Planning (SIP);
- c) Monitor schools on implementation of recommendations in the School Improvement Plan;
- d) Monitor the support provided by districts on implementation of recommendations in the SIP; and
- e) Retrieve information from school evaluation reports that can be used to compile provincial reports to the HoD.

4. SENIOR EDUCATION SPECIALIST (SES)

A. JOB PURPOSE

To clarify, monitor, implement policies in schools and render support and development to educators that fall under their area of responsibility.

(**NB:** SESs are field workers and are accountable to the DCES for their operations).

B. KEY PERFORMANCE AREAS (KPAs)

- a) 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; and
 - Work collaboratively with schools to improve learner performance.
- b) Facilitate correct interpretation and ensure effective planning, implementation, monitoring and evaluation of policies;
- c) Conduct analysis of data collected in order to inform and improve teaching and learning;
- 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; and any other reasonable function assigned by the employer within the job function.

C. COMPETENCIES:

- a) Monitoring and evaluation
- b) Adhering to principles and values
- c) Analysis and interpreting
- d) Writing and reporting
- e) Organising and executing
- f) Coping with pressures and setbacks
- g) Time management

D. KNOWLEDGE AND SKILLS

- a) Knowledge of the constitution as well as other relevant Acts and Policies.
- b) Knowledge and understanding of ICT in Education, as it relates to teaching and learning in the classroom.
- c) Interpret, analyse and apply current legislation and departmental policies
- d) Organizational and interpersonal skills.
- e) Written and verbal skills.
- f) Attention to details and a high level of accuracy.
- g) Computer Literacy - MS Word, Ms Excel, MS Power Point and MS Outlook.

Additional KPAs:

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

- a) Monitor and support the implementation of the curriculum in the relevant subject;
- b) Ensure that educators have all the requisite curriculum and assessment documents for the subject;
- c) Guide and support educators in effectively delivering the curriculum in the classroom;
- d) Support teachers in strengthening their content knowledge and organising relevant/related co-curricular activities;
- e) Moderate school based assessment;
- f) Keep, analyse and interpret examination results (assessment of learners' and educators' progress) and draw up intervention strategies to provide professional guidance to educators/learners;
- g) Have a thorough knowledge and understanding of the relevant subject/phase Curriculum Assessment Policy Statements (CAPs); and
- h) Build CAPs knowledge and understanding among educators and Keep files/records regularly updated with recent and relevant subject policy documents and ensure that educators in schools have the same.

4.2 SES: Governance and Support

- a) Provide guidance to school principals, School Management Teams (SMTs) Governing Bodies (SGB).
- b) Facilitate the implementation of school safety measures and other policies in institutions.
- c) Support and guide the effective and efficient implementation of Performance Management Systems.

- d) Support School Self Evaluation (SSE) processes and subsequent development and implementation of School Improvement Plans (SIPs). Intervene on learner disciplinary matters.

4.3 SES: Special Institutional (LSEN) and Psychological Services

Facilitate the implementation of the following support programmes in LSEN and main stream schools:

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

5. LABOUR RELATIONS: CES/DCES/SES

A. Communication and Information Management

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

B. Planning and Organising

- a) Support the development and implementation of labour relations policies / procedures;
- b) Plan and organise workshops regarding terms and conditions of service of employees; and
- c) Develop a risk management plan to prevent labour disputes.

C. Developing Others

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

D. Managing Interpersonal Conflict and Resolving Problems

- a) Manages grievance procedures and complaints that may result to disputes;

- b) Anticipates, diffuses and resolves disagreements, confrontations, tensions and complaints in a practical and constructive manner;
- c) Leads negotiations by representing the employer in interaction with stakeholders (e.g. employee organisations); and
- d) Assists management in the administration of disciplinary processes.