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PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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CONSOLIDATION OF THE TERMS AND CONDITIONS OF EMPLOYMENT OF EDUCATORS DETERMINED IN TERMS OF SECTION 4 OF THE EMPLOYMENT OF EDUCATORS ACT 1998

I, Angie Matsie Motshekga, Minister of Basic Education have, in terms of section 4 of the Employment of Educators Act 1998, determined and consolidated the terms and conditions of employment of educators as set out in the Schedule below.


AM MOTSHEKGA

Minister of Basic Education

SCHEDULE

Personnel Administration Measures (PAM) determined by the Minister of Education in terms of the Employment of Educators Act 1998 (the Act) and the Regulations made in terms of the Act (Regulations)

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ACRONYMS

| | |
|-------|--|
| ABC | Activity-based costing |
| COLTS | Culture of learning, teaching and services |
| DBE | Department of Basic Education |
| DG | Director-General |
| EEA | Employment of Educators Act, 1998 |
| EISP | Employee initiated severance package |
| ELRC | Education Labour Relations Council |
| EMD | Education management development |
| GPS | Global positioning system |
| GS | General Secretary of the ELRC |
| HoD | Head of Department |
| HPCSA | Health Professions Council of South Africa |
| ICT | Information and communication technology |
| INSET | In-service education for teachers |
| LIFO | Last in, first out |
| LRA | Labour Relations Act, 1995 |
| LSEN | Learners with special education needs |
| MASP | Mutually agreed to severance package |
| MEC | Member of the Executive Council |
| MTEF | Medium term expenditure framework |
| NEPA | National Education Policy Act, 1996 |
| NQF | National Qualifications Framework |
| OSD | Occupation Specific Dispensation |
| PAIA | Promotion of Access to Information Act, 2000 |
| PAM | Personnel Administrative Measures |
| REQV | Relative education qualification value |
| RSA | Republic of South Africa |
| SACE | South African Council for Educators |
| SASA | South African Schools Act, 1996 |
| SGB | School governing body |
| SMT | School management team |
| SRC | Student Representative Council |
| SS | Shop steward |

CHAPTER A

POST PROVISIONING AND GRADING NORMS, WORKLOAD AND JOB DESCRIPTIONS

- A.1 SCOPE OF APPLICABILITY**
- A.2 NORMS/GUIDELINES FOR THE PURPOSES OF ESTABLISHMENT DETERMINATION**
- A.3 GRADING OF INSTITUTIONS**
- A.4 WORKLOAD OF SCHOOL-BASED EDUCATORS**
- A.5 DUTIES AND RESPONSIBILITIES OF EDUCATORS**

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A.1 SCOPE OF APPLICABILITY

- A.1.1 This PAM is applicable to all educators as defined in the EEA.
- A.1.2 There may, in respect of the matters regulated in this PAM, be no deviation from the prescribed measures: Provided that should there be cases not covered in the measures contained herein or should there be any doubt as to the application of the provisions in individual cases, or should there be cases that could justify a deviation from a measure, particulars thereof shall be submitted to the DBE, with a view to a decision regarding such application or possible deviation by the Minister of Basic Education with the concurrence of the Minister of Finance in the event of an amendment or supplementation having a financial implication, after negotiation and agreement in terms of the LRA.

A.2 NORMS/GUIDELINES FOR THE PURPOSES OF ESTABLISHMENT DETERMINATION

A.2.1 Educator personnel

- A.2.1.1 The educator post establishment of the DBE consists of the posts created by the Minister.
- A.2.1.2 The educator post establishment of a provincial department of education consists of the posts created by the MEC responsible for education in terms of the measures set out in paragraph A.2.2.

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- A.2.1.3 The educator post establishment of an education institution or office consists of the posts allocated to such an institution or office from the educator establishment of the provincial department of education by the head of such a department. The allocation of educator posts to schools by a HoD of a provincial department of education must be done in terms of the measures set out in paragraph A.2.3.
- A.2.2 Creation of educator posts by a MEC responsible for education in a province** (*Government Gazette No 19627, dated 18 December 1998, as amended by Government Gazette No 24077, dated 15 November 2002*) (*Regulations regarding the terms and conditions of employment of educators (Schedule)*)
- A.2.2.1 The MEC responsible for education in a province must determine the educator post establishment of the provincial department of education in terms of section 5(1)(b) of the EEA, in accordance with any applicable policy made in terms of NEPA.
- A.2.2.2 In determining the post establishment of a provincial department of education, the MEC must –
- A.2.2.2.1 Consult with the trade unions in that province which are members of the ELRC and governing body organisations which are active in that province.
- A.2.2.2.2 Take into account –
- (a) The budget of the provincial department of education.
 - (b) The effect that the post establishment will have on the employment security of educators.
 - (c) The need for redress in the implementation and promotion of curriculum policy in keeping with the basic values and principles set out in section 195 of the Constitution of the Republic of South Africa.
 - (d) The fact that the division between expenditure on personnel and non-personnel costs in the budget should be educationally and financially justifiable and in accordance with national policy that may exist in this regard.
 - (e) The fact that the division between expenditure on educator and non-educator personnel costs in the budget should be educationally, administratively and financially justifiable and in accordance with national policy that may exist in this regard.
- A.2.2.3 In determining the educator post establishment of the provincial department of education, the MEC must take into account the terms and conditions of employment of educators that may be affected by the post establishment, including provisions for leave, substitution and remuneration-related issues and may not vary any of these terms and conditions of employment.
- A.2.3 Distribution of educator posts to schools by a HoD** (*Regulations regarding the terms and conditions of employment of educators (Schedule)*)

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A.2.3.1 The HoD of a provincial department of education must, in terms of section 5(2) of the EEA, determine the educator post establishment of each public school in the province in question –

A.2.3.1.1 By applying the post distribution model set out in Annexure A.1.

A.2.3.1.2 By taking into account:

(a) The post establishment of the provincial department of education as contemplated in paragraph A.2.2.

(b) The need for redress in the implementation and promotion of curriculum policy. The HoD of a provincial department of education must determine an annual programme in this regard after consultation with trade union parties to the ELRC and the governing body organisations that are active in that province.

A.2.4 Post level ratio norms

A.2.4.1 The distribution of personnel, that is, the provision of “posts” on the fixed establishment over the various post levels according to the post level ratio norm, must be based on full-time incumbents.

A.2.4.2 Educators employed on a proportional basis, as well as part-time units who are paid on a per hour basis must be converted to full-time incumbent units. (This does not include full-time units remunerated for additional work.)

A.2.4.3 For the purposes of the determining of the number of “posts” on the fixed establishment, substitutes on post level 1 must not be taken into account.

A.2.4.4 The distribution of educators over post levels, including proportional appointments, must be monitored by the relevant provincial department of education every term.

A.2.4.5 The distribution of educators over the various post levels in a particular reporting year, (excluding substitutes on post level 1), must conform to the prescribed post level ratio norms.

A.2.4.6 Educators who hold lower post level gradings, but who are utilised on higher post levels and are remunerated on the higher post level must, for the purposes of the application of the formula be deemed to occupy posts on a higher level.

A.2.4.7 The post level ratio norm shown in paragraph A.2.4.8 below is the most favourable distribution of educators (incumbents/full-time equivalent units) over post levels that can be applied. This means that the provision (number of incumbents) applicable to higher post levels that are not utilised, may be used as incumbent numbers on lower post levels.

A.2.4.8

| <i>Post level</i> | <i>Ratio per 1 000 educators</i> |
|-------------------|----------------------------------|
| 1 | 697,20 |

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| | |
|---|--------|
| 2 | 182,20 |
| 3 | 84,50 |
| 4 | 34,20 |
| 5 | ,95 |
| 6 | ,95 |

Note: In the calculation of the number of educators at every post level, fractions must be omitted, e.g. 91.7 = 91. The fractions that are omitted must be added to the calculated provision of educators at post level 1.

A.2.5 Provision of posts of education therapist (*ELRC Resolution No. 5 of 1997*)

A.2.5.1 Post provisioning norms for special schools in respect of education therapists are additional to post provisioning in respect of other categories of educators, namely those with teaching or psychological responsibilities.

A.2.5.2 The following post provisioning norms apply in respect of education therapists:

| Disability of learners | Number of posts per learner |
|----------------------------------|-----------------------------|
| Cerebral palsied | 0,050 |
| Physically disabled | 0,040 |
| Specifically learning disabled | 0,033 |
| Visually impaired | 0,010 |
| Hearing impaired | 0,010 |
| Epileptic | 0,020 |
| Autistic | 0,033 |
| Severely intellectually impaired | 0,010 |

A.2.5.3 In order to determine the number of therapist posts to be provided to a school, the number of learners in each disability category is multiplied by the applicable norm in paragraph A.2.5.2. Fractions of posts, which may occur after the calculated values in respect of all the categories of disability have been added together, are ignored. However, with regard to the provision of the first and only post to a school, a fraction of 0,5 or more will be rounded to a full post, unless the department concerned is able to render the required service by means of centrally based therapists.

A.2.5.4 Each learner may only be counted once even though they may be multiple disabled. Learners who are multiple disabled are counted under the category of disability that is, for purposes of post provisioning, more favourable.

A.2.5.5 For every multiple of 5 therapist posts, one post will be a supervisory post provided that at least 3 posts should be allocated in respect of a specific discipline of therapy (speech, physio- or occupational) for the allocation of a Chief Education Therapist post in respect of such discipline. Allocation of disciplines of therapy should be done in accordance with the specific needs of the school.

A.3 GRADING OF INSTITUTIONS (*ELRC Collective Agreements No. 3 of 2006 and No. 1 of 2008*)

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A.3.1 The salary level of a principal of a school is determined by the grading of the school, which is done in accordance with the number of educator posts allocated to a school in terms of national norms. In respect of special schools (LSEN schools) the number of educator posts allocated to a school for this purpose, includes all educator posts allocated in terms of national norms (educators and therapists).

A.3.2 The grading of a school determines the salary range of the principal as indicated in the second column of the table below, and applies to a fully qualified principal.

| Educator posts on the departmental establishment of the school | Applicable salary range | Grading | Minimum posts required for up-grading | Number of posts to which the establishment must drop before the institution will be down-graded |
|---|--|-------------------|--|--|
| 1 | Minimum notch code: 56 Maximum notch code: 138 | One person school | 2 | - |
| 2 – 3 | Minimum notch code: 108 Maximum notch code: 186 | P1 | 4 | 1 |
| 4 – 12 | Minimum notch code: 126 Maximum notch code: 201 | P2 | 13 | 2 |
| 13 – 24 | Minimum notch code: 144 Maximum notch code: 215 | P3 | 26 | 10 |
| 25 – 45 | Minimum notch code: 159 Maximum notch code: 218 | P4 | 47 | 22 |
| 46 + | Minimum notch code: 180 Maximum notch code: 221 | P5 | - | 43 |

A.3.3 A school is up-graded to a higher grading level if, for two consecutive years, the educator post allocation to the school reaches or exceeds the number of posts required for the up-grading of the school as indicated in the table above.

A.3.4 A school is down-graded to a lower grading level if, for two consecutive years, the educator post allocation to the school drops to or below the number of posts that will effect such down-grading as indicated in the table.

A.3.5 Re-grading of schools should be done on an annual basis and should be effective from 1 January, based on the school's post establishments of the previous year and of the current year. The higher salary notch will apply from date of up-grading of the school.

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A.3.6 Where the enrolment of a school increases or decreases substantially, affecting the post allocation to the school substantially, and sufficient evidence exists that the new enrolment and accompanying post allocation will be maintained for a reasonable period, the HoD may immediately re-grade the school in accordance with the relevant post allocation.

A.3.7 The HoD may grade a new school in accordance with the enrolment and accompanying post allocation that the school is expected to maintain for a reasonable period.

A.3.8 Measures applicable at implementation on 1 July 2005

A.3.8.1 These grading norms came into effect on 1 July 2005. All existing schools should have been graded with effect from 1 July 2005 in terms of these norms, based on the 2005 or 2006 post allocation to a school, whichever was more favourable.

A.3.8.2 Where the principal's salary was to be increased as a result of the implementation of the norms, it became effective on 1 July 2005 after implementation of the general salary adjustment and salary progression that might have taken place on the same date. An increase in a principal's salary as a result of the implementation of the new norms is not regarded as an upgrading of the post and would, therefore, not require any procedure that applies to filling of a new post or a waiting period, as is the case with the upgrading of schools.

A.3.9 Where the new norms had the effect that the salary applicable to the post was lower than the salary of the incumbent principal as on the day the agreement became effective, such a principal will retain his/her salary range for as long as the school maintains the 1 July 2005 grading. Such a principal will still be eligible for salary progression up to the maximum of his/her salary range. A subsequent grading of the school to below the level on which it was graded on 1 July 2005, will affect the principal's position in terms of the measures applicable to the re-grading of schools.

A.4 WORKLOAD OF SCHOOL-BASED EDUCATORS (*ELRC Resolution No. 7 of 1998*)

A.4.1 Introduction

A.4.1.1 These measures cover all full-time educators (including psychologists, therapists and counsellors) that are school based.

A.4.1.2 The work done by educators includes the following core duties covered during a *formal school day* (with or without contact with the learners) and outside the *formal school day*.

A.4.1.2.1 During the formal school day

- (a) Scheduled teaching time.
- (b) Relief teaching.
- (c) Extra and co-curricular duties.

- (d) Pastoral duties (ground, detention, scholar patrol, etc.).
- (e) Administration.
- (f) Supervisory and management functions.
- (g) Professional duties (meetings, workshops, seminars, conferences) etc.).
- (h) Planning, preparation and evaluation.

A.4.1.2.2 **Outside the formal school day**

- (a) Planning, preparation and evaluation.
- (b) Extra and co-curricular duties.
- (c) Professional duties (meetings, workshops, seminars, conferences).
- (d) Professional development.

A.4.1.3 Each post level within a school has different duties and responsibilities, encompassing the core duties outlined in paragraph A.4.1.2 above, but to a varying degree.

A.4.1.4 There should be an equitable distribution of workload between the various post levels and within a post level to ensure that educators on a particular level or an individual educator is not over burdened.

A.4.1.5 The expectation is that every educator must be able to account for 1800 actual working hours per annum.

A.4.2. Workload per educator

A.4.2.1 All educators should be at school during the *formal school day*, which should not be less than 7 hours per day, except for special reasons and with the prior permission of the principal. The principal will exercise his/her discretion in this regard based on provincial policy.

A.4.2.2 The 7 hours per day includes the breaks and the period/s in which the learners are not at school.

A.4.2.3 *Scheduled teaching time* during the *formal school day* will be specified with time allocation per post level. The principal must determine the allocation of subjects, timetable and resultant scheduled teaching time after consultation with the educator staff.

A.4.2.4 All other duties are specified and allocated by the principal after consultation with the educator staff. Educators will be expected to perform the core duties, as outlined in paragraph A.5.2, both within and outside of the *formal school day*, and with the understanding that none of these may diminish the overall amount of *scheduled teaching time* or negatively impact upon the curriculum.

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A.4.2.5 An educator shall, during his/her official duty, give his/her full attention to the duties entrusted to him/her and shall not without the consent of the head of the relevant institution or office be absent from his/her school or institution during his/her hours of official duty. (*Regulation 23, Regulations regarding the terms and conditions of employment in education*)

A.4.2.6 All educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. These programmes must be conducted outside the *formal school day* or during the vacations. The employer shall give at least one term notice of programmes to be conducted during the school vacations.

A.4.3 Scheduled teaching time per post level

A.4.3.1 The time allocated for teaching in respect of different post levels will differ according to the size of the school. In smaller schools principals and their deputy principals are required to do more teaching than in large schools with bigger staff establishments. The actual hours must therefore be established in relation to the curriculum needs of the school, the timetable and staff establishment of the school. Scheduled teaching time is expressed as a percentage of the total time that learners in the particular grades are required to be taught.

A.4.3.2 The allocation of *scheduled teaching time* should be done in such a manner that it:-

A.4.3.2.1 Maximises the individual abilities of all educators.

A.4.3.2.2 Optimises teaching and learning at the institutional level.

A.4.3.3 In general terms, the following may be considered as guidelines in determining the *scheduled teaching time*:-

| Primary School | Ratio per 1 000 educators |
|------------------|--|
| Post level 1 | Between 85% and 92% |
| Post level 2 | Between 85% and 90% |
| Deputy Principal | 60% |
| Principal | Between 10% and 92%, depending on his/her post level NB. Principals of one-person schools are expected to teach 100% of the scheduled teaching time. |

| Secondary School | Ratio per 1 000 educators |
|------------------|--|
| Post level 1 | Between 85% and 90% |
| Post level 2 | 85% |
| Deputy Principal | 60% |
| Principal | Between 5% and 60% depending on his/her post level |

A.5 DUTIES AND RESPONSIBILITIES OF EDUCATORS (*ELRC Resolution No. 8 of 1998*)**A.5.1 Introduction**

A.5.1.1 The ability of our education system to compete in an increasingly global economy depends on our ability to prepare both learners and educators for new or changing environments. This is in line with the mission in the corporate plan of the DBE to ensure that all South Africans receive flexible life-long learning and education and training of high quality.

A.5.1.2 Management in education should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce their belief that they can make a difference. When and where appropriate, authorities need to allocate authority and responsibility that will ensure the building of human resource capacity.

A.5.1.3 In addition to the core duties and responsibilities specified in this section, certain specialised duties and responsibilities may be allocated to staff in an equitable manner by the appropriate representative of the employer.

A.5.2 Core duties and job descriptions

Refer to the following annexure:

| | |
|---------------|--|
| Annexure A.2: | Core duties and responsibilities: Teacher |
| Annexure A.3: | Core duties and responsibilities: Senior Teacher |
| Annexure A.4: | Core duties and responsibilities: Master Teacher |
| Annexure A.5: | Core duties and responsibilities: Departmental Head |
| Annexure A.6: | Core duties and responsibilities: Deputy Principal |
| Annexure A.7: | Core duties and responsibilities: Principal |
| Annexure A.8: | Core duties and responsibilities: Office-based educators |

Annexure A.1**POST DISTRIBUTION MODEL FOR THE ALLOCATION OF EDUCATOR POSTS TO SCHOOLS** *(Government Gazette No 19627, dated 18 December 1998, as amended by Government Gazette No 24077, dated 15 November 2002, as amended in 2008 per CEM decision (inclusion of new subjects))***PRINCIPLES ON WHICH THE MODEL IS BASED**

The model is based on the principle that available posts are distributed among schools, proportionally to their number of weighted learners.

The concept of “weighted learner”, instead of actual learner, is used to enable schools to compete on an equal footing for posts. As some learners and some learning areas require more favourable post allocations than others, each learner is given a certain weighting that reflects its relative need in respect of post provisioning. Other factors like the size of the school, the need to redistribute resources and the need to ensure equal access to the curriculum may require that additional weighted learners be allocated to some schools. A weighted learner enrolment for each school is determined, which, in relation to the total learner enrolment of the province, reflects its relative claim to the total pool of available posts in the province.

FACTORS THAT ARE BEING TAKEN INTO ACCOUNT IN DETERMINING THE POST PROVISIONING NEEDS OF SCHOOLS AND LEARNERS

Educational and administrative factors that impact differently on the post provisioning needs of learners and of schools for which specific provision is made in the model are the following:

- The maximum ideal class size applicable to a specific learning area or phase. This ideal maximum value also takes into account complicating factors that may apply, such as additional contact time required between educator and learner and the requirement to attend to learners in more than one place at the same time. Although the situation in South Africa is such that ideal maximum class sizes cannot be complied with, these ideal values form a basis of comparison between the requirements of all the learning areas and grades.
- Period load of educators. It is common practice that educators in the secondary school phases have a lower period load than educators in the primary school phases. This is mainly as a result of more complex time tables and subject combinations. A lower period load implies a more favourable overall learner-educator ratio. The norms used in this regard are based on average prevailing practices and do not represent workload policy.
- Need to promote a learning area. By providing a more favourable learner-educator ratio in respect of a learning area in grades 10 to 12, schools can be motivated to promote such a learning area. This may only be done in terms of national or provincial policy in this regard.
- The size of the school. The smaller a school, the more difficult it is to manage with a certain learner-educator ratio and the more favourable it should be. This matter is addressed by adding a certain constant number of weighted learners to each school. The constant additional number of weighted learners could be seen as providing for a school’s principal post, or for part of it, independently from the number of learners. It could also be seen as providing for posts to deal with certain basic responsibilities that each school has, irrespective of its size.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- The number of grades. Especially in respect of smaller schools, it is more complex to manage a school with a relatively large number of grades than a similar sized school with only a few grades. This matter is addressed by linking the additional number of weighted learners, referred to under the previous point, to the number of grades. A further increase in the number of weighted learners of a combined school is required to compensate for the management complexity of such a school.
- More than one language medium of instruction. In order to deal with this complicating factor, the number of weighted learners that is granted per grade in terms of the previous point, is increased if more than one language medium of instruction is used in the particular grade. A HoD may set a certain minimum number or percentage of the learners in a grade that must receive tuition in a second language before recognition is given in this way.
- Disabilities of learners. These learners require additional support from various categories of personnel. Norms with regard to the provisioning of educator posts, including teaching staff, therapists and psychologists still need to be determined. Until new norms have been determined, the norms for the allocation of educator (teaching staff) posts that applied in terms of the 1998 Post Provisioning Model, as published in Government Gazette No. 119627 on 18 December 1998, as well as the norms that applied in respect of therapist and psychologist posts, will continue to apply except in schools where the allocation is done in terms of a field testing of norms that are in the process of being developed. The weightings that apply to learners for purposes of allocating educator posts in terms of the Post Distribution Model are as follows:

| | |
|----------------------------------|-----|
| Specifically Learning Disabled | 3.0 |
| Severely Intellectually Impaired | 3.0 |
| Epileptic | 3.0 |
| Cerebral Palsied | 4.0 |
| Physically Disabled | 4.0 |
| Severe Behaviour Problems | 5.0 |
| Hard of Hearing | 5.0 |
| Partially sighted | 5.0 |
| Blind | 5.0 |
| Deaf | 5.0 |
| Autistic | 6.0 |

In accordance with specific circumstances in a department, each of the above weightings may be increased, after consultation with trade unions who are members of the ELRC, by between 0% and 20%. It is important to note that the weightings that apply to learners based on their curriculum, school phase, instruction media or the fact that both primary and senior secondary phases are provided for, do not apply to these learners.

Learners who are mildly to moderately learning disabled are weighted in terms of the curriculum they follow and not in terms of their disability. If they are accommodated in so-called special schools where they receive vocational training, they are counted as 2.5 weighted learners each.

- Access to the Curriculum. In order to ensure affordable and fair access of learners to the curriculum, the numbers of learners that are fully funded in respect of subjects that are more expensive to offer need to be regulated. (Certain subjects are more expensive than others because they require smaller classes and/or special equipment and facilities.) A HoD, therefore, may identify specific schools at which the offering of such subjects should take

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place as well as the maximum number of learners at such schools that should take the subjects concerned. This means that a maximum number (or percentage) of learners may be set in respect of a particular subject at a particular school. Should a school exceed such a limit, the excess learners will be funded in terms of the norms applicable to the least expensive subject. It is possible that the maximum number of learners that will be counted as taking a particular subject at a particular school may be specified as zero even though such a subject was considered for post provisioning purposes in the past. This would mean that all such learners taking such a subject would be counted as if they are taking the least expensive subject for purposes of post provisioning.

In order to assist a school to introduce such a subject, a certain minimum number of learners may be counted for post provisioning purposes during a phasing in period, even though the actual number of learners taking the subject is lower than this number. The implementation of these measures must be in accordance with a department's policy on redress in the implementation and promotion of the curriculum.

- Poverty. In order to compensate for the negative impact that poverty has on learning, the poverty grading of a school is also taken into account.
- Level of funding. Policy may require that different phases be funded at different levels. Currently, all grades are set at a 100% funding level while Grade R is set at a funding level of 0%. This is merely a tool that could be used if and when required.
- Ad Hoc factors. Certain factors that are not considered above, such as an unexpected growth in learner numbers, may exist at a particular school and may justify the allocation of additional posts to such a school. These posts must be allocated from an additional pool of posts that need to be created for this purpose.

WEIGHTING NORMS

The following norms and principles will apply in respect of all learners:

- (a) Grades 1 to 9:

Based on the principle that uniform curricula apply to learners in schools in all phases up to grade 9, the following formula is used to determine the weighting of a learner:

c divided by the ideal maximum class size, divided by the average prevailing period load, multiplied by the funding level.

$$(w = c/m/l \times f)$$

The value of c is set at 40 and refers to the highest ideal maximum class size in relation to which others are expressed.

| Grade | Max Class size | Period load (%) | Funding level | Weight |
|--------|----------------|-----------------|---------------|--------|
| | (m) | (l) | (f) | (w) |
| R | 35 | 96 | 0 | 0 |
| 1 to 4 | 35 | 96 | 100 | 1,190 |
| 5 to 6 | 40 | 96 | 100 | 1,042 |
| 7 | 37 | 96 | 100 | 1,126 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | |
|--------|----|----|-----|--------|
| 8 to 9 | 37 | 87 | 100 | 1,2426 |
|--------|----|----|-----|--------|

(b) Grades 10 to 12:

- In view of the variety of learning areas, each learner is weighted separately in terms of his or her curriculum.
- A total number of weighted learners (subject-learner weight or slw) is determined for the learners in a particular grade (10, 11 or 12) taking a particular subject by means of the following formula:

The number of learners taking the subject (l_s), multiplied by 40, divided by the ideal maximum class size, multiplied by the promotion factor (p), divided by the average period load (l), multiplied by the funding level (f), multiplied by the relevant weekly time allocation (t), divided by 27,5.

$$(\text{slw} = l_s \times 40/m \times p/l \times f \times t / 27,5)$$

In view of the fact that some subjects are compulsory for all learners and others may be limited in respect of the number of learners that will be recognized for post provisioning purposes, the following procedure needs to be followed:

- All learners are required to take 4 subjects from Group A as follows: 2 official languages, Mathematics or Mathematical Literacy and Life orientation. Therefore, the total weighting of all learners in a particular grade (l_g) in respect of the subjects in Group A is:

$$\begin{aligned} \text{wl(A)} &= (2 \times (40/37 \times 1/0.84 \times 4.5/27.5) + (40/35 \times 1/0.84 \times 4.5/27.5) + (40/37 \times 1/0.84 \times 2/27.5)) \times l_g \\ &= 0,7374 \times l_g \end{aligned}$$

- In respect of Group B subjects, each learner may take any 3 subjects. Therefore, the maximum number of learner-subject combinations in respect of the various subjects in Group B (n_m), in respect of a particular grade in a school is 3 times the actual number of learners in that grade ($3 \times l_g$). The calculation of the total weighting of learners in a particular grade in respect of Group B subjects is done as follows:

In respect of each subject listed under Group B (excluding “all other Group B subjects”), calculate the weighted learners by means of the formula $\text{slw} = 40/m \times p/l \times f \times t/27,5 \times$ number of learners taking the subject. By adding the values of swl for all these subjects a value for $\text{swl}(1)$ is obtained.

If the total number of subject-learner combinations (n_t) used for the calculation in (a) is less than the maximum number of subject-learner combinations (n_m) that can apply, determine the value of $n_d = n_m - n_t$.

$$\text{Calculate } \text{slw}(2) = n_d \times 40/37 \times 1/0,84 \times 4/27,5 = n_d \times 0.1872.$$

The total number of weighted learners for the grade in respect of Group B subjects is $\text{slw}(B) = \text{slw}(1) + \text{slw}(2)$.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

If the total number of learner-subject combinations (n_i) used for the calculation in (a) is higher than the maximum number of learners (n_m) that can apply, adjust the value $swl(1)$ calculated in (a) above by multiplying it with n_d/n_m to obtain a value for $wl(B)$.

A total number of weighted learners for the particular grade is then determined as $wl(A) + wl(B)$.

The following norms apply:

| Subject | Ideal (m) | Promot (p) | Period (l) | Time (t) | Funding (f) |
|--------------------------------------|--------------|---------------|---------------|-------------|----------------|
| Group A | | | | | |
| Official languages | 37 | 1 | 84 | 4,5 | 100 |
| Mathematics or Mathematical Literacy | 35 | 1 | 84 | 4,5 | 100 |
| Life Orientation | 37 | 1 | 84 | 2,0 | 100 |
| Group B | | | | | |
| Agricultural Management Practices | 15 | 1 | 84 | 4 | 100 |
| Agricultural Technology | 15 | 1 | 84 | 4 | 100 |
| Agricultural Science | 37 | 1 | 84 | 4 | 100 |
| Dance Studies | 15 | 1 | 84 | 4 | 100 |
| Design | 12 | 1 | 84 | 4 | 100 |
| Dramatic Arts | 12 | 1 | 84 | 4 | 100 |
| Music | 6 | 1 | 84 | 4 | 100 |
| Visual Arts | 12 | 1 | 84 | 4 | 100 |
| Civil Technology | 15 | 1 | 84 | 4 | 100 |
| Electrical Technology | 20 | 1 | 84 | 4 | 100 |
| Mechanical Technology | 15 | 1 | 84 | 4 | 100 |
| Engineering Graphics and Design | 15 | 1 | 84 | 4 | 100 |
| Computer Applications Technology | 25 | 1 | 84 | 4 | 100 |
| Information Technology | 25 | 1 | 84 | 4 | 100 |
| Life Sciences | 32 | 1 | 84 | 4 | 100 |
| Physical Sciences | 30 | 1 | 84 | 4 | 100 |
| Consumer Studies | 25 | 1 | 84 | 4 | 100 |
| Hospitality Studies | 20 | 1 | 84 | 4 | 100 |
| All other Group B subjects | 37 | 1 | 84 | 4 | 100 |

Note: The values that appear in the table as promotion factors are all set as 1. This means that no provision is made in the table for the promotion of any of these subjects. Should provision be made in policy that a certain subject should be promoted by, say 7%, the value of "1" would become "1,07". The promotion factor per subject should be included in the provincial curriculum policy and would apply equally to all learners counted in the subject.

- (c) A further distinction between schools is made based on the size of the school, the number of grades and whether or not more than one language medium of instruction is used. Provision for this is made by adding a certain number of weighted learners to a school's weighted enrolment linked to each recognized language group (maximum of 2 language groups) and each grade provided for at the school. The following values apply:

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

A base number of weighted learners must be added to each school. Any value from 10 to 20, in accordance with a department's needs in this regard, will apply. A head of a provincial department must select a value that will ensure a proper balance in the allocation of posts to institutions of different sizes.

Additional weighted learners must be added in respect of each grade in which learners are enrolled. If learners in a particular grade are taught in more than one language medium, a further additional weighting will apply in respect of that grade. (A minimum number (or percentage) of learners in a particular grade receiving tuition in a second language may be specified before the additional provision applies. This additional weighting only applies once, irrespective of the number of additional languages that may apply):

| Grades | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Primary language group | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| Second language group | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 6 | 6 | 6 | 6 | 6 |

Any of the values in the table may be increased by a maximum of 2, provided that the head of a provincial department is satisfied that such an increase would lead to a more equitable allocation of posts.

In respect of a combined school, the base number of 10 to 20 weighted learners that is granted to a school in terms of paragraph (c), is granted in respect of both the primary school phase and the secondary school phase that the school has. For this purpose the secondary school phase must include learners in any of grades 10 to 12.

- (a) The total number of weighted learners in each school is then adjusted in terms of its poverty ranking.

The head of a provincial department must set aside a certain percentage of its available posts for poverty redress based on the department's relative level of internal inequality. The Minister may from time to time set the maximum percentage that provincial departments may use for this purpose. Until this limit is revised, it is set at 5%.

The redress posts are to be distributed to schools based on the relative poverty of the learners of a school, using an appropriate index within the framework of the indices utilized by the province in the National Norms and Standards for School Funding. The basis on which the redress posts are to be distributed among schools is as follows:

| School quintiles | Allocation from redress pool or posts |
|------------------|---------------------------------------|
| Poorest 20% | 30% of posts |
| Next 20% | 27.5% of posts |
| Next 20% | 22.5% of posts |
| Next 20% | 15% of posts |
| Least poor 20% | 5% of posts |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

After the total number of weighted learners for each school has been determined, the number of posts to be allocated to a school is determined by means of the following formula:

Posts = Total number of posts available, multiplied by weighted learners of school,
divided by total weighted learners of all schools.

COMMUNICATION OF NEW POST ESTABLISHMENTS WITH SCHOOLS

Where a school's establishment is likely to change in any school year, the adjusted post establishment should, as far as possible, be communicated to the school on or before 30 September preceding the school year.

ROLE OF THE DBE

Provincial departments are required to adhere to the intent and spirit of these norms. Where a province deviates from any of these norms it needs to justify such deviation to the DBE. The DBE may require information from time to time from provinces in order to ensure that these norms are being implemented. Provinces are thus required to comply with these requests.

Annexure A.2**1. TEACHER**

JOB TITLE: Educator - public school

RANK: Teacher

POST LEVEL: 1

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:

3.1 Teaching

3.1.1 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.

3.1.2 To be a class teacher.

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

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

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

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

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

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

3.2 Extra- & co-curricular

3.2.1 To assist the departmental head to identify aspects which require special attention and to assist in addressing them.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- 3.2.2 To cater for the educational and general welfare of all learners in his/her care.
- 3.2.3 To assist the principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.

3.3 Administrative

- 3.3.1 To co-ordinate and control all the academic activities of each subject taught.
- 3.3.2 To control and co-ordinate stock and equipment which is used and required.
- 3.3.3 To perform or assist with one or more of other non-teaching administrative duties such as:
- 3.3.3.1 Secretary to general staff meeting and/or others.
- 3.3.3.2 Fire drill and first aid.
- 3.3.3.3 Timetabling.
- 3.3.3.4 Collection of fees and other monies.
- 3.3.3.5 Staff welfare.
- 3.3.3.6 Accidents.

3.4 Interaction with stakeholders

- 3.4.1 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.
- 3.4.2 To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- 3.4.3 To remain informed of current developments in educational thinking and curriculum development.
- 3.4.4 To participate in the school's governing body if elected to do so.

3.5 Communication

- 3.5.1 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.
- 3.5.2 To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- 3.5.3 To meet parents and discuss with them the conduct and progress of their children.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- 3.5.4 To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- 3.5.5 To maintain contact with sporting, social, cultural and community organisations.
- 3.5.6 To have contacts with the public on behalf of the principal.

Annexure A.3**1. SENIOR TEACHER (ELRC Collective Agreement No. 5 of 2006)**

JOB TITLE: Educator - public school

RANK: Senior Teacher

POST LEVEL: 1 (notch code 103)

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 and act as mentor to less experienced teachers, students and intern (if and when applicable).

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:

3.1 Teaching

3.1.1 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.

3.1.2 To be a class teacher.

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

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

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

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

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

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

3.2 Extra & co-curricular

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- 3.2.1 To assist the departmental head to identify aspects which require special attention and to assist in addressing them.
- 3.2.2 To cater for the educational and general welfare of all learners in his/her care.
- 3.2.3 To assist the principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.
- 3.2.4 To share in the responsibilities of organising and conducting extra co-curricular activities.

3.3 Administrative

- 3.3.1 To co-ordinate and control all the academic activities of each subject taught.
- 3.3.2 To control and co-ordinate stock and equipment which is used and required.
- 3.3.3 To perform or assist with one or more of other non-teaching administrative duties such as:
 - 3.3.3.1 Secretary to general staff meeting and/or others.
 - 3.3.3.2 Fire drill and first aid.
 - 3.3.3.3 Timetabling.
 - 3.3.3.4 Collection of fees and other monies.
 - 3.3.3.5 Staff welfare.
 - 3.3.3.6 Accidents.

3.4 Interaction with stakeholders

- 3.4.1 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.
- 3.4.2 To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- 3.4.3 To remain informed of current developments in educational thinking and curriculum development.
- 3.4.4 To participate in the school's governing body if elected to do so.

3.5 Communication

- 3.5.1 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.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- 3.5.2 To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- 3.5.3 To meet parents and discuss with them the conduct and progress of their children.
- 3.5.4 To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- 3.5.5 To maintain contact with sporting, social, cultural and community organisations.
- 3.5.6 To have contacts with the public on behalf of the principal.
- 3.6 Mentoring**
- 3.6.1 To act as mentor and coach for less experienced teachers.
- 3.6.2 When, and if required, to act a head of a subject, phase or grade as support to the relevant departmental head.

Annexure A.4**1. MASTER TEACHER** (*ELRC Collective Agreement No. 5 of 2006*)

JOB TITLE: Educator - public school

RANK: Master Teacher

POST LEVEL: 1 (notch code 120)

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 and act as mentor to less experienced teachers, students and intern (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. 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:

3.1 Teaching

3.1.1 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.

3.1.2 To be a class teacher.

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

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

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

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

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

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

3.2 Extra- & co-curricular

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- 3.2.1 To assist the departmental head to identify aspects which require special attention and to assist in addressing them.
- 3.2.2 To cater for the educational and general welfare of all learners in his/her care.
- 3.2.3 To assist the principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.
- 3.2.4 To share in the responsibilities of organising and conducting extra co-curricular activities.

3.3 Administrative

- 3.3.1 To co-ordinate and control all the academic activities of each subject taught.
- 3.3.2 To control and co-ordinate stock and equipment which is used and required.
- 3.3.3 To perform or assist with one or more of other non-teaching administrative duties such as:
 - 3.3.3.1 Secretary to general staff meeting and/or others.
 - 3.3.3.2 Fire drill and first aid.
 - 3.3.3.3 Timetabling.
 - 3.3.3.4 Collection of fees and other monies.
 - 3.3.3.5 Staff welfare.
 - 3.3.3.6 Accidents.
- 3.3.4 To engage in management tasks in support of the school management team.

3.4 Interaction with stakeholders

- 3.4.1 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.
- 3.4.2 To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- 3.4.3 To remain informed of current developments in educational thinking and curriculum development.
- 3.4.4 To participate in the school's governing body if elected to do so.

3.5 Communication

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- 3.5.1 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.
- 3.5.2 To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
- 3.5.3 To meet parents and discuss with them the conduct and progress of their children.
- 3.5.4 To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- 3.5.5 To maintain contact with sporting, social, cultural and community organisations.
- 3.5.6 To have contacts with the public on behalf of the principal.

3.6 Mentoring

- 3.6.1 To act as mentor and coach for less experienced teachers.
- 3.6.2 When, and if required, to act a head of a subject, phase or grade as support to the relevant departmental head.
- 3.6.3 To collaborate with and support teachers regarding instructional procedures and personal growth.

Annexure A.5**1. DEPARTMENTAL HEAD**

JOB TITLE: Educator - public school

RANK: Departmental Head

POST LEVEL: 2

2. THE AIM OF THE JOB

To engage in class teaching, be responsible for the effective functioning of the department and to organise relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner.

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:

3.1 Teaching

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

3.2 Extra- & co-curricular

- 3.2.1 To be in charge of a subject, learning area or phase.
- 3.2.2 To jointly develop the policy for that department.
- 3.2.3 To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.
- 3.2.4 To provide and co-ordinate guidance:
 - 3.2.4.1 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.
 - 3.2.4.2 On syllabi, schemes of work, homework, practical work, remedial work, etc.
 - 3.2.4.3 To inexperienced staff members.
 - 3.2.4.4 On the educational welfare of learners in the department.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- 3.2.5 To control:
 - 3.2.5.1 The work of educators and learners in the department.
 - 3.2.5.2 Reports submitted to the principal as require.
 - 3.2.5.3 Mark sheet.
 - 3.2.5.4 Test and examination papers as well as memoranda.
 - 3.2.5.5 The administrative responsibilities of staff members.
 - 3.2.5.6 To share in the responsibilities of organising and conducting extra and co-curricular activities.

3.3 Personnel

- 3.3.1 To advise the principal regarding the division of work among the staff in that department.
- 3.3.2 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.

3.4 General/administrative

- 3.4.1 To assist with the planning and management of:
 - 3.4.1.1 School stock, text books and equipment for the department.
 - 3.4.1.2 The budget for the department.
 - 3.4.1.3 Subject work schemes.
- 3.4.2 To perform or assist with one or more non-teaching administrative duties, such as:
 - 3.4.2.1 Secretary to general staff meeting and/or others.
 - 3.4.3.2 Fire drill and first aid.
 - 3.4.2.3 Timetabling.
 - 3.4.2.4 Collection of fees and other monies.
 - 3.4.3.5 Staff welfare.
 - 3.4.2.6 Accidents.
- 3.4.3 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.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

3.5 Communication

- 3.5.1 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.
- 3.5.2 To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.
- 3.5.3 To meet parents and discuss with them the progress and conduct of their children.
- 3.5.4 To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
- 3.5.5 To co-operate with further and higher education institutions in relation to learners' records and performance and career opportunities.
- 3.5.6 To maintain contact with sporting, social, cultural and community organisations.
- 3.5.7 To have contacts with the public on behalf of the principal.

Annexure A.6**1. DEPUTY PRINCIPAL**

JOB TITLE: Educator - public school

RANK: Deputy Principal

POST LEVEL: 3

2. THE AIM OF THE JOB

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

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:

3.1 General/administrative

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

3.2 Teaching

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

3.3 Extra- & co-curricular

- 3.3.1 To be responsible for school curriculum and pedagogy eg. choice of textbooks, coordinating the work of subject committees and groups, timetabling, "INSET" and developmental programmes, and arranging teaching practice.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

3.3.2 To assist the principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners.

3.3.3 To assist the principal to play an active role in promoting extra and co-curricular activities in school and in the participation in sports and cultural activities organised by community bodies.

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

3.4 Personnel

3.4.1 To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports.

3.4.2 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.

3.5 Interaction with stake-holders

3.5.1 To supervise/advise the Representative Council of Learners.

3.6 Communication

3.6.1 To meet with parents concerning learners' progress and conduct.

3.6.2 To liaise on behalf of the principal with relevant government departments.

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

3.6.4 To assist the principal in liaison work with all organisations, structures, committees, groups, etc. crucial to the school.

Annexure A.7**1. PRINCIPAL**

JOB TITLE: Educator - public school

RANK: Principal

POST LEVEL: 4

2. THE AIM OF THE JOB

- 2.1 To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.
- 2.2 To ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.

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:

3.1 General/administrative

- 3.1.1 To be responsible for the professional management of a public school as contemplated in section 16A(3) of SASA, and to carry out duties which include, but are not limited to –
- 3.1.1.1 The implementation of all the educational programmes and curriculum activities;
- 3.1.1.2 The management of all educators and support staff;
- 3.1.1.3 The management of the use of learning support material and other equipment;
- 3.1.1.4 The performance of functions delegated to him or her by the HoD in terms of SASA;
- 3.1.1.5 The safekeeping of all school records; and
- 3.1.1.6 The implementation of policy and legislation. (*SASA, section 16A(2)(a)(i) – (vi)*)
- 3.1.2 To give proper instructions and guidelines for timetabling, admission and placement of learners.
- 3.1.3 To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate structures.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- 3.1.4 To ensure a school journal containing a record of all-important events connected with the school is kept.
- 3.1.5 To make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained.
- 3.1.6 To be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school.
- 3.1.7 To ensure that departmental circulars and other information received which affect members of the staff are brought to their attention as soon as possible and are stored in an accessible manner.
- 3.1.8 To handle all correspondence received at the school.

3.2 Personnel

- 3.2.1 To provide professional leadership within the school.
- 3.2.2 To guide, supervise and offer professional advice on the work and performance of all staff in the school and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff.
- 3.2.3 To ensure that workloads are equitably distributed among the staff.
- 3.2.4 To be responsible for the development of staff training programmes, both school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.
- 3.2.5 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.
- 3.2.6 To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.
- 3.2.7 To assist the HoD in handling disciplinary matters pertaining to educators and support staff employed by the HoD. (*SASA, section 16A(2)(e)*).

3.3 Academic performance of the school (*SASA, section 16A(1) (b)(i) – (iv)*)

- 3.3.1 To prepare and submit to the HoD an annual report in respect of –
 - 3.3.1.1 The academic performance of that school in relation to minimum outcomes and standards and procedures for assessment determined by the Minister in terms of section 6A of SASA; and.
 - 3.3.1.2 The effective use of available resources.
- 3.3.2 The principal of a public school identified by the HoD in terms of section 58B of SASA must annually, at the beginning of the year, prepare a plan setting out how

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academic performance at the school will be improved. The academic performance improvement plan must be –

- 3.3.2.1 Presented to the HoD on a date determined by him/her; and
- 3.3.2.2 Tabled at an SGB meeting.
- 3.3.3 The HoD may approve the academic performance improvement plan or return it to the principal with such recommendations as may be necessary in the circumstances.
- 3.3.4 If the HoD approves the academic performance improvement plan the principal must, by 30 June, report to the HoD and the governing body on progress made in implementing the plan. The HoD may extend the date on good cause shown.

3.4 Teaching

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

3.5 Extra- & co-curricular

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

3.6 Interaction with stakeholders

- 3.6.1 School governing body
 - 3.6.1.1 To serve on the governing body of the school and render all necessary assistance to the SGB in the performance of their functions in terms of SASA.
 - 3.6.1.2 To represent the HoD in the governing body when acting in an official capacity. (SASA, section 16A(1)(a)).
 - 3.6.1.3 The principal must – (SASA, section 16A(2)(b, c, d, f and (3))
 - (a) Attend and participate in all meetings of the governing body.
 - (b) Provide the governing body with a report about the professional management relating to the public school;
 - (c) Assist the governing body in handling disciplinary matters pertaining to learners; and

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- (d) Inform the governing body about policy and legislation.
 - (e) Assist the governing body in the performance of its functions and responsibilities, but such assistance or participation may not be in conflict with –
 - (i) Instructions of the HoD;
 - (ii) Legislation or policy;
 - (iii) An obligation that he/she has towards the HoD, the MEC or the Minister; and
 - (iv) Provisions of the EEA and the PAM, determined in terms of the EEA.
- 3.6.2 To participate in community activities in connection with educational matters and community building.
- 3.7 Communication**
- 3.7.1 To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- 3.7.2 To liaise with the circuit/regional office, supplies section, personnel section, finance section, etc. concerning administration, staffing, accounting, purchase of equipment, research and updating of statistics in respect of educators and learners.
- 3.7.3 To liaise with relevant structures regarding school curricula and curriculum development.
- 3.7.4 To meet parents concerning learners' progress and conduct.
- 3.7.5 To co-operate with the school governing body with regard to all aspects as specified in SASA.
- 3.7.6 To liaise with other relevant government departments, eg. Department of Health, Public Works, etc., as required.
- 3.7.7 To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.
- 3.7.8 To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
- 3.7.9 To maintain contacts with sports, social, cultural and community organisations.

Annexure A.8**1. OFFICE-BASED EDUCATORS**

JOB TITLE: Office-based Educator

RANK: Education Specialist/Senior Education Specialist/Deputy Chief
Education Specialist/Chief Education Specialist

POST LEVEL: 2/3/5/6

2. 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.

3. 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:

3.1 Leadership

3.1.1 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.

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

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

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

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

3.2 Communication

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- 3.2.1 To communicate effectively, both orally and in writing, with principals, other staff, parents, SGBs, external agencies and the provincial department of education as well as to ensure timeous feedback from institutions.
- 3.2.2 To consult with all stakeholders on decisions that affect them.
- 3.2.3 To explain the objectives of any intervention/s to learners, educators and others.
- 3.2.4 To chair workshops, case conferences and meetings when needed.
- 3.2.5 To serve on recruitment, promotion, advisory and other committees as required.
- 3.2.6 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.
- 3.2.7 To liaise with other education offices for the purpose of co-ordination.
- 3.2.8 To liaise with other relevant government departments, for example Department of Health, Public Works, etc., as required.
- 3.2.9 To maintain contacts with sports, cultural and community organisations.

3.3 Financial planning and management

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

3.4 Strategic planning and transformation

- 3.4.1 To analyse the external environment and internal work environment.
- 3.4.2 To identify the needs of clients (learners, educators, others).
- 3.4.3 To prepare strategic plans with the intention of achieving the goals of the department.
- 3.4.4 To prepare management plans to achieve targets as well as the needs of clients (educators, learners and others).
- 3.4.5 To provide guidance to institutions on strategic planning.

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

3.5 Policy

3.5.1 To formulate policy for operational reasons.

3.5.2 To analyse policy.

3.5.3 To implement policy.

3.5.4 To monitor and evaluate policy implementation.

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

3.6 Research and development

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

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

3.6.3 To encourage and support research initiatives with universities and other agencies.

3.6.4 To apply research findings after carefully analysing the context.

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

3.7 Curriculum delivery

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

3.7.2 To provide pastoral support (guidance and counselling) and to learners whenever requested by institutions.

3.7.3 To maintain effective partnerships between parents and school staff to promote effective teaching and learning.

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

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

3.7.6 To facilitate curriculum development at institution/district/provincial/national level.

3.7.7 To provide guidance/assistance in learner assessment.

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3.7.8 To promote the national COLTS campaign.

3.8 Staff development

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

3.8.2 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.

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

3.8.4 To evaluate success/problems of staff development programmes in terms of the goals of the institutions/department.

3.8.5 To assist in capacity building programmes for SRCs, SMTs and SGBs.

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

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

3.9 General

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

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

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

CHAPTER B

APPOINTMENTS, TRANSFER OF EDUCATORS IN TERMS OF OPERATIONAL REQUIREMENTS, POST STRUCTURE, SALARY AND QUALIFICATION RELATED MATTERS

- B.1** **RELATIVE EDUCATION QUALIFICATION VALUE (REQV)**
- B.2** **POST STRUCTURE**
- B.3** **APPOINTMENTS IN EDUCATION**
- B.4** **POSSIBLE CAREER PATH OPPORTUNITIES AND REQUIREMENTS FOR APPOINTMENT/UPGRADE/PROMOTION**
- B.5** **ADVERTISING AND FILLING OF EDUCATOR POSTS**
- B.6** **TRANSFER OF SERVING EDUCATORS IN TERMS OF OPERATIONAL REQUIREMENTS**
- B.7** **POSITION OF A PRINCIPAL IN A CASE WHERE A SCHOOL IS REGRADED (UPGRADED OR DOWNGRADED)**
- B.8** **SALARIES APPLICABLE TO EDUCATOR POSTS**
- B.9** **SALARY ADJUSTMENTS**
- B.10** **RECOGNITION FOR IMPROVEMENT IN REQV**
- B.11** **DATES ON WHICH SALARIES OF EDUCATORS EMPLOYED AT AN INSTITUTION COMMENCE AND TERMINATE**
- B.12** **INCORRECTLY GRANTED REMUNERATION**
- B.13** **UNAUTHORISED REMUNERATION**

ANNEXURE

- Annexure B.1 Salary adjustments: December 1984 to July 1995
- Annexure B.2 Implementation of the broad band salary system on 1 July 1996
- Annexure B.3 Implementation of the new post and salary structure on 1 April 2003 per post level
- Annexure B.4 Educator salary scales July 1996 to July 2007 and OSD translation tables January 2008
- Annexure B.5 OSD key salary scale for institution-based and office-based educators (January 2008 - basic salary)
- Annexure B.6 OSD inclusive remuneration packages for office-based educators (2008 -
- Annexure B.7 Educator non-OSD salary scales: July 2008 to May 2012
- Annexure B.8 Office-based educator non-OSD inclusive remuneration packages July 2005 – May 2012
- Annexure B.9 OSD salary scales for education therapists, psychologists and counsellors, post class codes and job title codes
- Annexure B.10 OSD rank and salary codes for institution-based and office-based educators

B.1 **RELATIVE EDUCATION QUALIFICATION VALUE (REQV)**

B.1.1 **Definition**

A relative value is attached to an approved qualification or combination of qualifications in accordance with the measures as set out in the policy document

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“Criteria for the Evaluation and Recognition of Qualifications for Employment in Education” obtainable from DBE.

Note: The recognition of diplomas for salary purposes is restricted to not more than two recognized post Grade 12 diplomas, to a maximum of REQV 15.

B.1.2 Requirements in respect of REQV

| REQV | Educational Value |
|------|---|
| 10 | Grade 12 or lower without a teacher’s qualification |
| 11 | Grade 8, 9,10 or 11 plus a teacher’s qualification of at least two years relevant training |
| 12 | Grade 12 plus one or two years relevant training |
| 13 | Grade 12 plus three years relevant training |
| 14 | Grade 12 plus four years relevant training |
| 15 | Grade 12 plus five years relevant training |
| 16 | Grade 12 plus six years relevant training. Only professionally qualified educators can be classified as REQV 16, provided such persons are in possession of a recognised completed degree. |
| 17 | Grade 12 plus seven years relevant training. To be regarded as having an REQV 17, a candidate must, in addition to the requirements for classification under REQV 16, also be in possession of at least a recognised master’s degree or an approved NQF level 8- qualification. |

B.2 POST STRUCTURE**B.2.1 Educator posts (OSD for institution and office-based educators) (ELRC Collective Agreement 1 of 2008)**

| B.2.1.1 | School-based educators | Post level |
|------------------|---|--|
| B.2.1.1.1 | School-based Educator: General Classroom Teacher | |
| | Teacher REQV 13 | 1 |
| | Teacher REQV 14 ⁺ | 1 |
| | Senior Teacher REQV 13 | 1 |
| | Senior Teacher REQV 14 ⁺ | 1 |
| | Master Teacher REQV 13 | 1 |
| | Master Teacher REQV 14 ⁺ | 1 |
| B.2.1.1.2 | School-based Educator: Manager | |
| | Departmental Head | 2 |
| | Deputy Principal | 3 |
| | Principal | 4 (Excluding a principal of a one-person school who is on post level 1 and receives an allowance) |
| B.2.1.2 | Office-based Educators: Specialists | |
| | Education Specialist | 2 |
| | Senior Education Specialist | 3 |

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| | | |
|--|--|----------|
| | Deputy Chief Education Specialist | 5 |
| | Chief Education Specialist | 6 |

B.2.2 Implementation date

The OSD post structure was implemented on 3 April 2008.

B.3 APPOINTMENTS IN EDUCATION

B.3.1 The concept 'appointment' includes the following:

B.3.1.1. Appointment in a full-time or part-time capacity. This includes employment in a shared capacity where more than one educator is appointed to a post.

B.3.1.2 The first appointment of a person as an educator by a department of education.

B.3.1.3 Appointment to a post on a higher post level than the post the educator occupied (promotion).

B.3.1.4 Appointment to a graded principal post refers to a P1, P2, P3, P4 or P5 principal post. Graded posts are posts on the same post level (post level 4), with different salary ranges applicable to each post.

A principal post can be upgraded/downgraded in terms of the school grading norms. A principal can also apply for another principal post on a higher or lower grade. Refer to paragraph B.7 and B.8.6 for the position of a principal when the school is up or downgraded and how his/her salary is determined.

B.3.1.5 The transfer of an educator to a higher, an equal or a lower post level within the same department or from one department to another.

B.3.1.6 The re-appointment, after a break in service, of an educator by a department of education.

B.3.1.7 The appointment of an educator can be in a permanent or temporary capacity. If the appointment is in a temporary capacity, it is for a fixed period. Appointment in a temporary capacity can either be to a substantive vacant post or as a substitute for another educator who is temporarily not occupying his/her post. (*Government Gazette No 22594, dated 24 August 2001*)

B.3.1.8 The HoD may, after consultation with the SGB of a public school, convert the temporary appointment of an educator to a post on the educator establishment of the public school into a permanent appointment in that post without the recommendation of the SGB. (*Section 6B of the EEA, 1998*)

B.3.1.9 An educator who is appointed in a temporary capacity (fixed term) or as a substitute for a period of more than 6 months, will receive the same benefits as a permanent educator (for example pension, medical aid subsidy, housing and service bonus). (*PSCBC resolution 1 of 2007, Government Gazette No. 30232, dated 29 August 2007*)

An educator who is appointed in a temporary capacity (fixed term) or as a substitute for a period of less than 6 months, will receive an amount equal to 37% of his/her basic

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salary in lieu of benefits. (*PSCBC resolution 1 of 2007, Government Gazette No. 30232, dated 29 August 2007*)

B.3.2 Minimum requirements for appointment for institution-based and office-based educators

B.3.2.1 Educational qualifications, statutory requirements and experience

The educational qualifications, statutory requirements and experience required for appointment in education are as follows:

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| JOB TITLE | EDUCATIONAL QUALIFICATION | STATUTORY REQUIREMENTS | COMPETENCIES AND SKILLS | | EXPERIENTIAL COMPETENCY |
|--|---|--|--|---|--|
| | | | FUNCTIONAL FIELD | GENERIC | |
| 3.2.1.1 | School-based Educators | | | | |
| (a) | School-based Educator: General Classroom Teacher | | | | |
| Teacher (REQV 13) | A recognised three-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | Basic knowledge of subject/ programme/ phase as provided for in the professional qualification. | <ol style="list-style-type: none"> Teaching and assessment skills. Extra- and co-curricular skills. Administrative skills. Able to interact with stakeholders. Communication skills. | 12 months probation |
| Teacher (REQV 14 [†]) | A recognised four-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | Basic knowledge of subject/ programme/ phase as provided for in the professional qualification. | <ol style="list-style-type: none"> Teaching and assessment skills. Extra- and co-curricular skills. Administrative skills. Interaction with stakeholders. Communication skills. | 12 months probation |
| Senior Teacher (REQV 13) | A recognised three-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | Experienced educator with good knowledge of subject/ programme/ phase as provided for in the professional qualification. | <ol style="list-style-type: none"> Good teaching and assessment skills. Extra- and co-curricular skills. Administrative skills. Interaction with stakeholders. Good communication skills. Is able to give guidance. | Becomes a Senior Teacher once he/she reaches notch code 103. |
| Senior Teacher (REQV 14 [†]) | A recognised four-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | Experienced educator with good knowledge of subject/ programme/ phase as provided for in the professional qualification. | <ol style="list-style-type: none"> Good teaching and assessment skills. Extra- and co-curricular skills. Administrative skills. Interaction with stakeholders. Good communication skills. Is able to give guidance. | Becomes a Senior Teacher once he/she reaches notch code 103. |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| JOB TITLE | EDUCATIONAL QUALIFICATION | STATUTORY REQUIREMENTS | COMPETENCIES AND SKILLS | | EXPERIENTIAL COMPETENCY |
|---|--|--|--|---|--|
| | | | FUNCTIONAL FIELD | GENERIC | |
| Master Teacher (REQV 13) | A recognised three-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | Experienced educator with good knowledge of subject/programme/phase as provided for in the professional qualification. | <ol style="list-style-type: none"> 1. Good teaching and assessment skills. 2. Extra- and co-curricular skills. 3. Administrative skills. 4. Interaction with stakeholders. 5. Good communication skills. 6. Is able to give guidance. | Becomes a Master Teacher once he/she reaches notch code 120. |
| Master Teacher (REQV 14 ⁺) | A recognised four-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | Experienced educator with good knowledge of subject/programme/phase as provided for in the professional qualification. | <ol style="list-style-type: none"> 1. Good teaching and assessment skills. 2. Extra- and co-curricular skills. 3. Administrative skills. 4. Interaction with stakeholders. 5. Good communication skills. 6. Is able to give guidance. | Becomes a Master Teacher once he/she reaches notch code 120. |
| (b) School-based Educator: Manager | | | | | |
| Departmental Head | A recognised three- or four-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | Advanced knowledge of teaching as provided for in the professional qualification. | <ol style="list-style-type: none"> 1. Good teaching and assessment skills. 2. Good extra- and co-curricular skills. 3. Good people management skills. 4. Good administrative skills. 5. Good communication skills. | 3 years of actual teaching experience. |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| JOB TITLE | EDUCATIONAL QUALIFICATION | STATUTORY REQUIREMENTS | COMPETENCIES AND SKILLS | | EXPERIENTIAL COMPETENCY |
|------------------|--|--|---|---|--|
| | | | FUNCTIONAL FIELD | GENERIC | |
| Deputy Principal | A recognised three- or four-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | <ol style="list-style-type: none"> Advanced knowledge of teaching as provided for in the professional qualification. Good management skills. Leadership. | <ol style="list-style-type: none"> Good teaching and assessment skill. Good extra-and co-curricular skills. Good people management skills. Good administrative skills. Good communication skills. | 5 years of actual teaching experience. |
| Principal | A recognised three- or four-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | <ol style="list-style-type: none"> Good knowledge of teaching as provided for in the professional qualification. Good management skills. Good leadership skills. | <ol style="list-style-type: none"> Good co-curricular skills. Good people management skills. Good administrative skills. Good communication skills. Good knowledge of applicable educator legislation, regulations and policies. | 7 years of actual teaching experience. |

3.2.1.2 Office-based Educators

| Office-based Educator: Specialist | | | | | | |
|-----------------------------------|--|--|--|---|--|---|
| Education Specialist | A recognised three- or four-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | <ol style="list-style-type: none"> Leader Communicator Financial planner and manager Strategic planner and transformer Policy developer Researcher Curriculum developer Staff developer Organiser | Roles of: <ol style="list-style-type: none"> Leader Communicator Financial planner and manager Strategic planner and transformer Policy developer Researcher Curriculum developer Staff developer Organiser | Generic Skills: <ol style="list-style-type: none"> Leadership Communication Financial planning and management Strategic planning and transformation Policy development Researching Curriculum developing Staff developing Organising | 3 years' experience in the educational field. 5 years' experience in the educational field. 8 years' experience in the educational field. |
| Senior Education Specialist | A recognised three- or four-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | | | | |
| Deputy Chief Education Specialist | A recognised three- or four-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | | | | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| JOB TITLE | EDUCATIONAL QUALIFICATION | STATUTORY REQUIREMENTS | COMPETENCIES AND SKILLS | | EXPERIENTIAL COMPETENCY |
|----------------------------|--|--|-------------------------|---------|---|
| | | | FUNCTIONAL FIELD | GENERIC | |
| Chief Education Specialist | A recognised three- or four-year qualification, which includes professional teacher education. | Registration with SACE as professional educator. | | | 9 years' experience in the educational field. |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- B.3.2.1.3 Notwithstanding the requirements set out in paragraph B.3.2.1.1 and B.3.2.1.2, a person appointed to anyone of the following posts, is not required to be a qualified educator but must comply with the relevant requirements for appointment as set out in the document “*Criteria for the Evaluation and Recognition of Qualifications for Employment in Education*”.
- (a) Agricultural Technology
 - (b) Civil Technology
 - (c) Computer Applications Technology
 - (d) Dance Studies
 - (e) Design
 - (f) Dramatic Arts
 - (g) Education Psychologists
 - (h) Electrical Technology
 - (i) Engineering Graphics and Design
 - (j) Equine Studies
 - (j) Hospitality Studies
 - (k) Information Technology
 - (l) Maritime Economics
 - (m) Mechanical Technology
 - (n) Music
 - (o) Nautical Science
 - (p) Occupational Therapists
 - (q) Psychologists
 - (r) School Social Workers
 - (s) Vocational fields in Special Needs Education
 - (t) Physiotherapists
 - (u) Speech Therapists
 - (v) Visual Arts
- B.3.2.1.4 Notwithstanding the requirements set out in paragraph B.3.2.1.2, the Minister may approve the appointment, to office-based educator posts, of persons who have not been trained as educators in cases where such training is not a pre-requisite to perform the duties attached to the specific educator post, but who are otherwise suitably qualified to perform such duties. The total number of such appointments to posts in provincial departments of education, as well as DBE, may not exceed 100.
- B.3.2.1.5 Notwithstanding the requirements set out in paragraph B.3.2.1.1, a person with REQV 11 or 12 and who is already employed as an educator in terms of previous measures that provided for his/her appointment, may retain his/her employment status in terms of the measures that applied when he/she was appointed. (*ELRC Resolution 4 of 2001*)
- B.3.2.1.6 With the exception of persons appointed to posts referred to in paragraphs B.3.2.1.3, a person who is appointed from outside education and who is not appropriately qualified, may only be appointed in a temporary capacity. These appointments are regarded as individual relaxations of the requirements.
- B.3.2.1.7 A person who qualifies for appointment in a permanent capacity in terms of paragraphs B.3.2.1.1 to B.3.2.1.8, may also be promoted to an appropriate post on a higher post level.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

B.3.2.1.8 Notwithstanding the provisions in paragraphs B.3.2.1.3 to B.3.2.1.7, preference should be given in all cases to appropriately qualified applicants for any educator post.

B.3.2.2 Registration with SACE (*South African Council for Educators Act, Act No 31 of 2000*)

B.3.2.2.1 In order to qualify for appointment as an educator, a person must be registered with SACE.

B.3.2.2.2 Notwithstanding the requirements set out in paragraph B.3.2.1.2, the Minister may approve the appointment of office-based educators who have not been trained as educators, but who are otherwise suitably qualified to perform the required duties (refer to paragraph B.3.2.1.4) and who are not registered with SACE.

B.3.3 Appointment on probation (*Regulation 3 of the Regulations regarding the terms and conditions of employment of educators*)

B.3.3.1 An educator's first appointment to education in a permanent capacity will be on probation for a period of 12 months, which may be extended, on good cause shown, for a further period not exceeding 12 months. An educator must be informed in writing of the intention to extend his/her probation period.

B.3.3.2 An employer may approve the secondment, transfer or promotion during his/her period of probation, provided that the educator remains on probation for a total period, including the period served in the former post, of at least 12 months.

B.3.3.3 If deemed necessary, the employer may require that the appointment of an educator to a promotion level to be on probation, provided that the conditions in paragraphs B.3.3.1 and B.3.3.2 apply.

B.3.3.4 If the performance of an educator on probation complies with the relevant requirements as set out in the performance management system, his/her permanent appointment may be confirmed.

B.3.3.5 An educator's permanent appointment will only become effective once he/she is informed in writing by the employer to that effect. The employer must inform the educator within 6 months after expiry of the probation period or extended probation period of the educator's permanent appointment or otherwise.

B.3.4 Re-appointment of educators

B.3.4.1 Educators who have retired or have retired prematurely

B.3.4.1.1 Subject to the general policy prescriptions applicable to the appointment of educators, every re-appointment of an educator who has retired or has been retired on pension before reaching his/her retirement age must be approved by the HoD or by the person to whom he/she has delegated such authority. Re-appointment means any form of re-employment in a full-time or part-time capacity of an educator who has retired or has been retired on pension prematurely in terms of any of the approved measures.

B.3.4.1.2 The principles referred to below must be taken into account in considering such re-appointments. The HoD or the person to whom he/she has delegated the responsibility,

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

will decide on the re-appointment concerned after he/she has considered the following principles and the extent to which they have been complied with:

- (a) Whether the re-appointment of persons who have, at their own request, retired prematurely on reduced pension benefits, may be deemed to be in the interest of the State
- (b) The only consideration must be the interests of education, which includes the interests of the department of education, the learner, the school and the State.
- (c) Other applicants who comply with the prescribed requirements for appointment, and young entrants to the profession in particular, must be given preference over persons who have already had the opportunity of an extensive career in education.

B.3.4.2 Educators whose services have been terminated due to rationalisation/re-organisation prior to 31 May 1996

B.3.4.2.1 Subject to the general policy prescriptions applicable to the appointment of educators, every re-appointment of an educator whose service has been terminated due to rationalisation/re-organisation must be approved by the HoD or by the person to whom he/she has delegated such authority. Re-appointment means any form of re-employment in a full-time or part-time capacity of an educator whose services have been terminated due to rationalisation/re-organisation.

B.3.4.2.2 In considering a person whose services have been terminated due to rationalisation/re-organisation and who has not been given the option of appointment to another suitable post, the termination of his/her services will not prejudice him/her being considered for re-appointment.

B.3.4.2.3 In the absence of sound reasons, the re-appointment of persons whose services have been terminated owing to rationalisation/re-organisation and who have been given the opportunity of being transferred to another suitable post, but who have nevertheless exercised the choice of retiring on pension prematurely, will be deemed not to be in the interest of the State.

Note: “Suitable post” in this regard means a post of a grading at least equal to the one from which the educator concerned has been retired and which, given all the relevant circumstances of the person concerned, is such that he/she may reasonably be expected to accept appointment to such position.

B.3.4.3 Educators who have retired on grounds of permanent incapacity

B.3.4.3.1 The application for re-appointment of persons who have retired on pension prematurely on grounds of permanent incapacity and whose state of health has improved to such an extent that the prescribed health requirements are met, will be considered, bearing in mind the principles in paragraph B.3.4.1.1 and B.3.4.1.2.

B.3.4.4 Educators who have taken a Voluntary Severance Package (VSP) (*Government Gazette No 17226, dated 31 May 1996*), or an Employee Initiated Severance Package (EISP) (*Government Gazette No 29056, dated 21 July 2006*) or a Mutually Agreed to Severance Package (MASP) (*PSCBC Resolution 12 of 2000*)

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

B.3.4.4.1 The principles contained in paragraphs B.3.4.1.1 and B.3.4.1.2 apply.

B.3.5 Occupation Specific Dispensation (OSD) for education therapists, psychologists, counsellors and psychometrists: Career paths, remuneration and post structure, appointment requirements, recognition of experience, grade progression opportunities and requirements (*ELRC Collective Agreement 1 of 2012: Occupation Specific Dispensation for Education Therapists, Psychologists and Counsellors in Public Education*)

B.3.5.1 All the provisions in Chapter B are applicable to education therapists, psychologists, counsellors and psychometrists, excluding career pathing, remuneration and post structure, appointment requirements, recognition of experience, promotion and progression, which are dealt with in this section.

B.3.5.2 Salary adjustment when appointed in a higher post or grade

All serving therapists, psychologists and counsellors who advance to a higher post or grade, must gain at least one notch on such appointment.

B.3.5.3 These measures are applicable retrospectively to 1 July 2010.

B.3.5.4 OSD FOR EDUCATION THERAPISTS EMPLOYED IN PUBLIC EDUCATION, CAREER PATHS, REMUNERATION AND POST STRUCTURE, APPOINTMENT REQUIREMENTS, RECOGNITION OF EXPERIENCE, GRADE PROGRESSION OPPORTUNITIES AND REQUIREMENTS

A three or four year tertiary educational qualification (REQV 13 or REQV 14¹) plus registration with the Health Professions Council of South Africa, as well as registration with the South African Council for Educators (SACE) (where applicable), is a minimum requirement for employment.

| CAREER STREAM: SCHOOL-BASED EDUCATION THERAPIST | | | | | | |
|---|---|---|--|---|--|---|
| Post | Salary levels and scales | Appointment requirements | | | Recognition of experience on appointment | Grade progression requirement/measures |
| | | Qualifications | Registration | Experience | | |
| CAREER PATH | | | | | | |
| | 2010 | | | | | |
| Education Therapist Grade 1 | (Notch) 173,949 176,562 179,211 181,899 184,632 187,398 190,212 193,062 195,957 198,894 | Appropriate qualification that allows for the required registration with the HPCSA. | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA). Registration with the South African Council for Educators (SACE). | <ul style="list-style-type: none"> None after registration with the Health Professions Council of South Africa (HPCSA) in respect of RSA qualified therapists who performed Community Service, as required in South Africa. One year relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of foreign qualified therapists, of whom it is not required to perform | Not applicable. | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competences for the grade contained in the appointment requirements, as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> Ten (10) years actual service and/or recognizable experience after compliance with the appointment requirements for this Grade. Grade progression shall |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|--|--|--|--|---|--|---|
| | | | | | Community Service, as required in South Africa. | | <p>become effective on the 1st day of the month following the date on which the Education Therapist met all the requirements.</p> <ul style="list-style-type: none"> Grade progression shall be effective from 1 January 2012. <p>Accelerated grade progression: Good performance</p> <ul style="list-style-type: none"> Five (5) years actual service and/or recognizable experience after compliance with the appointment requirements in the grade, with at least four (4) annual assessment ratings of good performance in Grade 1. Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Education Therapist met all the requirements. Accelerated grade progression shall be effective from 1 January 2012. |
| | | | | | | | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> |
| | | | | | | | <p>Not applicable.</p> |
| | | | | | | | <ul style="list-style-type: none"> A minimum of ten (10) years relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of RSA qualified therapists who performed Community Service, as required in South Africa. |
| | | | | | | | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA). Registration with the South African Council for Educators (SACE). |
| | | | | | | | <p>Appropriate qualification that allows for the required registration with the HPCSA.</p> |
| | | | | | | | <p>(Notch)</p> <p>204,906 207,981 211,101 214,272 217,485 220,749 224,061 227,421</p> |
| | | | | | | | <p>Education Therapist Grade 2</p> |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|-----------------------------|--------------------|--|---|---|-----------------|---|
| | 230,832 234,297 | | | <ul style="list-style-type: none"> Minimum of eleven (11) years relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of foreign qualified therapists, of whom it is not required to perform Community Service, as required in South Africa. | | <ul style="list-style-type: none"> Ten (10) years actual service and/or recognizable experience after compliance with the appointment requirements for this Grade. Grade progression shall become effective from the 1st day of the month following the date on which the Education Therapist met all the requirements. Grade progression shall be effective from 1 January 2012. <p>Accelerated grade progression: Good performance</p> <ul style="list-style-type: none"> Five (5) years actual service and/or recognizable experience after compliance with the appointment requirements in the grade, with at least four (4) annual assessment ratings of good performance in Grade 2. Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Education Therapist met all the requirements. Accelerated grade progression shall be effective from 1 January 2012 |
| Education Therapist Grade 3 | (Notch) 241,374 | Appropriate qualification that allows for the required registration with the | <ul style="list-style-type: none"> Registration with the Health Professions Council of South | <ul style="list-style-type: none"> A minimum of twenty (20) years relevant experience after registration with the | Not applicable. | <p>Accelerated pay progression</p> <ul style="list-style-type: none"> 2 notches per assessment cycle. |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | | | |
|-----------------------------------|---|---|--|--|--|---|--|
| | | 244,998 248,673 252,402 256,188 260,031 263,934 267,894 271,914 275,988 280,131 284,331 288,600 292,926 | HPCSA. | Africa (HPCSA). <ul style="list-style-type: none">Registration with the South African Council for Educators (SACE). | Health Professions Council of South Africa (HPCSA) in respect of RSA qualified therapists who performed Community Service, as required in South Africa. <ul style="list-style-type: none">Minimum of twenty-one (21) years relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of foreign qualified therapists, of whom it is not required to perform Community Service, as required in South Africa. | | <ul style="list-style-type: none"> Based on assessment of good performance. Limited to maximum of 20% per annum of the number of education therapists on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> Promotion to higher vacant advertised post. |
| Chief Education Therapist Grade I | (Notch) 256,188 260,031 263,934 267,894 271,914 275,988 280,131 284,331 | Appropriate qualification that allows for the required registration with the HPCSA. | Registration with the Health Professions Council of South Africa (HPCSA) in the relevant profession <ul style="list-style-type: none">Registration with the South African Council for Educators (SACE), | <ul style="list-style-type: none"> A minimum of 3 years appropriate experience after registration with the Health Professions Council of South Africa (HPCSA) in the relevant profession (where applicable) | Not applicable. | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> Eight (8) years actual service in the position of Chief Education Therapist Grade 1. Grade progression shall become effective from the 1st day of the month following the date on which the Chief Education Therapist met all the requirements. Grade progression shall be effective from 1 January 2012. | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|--|--|--|--|--|--|--|---|
| | | | | | | | | <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> ▪ Five (5) years actual service in the position of Chief Education Therapist Grade 1, with at least four (4) annual assessment ratings of good performance. ▪ Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Chief Education Therapist met all the requirements. ▪ Accelerated grade progression shall be effective from 1 January 2012. |
| | | | | | | | | <p>Accelerated pay progression</p> <ul style="list-style-type: none"> ▪ 2 notches per assessment cycle. ▪ Based on assessment of good Performance. Limited to maximum of 20% per annum of the number of employees on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> ▪ Promotion to higher vacant advertised post |
| | | | | | | | | Not applicable. |
| | | | | | | | | No direct appointment on this Grade |
| | | | | | | | | No direct appointment on this Grade |
| | | | | | | | | No direct appointment on this Grade |
| | | | | | | | | (Notch) 292,926 297,321 301,779 306,306 310,902 315,567 320,301 325,104 |
| | | | | | | | | Chief Education Therapist Grade 2 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| CAREER STREAM: OFFICE-BASED EDUCATION THERAPIST | | | | | | |
|---|---|---|--|--|--|---|
| Post | Salary levels and scales | Appointment requirements | | | Recognition of experience on appointment | Grade progression requirement/measures |
| | | Qualifications | Registration | Experience | | |
| CAREER PATH | | | | | | |
| | 2010 | | | | | |
| Chief Education Therapist Grade I | (Notch) 256,188 260,031 263,934 267,894 271,914 275,988 280,131 284,331 | Appropriate qualification that allows for the required registration with the HPCSA. | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) in the relevant profession. Registration with the South African Council for Educators (SACE), (where applicable) | <ul style="list-style-type: none"> A minimum of 3 years appropriate experience after registration with the Health Professions Council of South Africa (HPCSA) in the relevant profession (where applicable) | Not applicable. | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> Eight (8) years actual service in the position of Chief Education Therapist Grade 1. Grade progression shall become effective from the 1st day of the month following the date on which the Chief Education Therapist met all the requirements. Grade progression shall be effective from 1 January 2012. <p>Accelerated grade progression: Good Performance</p> |

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PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | | | |
|--|---|---|---|--|-----------------|--|--|
| | | | | | | | <ul style="list-style-type: none"> ▪ Five (5) years actual service in the position of Chief Education Therapist Grade 1, with at least four (4) annual assessment ratings of good performance. ▪ Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Chief Education Therapist met all the requirements. ▪ Accelerated grade progression shall be effective from 1 January 2012. |
| Chief Education Therapist Grade 2 | (Notch) 292,926 297,321 301,779 306,306 310,902 315,567 320,301 325,104 | No direct appointment on this Grade | No direct appointment on this Grade | No direct appointment on this Grade | Not applicable. | <p>Accelerated pay progression</p> <ul style="list-style-type: none"> ▪ 2 notches per assessment cycle. ▪ Based on assessment of good Performance. Limited to maximum of 20% per annum of the number of employees on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> ▪ Promotion to higher vacant advertised post | |
| Education Therapist Specialist Grade 1 | (Notch) 284,331 288,600 292,926 297,321 301,779 306,306 310,902 315,567 | Appropriate qualification that allows for the required registration with the HPCSA. | Registration with the Health Professions Council of South Africa (HPCSA) in the relevant profession | <ul style="list-style-type: none"> • A minimum of three (3) years appropriate experience after registration with the Health Professions Council of South Africa (HPCSA) in the relevant profession. | Not applicable. | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | | | | |
|--|---|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|-----------------|--|--|
| | | | applicable). | | | | | <ul style="list-style-type: none"> ▪ Eight (8) years actual service in the position of Education Therapist Specialist Grade 1. ▪ Grade progression shall become effective from the 1st day of the month following the date on which the Education Therapist Specialist met all the requirements. ▪ Grade progression shall be effective from 1 January 2012. <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> ▪ Five (5) years actual service in the position of Education Therapist Specialist Grade 1, with at least four (4) annual assessment ratings of good performance. ▪ Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Education Therapist Specialist met all the requirements. ▪ Accelerated grade progression shall be effective from 1 January 2012. <p>Accelerated pay progression</p> <ul style="list-style-type: none"> ▪ 2 notches per assessment cycle. ▪ Based on assessment of good performance. ▪ Limited to maximum of 20% per |
| Education Therapist Specialist Grade 2 | (Notch) 325,104 329,979 334,926 339,951 | No direct appointment on this grade. | No direct appointment on this grade. | No direct appointment on this grade. | No direct appointment on this grade. | Not applicable. | | |

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PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | | | |
|---|---|--|---|--|---|-----------------|---|
| | | 345,048 350,226 355,479 360,810 | Appropriate qualification that allows for the required registration with the HPCSA. | Registration with the Health Professions Council of South Africa (HPCSA) in the relevant profession <ul style="list-style-type: none"> Registration with the South African Council for Educators (SACE) (where applicable). | <ul style="list-style-type: none"> A minimum of three (3) years relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in the relevant profession. | Not applicable. | <p>annum of the number of employees on this Grade in the provincial department of education.</p> <p><u>Promotion</u></p> <ul style="list-style-type: none"> Promotion to higher vacant advertised post <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> Eight (8) years actual service in the position of Senior Education Therapist Specialist Grade 1. Grade progression shall become effective from the 1st day of the month following the date on which the Senior Education Therapist Specialist met all the requirements. Grade progression shall be effective from 1 January 2012. <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> Five (5) years actual service in the position of Senior Education Therapist Specialist Grade 1, with at least four (4) |
| Senior Education Therapist Specialist Grade 1 | (Package) 475,806 482,943 490,191 497,544 505,005 512,583 520,269 528,072 | | | | | | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | | | |
|--|--|--|--|--|--|--|---|
| | | | | | | | <p>annual assessment ratings of good performance.</p> <ul style="list-style-type: none"> ▪ Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Senior Education Therapist Specialist met all the requirements. ▪ Accelerated grade progression shall be effective from 1 January 2012. |
| | | | | | | | <p>Accelerated pay progression</p> <ul style="list-style-type: none"> ▪ 2 notches per assessment cycle. ▪ Based on assessment of good performance. ▪ Limited to maximum of 20% per annum of the number of employees on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> ▪ Promotion to higher vacant advertised post |
| | | | | | | | <p>Not applicable.</p> |
| | | | | | | | <p>No direct appointment on this grade.</p> |
| | | | | | | | <p>No direct appointment on this grade.</p> |
| | | | | | | | <p>No direct appointment on this grade.</p> |
| | | | | | | | <p>(Package)</p> <p>544,035 552,195 560,475 568,881 577,413 586,077 594,870 603,792 612,849 622,041</p> |
| | | | | | | | <p>Senior Education Therapist Specialist Grade 2</p> |

B.3.5.5 OSD FOR COUNSELLORS/PYCHOMETRISTS EMPLOYED IN PUBLIC EDUCATION, CAREER PATHS, REMUNERATION AND POST STRUCTURE, APPOINTMENT REQUIREMENTS, RECOGNITION OF EXPERIENCE, GRADE PROGRESSION OPPORTUNITIES AND REQUIREMENTS

| CAREER STREAM: : SCHOOL-BASED EDUCATION COUNSELLOR /PSYCHOMETRIST | | | | | | |
|---|---|---|---|---|--|--|
| Post | Salary levels and scales | Appointment requirements | | | Recognition of experience on appointment | Grade progression requirement/measures |
| | | Qualifications | Registration | Experience | | |
| CAREER PATH | | | | | | |
| | 2010 | | | | | |
| Education Counsellor/ Psychometrist Grade 1 | (Package) 318,312 323,068 327,933 332,853 337,845 342,912 348,051 353,274 | Appropriate qualification that allows registration with the HPCSA as Counsellor or Psychometrist. | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. Registration with the South African Council for Educators (SACE). | <ul style="list-style-type: none"> None after registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. | None | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements, as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> Eight (8) years actual service and/or recognisable experience after compliance with the appointment requirements in the Grade Grade progression shall become effective from the 1st day of the month following the date on which the Education Counsellor or Psychometrist met all the |

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|---|---|
| | | | | | | | | | <p>requirements.</p> <ul style="list-style-type: none"> Grade progression shall be effective from 1 January 2012. <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> Five (5) years actual service and/or recognisable experience after compliance with the appointment requirements in the Grade with at least four (4) annual assessment ratings of good performance. Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Education Counsellor or Psychometrist met all the requirements. Accelerated grade progression shall be effective from 1 January 2012. | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency:</p> |
| | | | | | | | | | <p>None</p> | <ul style="list-style-type: none"> A minimum of eight (8) years appropriate experience as Counsellor after registration with the Health Professions Council for South Africa (HPCSA) as Counsellor or Psychometrist. |
| | | | | | | | | | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. |
| | | | | | | | | | <p>Appropriate qualification that allows registration with the HPCSA as Counsellor or Psychometrist.</p> | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. |
| | | | | | | | | | <p>(Package)</p> <p>363,954 369,411 374,952 380,577 386,266 392,079</p> | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. |
| | | | | | | | | | <p>Education Counsellor/ Psychometrist Grade 2</p> | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|--|--------------------|--|---|--|--|--|
| | | 397,962 403,932 | | <ul style="list-style-type: none"> Registration with the South African Council for Educators (SACE). | | | <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> Eight (8) years actual and/or recognisable experience after compliance with the appointment requirements in the Grade Grade progression shall become effective from the 1st day of the month following the date on which the Education Counsellor or Psychometrist met all the requirements. Grade progression shall be effective from 1 January .2012 <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> Five (5) years actual service and/or recognisable experience after compliance with the appointment requirements in the Grade, with at least four (4) annual assessment ratings of good performance. Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Education Counsellor or Psychometrist met all the requirements. Accelerated grade |
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PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|---|---|---|---|--|------|---|
| | | | | | | | progression shall be effective from 1 January 2012. |
| | Education Counsellor/ Psychometrist Grade 3 | (Package) 416,142 422,382 428,718 435,147 441,672 448,299 455,022 461,847 | | | | | <p>Accelerated pay progression</p> <ul style="list-style-type: none"> ▪ 2 notches per assessment cycle. ▪ Based on assessment of good performance. ▪ Limited to maximum of 20% per annum of the number of education therapists on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> ▪ Promotion to higher vacant advertised post. |
| | Chief Education Counsellor/ Psychometrist Grade 1 | (Package) 416,142 422,382 428,718 435,147 441,671 448,299 455,022 461,847 | Appropriate qualification that allows registration with the HPCSA as Counsellor or Psychometrist. | <ul style="list-style-type: none"> • Registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. • Registration with the South African Council for Educators (SACE), where applicable. | <ul style="list-style-type: none"> • A minimum of three (3) years appropriate experience as Counsellor after registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. | None | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> ▪ Eight (8) years actual service in the position of Chief Education Counsellor Grade 1. ▪ Grade progression shall become effective from the 1st day of the month following the date on which the Chief Education |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|--|--|--|--|--|--|--|--|---|
| | | | | | | | | | <p>Counsellor or Chief Education Psychometrist met all the requirements.</p> <ul style="list-style-type: none"> Grade progression shall be effective from 1 January 2012. <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> Five (5) years actual service in the position of Chief Education Counsellor Grade 1 or Chief Education psychometrist Grade 1 with at least four (4) annual assessment ratings of good performance. Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Chief Education Counsellor or Chief Education Psychometrist met all the requirements. Accelerated grade progression shall be effective from 1 January 2012. |
| | | | | | | | | | <p>Accelerated pay progression</p> <ul style="list-style-type: none"> 2 notches per assessment cycle. Based on assessment of good performance. |
| | | | | | | | | | None |
| | | | | | | | | | No direct appointment on this Grade |
| | | | | | | | | | No direct appointment on this Grade |
| | | | | | | | | | No direct appointment on this Grade |
| | | | | | | | | | No direct appointment on this Grade |
| | | | | | | | | | (Package) 475,806 482,943 490,191 |
| | | | | | | | | | Chief Education Counsellor/ Psychometrist Grade 2 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|---------|--|--|--|--|--|--|
| | | | | | | | <ul style="list-style-type: none"> Limited to maximum of 20% per annum of the number of employees on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> Promotion to higher vacant advertised post |
| | 497,544 | | | | | | |
| | 505,005 | | | | | | |
| | 512,583 | | | | | | |
| | 520,269 | | | | | | |
| | 526,072 | | | | | | |
| | 535,995 | | | | | | |

| CAREER STREAM: OFFICE-BASED EDUCATION COUNSELLOR / PSYCHOMETRIST | | | | | | |
|--|---|---|--|---|--|--|
| Post | Salary levels and scales | Appointment requirements | | | Recognition of experience on appointment | Grade progression requirement/measures |
| | | Qualifications | Registration | Experience | | |
| CAREER PATH | 2010 | | | | | |
| Education Counsellor/ Psychometrist Grade I | (Package) 318,312 323,068 327,933 332,853 337,845 342,912 348,051 353,274 | Appropriate qualification that allows registration with the HPCSA as Counsellor or Psychometrist. | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. Registration with the South African Council for Educators, (SACE), where applicable. | <ul style="list-style-type: none"> None after registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. | None | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements, as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> Eight (8) years actual service and/or recognisable experience after compliance with the appointment requirements in the Grade |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|-----------------------|-----------|--|--|--|------|--|---|
| | Education Counsellor/ | (Package) | Appropriate qualification that allows registration | <ul style="list-style-type: none"> Registration with the Health Professions Council | <ul style="list-style-type: none"> A minimum of eight (8) years appropriate | None | <ul style="list-style-type: none"> Grade progression shall become effective from the 1st day of the month following the date on which the Education Counsellor or Psychometrist met all the requirements. Grade progression shall be effective from 1 January 2012. <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> Five (5) years actual service and/or recognisable experience after compliance with the appointment requirements in the Grade with at least four (4) annual assessment ratings of good performance. Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Education Counsellor or Psychometrist met all the requirements. Accelerated grade progression shall be effective from 1 January 2012. | Compliance with the educational qualifications, statutory requirements, |
|--|-----------------------|-----------|--|--|--|------|--|---|

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | |
|--------------------------|--|--|--|--|--|
| Psychometrist Grade 2 | 363,954 369,411 374,952 380,577 386,266 392,079 397,962 403,932 | with the HPCSA as Counsellor or Psychometrist. | sions Council of South Africa (HPCSA) as Counsellor or Psychometrist. • Registration with the South African Council for Educators (SACE), where applicable. | experience as Counsellor after registration with the Health Professions Council for South Africa (HPCSA) as Counsellor or Psychometrist. | prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency: Grade progression: Satisfactory performance: Eight (8) years actual and/or recognisable experience after compliance with the appointment requirements in the Grade Grade progression shall become effective from the 1 st day of the month following the date on which the Education Counsellor or Psychometrist met all the requirements. ▪ Grade progression shall be effective from 1 January .2012 Accelerated grade progression: Good Performance ▪ Five (5) years actual service and/or recognisable experience after compliance with the appointment requirements in the Grade, with at least four (4) annual assessment ratings of good performance. ▪ Accelerated grade progression shall become effective on the 1 st day of the month following the |
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PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|---|---|---|---|--|------|---|
| | | | | | | | <p>date on which the Education Counsellor or Psychometrist met all the requirements.</p> <ul style="list-style-type: none"> Accelerated progression shall be effective from 1 January 2012. |
| | Education Counsellor/ Psychometrist Grade 3 | (Package) 416,142 422,382 428,718 435,147 441,672 448,299 455,022 461,847 | | | | | <p>Accelerated pay progression</p> <ul style="list-style-type: none"> 2 notches per assessment cycle. Based on assessment of good performance. Limited to maximum of 20% per annum of the number of education therapists on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> Promotion to higher vacant advertised post. |
| | Chief Education Counsellor/ Psychometrist Grade 1 | (Package) 416,142 422,382 428,718 435,147 441,671 448,299 455,022 461,847 | Appropriate qualification that allows registration with the HPCSA as Counsellor or Psychometrist. | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. Registration with the South African Council for Educators (SACE), where applicable. | <ul style="list-style-type: none"> A minimum of three (3) years appropriate experience as Counsellor after registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. | None | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> Eight (8) years actual service in the position of Chief Education Counsellor |

| | | | | | | | | |
|-----------------|---|--|--|--|--|--|--|--|
| <p>Grade 1.</p> | <ul style="list-style-type: none"> ▪ Grade progression shall become effective from the 1st day of the month following the date on which the Chief Education Counsellor or Chief Education Psychometrist met all the requirements. ▪ Grade progression shall be effective from 1 January 2012. | | | | | | | |
| | <p>Accelerated grade progression: Good Performance</p> | | | | | | | |
| | <ul style="list-style-type: none"> ▪ Five (5) years actual service in the position of Chief Education Counsellor Grade 1 or Chief Education Psychometrist Grade 1 with at least four (4) annual assessment ratings of good performance. ▪ Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Chief Education Counsellor or Chief Education Psychometrist met all the requirements. ▪ Accelerated grade progression shall be effective from 1 January 2012. | | | | | | | |
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PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | |
|---|--|---|--|------------------------|--|
| <p>Chief Education Counsellor/ Psychometrist Grade 2</p> <p>(Package) 475,806 482,943 490,191 497,544 505,005 512,583 520,269 526,072 535,995</p> | <p>No direct appointment on this Grade</p> | <p>No direct appointment on this Grade</p> | <p>No direct appointment on this Grade</p> | <p>None</p> | <p>Accelerated pay progression</p> <ul style="list-style-type: none"> ▪ 2 notches per assessment cycle. ▪ Based on assessment of good performance. ▪ Limited to maximum of 20% per annum of the number of employees on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> ▪ Promotion to higher vacant advertised post |
| <p>Senior Education Counsellor/ Psychometrist Specialist Grade 1</p> <p>(Package) 512,583 520,269 526,072 535,995 544,035 552,195 560,475 568,881</p> | <p>Appropriate qualification that allows registration with the HPCSA as Counsellor or Psychometrist.</p> | <ul style="list-style-type: none"> • Registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. • Registration with the South African Council for Educators (SACE), where applicable. | <ul style="list-style-type: none"> • A minimum of three (3) years appropriate experience as Counsellor after registration with the Health Professions Council of South Africa (HPCSA) as Counsellor or Psychometrist. | <p>Not applicable.</p> | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> ▪ Eight (8) years actual service in the position of Senior Education Counsellor Specialist Grade 1 or Senior Education Specialist Grade 1 ▪ Grade progression shall become effective from the 1st day of the month following the date on which the Senior Education Counsellor Specialist or Senior Education Specialist or |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|---------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|----------------|---|
| | | | | | | | Psychometrist Specialist met all the requirements. <ul style="list-style-type: none"> Grade progression shall be effective from 1 January 2012. <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> Five (5) years actual service in the position of Senior Education Counsellor Specialist Grade 1, or Senior Education Specialist Psychometrist Grade 1 with at least four (4) annual assessment ratings of good performance. Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Senior Education Counsellor Specialist or Senior Education Psychometrist Specialist met all the requirements. Accelerated grade progression shall be effective from 1 January 2012. |
| Senior Education Counsellor/ Psychometrist | (Package) 586,077 594,870 | No direct appointment on this grade. | No direct appointment on this grade. | No direct appointment on this grade. | No direct appointment on this grade. | Not applicable | Accelerated pay progression <ul style="list-style-type: none"> 2 notches per assessment cycle. Based on assessment of good |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | | |
|-----------------------|---|--|--|--|--|--|
| Specialist Grade 2 | 603,792 612,849 622,041 631,371 640,842 | | | | | <p>performance. Limited to maximum of 20% per annum of the number of employees on this Grade in the provincial department of education.</p> <p><u>Promotion</u></p> <ul style="list-style-type: none"> ▪ Promotion to higher vacant advertised post |
|-----------------------|---|--|--|--|--|--|

B.3.5.6 OSD FOR PSYCHOLOGISTS EMPLOYED IN PUBLIC EDUCATION, CAREER PATHS, REMUNERATION AND POST STRUCTURE, APPOINTMENT REQUIREMENTS, RECOGNITION OF EXPERIENCE, GRADE PROGRESSION OPPORTUNITIES AND REQUIREMENTS

| CAREER STREAM: SCHOOL-BASED EDUCATION PSYCHOLOGIST | | | | | | |
|--|---|--|--|---|--|--|
| Post | Salary levels and scales | Appointment requirements | | | Recognition of experience on appointment | Grade progression requirement/measures |
| | | Qualifications | Registration | Experience | | |
| CAREER PATH | | | | | | |
| 2010 | | | | | | |
| Education Psychologist Grade 1 | (Package) 392,079 397,962 403,932 409,992 416,142 422,382 428,718 435,147 | Appropriate qualification that allows registration with the HPCSA as Psychologist in a relevant registration category. | Registration with the Health Professions Council of South Africa (HPCSA) as Psychologist in a relevant registration category. • Registration with the South African | <ul style="list-style-type: none"> • None after registration with the Health Professions Council of South Africa (HPCSA) in respect of RSA qualified Psychologist who performed Community Service, as required in South Africa. • One (1) year relevant | None | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements, as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|--|--|--|--|--|--|--|---|--|--|
| | | | | | | | | <ul style="list-style-type: none"> ▪ Eight (8) years actual service and/or recognisable experience after compliance with the appointment requirements for this Grade. ▪ Grade progression shall become effective from the 1st day of the month following the date on which the Education Psychologist met all the requirements. ▪ Grade progression shall be effective from 1 January 2011. <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> ▪ Five (5) years actual service and/or recognisable experience after compliance with the appointment requirements in the grade, with at least four (4) annual assessment ratings of good performance. ▪ Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Education Psychologist met all the requirements. ▪ Accelerated grade progression shall be effective from 1 January 2012. | Compliance with the educational qualifications, statutory requirements, | |
| | | | | | | | | <p>experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of foreign qualified psychologists, of whom it is not required to perform Community Service, as required in South Africa.</p> | None | |
| | | | | | | | | <p>Council for Educators (SACE), where applicable.</p> | <ul style="list-style-type: none"> • Minimum of eight (8) years relevant experience after | |
| | | | | | | | | | <ul style="list-style-type: none"> • Registration with the Health Professions | |
| | | | | | | | | | Appropriate qualification that allows registration with | |
| | | | | | | | | | (Package) | |
| | | | | | | | | | Education Psychologist | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | | |
|---------|--|--|---|---|--|---|
| Grade 2 | 461,547 468,777 475,806 482,943 490,191 497,544 505,005 512,583 | the HPCSA as Psychologist in a relevant registration category. | Council of South Africa (HPCSA) as psychologist in a relevant registration category. <ul style="list-style-type: none">Registration with the South African Council for Educators (SACE), where applicable. | registration with the Health Professions Council of South Africa (HPCSA) in respect of RSA qualified psychologist who performed Community Service, as required in South Africa. <ul style="list-style-type: none">Minimum of nine (9) years' relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of foreign qualified psychologists, of whom it is not required to perform Community Service, as required in South Africa. | | prescribed training and competencies for the grade contained in the appointment requirements, as well as the following experiential competency: Grade progression: Satisfactory performance: <ul style="list-style-type: none">Eight (8) years actual service and/or recognisable experience after compliance with the appointment requirements for this Grade.Grade progression shall become effective from the 1st day of the month following the date on which the Education Psychologist met all the requirements.Grade progression shall be effective from 1 January 2011. Accelerated grade progression: Good Performance <ul style="list-style-type: none">Five (5) years actual service and/or recognisable experience after compliance with the appointment requirements in the grade., with at least four (4) annual assessment ratings of good performance.Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Education Psychologist met all the requirements. |
|---------|--|--|---|---|--|---|

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | | | |
|--|--------------------------------|---|--|---|---|------|--|
| | Education Psychologist Grade 3 | (Package) 535,995 544,035 552,195 560,475 568,881 577,413 586,077 594,870 603,792 612,849 622,041 631,371 | Appropriate qualification that allows registration with the HPCSA as Psychologist in a relevant registration category. | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Psychologist in a relevant registration category. Registration with the South African Council for Educators (SACE), where applicable). | <ul style="list-style-type: none"> Minimum of sixteen (16) years relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of RSA qualified Psychologist who performed Community Service, as required in South Africa. Minimum of seventeen (17) years' relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of foreign qualified psychologists, of whom it is not required to perform Community Service, as required in South Africa. | None | <ul style="list-style-type: none"> Accelerated grade progression shall be effective from 1 January 2012.. <p>Accelerated pay progression</p> <ul style="list-style-type: none"> 2 notches per assessment cycle. Based on assessment of good performance. Limited to maximum of 20% per annum of the number of employees on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> Promotion to higher vacant advertised post |
|--|--------------------------------|---|--|---|---|------|--|

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| CAREER STREAM: OFFICE-BASED EDUCATION PSYCHOLOGIST | | | | | |
|--|---|--|---|--|--|
| Post | Salary levels and scales | Appointment requirements | | Recognition of experience on appointment | Grade progression requirement/measures |
| | | Qualifications | Registration | | |
| CAREER PATH | | | | | |
| | 2010 | | | | |
| Education Psychologist Grade 1 | (Package) 392,079 397,962 403,932 409,992 416,142 422,382 428,718 435,147 | Appropriate qualification that allows registration with the HPCSA as Psychologist in a relevant registration category. | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Psychologist in a relevant registration category.. Registration with the South African Council for Educators (SACE), where applicable. | <ul style="list-style-type: none"> None after registration with the Health Professions Council of South Africa (HPCSA) in respect of RSA qualified Psychologist who performed Community Service, as required in South Africa. One (1) year relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of foreign qualified psychologists, of whom it is not required to perform Community Service, as required in South Africa. | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competences for the grade contained in the appointment requirements, as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> Eight (8) years actual service and/or recognizable experience after compliance with the appointment requirements for this Grade. Grade progression shall become effective from the 1st day of the month following the date on which the Education Psychologist met all the requirements. Grade progression shall be effective from 1 January 2011. <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> Five (5) years actual service |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--|--------------------------------|---|--|--|--|------|---|---|
| | Education Psychologist Grade 2 | (Package) 461,547 468,777 475,806 482,943 490,191 497,544 505,005 512,583 | Appropriate qualification that allows registration with the HPCSA as Psychologist in a relevant registration category. | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as a psychologist in a relevant registration category. Registration with the South African Council for Educators (SACE), where applicable. | <ul style="list-style-type: none"> Minimum of eight (8) years relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of RSA qualified psychologist who performed Community Service, as required in South Africa. Minimum of nine (9) years' relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of foreign qualified psychologists, of whom it is not required to perform Community Service, as required in South Africa. | None | <p>and/or recognisable experience after compliance with the appointment requirements in the grade, with at least four (4) annual assessment ratings of good performance.</p> <ul style="list-style-type: none"> Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Education Psychologist met all the requirements. Accelerated grade progression shall be effective from 1 January 2012. | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements, as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> Eight (8) years actual service and/or recognisable experience after compliance with the appointment requirements for this Grade. Grade progression shall become effective from the 1st day of the month following the date on which the Education Psychologist met all the requirements. |
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PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|--------------------------------|---|--|---|--|------|--|
| | | | | | | <ul style="list-style-type: none"> Grade progression shall be effective from 1 January 2011. <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> Five (5) years actual service and/or recognisable experience after compliance with the appointment requirements in the grade., with at least four (4) annual assessment ratings of good performance. Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Education Psychologist met all the requirements. Accelerated grade progression shall be effective from 1 January 2012.. |
| Education Psychologist Grade 3 | (Package) 535,995 544,035 552,195 560,475 568,881 577,413 586,077 594,870 603,792 612,849 622,041 631,371 | Appropriate qualification that allows registration with the HPCSA as Psychologist in a relevant registration category. | <ul style="list-style-type: none"> Registration with the Health Professions Council of South Africa (HPCSA) as Psychologist in a relevant registration category. Registration with the South African Council for Educators (SACE), where applicable). | <ul style="list-style-type: none"> Minimum of sixteen (16) years relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of RSA qualified Psychologist who performed Community Service, as required in South Africa. Minimum of seventeen (17) years' relevant experience after registration with the Health Professions Council of South Africa (HPCSA) in respect of foreign | None | <p>Accelerated pay progression</p> <ul style="list-style-type: none"> 2 notches per assessment cycle. Based on assessment of good performance. Limited to maximum of 20% per annum of the number of employees on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> Promotion to higher vacant advertised post |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|---------------------------------------|---|---|--|--|--|------|---|
| | | | | | qualified psychologists, of whom it is not required to perform Community Service, as required in South Africa. | None | <p>Compliance with the educational qualifications, statutory requirements, prescribed training and competencies for the grade contained in the appointment requirements as well as the following experiential competency:</p> <p>Grade progression: Satisfactory performance:</p> <ul style="list-style-type: none"> ▪ Eight (8) years actual service on this Grade. ▪ Grade progression shall become effective from the 1st day of the month following the date on which the Senior Education Psychologist met all the requirements. ▪ Grade progression shall be effective from 1 January 2011. <p>Accelerated grade progression: Good Performance</p> <ul style="list-style-type: none"> ▪ Five (5) years actual service in the position of Senior Education Psychologist Grade |
| Senior Education Psychologist Grade 1 | (Package) 568,881 577,413 586,077 594,870 603,792 612,849 622,041 631,371 | Appropriate qualification that allows for the required registration with the HPCSA as Psychologist in a relevant registration category. | <ul style="list-style-type: none"> • Registration with the Health Professions Council of South Africa (HPCSA) as Psychologist. • Registration with the South African Council for Educators (SACE), where applicable. | <ul style="list-style-type: none"> • A minimum of 3 years appropriate experience as Psychologist after registration with the Health Professions Council for South Africa (HPCSA) as Psychologist | | | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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| | | | | | | | | <p>1, with at least four (4) annual assessment ratings of good performance.</p> <ul style="list-style-type: none"> ▪ Accelerated grade progression shall become effective on the 1st day of the month following the date on which the Senior Education Psychologist met all the requirements. ▪ Accelerated grade progression shall be effective from 1 January 2012. |
| | | | | | | | | <p>Accelerated pay progression</p> <ul style="list-style-type: none"> ▪ 2 notches per assessment cycle. ▪ Based on assessment of good performance. ▪ Limited to maximum of 20% per annum of the number of employees on this Grade in the provincial department of education. <p><u>Promotion</u></p> <ul style="list-style-type: none"> ▪ Promotion to higher vacant advertised post |
| | | | | | | | | None |
| | | | | | | | | No direct appointment on this Grade |
| | | | | | | | | No direct appointment on this Grade |
| | | | | | | | | No direct appointment on this Grade |
| | | | | | | | | <p>(Package)</p> <p>650,454 660,210 670,113 650,163 690,366 700,722 711,231 721,899 732,726 743,721</p> |
| | | | | | | | | Senior Education Psychologist Grade 2 |

B.4 POSSIBLE CAREER PATH OPPORTUNITIES AND REQUIREMENTS FOR APPOINTMENT/UPGRADE/PROMOTION

| | JOB TITLE | | PROMOTION/ UPGRADING OF POST/APPOINTMENT | CAREER PATH/ STREAM | CRITERIA |
|----------------|---|--|--|---------------------------|--|
| | From | To | | | |
| B.4.1 | School-based Educators | | | | |
| B.4.1.1 | School-based Educator: General Classroom Teacher | | | | |
| | Teacher (Post level 1) | Senior Teacher (Post level 1) | By means of salary progression. | General Classroom Teacher | Compliance with the educational qualifications, statutory requirements, competencies and skills, experiential competency of the post or on the required salary notch (in the case of Senior and Master Teacher). |
| | | Master Teacher (Post level 1) | By means of salary progression. | General Classroom Teacher | |
| | | Departmental Head (Post level 2) | Apply for vacancy (promotion) | School-based Manager | |
| | | Office-based post | Apply for vacancy (promotion) | Office-based Specialist | |
| | Senior Teacher (Post level 1) | Master Teacher (Post level 1) | By means of salary progression | General Classroom Teacher | Compliance with the educational qualifications, statutory requirements, competencies and skills, experiential competency of the post or on the required salary notch (in the case of a Master Teacher). |
| | | Departmental Head (Post level 2) | Apply for vacancy (promotion) | School-based Manager | |
| | | Office-based post | Apply for vacancy (promotion) | Office-based Specialist | |
| | Master Teacher (Post level 1) | Departmental Head (Post level 2) | Apply for vacancy (promotion) | School-based Manager | Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency of the post. |
| | | Office-based post | Apply for vacancy (promotion) | Office-based Specialist | |
| B.4.1.2 | School-based Educator: Manager | | | | |
| | Departmental Head (Post level 2) | Deputy Principal (Post level 3) | Apply for vacancy (promotion) | School-based Manager | Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency of the post |
| | | Principal (Post level 4) (P1 to P5) | Apply for vacancy (promotion) | School-based Manager | |
| | | Senior Education Specialist (Post level 3) | Apply for vacancy (promotion) | Office-based Specialist | |
| | | Office-based post on a higher post level | Apply for vacancy (promotion) | Office-based Specialist | |
| | Deputy Principal | Principal (Post level 4) | Apply for vacancy (promotion) | School-based Manager | Compliance with the educational qualifications, |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

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|---|--|---|--|---|
| (Post level 3) | (P1 to P5) Office-based promotion post | (promotion) Apply for vacancy (promotion) | Office-based Specialist | statutory requirements, competencies and skills and experiential competency of the post |
| Principal 1 (Post level 4) | Principal P2 to P5 (Post level 4) Deputy Chief Education Specialist (Post level 5) Chief Education Specialist (Post level 6) | Apply for vacancy (upgrade) Apply for vacancy (promotion) Apply for vacancy (promotion) | School-based Manager Office-based Specialist Office-based Specialist | Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency of the post |
| Principal 2-5 (Post level 4) <i>Note: A principal's post can also be upgraded in terms of ELRC Collective Agreement 5 of 2006.</i> | P3 to P5 (Post level 4) Deputy Chief Education Specialist (Post level 5) Chief Education Specialist (Post level 6) | Apply for vacancy (upgrade) Apply for vacancy (promotion) Apply for vacancy (promotion) | School-based Manager Office-based Specialist Office-based Specialist | Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency of the post |

| | | | | |
|----------------|--|-------------------------------|-------------------------|---|
| B.4.2 | Office-based Educators | | | |
| B.4.2.1 | Office-based Educator: Specialist | | | |
| | Education Specialist (post level 2) | Apply for vacancy (promotion) | Office-based Specialist | Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency of the post |
| | Senior Education Specialist (Post level 3) | Apply for vacancy (promotion) | Office-based Specialist | Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency of the post |
| | Deputy Chief Education Specialist (Post level 5) | Apply for vacancy (promotion) | Office-based Specialist | Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency of the post |
| | Deputy Chief Education Specialist (Post level 5) | Apply for vacancy (promotion) | Office-based Specialist | Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency of the post |
| | Chief Education Specialist (Post level 6) | Apply for vacancy (promotion) | Office-based Specialist | Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency of the post |
| | Deputy Chief Education Specialist (Post level 5) | Apply for vacancy (promotion) | Office-based Specialist | Compliance with the educational qualifications, statutory requirements, competencies and skills and experiential competency of the post |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

B.5 ADVERTISING AND FILLING OF EDUCATOR POSTS (*ELRC Resolution 5 of 1998*)**B.5.1 General** (school-based and office-based educator posts)

B.5.1.1 In the making of any appointment or the filling of any post on any educator establishment due regard must be given to equality, equity and the other democratic values and principles which are contemplated in section 195(1) of the Constitution and which include the following factors, namely:

B.5.1.1.1 The ability of the candidate.

B.5.1.1.2 The need to redress the imbalances of the past in order to achieve broad representation. (*Section 7, EEA, 1998*)

B.5.1.2 Any appointment or transfer to any post on the educator establishment of a public school may only be made on the recommendation of the SGB (unless the relevant SGB has not been established yet). (*Section 6(3)(a) and (m) of the EEA*)

B.5.2 Advertising (school-based and office-based educator posts)

B.5.2.1 The advertisement of vacant posts for educators must:

B.5.2.1.1 Be self-explanatory and clear and must include:-

- (a) Minimum requirements.
- (b) Procedure to be followed for application.
- (c) Names and telephone numbers of contact persons.
- (d) Preferable date of appointment.
- (e) Closing date for the receipt of applications.

B.5.2.1.2 Be accessible to all who may qualify or are interested in applying for such post(s).

B.5.2.1.3 Be non-discriminatory and in keeping with the provisions of the Constitution of the RSA.

B.5.2.1.4 Clearly state that the State is an equal opportunity employer.

B.5.2.2 All vacancies in public schools are to be advertised in a gazette, bulletin or circular, the existence of which must be made public by means of an advertisement in the public media both provincially and nationally. The information to be furnished in the latter advertisement must include offices and addresses where the gazette, bulletin or circular is obtainable. The gazette, bulletin or circular must be circulated to all educational institutions within the province.

B.5.2.3 Office-based educator posts must be advertised both in the national and provincial media and by circular to all schools in the relevant province, ensuring that the provisions of paragraph B.5.2.1 above are met.

B.5.3 Sifting (school-based and office-based educator posts)

B.5.3.1 The employing department must acknowledge receipt of all applications by:

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- B.5.3.1.1 Informing all applicants in writing of receipt.
- B.5.3.1.2 Clearly indicating whether the application is complete or not.
- B.5.3.1.3 Indicating whether the applicant meets the minimum requirements for the post and that such applications have been referred to the institutions concerned.
- B.5.3.2 The employing department must handle the process of eliminating applications of those candidates who do not comply with the requirements for the post(s) as stated in the advertisement.
- B.5.3.3 Trade union parties to the ELRC will be given a full report, at a formal meeting, on:-
 - B.5.3.3.1 Names of educators who have met the minimum requirements for post(s) in terms of the advertisement.
 - B.5.3.3.2 Names of educators who have not met the minimum requirements for the post/s in terms of the advertisement.
 - B.5.3.4.2 Other relevant information that is reasonably incidental thereto.
- B.5.4 Short-listing and interviews (school-based educator posts)**
 - B.5.4.1 Interview Committees must be established at educational institutions where vacancies are advertised.
 - B.5.4.2 The Interview Committee must comprise:
 - B.5.4.2.1 One departmental representative (who may be the school principal), as an observer and resource person.
 - B.5.4.2.2 The principal of the school (if he/she is not the departmental representative), except in the case where he/she is an applicant.
 - B.5.4.2.3 Members of the SGB, excluding educator members who are applicants to the advertised post/s.
 - B.5.4.3.4 One union representative per union that is a party to the provincial chamber of the ELRC. The union representatives will be observers to the shortlisting, interviews and the drawing up of a preference list.
 - B.5.4.3 Each Interview Committee must appoint from amongst its members a chairperson and a secretary.
 - B.5.4.4 All applications that meet the minimum requirements and provisions of the advertisement must be handed over to the SGB responsible for that specific institution.
 - B.5.4.5 The SGB is responsible for the convening of the Interview Committee and they must ensure that all relevant persons/trade unions are informed at least 5 working

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

days prior to the date, time and venue for the shortlisting, interviews and the drawing up of the preference list.

B.5.4.6 Where the principal of the institution is an applicant, a departmental official may assist the SGB.

B.5.4.7 In considering the applications, the Interview Committee must ensure that the principles of equity, redress and representivity are complied with and they must adhere to: (*Section 6(b) (i – v), EEA*)

B.5.4.7.1 The democratic values and principles referred to in paragraph B.5.1.1.

B.5.4.7.2 The procedures stipulated in paragraph B.5.

B.5.4.7.3 The minimum requirements for appointment with regard to educational qualifications, statutory and experiential requirements stipulated in paragraph B.3.2.1.

B.5.4.7.4 Procedures that would ensure that the recommendation is not obtained through undue influence on the members of the SGB.

B.5.4.8 The Interview Committee must also consider:

B.5.4.8.1 The curricular needs of the institution.

B.5.4.8.2 The obligations of the employer towards serving educators.

B.5.4.9 The list of short-listed candidates for interview purposes should not exceed five per post. An educator, who has been acting in the advertised post for 12 months or more and has applied for the post, must be shortlisted.

B.5.4.10 The interviews will be conducted according to agreed upon guidelines and procedures. These are to be jointly agreed upon by the parties to the provincial chamber.

B.5.4.11 All interviewees must receive similar treatment during the interviews.

B.5.4.12 At the conclusion of the interviews the Interview Committee must rank the candidates in order of preference, together with a brief motivation, and submit this to the SGB for their recommendation to the relevant employing department.

B.5.4.13 The SGB must, after having ensured that the principles and processes stipulated in paragraph B.5.4 have been adhered to, submit in order of preference to the HoD, a list of -

B.5.4.13.1 At least three names of recommended candidates; or

B.5.4.13. Fewer than three candidates in consultation with the HoD. (*Section 6(c), EEA, 1998*)

B.5.5 Appointment (school-based educator posts)

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- B.5.5.1 When the HoD considers the recommendation contemplated in paragraph B.5.4.13, he/she must, before making the appointment, ensure that the SGB has met the requirements in paragraph B.5.4.7.
- B.5.5.2 If the SGB has not met the requirements in paragraph B.5.4.13 the HoD must decline the recommendation.
- B.5.5.3 Despite the order of preference (paragraph B.5.4.13) and subject to paragraph B.5.5.1, the HoD may appoint any suitable candidate on the list. If the HoD declines a recommendation, he/she must –
- B.5.5.3.1 Consider all the applications submitted for the post.
- B.5.5.3.2 Apply the requirements in paragraph B.5.4.7, appoint a suitable candidate temporarily or re-advertise the post.
- B.5.5.4 The SGB may appeal to the MEC against the decision of the HoD regarding the temporary appointment.
- B.5.5.4.1 The appeal must be lodged within 14 days of receiving the notice of appointment.
- B.5.5.4.2 The appeal must be finalized by the MEC within 30 days.
- B.5.5.4.3 If no appeal is lodged within 14 days, the HoD may convert the temporary appointment into a permanent appointment as contemplated in paragraph B3.1.8. (*Section 6(d – k), EEA*)
- B.5.5.4.3 The employer will inform all unsuccessful candidates in writing within eight weeks of an appointment being made.
- B.5.6 Short-listing and interviews (office-based educator posts)**
- B.5.6.1 The DG/HoD will establish Interview Committees for shortlisting and interviews in respect of educator posts.
- B.5.6.2 The Chairperson must be at least one post level higher and members of the Committee should be on an equivalent of higher post level/ranking than the post for which the shortlisting is done and interviews conducted.
- B.5.6.3 One union representative per trade union that is a party to the ELRC must be invited to act as observer. The union representatives will be observers to the shortlisting, interviews and the drawing up of a preference list.
- B.5.6.4 All applications that meet the minimum requirements and provisions of the advertisement must be handed to the responsible Interview Committee.
- B.5.6.5 The employing department is responsible for convening the Interview Committee and must ensure that all relevant persons/trade unions are informed at least 5 working days prior to the date, time and venue for the shortlisting, interviews and the drawing up of the preference list.

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- B.5.6.6 In considering the applications, the Interview Committee must ensure that the principles of equity, redress and representivity are complied with and they must adhere to:
- B.5.6.6.1 The democratic values and principles referred to in paragraph B.5.1.1.
 - B.5.6.6.2 The applicable procedures stipulated in paragraph B.5.
 - B.5.6.6.3 The minimum requirements for appointment with regard to educational qualifications, statutory and experiential requirements stipulated in paragraph B.3.2.1.
 - B.5.6.6.4 Agreed upon procedures that would ensure that the recommendation is not obtained through undue influence on the members of the Interview Committee.
- B.5.6.7 The list of short-listed candidates for interview purposes should not exceed five per post. An educator who has been acting in the advertised post for 12 months or more and has applied for the post, must be shortlisted.
- B.5.6.8 The interviews will be conducted according to agreed upon guidelines.
- B.5.6.9 All interviewees must receive similar treatment during the interviews.
- B.5.6.10 At the conclusion of the interviews the Interview Committee must rank the candidates in order of preference, together with a brief motivation, and submit this to the relevant line functionary. The line functionary must ensure that the Interview Committee has met the requirements set out in paragraph B.5.
- B.5.6.11 If provisions and procedures were not adhered to, the recommendation must be referred back to the Interview Committee for rectification before submission to the DG/HoD.

B.5.7 Appointment (office-based educator posts)

- B.5.7.1 The DG/HoD must consider the recommendation for approval.
- B.5.7.2 The employer will inform all unsuccessful candidates in writing within eight weeks of an appointment being made.

B.5.8 Records

The employer must ensure that accurate records are kept of proceedings dealing with the interviews, decisions and motivations relating to the preference list submitted by school governing bodies and other such structures.

B.6 TRANSFER OF SERVING EDUCATORS IN TERMS OF OPERATIONAL REQUIREMENTS (ELRC Collective Agreement 2 of 2003)

- B.6.1 Operational requirements for education institutions are based on, but not limited to the following:

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- B.6.1.1 Change in learner enrolment.
- B.6.1.2 Curriculum changes or a change in learners' involvement in the curriculum.
- B.6.1.3 Change to the grading or classification of an institution.
- B.6.1.4 Merging or closing of institutions.
- B.6.1.5 Financial constraints.
- B.6.2 Subject to the measures applicable to post provisioning, a HoD must, from time to time, inform each institution of its new educator post establishment. As a result of operational requirements the new staff establishment may provide for fewer posts than the existing staff establishment or the skills requirements of the new establishment may not match the skills profile of the incumbent educators. As a result, some serving educators may be in addition to the new establishment.
- B.6.3 Each principal must inform his/her staff of the institution's new educator post establishment and of the procedure, as set out in the next paragraph, that will be followed in identifying educators who cannot be accommodated on the new establishment. This information must be accessible to all members of staff.
- B.6.4 The procedure for the identification of serving educators in addition to the establishment as a result of operational requirements is:
- B.6.4.1 The principal, after consulting with the educator staff of the institution at a formal staff meeting, may recommend that educators who may be declared in addition to the staff establishment be absorbed in vacancies that will occur in the near future (not longer than six months) at that education institution.
- Vacancies that will occur in the near future refers to vacancies as a result of educators, at the particular institution, leaving as a result of retirement, boarding, resignation, promotion and employer initiated discharges, where the date of exit is known.
- B.6.4.2 After considering B.6.4.1 above, the relevant departmental official, together with the principal will identify the educators, who are in addition to the staff establishment, taking into account the following:
- B.6.4.2.1 The views of the educator staff of the institution as expressed at a formal meeting convened by the principal.
- B.6.4.2.2 The needs of the institution, more particularly in relation to its specific curriculum obligations, the number of classes, the timetable and the allocation of learners to classes.
- B.6.4.2.3 The relevant departmental official must take cognisance of the fact that there is not necessarily a direct relation between the posts identified as in addition to a staff establishment as there may be more than one post with substantially the same duties attached to it.

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- B.6.4.2.4 If a decision has to be taken regarding two or more educators competing for the same post, the principle of “last in, first out” (LIFO) must be applied. An educator’s service period for the application of LIFO includes all continuous service (including service on different post levels) rendered at any public education institution.
- B.6.4.2.5 One representative per trade union party to the ELRC must be invited by the district manager to observe the process.
- B.6.4.3 An educator who has been identified as in addition to the staff establishment will be so informed in writing by the provincial department of education concerned.
- B.6.5 The following procedure will be followed in filling vacancies in cases where a department has educators in addition to a staff establishment:
- B.6.5.1 All vacancies must be advertised and filled in terms of paragraph B.5 with the proviso that:
- B.6.5.1.1 Applications of suitably qualified educators in addition to an establishment as a result of operational requirements must be considered before any other applications may be considered.
- B.6.5.2 A provincial department may publish a closed vacancy list for which only educators in excess may apply. A recommendation by the SGB may only be made from candidates identified by the HoD and who are in excess and suitable for the post concerned. (*Section 6(3)(a), EEA*)
- B.6.6 In terms of section 6 or 8 of the EEA the HoD may transfer an educator who is in addition to an establishment to another post in the department that matches his/her skills and experience.
- B.7 POSITION OF A PRINCIPAL IN A CASE WHERE A SCHOOL IS REGRADED (UPGRADED OR DOWNGRADED)** (*Government Gazette No. 22594, dated 24 August 2001*)
- B.7.1 When a school is regraded, the post of the principal is regarded as a new and, therefore, vacant post. Such a post must, subject to these measures, be filled in terms of paragraph B.5 without undue delay.
- B.7.2 If the permanent incumbent of a principal post that has been upgraded, qualifies to be upgraded to the new level and the SGB recommends in writing that the person may be upgraded to the higher level, such appointment may be made without having to advertise the post. If the SGB does not make such a recommendation, the post must be advertised in which case the incumbent will be entitled to apply for the upgraded post and he/she must be short-listed.
- B.7.3 If such a principal’s application for appointment to the upgraded post is unsuccessful, he/she will be regarded as in addition to the establishment as a result of operational requirements and must be dealt with in terms of paragraph B.6.
- B.7.4 A principal whose post has been downgraded, will retain his/her salary position against the downgraded post for a reasonable period up to a maximum of 2 years.

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Such a principal will continue to receive any form of salary progression applicable at that stage on condition that he/she continues to perform the functions of a principal at a satisfactory level. If circumstances warrant it, the HoD may extend this period. Circumstances that will determine what a reasonable period is include the probability for the post to be upgraded to its original level in the near future, the personal circumstances of the incumbent and the availability of suitable posts to which the person can be transferred. The person so in addition to the staff establishment may at any time, while occupying the downgraded post, exercise the option to be permanently appointed to the post concerned in which case his/her remuneration will be determined in terms of paragraph B.8.7. In such a case the post does not need to be advertised if it is in accordance with a recommendation of the SGB.

B.8 SALARIES APPLICABLE TO EDUCATOR POSTS

B.8.1 Post and salary structure for the Period 1 July 1996 to 31 March 2003 (*ELRC Resolution 3 of 1996*)

Refer to Annexure B.2 for the implementation of the broad band salary system and to Annexure B.4 for the salary adjustments for the period 1 July 1996 to 1 July 2002.

B.8.2 Post and salary structure for the period 1 April 2003 to 31 December 2007 (*ELRC Collective Agreement 4 of 2003*)

Refer to Annexure B.3 for the translation tables and B.4 for the salary adjustments for the period 1 July 2003 to 1 July 2007.

B.8.3 OSD salary structure (*ELRC Collective Agreement 1 of 2008*)

B.8.3.1 The OSD salary structure consists of a **key scale** (single scale) with 221 **notches**. The difference between each notch is 1%, except for notch codes 26/27, 77/78, 117/118 and 154/155 where the difference is less than 1% due to the implementation of the 2009 inflation related salary increase based on a sliding scale.

The OSD salary structure was implemented on 1 January 2008.

Refer to Annexure B.4 for the OSD translation tables (1 January 2008), Annexure B.5 for the OSD key salary scale and annual salary adjustments and Annexure B.6 for the annual inclusive remuneration package adjustments.

B.8.3.2 Each post has a **salary range** that applies. A salary range refers to the minimum and maximum notches applicable to a particular post.

B.8.3.3 Salary ranges (minimum and maximum notches) applicable to educator posts

| | Job title | Salary range | |
|-----------|--|--------------------|--------------------|
| | | Minimum notch code | Maximum notch code |
| B.8.3.3.1 | School-based Educator: General Classroom Teacher | | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | |
|--|--|-----|--|
| | Teacher (REQV 10, 11 and 12) | 4 | 55 Note: REQV 10, 11 and 12 educators who qualified in terms of ELRC Collective Agreement 4 of 2009 were able to progress beyond notch 56 and were considered to be REQV 13 educators for salary purposes only. Refer to paragraph B.9.3. |
| | Teacher (REQV 13) | 56 | 138 |
| | Teacher (REQV 14 ⁺) | 85 | 168 |
| | Senior Teacher (REQV 13) | 103 | 138 |
| | Master Teacher (REQV 13) | 120 | 138 |
| | Senior Teacher (REQV 14 ⁺) | 103 | 168 |
| | Master Teacher (REQV 14 ⁺) | 120 | 168 |
| School-based Educator: Manager | | | |
| | Departmental Head | 108 | 201 |
| | Deputy Principal | 126 | 209 |
| | P1 Principal | 108 | 186 |
| | P2 Principal | 126 | 201 |
| | P3 Principal | 144 | 215 |
| | P4 Principal | 159 | 218 |
| | P5 Principal | 180 | 221 |
| B.8.3.3.2 Office-based Educator: Specialist | | | |
| | Education Specialist | 108 | 201 |
| | Senior Education Specialist | 126 | 209 |
| | Deputy Chief Education Specialist (non-inclusive remuneration package) | 147 | 160 |
| | Deputy Chief Education Specialist (inclusive remuneration package) | 1 | 55 |

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| | | | |
|--|--|----|----|
| | Chief Education Specialist (inclusive remuneration package) | 17 | 61 |
|--|--|----|----|

Note: Deputy Chief Education Specialists who are at notch code 160 and are eligible for salary progression to notch code 161 must translate to notch code 1 of the inclusive remuneration package.

B.8.4 Determination of salaries of educators

B.8.4.1 General principles

B.8.4.1.1 An educator is always appointed to the lowest salary notch of the salary range applicable to his/her qualifications (REQV) and the post to which he/she is appointed.

B.8.4.1.2 Subject to provisions to the contrary, no educator may be appointed or progress to a salary notch that is outside the salary range that applies to the post and the qualifications of the educator concerned.

B.8.4.2 Starting salary of post level 1 educators (*ELRC Collective Agreement 1 of 2008*)

B.8.4.2.1 The starting salary of a post level 1 educator with REQV 14, 15, 16 or 17 and who has no experience (neither in nor outside public education) is notch code 85.

B.8.4.2.2 The starting salary of a post level 1 educator with REQV 13 and who has no experience (neither in nor outside public education) is notch code 56.

B.8.4.2.3 The starting salary of a post level 1 educator with REQV 10, 11 or 12 and who has no experience (neither in nor outside public education) is notch code 4.

B.8.4.2.4 After having completed a 24 month employment period, an eligible first year educator will qualify for pay progression annually (*PSCBC Resolution 1 of 2012*).

B.8.4.3 Salary of an educator who has actual teaching or appropriate experience outside public education (*ELRC Collective Agreements 5 of 2003 and 4 of 2003*)

Note: Actual teaching experience outside public education includes, inter alia, experience gained in an independent school, as a SGB or college council employee, AET educator or teaching experience abroad.

Note: Appropriate experience refers to working experience, which in the opinion of the employer, developed the person directly or appositely in all respects regarding knowledge, skills and attitude, for holding an educator post.

Note: Paragraph B.8.4.3 does not refer to the determination of salaries of educators who have been employed by the state and are re-appointed after a break in service. Refer to paragraph B.8.5 in this regard.

B.8.4.3.1 Actual teaching or appropriate experience is recognised as follows:

- (a) For purposes of determining the starting salary of an educator with experience outside public education, additional notches may be granted based on actual teaching and/or appropriate experience.

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(b) Experience gained before 1 July 1996 (ELRC Collective Agreement 5 of 2003)

- (i) The same recognition for experience gained outside public education must be given to educators appointed for the first time in public education after 1996, as for educators who were in public education at any period before 1 July 1996.
- (ii) The salary position that would have been applicable to the person on 30 June 1996 as a result of the experience that he/she gained before 1 July 1996, in terms of the measures that applied at that stage, must be determined.
- (iii) The salary scale that was applicable to educators in Category D (M0) will apply to an educator with a qualification of REQV 14 and higher.
- (iv) The salary scales that applied on 30 June 1996 are as follows:

Post level 1

| Qualification Category | Qualification Equivalent | Salary Scale |
|------------------------|--------------------------|--|
| A2 | REQV 10 | 20118 (Fixed) |
| A1 (M0) | REQV 11 | 20118 x 1854-27534 x 2271-29805 |
| B (M0) | REQV 12 | 21972 x 1854-27534 x 2271-38889 |
| C (M0) | REQV 13 | 29805 x 2271-38889 x 2709-49725 |
| D (M0) | REQV 14+ | 34347 x 2271-38889 x 2709-49725 x 2964-55653 |

Post level 2

| Qualification Category | Qualification Equivalent | Salary Scale |
|------------------------|--------------------------|---------------------------------|
| A2 | REQV 10 | 23826 (Fixed) |
| A1 | REQV 11 | 29805 x 2271-36618 |
| B | REQV 12 | 36618 x 2271-38889 x 2709-47016 |
| C | REQV 13 | 49725 x 2964-61581 x 3318-64899 |
| D | REQV 14+ | 55653 x 2964-61581 x 3318-71535 |

Post level 3

| Qualification Category | Qualification Equivalent | Salary Scale |
|------------------------|--------------------------|--|
| A2 | REQV 10 | 27534 (Fixed) |
| A1 | REQV 11 | 34347 x 2271-38889 x 2709-41598 |
| B | REQV 12 | 41598 x 2709-49725 x 2964-52689 |
| C | REQV 13 | 55653 x 2964-61581 x 3318-78171 x 3444-81615 |
| D | REQV 14+ | 61581 x 3318-78171 x 3444-88503 |

Post level 4

| Qualification Category | Qualification Equivalent | Salary Scale |
|------------------------|--------------------------|---------------------------------|
| A2 | REQV 10 | 32076 (Fixed) |
| A1 | REQV 11 | 38889 x 2709-47016 |
| B | REQV 12 | 47016 x 2709-49725 x 2964-58617 |
| C | REQV 13 | 61581 x 3318-78171 x 3444-88503 |

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| | | |
|---|----------|---------------------------------|
| D | REQV 14+ | 68217 x 3318-78171 x 3444-95391 |
|---|----------|---------------------------------|

(v) All further adjustments, as well as translations, that took place on 1 July 1996, 1 April 2003 and 1 January 2008 must be effected in order to determine the applicable notch to which the person must be appointed (refer to paragraph 8.4.3.1(a) and (e) below).

(c) Experience gained between 1 July 1996 and 31 March 2003 (*ELRC Resolution 3 of 1996*)

No experience is recognized.

(d) Experience gained between 1 April 2003 and 31 December 2007 (*ELRC Collective Agreement 4 of 2003*)

For every twelve months of actual teaching or appropriate experience that an educator has gained, he/she will be granted one additional notch on the applicable salary level. Additional notches will only be granted up to the maximum of the applicable salary level.

(e) Experience gained after 1 January 2008

For every twelve months of actual teaching or appropriate experience that an educator has gained, he/she will be granted one additional notch (at least 1%) on the applicable salary range. Additional notches will only be granted up to the maximum of the applicable salary range.

Note: The provisions of ELRC Collective Agreement 4 of 2009 are not applied when a salary is determined.

Example:

Teacher A (post level 1 and REQV 14) has experience as SGB employee for the period 1 January 1990 to 30 June 2007. She is appointed to a departmental post on 1 January 2010.

Determination of salary:

Step 1: Apply the provisions of paragraph B.8.4.3.1 (b) (*ELRC Collective Agreement 5 of 2003*) for the period 1 January 1990 to 30 June 1996.

- 6 completed years' experience translates to R47016 (as on 30 June 1996).
- R47016 translates to notch 7.2 (R53487) (*ELRC Resolution 3 of 1996*) (Refer to Annexure B.3).

Step 2: No recognition for period 1 July 1996 to 31 March 2003.

Step 3: Apply the provisions of paragraph B.8.4.3.1 (d) (*ELRC Collective Agreement 4 of 2003*) for the period 1 April 2003 to 30 June 2007:

- Translate broad band notch 7.2 to notch 7.6 (*ELRC Collective Agreement 4 of 2003*)
- Add 4 additional notches for 4 complete years of experience (4 X 12 months) = notch 7.10

Step 4: Translate notch 7.10 to OSD salary scale (*ELRC Collective Agreement 1 of 2008*) = notch code 92 = R151611 (2009 salary scale).

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8.4.4 Transfer of employee from a public service (PS) post to an educator post

8.4.4.1 An employee that occupies a public service post and is appointed to an equivalent educator post without a break in service, will retain his/her salary. The salary must be translated to the nearest higher notch on the applicable salary range.

8.4.4.2 The salary of an employee that occupies a public service post and is promoted/appointed to a post on a higher level, will be determined in terms of the provisions set out in paragraph B.8.6.

B.8.5 Salary applicable to an educator who is re-appointed after a break in service**B.8.5.1 General measures**

B.8.5.1.1 The applicable salary position to which an educator should be appointed after a break in service is always determined in terms of the salary position which he/she occupied before the break in service. This includes a situation where the person occupied a non-educator post in the public service before the break in service.

(a) An equivalent salary position of a person who left the service before 1 July 1996 is determined by adjusting his/her last applicable salary in accordance with all the subsequent adjustment measures, including the measures applicable to salary adjustments on 1 July 1996, 1 April 2003 and 1 January 2008.

(b) In order to compare the post level to which a person is re-appointed after 1 July 1996 with the post level he/she occupied before a break in service before 1 July 1996, the level of the new post must be compared with the equivalent post level of the previous post.

B.8.5.1.2 Educators may only be re-appointed to salary notches within the applicable salary range.

B.8.5.2 Re-appointment to the same post level after a break in service

B.8.5.2.1 An educator who had a break in service and who is re-appointed to the same post level, must be re-appointed to the same salary position (or equivalent salary position) that he/she occupied before the break in service, provided that the principle stated in paragraph B.8.5.3.1(c) is applied. If the educator has improved his/her REQV during the break in service which has the effect that a new salary range becomes applicable, the appointment must be to the minimum of the new salary range or the same salary position occupied before, whichever is more beneficial to the educator. If such educator who has improved his/her REQV during his/her break in service is appointed to the same salary position occupied before the break in service, he/she will be entitled to a cash bonus. Refer to paragraph B.10.

B.8.5.3 Re-appointment to a lower post level/principal post on a lower grade after a break in service

B.8.5.3.1 The following principles apply:

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- (a) The salary of an educator who is re-appointed after a break in service to a lower post level must be decreased by at least 6 notches (6%) for each post level that his/her post level was higher before the break in service than his/her current post level, provided that the principle stated in paragraph B.8.5.3.1(c) is applied.

If the educator has improved his/her REQV during the break in service which has the effect that a new salary range becomes applicable, the appointment must be to the minimum of the new salary range or the same salary position occupied before, whichever is more beneficial to the educator. If such educator who has improved his/her REQV during his/her break in service is appointed to the same salary position occupied before the break in service, he/she will be entitled to a cash bonus. Refer to paragraph B.10.

- (b) The same principle as stated in (a) above, applies to an educator who, before the break in service, was appointed to a graded post (principal post) and is re-appointed to a graded post (principal post), which is on a lower grade than the post he/she occupied before the break in service, for example a P5 Principal (post level 4) is re-appointed as P2 Principal (post level 4).
- (c) An educator re-appointed to a lower post level or a post on a lower grade than the post he/she occupied immediately before the break in service, may not be appointed to a higher salary notch than as indicated below:

| Post to which educator is re-appointed | Highest notch code to which an educator may be re-appointed after a break in service. (Depending on the educator's salary position before the break in service, the educator would be re-appointed to the appropriate notch ranging from the minimum notch applicable to the post to the notch indicated below ("highest applicable notch"). Refer to the examples below.) |
|--|---|
| Teacher (REQV 13) | 119 |
| Teacher (REQV 14 ⁺) | 119 |
| Departmental Head | 137 |
| Deputy Principal | 159 |
| P1 Principal | 137 |
| P2 Principal | 159 |
| P3 Principal | 174 |
| P4 Principal | 193 |
| P5 Principal | 207 |
| Education Specialist | 119 |
| Senior Education Specialist | 137 |
| Deputy Chief Education Specialist | 159 |
| Chief Education Specialist | Notch code 32 of inclusive remuneration package |

Note: Application

- (i) Determine the salary position/notch of the educator before the break in service on the higher post level/graded principal post.

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- (ii) Decrease the salary by 6 notches (6%) for each post level that the current post level is lower than the post (level) occupied before the break in service. For example, the salary of a former post level 3 educator who is re-appointed to a post level 1 post must be decreased by 2 X 6 notches.
- (iii) In the case of a graded post (principal post) decrease the salary by 6 notches (6%) for each grade that the current post is lower than the post occupied before the break in service. For example, the salary of a former P5 principal who is re-appointed to a P3 Principal post will be decreased by 2 X 6 notches.
- (iv) Determine whether the decreased salary notch (refer to (ii) and (iii) is higher or lower than the notches referred to in paragraph (c) above.
- (v) If the decreased notch is higher, the educator must be appointed to the notch indicated in paragraph (c) above.
- (vi) If the decreased notch is lower than the notch indicated in paragraph (c) above, the educator must be appointed to the decreased notch.

Example A:

A former post level 2 educator on salary notch code 115 is re-appointed as a Teacher REQV 14 (post level 1). The salary must be decreased by 1 X 6 notches = notch code 109. Notch code 109 is lower than the notch code referred to in paragraph (c) above. The educator is appointed to salary notch code 109.

Example B:

A former post level 5 educator on salary notch code 160 is re-appointed to a post level 2 post. The salary must be decreased by 3 X 6 notches = notch code 142. Notch code 142 is higher than the maximum notch to which a post level 2 educator can be re-appointed after a break in service. The educator is appointed to notch code 137 (refer to paragraph (c) above).

B.8.5.4 Re-appointment to a higher post level after a break in service

- B.8.5.4.1 An educator who is re-appointed to a higher post level than the one he/she occupied before the break in service, is appointed to the lowest salary notch of the applicable salary range which is higher than the salary position (or equivalent salary position) occupied by the educator before the break in service, provided that he/she at all times gains at least 6 notches (6%), irrespective of whether the previous notch code falls below or within the higher salary range.

If the educator has improved his/her REQV during the break in service which has the effect that a new salary range becomes applicable, the appointment must be to the minimum of the new salary range or the same salary position occupied before, whichever is more beneficial to the educator. If such educator who has improved his/her REQV during his/her break in service is appointed to the same salary position

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occupied before the break in service, he/she will be entitled to a cash bonus. Refer to paragraph B.10.

Example:

A former post level 2 educator was on notch code 124 when he/she resigned. After the break in service he/she is re-appointed to a post level 3 post (minimum notch = 126). The educator must be re-appointed to notch code 130.

- B.8.5.4.2 An educator, who is re-appointed to a graded post (principal post) with a higher grade than the post he/she occupied before the break in service, is appointed to the lowest applicable salary notch which is higher than the salary position (or equivalent salary position) occupied by the educator before the break in service, provided that he/she at all times gains at least 6 notches (6%), irrespective of whether the previous notch code falls below or within the higher salary range.

B.8.6 Salary applicable to a serving educator who is promoted or appointed to a graded principal post, which is on a higher grade than the post he/she occupied

- B.8.6.1 The salary of an educator who is promoted must be adjusted to the minimum notch of the salary range applicable to the higher post level, provided that the educator's salary is at all times increased by at least 6%, irrespective of whether the current notch code falls below or within the higher salary range.

- B.8.6.2 The salary of an educator who is appointed to a graded principal post, with a higher grade than his/her current post, must be adjusted to the minimum notch of the salary range applicable to the higher grade post, provided that the educator's salary is increased at all times by at least 6%, irrespective of whether the current notch code falls below or within the higher salary range.

Example:

A post level 1 educator on notch code 90 is promoted to a post level 2 post. The minimum notch code applicable to post level 2 is notch code 108. The educator is appointed to notch code 108.

Example:

A post level 1 educator on notch code 106 is promoted to a post level 2 post. As the educator's salary has to be increased by at least 6%, he/she is appointed to notch code 112.

Example:

A P3 Principal (post level 4) on notch code 190 applies for a P5 post (post level 4). The minimum notch code for a P5 post is 180. The principal should either move to the minimum notch or gain at least 6%. As he/she is already on a notch higher than the minimum of 180, he/she must be appointed to notch code 196.

- B.8.6.3 If an educator is appointed to a higher post level/ principal post with higher grade on the same date that he/she would have been eligible for progression, the progression will first be implemented after which his/her salary will be adjusted in terms of paragraph B.8.6.

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B.8.6.4 Promotion rule for the period 1 April 2003 to 31 March 2008: The salary of an educator who is promoted must be adjusted to the minimum notch of the salary range applicable to the higher post level, provided that the educator's salary is increased by at least 3% for each post level that the new post level is higher than his/her current post, irrespective of whether the current notch code falls within the higher salary range. (*ELRC Collective Agreement 4 of 2003*)

B.8.6.5 Promotion rule for the period 1 July 1996 to 31 March 2003: The salary of an educator who is promoted must be adjusted to the minimum notch of the salary range applicable to the higher post level, provided that the educator will advance at least one salary position for each post level that the new post level is higher than his/her current post, irrespective of whether the current notch code falls within the higher salary range. (*Government Gazette No. 17226, dated 31 May 1996*)

B.8.7 **Salary applicable to an educator who is voluntary appointment to a lower post level/demotion/whose appointment is considered to be a downgrade from his/her current post (voluntary)**

The same provisions as in paragraph B.8.5.3 apply.

B.9 **SALARY ADJUSTMENTS**

B.9.1 **Salary progression**

B.9.1.1 **Salary progression as from 1 July 2010** (*ELRC Collective Agreement 4 of 2009*)

B.9.1.1.1 One notch progression (at least 1%) on 1 July of each year.

B.9.1.1.2 As the difference between notch codes 26/27, 77/78, 117/118 and 154/155 is less than 1%, qualifying educators on these notch codes must progress as follows:

notch code 26 progress to notch code 28
notch code 77 progress to notch code 79
notch code 117 progress to notch code 119
notch code 154 progress to notch code 156.

B.9.1.2 **Salary progression: 1 July 2009**

Educators who were in service before 1 July 2009 for a period of at least 12 consecutive months received a once-off 3% salary progression as per ELRC Collective Agreement 4 of 2009.

B.9.1.3 **1 July 2008: no salary progression**

B.9.1.4 **Salary progression, grade progression or accelerated salary progression: 1 July 2005, July 2006 and July 2007**

As per ELRC Collective Agreement 5 of 2006, backdated to 1 July 2005.

B.9.1.5 **Salary progression, grade progression and backlogs: 1 July 2004**

As per ELRC Collective Agreements 4 of 2003 and 2 of 2005.

B.9.1.6 Salary progression: 1 July 2003

As per ELRC Collective Agreement 4 of 2003.

B.9.1.7 Salary progression: 1 July 1996 – 30 June 2003

No progression.

B.9.2 Once-Off recognition of experience (RoE) (ELRC Collective Agreement 4 of 2009)

On 1 July 2009 experience as a serving educator was recognised: For every three years' of continuous experience as an educator employed by the state, one additional notch was awarded. The new salary notch was calculated based on the educator's salary position as on 30 June 2009.

B.9.3 Salary Adjustment for REQV 10, 11 and 12 Educators (ELRC Collective Agreement 4 of 2009)

B.9.3.1 On 1 July 2009 all educators on REQV 10 to 12 who had been appointed permanently in line with ELRC Collective Agreement 4 of 2001 and who were below salary notch code 56 after the application of RoE and 3% salary progression, were moved to REQV 13 for salary purposes.

B.9.3.2 REQV 10 to 12 educators who were beyond notch code 56 were eligible for RoE and 3% salary progression on 1 July 2009.

B.9.4 Once-Off cash amount for Senior and Master Teachers (ELRC Collective Agreement 4 of 2009)

On 1 July 2009 a once-off cash amount equal to 3% of their annual salary was paid to post level 1 educators who, on 30 June 2009, were on salary notch codes 97 and 119. These educators would have qualified on 1 July 2008 to become Senior or Master Teachers in line with ELRC Collective Agreement 5 of 2006, had ELRC Collective Agreement 1 of 2008 not been implemented.

B.10 RECOGNITION FOR IMPROVEMENT IN REQV**B.10.1 General measures**

B.10.1.1 An educator who qualifies for a salary adjustment, must submit proof of such a qualification to his/her employer within 12 months of obtaining it in order to receive the salary adjustment with effect from the date on which it was obtained. Should an educator fail to submit the qualification within 12 months, he/she will only qualify for such salary adjustment with effect from the date on which the qualification was submitted. (*Government Gazette No 24948, dated 21 February 2003*)

B.10.1.2 Qualifications will be recognized as from the date on which the educator meets all the requirements for obtaining the qualifications concerned, according to the written statement by the examining body concerned. In the absence of such a statement, a qualification will be recognized as from the date the certificate was issued.

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B.10.1.3 Recognition of an improvement of an educator's REQV can either be an adjustment to a higher salary notch or the payment of a once off cash bonus.

B.10.1.4 Cash awards payable to educators in terms of these measures, are calculated in all cases as 10% of notch code 85. In respect of an educator who improves his/her qualifications while in service, the value of this salary notch as on the date on which the qualification was obtained, will apply. In respect of educators who enter the service and who qualify for a cash bonus due to a qualification that is higher than REQV 13, the value of this salary notch, as on the date on which the person qualifies for the cash award, will apply.

B.10.1.4 The payment of such cash amounts came into effect on 1 July 1996, and may not be granted to an educator more than once for the same REQV improvement.

Note: The 12-month limitation referred to in paragraph B.10.1.1 is not applicable when an educator qualifies for a cash bonus.

B.10.2 Recognition for improvement in REQV

B.10.2.1 Educators on REQV 10, 11 or 12

If a serving educator with REQV 10, 11 or 12 improves his/her education qualifications, which has the effect that his/her REQV improves to REQV 13, the educator's salary will adjust to notch code 56. If already on notch code 56 or beyond, he/she will receive a cash bonus equal to 10% of notch code 85.

B.10.2.4 Educators with REQV 13

If a serving educator with REQV 13 (or lower) on post level 1 or a principal receiving an allowance for performing the duties of principal improves his/her education qualifications, which has the effect that his/her REQV improves to REQV 14, such an educator's salary will adjust to notch code 85. If the educator is already on notch code 85 or beyond, he/she will receive a cash bonus equal to 10% of notch code 85.

B.10.2.5 Educators on post level 1 with REQV 14 or higher and educators on post levels 2 to 6 with REQV 13 or higher

If a serving educator on post level 1 with REQV 14 or higher or an educator on post levels 2 to 6 with REQV 13 or higher improves his/her REQV such educators will receive a cash bonus equal to 10% of notch code 85.

B.10.3 Recognition of qualifications that are higher than the minimum required for appointment to a specific post

B.10.3.1 First appointment

An educator with a REQV of 15, 16, or 17, who is appointed (first appointment) from outside education to post level 1 or an educator with a REQV of 14 to 17 who is appointed (first appointment) from outside education to post level 2 to 6, receives, after he/she has completed a period of one year of continuous service, a cash bonus, equal to 10% of notch code 85, for each REQV higher than 14 or 13 respectively.

B.10.3.2 Improvement of qualifications during a break in service

An educator who is re-appointed after a break in service and who improved his/her REQV during the break in service is appointed to the salary range that is applicable to the relevant post and the improved REQV. If such a re-appointment is to the same salary notch than what it would have been without the improved REQV, the educator will qualify for a cash bonus equal to 10% of notch code 85 after he/she has completed a period of one year of continuous service.

B.11 DATES ON WHICH SALARIES OF EDUCATORS EMPLOYED AT AN INSTITUTION COMMENCE AND TERMINATE (*Regulation 6 of the Regulations regarding the terms and conditions of employment of educators*)

B.11.1 An educator employed at an institution who is appointed during any term and who renders service for a continuous period of at least 30 days during such term will be paid a salary:

B.11.1.1 If such service begins on the first working day of the term, from the first day of the month in which he/she assumes duty and up to and including the last day he/she is so in service; or

B.11.1.2 If such service terminates on the last working day of the term, from the day such service begins up to and including the last day of the month concerned; or

B.11.1.3 If such service does not begin on the first working day of the term and also does not terminate on the last working day of the term, from the day such service begins up to and including the last day he/she is so in service.

B.11.2 If a school term commences within the same month in which the preceding term ends, salary will be paid under the circumstances referred to in B.11.1.1:

B.11.2.1 With effect from the first day following the closing date of the preceding term; or

B.11.2.2 With effect from the day following the date on which the services of the educator concerned terminated under any other department of education if he/she so served as an educator at an institution for a continuous period of at least 30 days, including the last working day of the preceding term.

B.11.3 If a school term ends within the same month in which the following term commences, salary will, under the circumstances referred to in sub-paragraph B.11.1.2, be paid up to and including the last working day of the term in which the service of the educator concerned terminates at a school.

B.11.4 An educator employed at an institution who is appointed during any term and who renders service for a period of less than 30 days during such term will be paid a salary from the day on which such service begins up to and including the last day the educator is so in service, irrespective of whether such service begins on the first working day of the term or terminates on the last working day of the term, provided that, if he/she renders service up to and including the last working day of the said term and renders service as from the first working day of the following term for a continuous period of at least 30 days, he/she will be paid a salary for the intervening holiday period.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- B.11.5 An educator employed at an institution who is appointed during any term and who renders service for a continuous period of at least 30 days, if such service terminates on the last working day of the last term of the year concerned, will be paid a salary up to and including the last day of such year.
- B.11.6 An educator whose resignation takes effect during any institution closure period or on the first working day for educators following upon such closure period, will, in the application of this measure be deemed to have terminated his/her service on the last day of the calendar month in which the previous term ended.
- B.11.7 An educator whose service terminate on any date by reason of his/her having reached the retiring age shall receive salary up to and including the day preceding such date, unless the services of such educator are retained beyond such date, in which event he/she shall receive salary up to and including the last day on which he/she remains in service, subject to the provisions of paragraph B.11.
- B.11.8 An educator whose services are terminated on the last day of a school term and who is reappointed and assumes duty within the first four school days for educators of the following school term and has rendered service for a continuous period of at least 30 days after assumption of duty, will, notwithstanding measures to the contrary, be entitled to receive salary in respect of the intervening school holiday for which he/she has not already received salary: Provided that if such an educator does not assume duty within the said first four school days and he/she has been granted leave with pay for a period including such four days, he/she will be deemed to have assumed duty within such first four days.

B.12 **INCORRECTLY GRANTED REMUNERATION** (*Regulation 13 of the Regulations regarding the terms and conditions of employment of educators*)

- B.12.1 If an incorrect salary on appointment; or transfer or promotion or if an incorrect advancement of salary was awarded or granted to an educator, or if the correct salary was awarded or granted but at a time when or in circumstances under which it should not have been awarded or granted to him or her, the employer will correct the educator's salary with effect from the date on which the incorrect salary, or salary advancement commenced, notwithstanding the fact that the educator concerned was unaware that an error had been made in the case where the correction amounts to a reduction of his/her salary.
- B.12.2 If an educator referred to in paragraph B.12.1 has in respect of his/her salary, including any portion of any allowance or other remuneration or any other benefit calculated on his/her basic salary or salary, or awarded to him or her by reason of his/her basic salary.
- B.12.2.1 Been underpaid, an amount equal to the amount of the underpayment will be paid to him or her, and that other benefit which he/she did not receive, will be awarded to him or her as from a current date; or
- B.12.2.2 Been overpaid or received any such other benefit not due to him/her:
- B.12.2.2.1 An amount equal to the amount of the overpayment will be recovered from him or her by way of the deduction from his/her salary in instalments as may be determined by the employer, with due regard to the applicable Treasury Instructions by way of legal proceedings, or partly in the former manner and partly in the latter manner.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- B.12.2.2.2 That other benefit will be discontinued or withdrawn as from a current date, but the educator concerned will have the right to be compensated by the employer for any patrimonial loss which he/she has suffered or will suffer as a result of that discontinuation or withdrawal.
- B.12.3 With the approval of the Treasury the amount of an overpayment to be recovered may be remitted in whole or in part.
- B.13 UNAUTHORISED REMUNERATION** (*Regulation 14 of the Regulations regarding the terms and conditions of employment of educators*)
- B.13.1 In any remuneration, allowance or other reward is received by an educator in connection with the performance of his/her work with the employer other than in accordance with the provisions of the EEA or is received contrary to the provisions of the EEA, that educator shall pay into the relevant Provincial Revenue Fund an amount equal to the amount of such remuneration, allowance or other reward or, where it does not consist of money, the value thereof as determined by the employer, and if he/she does not do so, it shall be recovered by him/her by the employer by way of legal proceedings or in such a manner as the treasury may approve, and be paid into the relevant Provincial Revenue Fund.
- B.13.2 The educator concerned may appeal against such a determination by the employer to the MEC who may make such order as he/she may think fit: Provided that the educator may declare a dispute on grounds of such order in terms of the provisions of the LRA.
- B.13.3 The employer may, with the consent of National Treasury determine that the educator concerned may retain the whole or a portion of the remuneration, allowance or reward.
- B.13.4 If in the opinion of the employer an educator has received any remuneration, allowance or other reward in connection with the performance of his/her work with the employer other than in accordance with the provisions of the Act, and it is still in his/her possession or under his/her control or in the possession or under the control of any other person on his/her behalf, or, if it is money, has been deposited in any deposit-taking financial institution in his/her name or in the name of any other person on his/her behalf, the employer may in writing require that educator or person or that financial institution not to dispose thereof, or, if it is money, not to dispose of a corresponding sum of money, as the case may be, pending the outcome of any legal steps for the recovery of that remuneration, allowance or reward or the value thereof.
- B.13.5 Subject to the provisions of paragraph B.13.6 any salary, allowance, fee, bonus or honorarium which may be payable in respect of the services of an educator who has been made available to a national or provincial department or a council, institution, body or person contemplated in section 7 of the EEA, shall be paid into the Provincial Revenue Fund.
- B.13.6 In circumstances regarded by the employer as exceptional, he may recommend to the Treasury the payment out of the Provincial Revenue Fund to the educator concerned of an amount equal to that salary, allowance, fee, bonus or honorarium, or a portion thereof.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

Annexure B.1

SALARY ADJUSTMENTS: DECEMBER 1984 TO JULY 1995

| Dec 1984 | Dec 1985 | Apr 1986 | Jul 1987 | Dec 1988 | Jan 1989 | Mar 1990 | Jul 1991 | Jul 1992 | Jul 1993 | Nov 1993 | Dec 1993 | Apr 1994 | Jul 1995 |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1884 | 1889 | 2184 | 2703 | 3048 | | | | | | | | | |
| 2379 | 2379 | 2946 | 3321 | | | | | | | | | | |
| 2574 | 2574 | 3189 | 3594 | | | | | | | | | | |
| 2910 | 2910 | 3600 | 4056 | 4341 | 4995 | 5595 | | | | | | | |
| 3246 | 3246 | 4011 | 4518 | 4836 | 5365 | 6234 | | | | | | | |
| 3582 | 3582 | 4422 | 4980 | 5351 | 6135 | 6873 | | | | | | | |
| 3918 | 3918 | 4833 | 5442 | 5826 | 6705 | 7512 | 8664 | 10413 | 10935 | | | | |
| 4458 | 4458 | 5496 | 6186 | 6621 | 7617 | 8535 | 9474 | 11832 | 12426 | | | | |
| 4998 | 4998 | 6159 | 6930 | 7416 | 8529 | 9558 | 10764 | 13251 | 13917 | | | | |
| 5598 | 5598 | 6900 | 7767 | 8316 | 9564 | 10716 | 12054 | 14841 | 15585 | | | | |
| 6198 | 6198 | 7641 | 8604 | 9216 | 10699 | 11874 | 13500 | 16431 | 17253 | 17253 | 18222 | | 20118 |
| 6888 | 6888 | 8493 | 9561 | 10239 | 11778 | 13194 | 14946 | 18231 | 19143 | 19143 | 20220 | | 21972 |
| 7578 | 7578 | 9345 | 10518 | 11262 | 12957 | 14514 | 16584 | 20031 | 21033 | 21033 | 22218 | | 23826 |
| 8268 | 8268 | 10197 | 11475 | 12285 | 14136 | 15834 | 18222 | 21831 | 22923 | 22923 | 24216 | | 25680 |
| 8958 | 8958 | 11049 | 12432 | 13308 | 15315 | 17154 | 19660 | 24681 | 24813 | 24813 | 26214 | | 27554 |
| 9708 | 9708 | 11973 | 13473 | 14421 | 16593 | 18588 | 21498 | 25581 | 26862 | 26862 | 28377 | | 29805 |
| 10458 | 10458 | 12897 | 14514 | 15534 | 17871 | 20022 | 23271 | 27531 | 28911 | 28911 | 30540 | | 32076 |
| 11208 | 11208 | 13821 | 15555 | 16647 | 19149 | 21456 | 25044 | 29481 | 30960 | 30960 | 32703 | | 34347 |
| 11958 | 11958 | 14745 | 16596 | 17760 | 20427 | 22890 | 26817 | 31431 | 33009 | 33009 | 34866 | | 36618 |
| 12708 | 12708 | 15669 | 17637 | 18873 | 21705 | 24324 | 28590 | 33381 | 35058 | 35058 | 37029 | | 38889 |
| 13611 | 13611 | 16779 | 18885 | 20208 | 23241 | 26043 | 30363 | 35709 | 37503 | 37503 | 39609 | | 41598 |
| 14514 | 14514 | 17889 | 20133 | 21543 | 24777 | 27762 | 32484 | 38037 | 39948 | 39948 | 42189 | | 44307 |
| 15417 | 15417 | 18999 | 21381 | 22878 | 26313 | 29481 | 34695 | 40365 | 42393 | 42393 | 44769 | | 47016 |
| 16320 | 16320 | 20109 | 22629 | 24213 | 27849 | 31200 | 36726 | 42693 | 44838 | 44838 | 47349 | | 49725 |
| 17301 | 17301 | 21521 | 23991 | 25671 | 29526 | 33078 | 38847 | 45240 | 47511 | 47511 | 50172 | | 52689 |
| 18282 | 18282 | 22533 | 25353 | 27129 | 31203 | 34956 | 41163 | 47787 | 50184 | 50184 | 52995 | | 55653 |
| 19263 | 19263 | 23745 | 26715 | 28587 | 32880 | 36834 | 43479 | 50334 | 52857 | 52857 | 55818 | | 58617 |
| 20244 | 20244 | 24957 | 28077 | 30045 | 34557 | 38712 | 45795 | 52881 | 55530 | 55530 | 58641 | | 61581 |
| 21354 | 21354 | 26322 | 29613 | 31689 | 36447 | 40830 | 48111 | 55728 | 58521 | 58521 | 61800 | | 64899 |
| 22464 | 22464 | 27687 | 31149 | 33333 | 38337 | 42948 | 50700 | 58575 | 61512 | 61512 | 64959 | | 68217 |
| 23574 | 23574 | 29052 | 32685 | 34977 | 40227 | 45066 | 53289 | 61422 | 64503 | 64503 | 68118 | | 71535 |
| 24684 | 24684 | 30417 | 34221 | 36621 | 42117 | 47184 | 55878 | 64269 | 67494 | 67494 | 71277 | | 74853 |
| 25794 | 25794 | 31782 | 35757 | 38265 | 44007 | 49302 | 58467 | 67116 | 70455 | 70455 | 74436 | | 78171 |
| 26940 | 26940 | 33195 | 37347 | 39969 | 45966 | 51489 | 61956 | 70074 | 73590 | 73590 | 77715 | | 81615 |
| 28086 | 28086 | 34608 | 38937 | 41673 | 47925 | 53676 | 63632 | 73032 | 76695 | 76695 | 80994 | | 85059 |
| 29253 | 29253 | 36045 | 40554 | 43401 | 49914 | 55905 | 66432 | 75990 | 79800 | 79800 | 84273 | | 88503 |
| 30420 | 30420 | 37482 | 42171 | 45129 | 51903 | 58134 | 69126 | 78948 | 82905 | 82905 | 87552 | | 91947 |
| 31587 | 31587 | 38919 | 43788 | 46857 | 53892 | 60363 | 71820 | 81906 | 86010 | 86010 | 90831 | | 95391 |
| 32754 | 32754 | 40356 | 45405 | 48585 | 55881 | 62592 | 74514 | 84864 | 89115 | 89115 | 94110 | | 98835 |
| 33921 | 33921 | 41793 | 47022 | 50313 | 57870 | 64821 | 77208 | 87822 | 92220 | 92220 | 97389 | | 102279 |
| 35247 | 35247 | 43431 | 48864 | 52284 | 60135 | 67356 | 79902 | 91257 | 95826 | 95826 | 101196 | | 106272 |
| 36573 | 36573 | 45069 | 50706 | 54255 | 62400 | 69891 | 83028 | 94432 | 99432 | 99432 | 105003 | | 110265 |
| 37899 | 37899 | 46707 | 52548 | 56236 | 64665 | 72426 | 86154 | 98127 | 103038 | 103038 | 108810 | | 114258 |
| 39630 | 39630 | 48843 | 54954 | 58800 | 67620 | 75735 | 89280 | 102603 | 107736 | 107736 | 113772 | | 119658 |
| | | | | | | | 94188 | 102918 | 108075 | 108075 | 114411 | | 120478 |

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PAM Chapter B

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

Annexure B.2

IMPLEMENTATION OF THE BROAD BAND SALARY SYSTEM ON 1 JULY 1996

NOTE:

- (a) The salary adjustments on 1 July 1996, as set out in the following table, were in accordance with a person's salary as well as his/her post level as on 30 June 1996.
- (b) In instances where two post levels were combined to a new post level, two persons on equivalent salary positions but on two different post levels before 1 July 1996, may have adjusted to different salary positions.

| Former qualification category | REQV | Salary notch as on 30 June 1996 | Salary as on 1 July 1996 | Salary position |
|-------------------------------|-------|---------------------------------|--------------------------|-----------------|
| Post level 1 | | | | |
| A2 | 10 | 20118 | 23526 | 3.1 |
| A1 | 11 | 20118 | 23526 | 3.1 |
| | | 21972 | 24615 | 3.2 |
| | | 23826 | 26793 | 3.4 |
| | | 25680 | 28905 | 4.2 |
| | | 27534 | 30951 | 4.4 |
| | | 29805 | 32988 | 5.1 |
| | | 32076 | 35604 | 5.3 |
| | | 34347 | 38220 | 5.5 |
| | | 36618 | 40836 | 6.1(P) |
| B | 12 | 21972 | 27882 | 4.1 |
| | | 23826 | 27882 | 4.1 |
| | | 25680 | 28905 | 4.2 |
| | | 27534 | 30951 | 4.4 |
| | | 29805 | 32988 | 5.1 |
| | | 32076 | 35604 | 5.3 |
| | | 34347 | 38220 | 5.5 |
| | | 36618 | 40836 | 6.1 |
| | | 38889 | 43344 | 6.2 |
| | | 41598 | 45852 | 6.3 |
| 44307 | 50868 | 7.1 | | |
| 47016 | 53487 | 7.2 | | |
| C | 13 | 29805 | 40836 | 6.1 |
| | | 32076 | 40836 | 6.1 |
| | | 34347 | 40836 | 6.1 |
| | | 36618 | 43344 | 6.2 |
| | | 38889 | 43344 | 6.2 |
| | | 41598 | 45852 | 6.3 |
| | | 44307 | 50868 | 7.1 |
| | | 47016 | 53487 | 7.2 |
| | | 49725 | 56106 | 7.3 |
| | | 52689 | 58725 | 7.4 |
| 55653 | 61344 | 7.5 | | |
| 58617 | 67509 | 8.2 | | |
| D-G | 14-17 | 34347 | 50868 | 7.1 |
| | | 36618 | 50868 | 7.1 |
| | | 38889 | 50868 | 7.1 |
| | | 41598 | 53487 | 7.2 |
| | | 44307 | 53487 | 7.2 |
| | | 47016 | 53487 | 7.2 |
| | | 49725 | 56106 | 7.3 |
| | | 52689 | 58725 | 7.4 |
| | | 55653 | 61344 | 7.5 |
| | | 58617 | 67509 | 8.2 |
| | | 61581 | 71055 | 8.3 |
| | | 64899 | 74601 | 8.4 |
| | | 68217 | 78141 | 9.1(P) |
| 71535 | 81045 | 9.2(P) | | |
| 74853 | 83949 | 9.3(P) | | |
| Post level 2 | | | | |
| A2 | 10 | 23826 | 32988 | 5.1 |
| A1 | 11 | 29805 | 40836 | 6.1 |
| | | 32076 | 40836 | 6.1 |
| | | 34347 | 40836 | 6.1 |
| | | 36618 | 43344 | 6.2 |
| B | 12 | 36618 | 50868 | 7.1 |
| | | 38889 | 50868 | 7.1 |
| | | 41598 | 50868 | 7.1 |
| | | 44307 | 53487 | 7.2 |
| | | 47016 | 53487 | 7.2 |
| C | 13 | 49725 | 63963 | 8.1 |
| | | 52689 | 63963 | 8.1 |
| | | 55653 | 63963 | 8.1 |
| | | 58617 | 67508 | 8.2 |
| | | 61581 | 71055 | 8.3 |
| 64899 | 74601 | 8.4 | | |
| D-G | 14-17 | 55653 | 63963 | 8.1 |
| | | 58617 | 67509 | 8.2 |
| | | 61581 | 71055 | 8.3 |
| | | 64899 | 74601 | 8.4 |
| | | 68217 | 78141 | 9.1 |
| | | 71535 | 81045 | 9.2 |
| | | 74853 | 83949 | 9.3 |
| | | 78171 | 86853 | 9.4 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | 81615 | 92661 | 9.6 |
|---|---------|---|---------|-------|
| Former post level 3 (new post level 3) | | | | |
| A2 | 10 | 27534 | 40836 | 6.1 |
| A1 | 11 | 34347 | 50868 | 7.1 |
| | | 36618 | 50868 | 7.1 |
| | | 38889 | 50868 | 7.1 |
| | | 41598 | 53487 | 7.2 |
| B | 12 | 41598 | 63963 | 8.1 |
| | | 44307 | 63963 | 8.1 |
| | | 47016 | 63963 | 8.1 |
| | | 49725 | 67509 | 8.2 |
| | | 52689 | 67509 | 8.2 |
| C | 13 | 55653 | 78141 | 9.1 |
| | | 58617 | 78141 | 9.1 |
| | | 61581 | 78141 | 9.1 |
| | | 64899 | 81045 | 9.2 |
| | | 68217 | 81045 | 9.2 |
| | | 71535 | 81045 | 9.2 |
| | | 74853 | 83949 | 9.3 |
| | | 78171 | 86853 | 9.4 |
| | | 81615 | 92661 | 9.6 |
| | | D - G | 14 - 17 | 61581 |
| | | 64899 | 81045 | 9.2 |
| | | 68217 | 81045 | 9.2 |
| | | 71535 | 81045 | 9.2 |
| | | 74853 | 83949 | 9.3 |
| | | 78171 | 86853 | 9.4 |
| | | 81615 | 92661 | 9.6 |
| | | 85059 | 95565 | 9.7 |
| | | 88503 | 98463 | 10.1 |
| Former post level 4 (new post level 3) | | | | |
| A1 | 11 | 38889 | 53487 | 7.2 |
| | | 41598 | 53487 | 7.2 |
| | | 44307 | 53487 | 7.2 |
| | | 47016 | 56106 | 7.5 |
| B | 12 | 47016 | 67509 | 8.2 |
| | | 49725 | 67509 | 8.2 |
| | | 52689 | 67509 | 8.2 |
| | | 55653 | 71055 | 8.5 |
| C | 13 | 58617 | 71055 | 8.3 |
| | | 61581 | 81045 | 9.2 |
| | | 64899 | 81045 | 9.2 |
| | | 68217 | 81045 | 9.2 |
| | | 71535 | 83949 | 9.3 |
| D - G | 14 - 17 | 74853 | 83949 | 9.3 |
| | | 78171 | 86853 | 9.4 |
| | | 81615 | 92661 | 9.6 |
| | | 85059 | 95565 | 9.7 |
| | | 88503 | 98463 | 10.1 |
| | | 91947 | 102702 | 10.2 |
| | | 95391 | 106941 | 10.3 |
| | | 68217 | 81045 | 9.2 |
| | | 71535 | 83949 | 9.3 |
| | | 74853 | 83949 | 9.3 |
| 78171 | 86853 | 9.4 | | |
| 81615 | 92661 | 9.6 | | |
| 85059 | 95565 | 9.7 | | |
| 88503 | 98463 | 10.1 | | |
| 91947 | 102702 | 10.2 | | |
| 95391 | 106941 | 10.3 | | |
| Former post level 5 (new post level 4) | | | | |
| A1 | 11 | 44307 | 63963 | 8.1 |
| | | 47016 | 63963 | 8.1 |
| | | 49725 | 63963 | 8.1 |
| | | 52689 | 67509 | 8.2 |
| B | 12 | 52689 | 78141 | 9.1 |
| | | 55653 | 78141 | 9.1 |
| | | 58617 | 78141 | 9.1 |
| | | 61581 | 81045 | 9.2 |
| C | 13 | 64899 | 81045 | 9.2 |
| | | 68217 | 98463 | 10.1 |
| | | 71535 | 98463 | 10.1 |
| | | 74853 | 98463 | 10.1 |
| | | 78171 | 102702 | 10.2 |
| | | 81615 | 102702 | 10.2 |
| | | 85059 | 102702 | 10.2 |
| | | 88503 | 106941 | 10.3 |
| | | 91947 | 106941 | 10.3 |
| | | 95391 | 106941 | 10.3 |
| D - G | 14 - 17 | 74853 | 98463 | 10.1 |
| | | 78171 | 102702 | 10.2 |
| | | 81615 | 102702 | 10.2 |
| | | 85059 | 102702 | 10.2 |
| | | 88503 | 106941 | 10.3 |
| | | 91947 | 106941 | 10.3 |
| | | 95391 | 106941 | 10.3 |
| | | 98835 | 111180 | 10.4 |
| | | 102279 | 115413 | 11.1 |
| | | Former post level 6 (new post level 4) | | |
| | | 102279 | 115413 | 11.1 |
| | | 106272 | 123468 | 11.2 |
| | | 110265 | 123468 | 11.2 |
| Former post level 7 (new post level 5) | | | | |
| | | 110265 | 139578 | 12.1 |
| | | 114258 | 139578 | 12.1 |
| | | 119058 | 139578 | 12.1 |
| Former post level 8 (new post level 6) | | | | |
| | | 131478 | 163260 | 13.1 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

Annexure B.3

IMPLEMENTATION OF THE NEW POST AND SALARY STRUCTURE ON 1 APRIL 2003 PER POST LEVEL

| Post level 1 | | | | | |
|--------------|-----------|-----------|----------|-----------|-----------|
| REQV 10 | | | REQV 11 | | |
| Position | Old notch | New Notch | Position | Old notch | New Notch |
| 3.1 | 36630 | 36630 | 3.1 | 36630 | 36630 |
| 3.2 | 38235 | 38499 | 3.2 | 38499 | 38499 |
| 3.3 | 39927 | 40062 | 3.3 | 40062 | 40062 |
| 3.4 | 40836 | 40869 | 3.4 | 40869 | 40869 |
| 4.1 | 42990 | 42990P | 4.1 | 42990 | 42990 |
| 4.2 | 44481 | 44736P | 4.2 | 44481 | 44736 |
| 4.3 | 46062 | 46092P | 4.3 | 46062 | 46092 |
| 4.4 | 46695 | 47019P | 4.4 | 46695 | 47019 |
| 4.5 | 48237 | 48444P | 4.5 | 48237 | 48444 |
| | | | 5.1 | 50859 | 50859 |
| | | | 5.2 | 52782 | 52926 |
| | | | 5.3 | 54798 | 55077 |
| | | | 5.4 | 55686 | 56187 |
| | | | 5.5 | 57663 | 57888 |
| | | | 5.6 | 59634 | 59634P |
| | | | 6.1 | 62964 | 62964P |
| | | | 6.2 | 66705 | 66840P |
| | | | 6.3 | 70563 | 70953P |
| | | | 6.4 | 72963 | 73104P |
| REQV 12 | | | REQV 13+ | | |
| Position | Old notch | New Notch | Position | Old notch | New Notch |
| 4.1 | 42990 | 42990 | 6.1 | 62964 | 62964 |
| 4.2 | 44481 | 44736 | 6.2 | 66705 | 66840 |
| 4.3 | 46062 | 46092 | 6.3 | 70563 | 70953 |
| 4.4 | 46695 | 47019 | 6.4 | 72963 | 73104 |
| 4.5 | 48237 | 48444 | 7.1 | 78429 | 78429 |
| 5.1 | 50859 | 50859 | 7.2 | 82311 | 82434 |
| 5.2 | 52782 | 52926 | 7.3 | 86337 | 86640 |
| 5.3 | 54798 | 55077 | 7.4 | 88158 | 88383 |
| 5.4 | 55686 | 56187 | 7.5 | 92100 | 92100 |
| 5.5 | 57663 | 57888 | 8.1 | 97407 | 97407 |
| 5.6 | 59634 | 59634P | 8.2 | 102642 | 103401 |
| 6.1 | 62964 | 62964 | 8.3 | 108027 | 108678 |
| 6.2 | 66705 | 66840 | 8.4 | 111189 | 111972 |
| 6.3 | 70563 | 70953 | | | |
| 6.4 | 72963 | 73104 | | | |
| 7.1 | 78429 | 78429P | | | |
| 7.2 | 82311 | 82434P | | | |
| 7.3 | 86337 | 86640P | | | |
| 7.4 | 88158 | 88383P | | | |
| 7.5 | 92100 | 92100P | | | |
| Post level 2 | | | | | |
| REQV 10 | | | REQV 11 | | |
| Position | Old notch | New Notch | Position | Old notch | New Notch |
| 5.1 | 50859 | 50859 | 6.1 | 62964 | 62964 |
| 5.2 | 52782 | 52926 | 6.2 | 66705 | 66840 |
| 5.3 | 54798 | 55077 | 6.3 | 70563 | 70953 |
| 5.4 | 55686 | 56187 | 6.4 | 72963 | 73104 |
| 5.5 | 57663 | 57888 | | | |
| 5.6 | 59634 | 59634P | | | |
| REQV 12 | | | REQV 13+ | | |
| Position | Old notch | New Notch | Position | Old notch | New Notch |
| 7.1 | 78429 | 78429 | 8.1 | 97407 | 97407 |
| 7.2 | 82311 | 82434 | 8.2 | 102642 | 103401 |
| 7.3 | 86337 | 86640 | 8.3 | 108027 | 108678 |
| 7.4 | 88158 | 88383 | 8.4 | 111189 | 111972 |
| 7.5 | 92100 | 92100P | 9.1 | 116310 | 116310 |
| 8.1 | 97407 | 97407P | 9.2 | 120636 | 121038 |
| 8.2 | 102642 | 102642P | 9.3 | 124956 | 125958 |
| 8.3 | 108027 | 108027P | 9.4 | 129282 | 129774 |
| 8.4 | 111189 | 111189P | 9.5 | 133605 | 133707 |
| | | | 9.6 | 136236 | 136236P |
| | | | 9.7 | 140502 | 140502P |
| Post level 3 | | | | | |
| REQV 10 | | | REQV 11 | | |
| Position | Old notch | New Notch | Position | Old notch | New Notch |
| 6.1 | 62964 | 62964 | 7.1 | 78429 | 78429 |
| 6.2 | 66705 | 66840 | 7.2 | 82311 | 82434 |
| 6.3 | 70563 | 70953 | 7.3 | 86337 | 86640 |
| 6.4 | 72963 | 73104 | 7.4 | 88158 | 88383 |
| | | | 7.5 | 92100 | 92100P |
| REQV 12 | | | REQV 13+ | | |
| Position | Old notch | New Notch | Position | Old notch | New Notch |
| 8.1 | 97407 | 97407 | 9.1 | 116310 | 116310 |
| 8.2 | 102642 | 103401 | 9.2 | 120636 | 121038 |
| 8.3 | 108027 | 108678 | 9.3 | 124956 | 125958 |
| 8.4 | 111189 | 111972 | 9.4 | 129282 | 129774 |
| 9.1 | 116310 | 116310P | 9.5 | 133605 | 133707 |
| 9.2 | 120636 | 121038P | 9.6 | 136236 | 136236 |
| 9.3 | 124956 | 125958P | 9.7 | 140502 | 140502 |
| 9.4 | 129282 | 129774P | 10.1 | 145179 | 145179 |
| 9.5 | 133605 | 133707P | 10.2 | 151431 | 152589 |
| 9.6 | 136236 | 136236P | 10.3 | 157677 | 158787 |
| 9.7 | 140502 | 140502P | 10.4 | 163461 | 163599 |
| Post level 4 | | | | | |
| REQV 11 | | | REQV 12 | | |
| Position | Old notch | New Notch | Position | Old notch | New Notch |
| 8.1 | 97407 | 97407 | 9.1 | 116310 | 116310 |
| 8.2 | 102642 | 103401 | 9.2 | 120636 | 121038 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | | | |
|-----------------|--------|--------|---------------------|--------|---------|
| 8.3 | 108027 | 108678 | 9.3 | 124956 | 125958 |
| 8.4 | 111189 | 111972 | 9.4 | 129282 | 129774 |
| | | | 9.5 | 133605 | 133707 |
| | | | 9.6 | 136236 | 136236P |
| | | | 9.7 | 140502 | 140502P |
| REQV 13+ | | | Post level 5 | | |
| 10.1 | 145179 | 145179 | REQV 13+ | | |
| 10.2 | 151431 | 152589 | 12.1 | 203853 | 203853 |
| 10.3 | 157677 | 158787 | 12.2 | 215310 | 216393 |
| 10.4 | 163461 | 163599 | 12.3 | 226833 | 227433 |
| 11.1 | 169365 | 169365 | | | |
| 11.2 | 181182 | 181587 | | | |
| 11.3 | 193008 | 194691 | | | |

EDUCATOR SALARY SCALES: JULY 1996 TO JULY 2007 AND TRANSLATION TABLES JANUARY 2008

| Broad band salary system: 1 July 1996 – 31 March 2003 | | | | | | | | | | | | New post and salary system: 1 April 2003 – 31 December 2007 | | | | | | | | | | | | OSD 1 January 2008 (Single scale consisting of 221 notches): Translation tables | | | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---|----------|------|------------|-----|---------------|-----|-----------|-----|-----------|-----|-----------|---|--------------|-----|--|--|--|--|--|--|--|--|--|
| Nth | Jul 1996 | Jul 1997 | Jul 1998 | Jul 1999 | Jul 2000 | Jul 2001 | Jul 2002 | Apr 2003 | Jul 2003 | Jul 2004 | Jul 2005 | Jul 2006 | Jul 2007 | Nth | REQV 10-13 | Nth | REQV 14 Pl. 1 | Nth | Dept Head | Nth | Dep Princ | Nth | Prin- pal | Nth | Office Based | Nth | | | | | | | | | |
| 3.1 | 23526 | 25659 | 27444 | 29355 | 31407 | 33606 | 36630 | 36303 | 39744 | 42207 | 44148 | 46488 | 49574 | 3.1 | 52008 | 5 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 36996 | 40140 | 42630 | 44592 | 46956 | 50478 | 3.2 | 52524 | 6 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 37865 | 40942 | 43486 | 45386 | 47898 | 51489 | 3.3 | 53052 | 7 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 37740 | 40947 | 43485 | 45386 | 47898 | 51489 | 3.4 | 53580 | 8 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 38118 | 41358 | 43923 | 45945 | 48381 | 52011 | 3.5 | 54120 | 9 | | | | | | | | | | | | | | | | | | | |
| 3.2 | 24615 | 26823 | 28647 | 30642 | 32784 | 35079 | 38235 | 38499 | 41772 | 44361 | 46401 | 48861 | 52527 | 3.6 | 54660 | 10 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 38883 | 42189 | 44805 | 46866 | 49350 | 53052 | 3.7 | 55212 | 11 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 39273 | 42612 | 45255 | 47337 | 49845 | 53583 | 3.8 | 55764 | 12 | | | | | | | | | | | | | | | | | | | |
| 3.3 | 25704 | 28020 | 29913 | 31995 | 34233 | 36630 | 39927 | 39666 | 43038 | 45705 | 47808 | 50343 | 54120 | 3.9 | 56316 | 13 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 40062 | 43467 | 46161 | 48285 | 50844 | 54657 | 3.10 | 56880 | 14 | | | | | | | | | | | | | | | | | | | |
| P | 26793 | 29205 | 30594 | 32724 | 35013 | 37463 | 40836 | 40464 | 43902 | 46226 | 48771 | 51357 | 55209 | 3.11 | 57444 | 15 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 40869 | 44343 | 47091 | 49257 | 51867 | 55758 | 3.12 | 58020 | 16 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 41277 | 44787 | 47565 | 49752 | 52389 | 56319 | 3.13 | 58608 | 17 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 41691 | 45234 | 48039 | 50250 | 52914 | 56883 | 3.14 | 59184 | 18 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 42108 | 45687 | 48519 | 50751 | 53442 | 57450 | 3.15 | 59784 | 19 | | | | | | | | | | | | | | | | | | | |
| 4.1 | 27882 | 30395 | 32511 | 34776 | 37035 | 39441 | 42990 | 42351 | 46146 | 49008 | 51264 | 53982 | 58032 | 3.16 | 60384 | 20 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 42900 | 46644 | 49536 | 51816 | 54561 | 58653 | 4.1 | 61596 | 21 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 43419 | 47109 | 50031 | 52332 | 55107 | 59241 | 4.2 | 62308 | 22 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 43854 | 47583 | 50532 | 52857 | 55659 | 59832 | 4.3 | 63032 | 23 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 44292 | 48057 | 51036 | 53385 | 56214 | 60429 | 4.4 | 63556 | 24 | | | | | | | | | | | | | | | | | | | |
| 4.2 | 28905 | 31509 | 33639 | 35982 | 38319 | 40809 | 44481 | 44756 | 48540 | 51549 | 53922 | 56781 | 61041 | 4.5 | 64092 | 25 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 45356 | 49152 | 52184 | 54656 | 57342 | 61644 | 4.6 | 64740 | 26 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 46092 | 50010 | 53112 | 55557 | 58303 | 62262 | 4.7 | 65376 | 27 | | | | | | | | | | | | | | | | | | | |
| 4.3 | 29228 | 32025 | 34830 | 37257 | 39678 | 42238 | 46062 | 46554 | 50511 | 53643 | 56112 | 59085 | 63516 | 4.8 | 66036 | 28 | | | | | | | | | | | | | | | | | | | |
| P | 30951 | 33738 | 35510 | 37770 | 40224 | 42840 | 46695 | 47019 | 51035 | 54177 | 56700 | 59673 | 64149 | 4.10 | 66696 | 30 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 47990 | 51238 | 54723 | 57440 | 60273 | 64794 | 4.11 | 68040 | 32 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 47964 | 52041 | 55269 | 57813 | 60876 | 65442 | 4.12 | 68712 | 33 | | | | | | | | | | | | | | | | | | | |
| P | 31974 | 34854 | 36477 | 39018 | 41553 | 44253 | 48237 | 48444 | 52563 | 55821 | 58389 | 61485 | 66096 | 4.13 | 69408 | 34 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 48930 | 53088 | 56382 | 58977 | 62103 | 66762 | 4.14 | 70092 | 35 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 49419 | 53619 | 56943 | 59562 | 62718 | 67422 | 4.15 | 70800 | 36 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 49914 | 54156 | 57513 | 60159 | 63348 | 68100 | 4.16 | 71508 | 37 | | | | | | | | | | | | | | | | | | | |
| 5.1 | 32988 | 35958 | 38460 | 41139 | 43812 | 46659 | 50859 | 50859 | 55182 | 58602 | 61299 | 64548 | 69390 | 5.1 | 72216 | 38 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 51269 | 55734 | 59193 | 61917 | 65199 | 70089 | 5.2 | 72948 | 39 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 51882 | 56292 | 59781 | 62532 | 65847 | 70785 | 5.3 | 73668 | 40 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 52401 | 56856 | 60381 | 63159 | 66507 | 71496 | 5.4 | 74412 | 41 | | | | | | | | | | | | | | | | | | | |
| 5.2 | 34296 | 37386 | 39912 | 42693 | 45468 | 48423 | 52782 | 52926 | 57426 | 60987 | 63792 | 67173 | 72210 | 5.5 | 75156 | 42 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 53457 | 58002 | 61599 | 64434 | 67848 | 72936 | 5.6 | 75900 | 43 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 53991 | 58581 | 62214 | 65076 | 68266 | 73665 | 5.7 | 76668 | 44 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 54531 | 59166 | 62835 | 65727 | 69210 | 74400 | 5.8 | 77436 | 45 | | | | | | | | | | | | | | | | | | | |
| 5.3 | 35604 | 38814 | 41439 | 44325 | 47205 | 50274 | 54798 | 55077 | 59760 | 63465 | 66384 | 69903 | 75147 | 5.9 | 78204 | 46 | | | | | | | | | | | | | | | | | | | |
| P | 36712 | 40236 | 42111 | 45045 | 47970 | 51090 | 55686 | 55629 | 60357 | 64098 | 67047 | 70599 | 75894 | 5.10 | 78984 | 47 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 56187 | 60963 | 64743 | 67722 | 71310 | 76659 | 5.11 | 79776 | 48 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 56748 | 61572 | 65388 | 68397 | 72021 | 77424 | 5.12 | 80580 | 49 | | | | | | | | | | | | | | | | | | | |
| P | 38220 | 41664 | 43605 | 46444 | 49674 | 52902 | 57663 | 57315 | 62187 | 66042 | 69081 | 72741 | 78198 | 5.13 | 81384 | 50 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 58467 | 63438 | 67371 | 70470 | 74205 | 79770 | 5.15 | 83016 | 52 | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | 59052 | 64071 | 68043 | 71172 | 74943 | 80565 | 5.16 | 83844 | 53 | | | | | | | | | | | | | | | | | | | |
| P | 39528 | 43089 | 45096 | 48237 | 51372 | 54711 | 59634 | 59634 | 64704 | 68715 | 71877 | 75687 | 81363 | 5.16 | 84684 | 54 | | | | | | | | | | | | | | | | | | | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| Broad band salary system: 1 July 1996 – 31 March 2003 | | | | New post and salary system: 1 April 2003 – 31 December 2007 | | | | OSD 1 January 2008 (Single scale consisting of 221 notches): Translation tables | | | | | | | | | | | | | | |
|---|----------|----------|----------|---|----------|----------|----------|---|----------|----------|----------|----------|----------|-------|------------|-----|--------------|-----|-----------|-----|--------------|-----|
| Nth | Jul 1996 | Jul 1997 | Jul 1998 | Jul 1999 | Jul 2000 | Jul 2001 | Jul 2002 | Apr 2003 | Jul 2003 | Jul 2004 | Jul 2005 | Jul 2006 | Jul 2007 | Nth | REQV 10-13 | Nth | REQV 14 PL 1 | Nth | Princ-pal | Nth | Office Based | |
| 1.1.3 | 131523 | 142098 | 149145 | 156855 | 166266 | 177072 | 193008 | 192762 | 209148 | 222114 | 232332 | 244647 | 262595 | 11.14 | | | | | 273 972 | 172 | 273 972 | 172 |
| 1.2.1 | 139578 | 150798 | 158277 | 165666 | 175605 | 187020 | 203853 | 194691 | 211239 | 224337 | 234657 | 247095 | 265626 | 11.15 | | | | | 276 708 | 173 | 276 708 | 173 |
| | | | | | | | | 196638 | 213351 | 226381 | 237003 | 249564 | 268281 | 11.16 | | | | | 279 480 | 174 | 279 480 | 174 |
| | | | | | | | | 203853 | 221181 | 234894 | 245700 | 258723 | 278127 | 12.1 | | | | | 296 676 | 180 | 296 676 | 180 |
| | | | | | | | | 205893 | 223395 | 237246 | 248160 | 261312 | 280911 | 12.2 | | | | | 296 676 | 180 | 296 676 | 180 |
| | | | | | | | | 207951 | 225627 | 239616 | 250658 | 263922 | 283716 | 12.3 | | | | | 296 676 | 180 | 296 676 | 180 |
| | | | | | | | | 210030 | 227883 | 242013 | 253146 | 266862 | 286554 | 12.4 | | | | | 299 640 | 181 | 299 640 | 181 |
| | | | | | | | | 212130 | 230160 | 244434 | 255678 | 269229 | 289422 | 12.5 | | | | | 302 640 | 182 | 302 640 | 182 |
| 1.2.2 | 147474 | 159273 | 167172 | 174978 | 185475 | 197532 | 215310 | 214251 | 232461 | 246876 | 258234 | 271920 | 292314 | 12.6 | | | | | 305 664 | 183 | 305 664 | 183 |
| | | | | | | | | 216393 | 234786 | 249342 | 260811 | 274635 | 295233 | 12.7 | | | | | 308 724 | 184 | 308 724 | 184 |
| | | | | | | | | 218556 | 237132 | 251838 | 263424 | 277386 | 298191 | 12.8 | | | | | 311 808 | 185 | 311 808 | 185 |
| | | | | | | | | 220743 | 239505 | 254358 | 266058 | 280158 | 301170 | 12.9 | | | | | 314 928 | 186 | 314 928 | 186 |
| | | | | | | | | 222951 | 241902 | 256899 | 268716 | 282957 | 304179 | 12.10 | | | | | 318 072 | 187 | 318 072 | 187 |
| | | | | | | | | 225180 | 244330 | 259467 | 271404 | 285789 | 307224 | 12.11 | | | | | 321 252 | 188 | 321 252 | 188 |
| | | | | | | | | 227433 | 246765 | 262065 | 274119 | 288648 | 310296 | 12.12 | | | | | 324 468 | 189 | 324 468 | 189 |
| | | | | | | | | 229707 | 249231 | 264687 | 276864 | 291537 | 313401 | 12.13 | | | | | 327 708 | 190 | 327 708 | 190 |
| | | | | | | | | 232005 | 251724 | 267333 | 279630 | 294450 | 316533 | 12.14 | | | | | 330 984 | 191 | 330 984 | 191 |
| | | | | | | | | 234327 | 254244 | 270006 | 282426 | 297396 | 319701 | 12.15 | | | | | | | | |
| | | | | | | | | 236670 | 256788 | 272709 | 285255 | 300375 | 322902 | 12.16 | | | | | | | | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

OSD KEY SALARY SCALE FOR INSTITUTION-BASED AND OFFICE-BASED EDUCATORS: APRIL 2015 - (BASIC SALARY)

| | April 2015 |
|----|------------|
| 1 | 93933 |
| 2 | 94875 |
| 3 | 95832 |
| 4 | 96771 |
| 5 | 97749 |
| 6 | 98712 |
| 7 | 99708 |
| 8 | 100686 |
| 9 | 101712 |
| 10 | 102729 |
| 11 | 103770 |
| 12 | 104790 |
| 13 | 105837 |
| 14 | 106893 |
| 15 | 107955 |
| 16 | 109035 |
| 17 | 110139 |
| 18 | 111216 |
| 19 | 112362 |
| 20 | 113484 |
| 21 | 114606 |
| 22 | 115746 |
| 23 | 116919 |
| 24 | 118080 |
| 25 | 119262 |
| 26 | 120441 |
| 27 | 120597 |
| 28 | 121788 |
| 29 | 123000 |
| 30 | 124236 |
| 31 | 125490 |
| 32 | 126738 |
| 33 | 127992 |
| 34 | 129285 |
| 35 | 130560 |
| 36 | 131877 |
| 37 | 133194 |
| 38 | 134505 |
| 39 | 135882 |
| 40 | 137217 |
| 41 | 138609 |
| 42 | 139992 |
| 43 | 141384 |
| 44 | 142797 |
| 45 | 144234 |
| 46 | 145671 |
| 47 | 147126 |
| 48 | 148605 |
| 49 | 150102 |
| 50 | 151602 |
| 51 | 153117 |
| 52 | 154632 |
| 53 | 156174 |
| 54 | 157734 |
| 55 | 159321 |
| 56 | 160902 |
| 57 | 162516 |

| Nth | April 2015 |
|-----|------------|
| 58 | 164157 |
| 59 | 165774 |
| 60 | 167436 |
| 61 | 169113 |
| 62 | 170814 |
| 63 | 172509 |
| 64 | 174228 |
| 65 | 175965 |
| 66 | 177732 |
| 67 | 179532 |
| 68 | 181308 |
| 69 | 183132 |
| 70 | 184953 |
| 71 | 186813 |
| 72 | 188673 |
| 73 | 190569 |
| 74 | 192471 |
| 75 | 194400 |
| 76 | 196335 |
| 77 | 198297 |
| 78 | 198474 |
| 79 | 200478 |
| 80 | 202476 |
| 81 | 204507 |
| 82 | 206547 |
| 83 | 208620 |
| 84 | 210705 |
| 85 | 212811 |
| 86 | 214929 |
| 87 | 217074 |
| 88 | 219258 |
| 89 | 221445 |
| 90 | 223674 |
| 91 | 225897 |
| 92 | 228165 |
| 93 | 230445 |
| 94 | 232752 |
| 95 | 235077 |
| 96 | 237420 |
| 97 | 239790 |
| 98 | 242169 |
| 99 | 244617 |
| 100 | 247062 |
| 101 | 249528 |
| 102 | 252012 |
| 103 | 254541 |
| 104 | 257082 |
| 105 | 259650 |
| 106 | 262254 |
| 107 | 264885 |
| 108 | 267531 |
| 109 | 270195 |
| 110 | 272904 |
| 111 | 275622 |
| 112 | 278397 |
| 113 | 281157 |
| 114 | 283986 |

| | April 2015 |
|-----|------------|
| 115 | 286815 |
| 116 | 289698 |
| 117 | 292581 |
| 118 | 294177 |
| 119 | 297114 |
| 120 | 300087 |
| 121 | 303105 |
| 122 | 306111 |
| 123 | 309189 |
| 124 | 312267 |
| 125 | 315396 |
| 126 | 318543 |
| 127 | 321723 |
| 128 | 324957 |
| 129 | 328203 |
| 130 | 331494 |
| 131 | 334809 |
| 132 | 338163 |
| 133 | 341538 |
| 134 | 344946 |
| 135 | 348384 |
| 136 | 351870 |
| 137 | 355410 |
| 138 | 358956 |
| 139 | 362547 |
| 140 | 366159 |
| 141 | 369810 |
| 142 | 373524 |
| 143 | 377259 |
| 144 | 381027 |
| 145 | 384831 |
| 146 | 388683 |
| 147 | 392574 |
| 148 | 396510 |
| 149 | 400464 |
| 150 | 404451 |
| 151 | 408528 |
| 152 | 412596 |
| 153 | 416721 |
| 154 | 420894 |
| 155 | 423186 |
| 156 | 427413 |
| 157 | 431691 |
| 158 | 435993 |
| 159 | 440364 |
| 160 | 444753 |
| 161 | 449205 |
| 162 | 453714 |
| 163 | 458223 |
| 164 | 462819 |
| 165 | 467448 |
| 166 | 472128 |
| 167 | 476835 |
| 168 | 481602 |
| 169 | 486432 |
| 170 | 491301 |
| 171 | 496206 |

| Nth | April 2015 |
|-----|------------|
| 172 | 501168 |
| 173 | 506178 |
| 174 | 511245 |
| 175 | 516348 |
| 176 | 521517 |
| 177 | 526743 |
| 178 | 531999 |
| 179 | 537324 |
| 180 | 542688 |
| 181 | 548112 |
| 182 | 553614 |
| 183 | 559134 |
| 184 | 564738 |
| 185 | 570378 |
| 186 | 576078 |
| 187 | 581838 |
| 188 | 587646 |
| 189 | 593541 |
| 190 | 599460 |
| 191 | 605460 |
| 192 | 611517 |
| 193 | 617637 |
| 194 | 623793 |
| 195 | 630033 |
| 196 | 636330 |
| 197 | 642702 |
| 198 | 649149 |
| 199 | 655635 |
| 200 | 662178 |
| 201 | 668814 |
| 202 | 675501 |
| 203 | 682236 |
| 204 | 689076 |
| 205 | 695967 |
| 206 | 702918 |
| 207 | 709932 |
| 208 | 717039 |
| 209 | 724212 |
| 210 | 731439 |
| 211 | 738768 |
| 212 | 746160 |
| 213 | 753612 |
| 214 | 761142 |
| 215 | 768762 |
| 216 | 776454 |
| 217 | 784224 |
| 218 | 792045 |
| 219 | 799980 |
| 220 | 807978 |
| 221 | 816069 |

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PERSONNEL ADMINISTRATIVE MEASURES (PAM)

Annexure B.6

OSD: INCLUSIVE REMUNERATION PACKAGES FOR OFFICE-BASED DUCATORS
(JANUARY 2008 – APRIL 2014)

| | Jan 2008 | Jul 2008 | Jul 2009 | Jul 2010 | May 2011 | May 2012 | April 2013 | April 2014 | | Jan 2008 | Jul 2008 | Jul 2009 | Jul 2010 | May 2011 | May 2012 | April 2013 | April 2014 |
|-----|-------------|-------------|-------------|-------------|-------------|-------------|---------------|---------------|-----|-------------|-------------|-------------|-------------|-------------|-------------|---------------|---------------|
| 001 | 328200 | 362664 | 398931 | 428 856 | 458019 | 490080 | 522426 | 561087 | 040 | 469464 | 518760 | 588006 | 632112 | 675096 | 722352 | 770028 | 827010 |
| 002 | 331188 | 365964 | 402918 | 433140 | 462594 | 494976 | 527643 | 566688 | 041 | 473856 | 523620 | 593886 | 638436 | 681849 | 729579 | 777732 | 835284 |
| 003 | 334188 | 369288 | 406947 | 437472 | 467220 | 499926 | 532920 | 572355 | 042 | 478296 | 528528 | 599823 | 644820 | 688668 | 736875 | 785508 | 843636 |
| 004 | 337224 | 372636 | 411015 | 441852 | 471897 | 504930 | 538254 | 578085 | 043 | 482772 | 533472 | 605820 | 651264 | 695550 | 744240 | 793359 | 852069 |
| 005 | 340296 | 376032 | 415125 | 446268 | 476613 | 509976 | 543633 | 583863 | 044 | 487296 | 538464 | 611877 | 657768 | 702495 | 751671 | 801282 | 860577 |
| 006 | 343404 | 379464 | 419274 | 450720 | 481368 | 515064 | 549057 | 589686 | 045 | 491868 | 543516 | 617994 | 664344 | 709518 | 759183 | 809289 | 869175 |
| 007 | 346536 | 382932 | 423465 | 455232 | 486189 | 520221 | 554556 | 595593 | 046 | 496488 | 548628 | 624171 | 670992 | 716619 | 766782 | 817389 | 877875 |
| 008 | 349692 | 386412 | 427698 | 459780 | 491046 | 525420 | 560097 | 601545 | 047 | 501144 | 553776 | 630411 | 677700 | 723783 | 774447 | 825561 | 886653 |
| 009 | 352896 | 389952 | 431973 | 464376 | 495954 | 530670 | 565695 | 607557 | 048 | 505860 | 558984 | 636714 | 684468 | 731013 | 782184 | 833808 | 895509 |
| 010 | 356112 | 393504 | 436290 | 469020 | 500913 | 535977 | 571350 | 613629 | 049 | 510612 | 564228 | 643080 | 691320 | 738330 | 790014 | 842154 | 904473 |
| 011 | 359376 | 397116 | 440652 | 473712 | 505923 | 541338 | 577065 | 619767 | 050 | 515412 | 569532 | 649509 | 698232 | 745713 | 797913 | 850575 | 913518 |
| 012 | 362664 | 400752 | 445056 | 478440 | 510975 | 546744 | 582828 | 625956 | 051 | 520272 | 574908 | 656004 | 705216 | 753171 | 805893 | 859083 | 922656 |
| 013 | 365988 | 404424 | 449505 | 483228 | 516087 | 552213 | 588660 | 632220 | 052 | 525168 | 580320 | 662562 | 712260 | 760695 | 813945 | 867666 | 931872 |
| 014 | 369348 | 408132 | 453999 | 488052 | 521241 | 557727 | 594537 | 638532 | 053 | 530124 | 585792 | 669186 | 719376 | 768294 | 822075 | 876333 | 941181 |
| 015 | 372744 | 411888 | 458538 | 492936 | 526455 | 563307 | 600486 | 644922 | 054 | 535116 | 591312 | 675876 | 726576 | 775983 | 830301 | 885102 | 950601 |
| 016 | 376164 | 415668 | 463122 | 497868 | 531723 | 568944 | 606495 | 651375 | 055 | 540168 | 596892 | 682632 | 733836 | 783738 | 838599 | 893946 | 960099 |
| 017 | 379632 | 419496 | 467751 | 502836 | 537030 | 574623 | 612549 | 657879 | 056 | 545268 | 602532 | 689457 | 741168 | 791568 | 846978 | 902880 | 969693 |
| 018 | 383124 | 423360 | 472428 | 507864 | 542400 | 580368 | 618672 | 664455 | 057 | 550416 | 608220 | 696351 | 748584 | 799488 | 855453 | 911913 | 979395 |
| 019 | 386640 | 427248 | 477150 | 512940 | 547821 | 586167 | 624855 | 671094 | 058 | 555612 | 613956 | 703334 | 756072 | 807486 | 864009 | 921033 | 989190 |
| 020 | 390216 | 431196 | 481920 | 518064 | 553293 | 592023 | 631098 | 677799 | 059 | 560868 | 619764 | 710346 | 763632 | 815559 | 872649 | 930243 | 999081 |
| 021 | 393804 | 435156 | 486738 | 523248 | 558828 | 597945 | 637410 | 684579 | 060 | 566184 | 625644 | 717447 | 771264 | 823710 | 881370 | 939540 | 1009065 |
| 022 | 397452 | 439188 | 491604 | 528480 | 564417 | 603927 | 643785 | 691425 | 061 | 571548 | 631572 | 724620 | 778968 | 831939 | 890175 | 948927 | 1019148 |
| 023 | 401124 | 443244 | 496518 | 533760 | 570057 | 609960 | 650217 | 698334 | | | | | | | | | |
| 024 | 404832 | 447348 | 501483 | 539100 | 575760 | 616062 | 656721 | 705318 | | | | | | | | | |
| 025 | 408576 | 451488 | 506496 | 544488 | 581514 | 622221 | 663288 | 712371 | | | | | | | | | |
| 026 | 412356 | 455664 | 511560 | 549936 | 587331 | 628443 | 669921 | 719496 | | | | | | | | | |
| 027 | 416172 | 459876 | 516675 | 555432 | 593202 | 634725 | 676617 | 728687 | | | | | | | | | |
| 028 | 420036 | 464148 | 521841 | 560988 | 599136 | 641076 | 683388 | 733959 | | | | | | | | | |
| 029 | 423936 | 468456 | 527058 | 566592 | 605121 | 647478 | 690213 | 741288 | | | | | | | | | |
| 030 | 427860 | 472788 | 532326 | 572256 | 611169 | 653952 | 697113 | 748698 | | | | | | | | | |
| 031 | 431844 | 477192 | 537648 | 577980 | 617283 | 660492 | 704085 | 756186 | | | | | | | | | |
| 032 | 435864 | 481632 | 543024 | 583752 | 623448 | 667089 | 711117 | 763740 | | | | | | | | | |
| 033 | 439920 | 486120 | 548454 | 589596 | 629688 | 673767 | 718236 | 771384 | | | | | | | | | |
| 034 | 444012 | 490644 | 553938 | 595488 | 635982 | 680502 | 725415 | 779097 | | | | | | | | | |
| 035 | 448152 | 495216 | 559476 | 601440 | 642339 | 687303 | 732666 | 786882 | | | | | | | | | |
| 036 | 452328 | 499824 | 565068 | 607452 | 648759 | 694173 | 739989 | 794748 | | | | | | | | | |
| 037 | 456552 | 504492 | 570717 | 613524 | 655245 | 701112 | 747384 | 802689 | | | | | | | | | |
| 038 | 460812 | 509208 | 576423 | 619656 | 661794 | 708120 | 754857 | 810717 | | | | | | | | | |
| 039 | 465120 | 513960 | 582186 | 625860 | 668418 | 715206 | 762411 | 818829 | | | | | | | | | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

**OSD: INCLUSIVE REMUNERATION PACKAGES FOR OFFICE-BASED EDUCATORS
(APRIL 2015 -)**

| | April 2015 |
|-----|---------------|
| 001 | 600363 |
| 002 | 606357 |
| 003 | 612420 |
| 004 | 618552 |
| 005 | 624732 |
| 006 | 630963 |
| 007 | 637284 |
| 008 | 643653 |
| 009 | 650085 |
| 010 | 656583 |
| 011 | 663150 |
| 012 | 669774 |
| 013 | 676476 |
| 014 | 683229 |
| 015 | 690066 |
| 016 | 696972 |
| 017 | 703932 |
| 018 | 710967 |
| 019 | 718071 |
| 020 | 725244 |
| 021 | 732501 |
| 022 | 739824 |
| 023 | 747216 |
| 024 | 754689 |
| 025 | 762237 |
| 026 | 769860 |
| 027 | 777555 |
| 028 | 785337 |
| 029 | 793179 |
| 030 | 801108 |
| 031 | 809118 |
| 032 | 817203 |
| 033 | 825381 |
| 034 | 833634 |
| 035 | 841965 |
| 036 | 850380 |
| 037 | 858876 |
| 038 | 867468 |
| 039 | 876147 |

| | April 2015 |
|-----|---------------|
| 040 | 884901 |
| 041 | 893754 |
| 042 | 902691 |
| 043 | 911715 |
| 044 | 920817 |
| 045 | 930018 |
| 046 | 939327 |
| 047 | 948720 |
| 048 | 958194 |
| 049 | 967785 |
| 050 | 977463 |
| 051 | 987243 |
| 052 | 997104 |
| 053 | 1007064 |
| 054 | 1017144 |
| 055 | 1027305 |
| 056 | 1037571 |
| 057 | 1047954 |
| 058 | 1058433 |
| 059 | 1069017 |
| 060 | 1079700 |
| 061 | 1090488 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

Annexure B.8

NON-OSD: INCLUSIVE REMUNERATION PACKAGES FOR OFFICE-BASED EDUCATORS
JULY 2005 – MAY 2012

| | Jul 2005 | Jul 2006 | Jul 2007 | Jul 2008 | Jul 2009 | Jul 2010 | May 2011 | May 2012 |
|-------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 11.1 | 273393 | 286203 | 313164 | 346056 | 380664 | 409215 | 437043 | 467637 |
| 11.2 | 276129 | 289068 | 316260 | 349476 | 384432 | 413265 | 441366 | 472263 |
| 11.3 | 278889 | 291957 | 319386 | 352932 | 388236 | 417354 | 445734 | 476934 |
| 11.4 | 281679 | 294879 | 322542 | 356412 | 392064 | 421470 | 450129 | 481638 |
| 11.5 | 284496 | 297831 | 325731 | 369940 | 395940 | 425637 | 454581 | 486402 |
| 11.6 | 287343 | 300813 | 328953 | 363504 | 399864 | 429855 | 459084 | 491220 |
| 11.7 | 290217 | 303822 | 332208 | 367092 | 403812 | 434100 | 463620 | 496074 |
| 11.8 | 293121 | 306861 | 335493 | 370728 | 407808 | 438396 | 468207 | 500982 |
| 11.9 | 296055 | 309933 | 338814 | 374400 | 411840 | 442728 | 472833 | 505932 |
| 11.10 | 299016 | 313032 | 342168 | 378096 | 415908 | 447102 | 477504 | 510930 |
| 11.11 | 302007 | 316161 | 345552 | 381840 | 420024 | 451527 | 482232 | 515988 |
| 11.12 | 305028 | 319323 | 348975 | 385620 | 424188 | 456003 | 487011 | 521103 |
| 11.13 | 308082 | 322521 | 352431 | 389448 | 428400 | 460530 | 491847 | 526275 |
| 11.14 | 311163 | 325749 | 355917 | 393300 | 432636 | 465084 | 496710 | 531480 |
| 11.15 | 314277 | 329007 | 359442 | 397188 | 436908 | 469677 | 501615 | 536727 |
| 11.16 | 317421 | 332298 | 363003 | 401124 | 441240 | 474333 | 506589 | 542049 |
| 12.1 | 324657 | 339825 | 371193 | 410172 | 451200 | 485040 | 518022 | 554283 |
| 12.2 | 327906 | 343224 | 374871 | 414240 | 455664 | 489840 | 523149 | 559770 |
| 12.3 | 331185 | 346659 | 378582 | 418344 | 460188 | 494703 | 528342 | 565326 |
| 12.4 | 334497 | 350127 | 382329 | 422484 | 464736 | 499593 | 533565 | 570915 |
| 12.5 | 337842 | 353631 | 386121 | 426672 | 469344 | 504546 | 538854 | 576573 |
| 12.6 | 341223 | 357168 | 389943 | 430896 | 473988 | 509538 | 544188 | 582282 |
| 12.7 | 344637 | 360741 | 393810 | 435168 | 478692 | 514596 | 549588 | 588060 |
| 12.8 | 348087 | 364350 | 397716 | 439488 | 483444 | 519705 | 555045 | 593898 |
| 12.9 | 351570 | 367995 | 401658 | 443844 | 488232 | 524850 | 560541 | 599778 |
| 12.10 | 355086 | 371676 | 405636 | 448236 | 493068 | 530049 | 566091 | 605718 |
| 12.11 | 358638 | 375393 | 409659 | 452676 | 497952 | 535299 | 571698 | 611718 |
| 12.12 | 362226 | 379149 | 413718 | 457164 | 502884 | 540603 | 577365 | 617781 |
| 12.13 | 365850 | 382944 | 417822 | 461700 | 507876 | 545967 | 583092 | 623907 |
| 12.14 | 369510 | 386772 | 421965 | 466272 | 512904 | 551373 | 588867 | 630087 |
| 12.15 | 373296 | 390642 | 426147 | 470904 | 518004 | 556857 | 594723 | 636354 |
| 12.16 | 376941 | 394554 | 430377 | 475572 | 523140 | 562377 | 600618 | 642660 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

Annexure B.9

OSD FOR EDUCATIONS THERAPISTS AND PSYCHOLOGISTS: SALARY SCALES, POST CLASS CODES AND JOB TITLE CODES: 2010 -

| Job title | Post class code | Job title code | Nth | July 2010 | May 2011 | May 2012 | April 2013 | April 2014 | April 2015 |
|--|------------------------|------------------------|-----|-----------|----------|----------|------------|------------|------------|
| Education Therapist Grade 1 | School-based: 60011 | School-based: 60011 | 1 | 173949 | 185778 | 198783 | 211902 | 227583 | 243513 |
| | | | 2 | 176562 | 188568 | 201768 | 215085 | 231000 | 247170 |
| | | | 3 | 179211 | 191397 | 204795 | 218310 | 234465 | 250878 |
| | | | 4 | 181899 | 194268 | 207867 | 221586 | 237984 | 254643 |
| | | | 5 | 184632 | 197187 | 210990 | 224916 | 241560 | 258468 |
| | | | 6 | 187398 | 200142 | 214152 | 228285 | 245178 | 262341 |
| | | | 7 | 190212 | 203145 | 217365 | 231711 | 248859 | 266280 |
| | | | 8 | 193062 | 206190 | 220623 | 235185 | 252588 | 270270 |
| | | | 9 | 195957 | 209283 | 223932 | 238713 | 256377 | 274323 |
| | | | 10 | 198894 | 212418 | 227286 | 242286 | 260214 | 278430 |
| Education Therapist Grade 2 | School-based: 60012 | School-based: 60012 | 1 | 204906 | 218841 | 234159 | 249612 | 268083 | 286848 |
| | | | 2 | 207981 | 222123 | 237672 | 253359 | 272109 | 291156 |
| | | | 3 | 211101 | 225456 | 241239 | 257160 | 276189 | 295521 |
| | | | 4 | 214272 | 228843 | 244863 | 261024 | 280341 | 299964 |
| | | | 5 | 217485 | 232275 | 248535 | 264939 | 284544 | 304461 |
| | | | 6 | 220749 | 235761 | 252264 | 268914 | 288813 | 309030 |
| | | | 7 | 224061 | 239298 | 256050 | 272949 | 293148 | 313668 |
| | | | 8 | 227421 | 242886 | 259887 | 277041 | 297543 | 318372 |
| | | | 9 | 230832 | 246528 | 263784 | 281193 | 302001 | 323142 |
| | | | 10 | 234297 | 250230 | 267747 | 285417 | 306537 | 327996 |
| Education Therapist Grade 3 | School-based: 60013 | School-based: 60013 | 1 | 241374 | 257787 | 275832 | 294036 | 315795 | 337902 |
| | | | 2 | 244998 | 261657 | 279972 | 298449 | 320535 | 342972 |
| | | | 3 | 248673 | 265584 | 284175 | 302931 | 325347 | 348120 |
| | | | 4 | 252402 | 269565 | 288435 | 307473 | 330225 | 353340 |
| | | | 5 | 256188 | 273609 | 292761 | 312084 | 335178 | 358641 |
| | | | 6 | 260031 | 277713 | 297153 | 316764 | 340206 | 364020 |
| | | | 7 | 263934 | 281883 | 301614 | 321522 | 345315 | 369486 |
| | | | 8 | 267894 | 286110 | 306138 | 326343 | 350493 | 375027 |
| | | | 9 | 271914 | 290403 | 310731 | 331239 | 355752 | 380655 |
| | | | 10 | 275988 | 294756 | 315390 | 336207 | 361086 | 386361 |
| | | | 11 | 280131 | 299181 | 320124 | 341253 | 366507 | 392163 |
| | | | 12 | 284331 | 303666 | 324924 | 346368 | 372000 | 398040 |
| | | | 13 | 288,600 | 308226 | 329802 | 351570 | 377586 | 404016 |
| | | | 14 | 292926 | 312846 | 334746 | 356838 | 383244 | 410070 |
| Chief Education Therapist Grade 1 | School-based: 60015 | School-based: 60014 | 1 | 256188 | 273609 | 292761 | 312084 | 335178 | 358641 |
| | | | 2 | 260031 | 277713 | 297153 | 316764 | 340206 | 364020 |
| | | | 3 | 263934 | 281883 | 301614 | 321522 | 345315 | 369486 |
| | | | 4 | 267894 | 286110 | 306138 | 326343 | 350493 | 375027 |
| | Office-based: 60016 | Office-based: 60016 | 5 | 271914 | 290403 | 310731 | 331239 | 355752 | 380655 |
| | | | 6 | 275988 | 294756 | 315390 | 336207 | 361086 | 386361 |
| | | | 7 | 280131 | 299181 | 320124 | 341253 | 366507 | 392163 |
| | | | 8 | 284331 | 303666 | 324924 | 346368 | 372000 | 398040 |
| Chief Education Therapist Grade 2 | School-based: 60015 | School-based: 60015 | 1 | 292926 | 312846 | 334746 | 356838 | 383244 | 410070 |
| | | | 2 | 297321 | 317538 | 339765 | 362190 | 388992 | 416220 |
| | | | 3 | 301779 | 322299 | 344859 | 367620 | 394824 | 422463 |
| | | | 4 | 306306 | 327135 | 350034 | 373137 | 400749 | 428802 |
| | Office-based: 60017 | Office-based: 60017 | 5 | 310902 | 332043 | 355287 | 378735 | 406761 | 435234 |
| | | | 6 | 315567 | 337026 | 360618 | 384420 | 412866 | 441768 |
| | | | 7 | 320301 | 342081 | 366027 | 390186 | 419061 | 448395 |
| | | | 8 | 325104 | 347211 | 371517 | 396036 | 425343 | 455118 |
| Education Therapist Specialist Grade 1 | Office-based: 60012 | Office-based: 60018 | 1 | 284331 | 303666 | 324924 | 346368 | 372000 | 398040 |
| | | | 2 | 288600 | 308226 | 329802 | 351570 | 377586 | 404016 |
| | | | 3 | 292926 | 312846 | 334746 | 356838 | 383244 | 410070 |
| | | | 4 | 297321 | 317538 | 339765 | 362190 | 388992 | 416220 |
| | | | 5 | 301779 | 322299 | 344859 | 367620 | 394824 | 422463 |
| | | | 6 | 306306 | 327135 | 350034 | 373137 | 400749 | 428802 |
| | | | 7 | 310902 | 332043 | 355287 | 378735 | 406761 | 435234 |
| | | | 8 | 315567 | 337026 | 360618 | 384420 | 412866 | 441768 |
| Education Therapist Specialist Grade 2 | Office-based: 60019 | Office-based: 60019 | 1 | 325104 | 347211 | 371517 | 396036 | 425343 | 455118 |
| | | | 2 | 329979 | 352419 | 377088 | 401976 | 431721 | 461940 |
| | | | 3 | 334926 | 357702 | 382740 | 408000 | 438192 | 468864 |
| | | | 4 | 339951 | 363069 | 388485 | 414126 | 444771 | 475905 |
| | | | 5 | 345048 | 368511 | 394308 | 420333 | 451437 | 483039 |
| | | | 6 | 350226 | 374040 | 400224 | 426639 | 458211 | 490287 |
| | | | 7 | 355479 | 379653 | 406230 | 433041 | 465087 | 497643 |
| | | | 8 | 360810 | 385344 | 412317 | 439530 | 472056 | 505101 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| Job title | Post class code | Job title code | Nth | July 2010 | May 2011 | May 2012 | April 2013 | April 2014 | April 2015 | | |
|---|---------------------|---------------------|------------------------------------|---------------------------------------|---------------------|---------------------|------------|------------|------------|-----------|-----------|
| Senior Education Therapist Specialist Grade 1 | Office-based: 60013 | Office-based: 60020 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | |
| | | | 1 | 443364 | 508161 | 543732 | 579618 | 622509 | 666084 | | |
| | | | 2 | 450009 | 515784 | 551889 | 588315 | 631851 | 676080 | | |
| | | | 3 | 456762 | 523524 | 560172 | 597144 | 641334 | 686226 | | |
| | | | 4 | 463611 | 531378 | 568575 | 606102 | 650955 | 696522 | | |
| | | | 5 | 470568 | 539346 | 577101 | 615189 | 660714 | 706965 | | |
| | | | 6 | 477624 | 547440 | 585762 | 624423 | 670629 | 717573 | | |
| | | | 7 | 484788 | 555648 | 594543 | 633783 | 680682 | 728331 | | |
| | | | 8 | 492063 | 563982 | 603462 | 643290 | 690894 | 739257 | | |
| Senior Education Therapist Specialist Grade 2 | Office-based: 60013 | Office-based: 60021 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | |
| | | | 1 | 544,035 | 581028 | 621699 | 662730 | 711771 | 761595 | | |
| | | | 2 | 552,195 | 589743 | 631026 | 672675 | 722454 | 773025 | | |
| | | | 3 | 560,475 | 598587 | 640488 | 682761 | 733284 | 784614 | | |
| | | | 4 | 568,881 | 607566 | 650097 | 693003 | 744285 | 796386 | | |
| | | | 5 | 577413 | 616677 | 659844 | 703395 | 755445 | 808326 | | |
| | | | 6 | 586077 | 625929 | 669744 | 713946 | 766779 | 820455 | | |
| | | | 7 | 594870 | 635322 | 679794 | 724659 | 778284 | 832764 | | |
| | | | 8 | 603792 | 644850 | 689991 | 735531 | 789960 | 845256 | | |
| | | | 9 | 612849 | 654522 | 700338 | 746559 | 801804 | 857931 | | |
| 10 | 622041 | 664341 | 710844 | 757761 | 813834 | 870801 | | | | | |
| Education Counsellor Grade 1 | School-based: 60021 | School-based: 60022 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | |
| | 1 | 318312 | 339957 | 363753 | 387762 | 416457 | 445608 | | | | |
| | Office-based: 60031 | Office-based: 60027 | 2 | 323068 | 345057 | 369210 | 393579 | 422703 | 452292 | | |
| | 3 | 327933 | 350232 | 374748 | 399480 | 429042 | 459075 | | | | |
| Education Psychometrist Grade 1 | School-based: 60041 | School-based: 60034 | 5 | 332853 | 355488 | 380373 | 405477 | 435483 | 465966 | | |
| | Office-based: 60039 | Office-based: 60051 | 6 | 337845 | 360819 | 386076 | 411558 | 442014 | 472956 | | |
| | 7 | 342912 | 366231 | 391866 | 417729 | 448641 | 480045 | | | | |
| | 8 | 348051 | 371718 | 397737 | 423987 | 455361 | 487236 | | | | |
| Education Counsellor Grade 2 | School-based: 60023 | School-based: 60023 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | |
| | | | 1 | 363954 | 388704 | 415914 | 443364 | 476172 | 509505 | | |
| | | | 2 | 369411 | 394530 | 422148 | 450009 | 483309 | 517140 | | |
| | | | 3 | 374952 | 400449 | 428481 | 456762 | 490563 | 524901 | | |
| | | | 4 | 380577 | 406455 | 434907 | 463611 | 497919 | 532773 | | |
| | | | 5 | 386266 | 412554 | 441432 | 470568 | 505389 | 540765 | | |
| | | | 6 | 392079 | 418740 | 448053 | 477624 | 512967 | 548874 | | |
| | | | 7 | 397962 | 425022 | 454773 | 484788 | 520662 | 557109 | | |
| Education Psychometrist Grade 2 | Office-based: 60040 | School-based: 60035 | 8 | 403932 | 431400 | 461598 | 492063 | 528477 | 565470 | | |
| | | | School-based: 60024 | School-based: 60029 | | (Package) | (Package) | (Package) | (Package) | (Package) | |
| | | | 1 | 416142 | 444441 | 475551 | 506937 | 544449 | 582561 | | |
| | | | 2 | 422382 | 451104 | 482682 | 514539 | 552615 | 591297 | | |
| | | | 3 | 428718 | 457872 | 489924 | 522258 | 560904 | 600168 | | |
| | | | 4 | 435147 | 464736 | 497268 | 530088 | 569316 | 609168 | | |
| | | | 5 | 441672 | 471705 | 504723 | 538035 | 577851 | 618300 | | |
| | | | 6 | 448299 | 478782 | 512298 | 546111 | 586524 | 627582 | | |
| 7 | 455022 | 485964 | 519981 | 554301 | 595320 | 636993 | | | | | |
| Education Psychometrist Grade 3 | Office-based: 60041 | School-based: 60041 | 8 | 461847 | 493254 | 527781 | 562614 | 604248 | 646545 | | |
| | | | Chief Education Counsellor Grade 1 | Chief Education Psychometrist Grade 1 | School-based: 60025 | School-based: 60025 | | (Package) | (Package) | (Package) | (Package) |
| | | | 1 | 416142 | 444441 | 475551 | 506937 | 544449 | 582561 | | |
| | | | Office-based: 60026 | Office-based: 60030 | 2 | 422382 | 451104 | 482682 | 514539 | 552615 | 591297 |
| | | | 3 | 428718 | 457872 | 489924 | 522258 | 560904 | 600168 | | |
| | | | 4 | 435147 | 464736 | 497268 | 530088 | 569316 | 609168 | | |
| | | | 5 | 441671 | 471705 | 504723 | 538035 | 577851 | 618300 | | |
| | | | 6 | 448299 | 478782 | 512298 | 546111 | 586524 | 627582 | | |
| 7 | 455022 | 485964 | 519981 | 554301 | 595320 | 636993 | | | | | |
| 8 | 461847 | 493254 | 527781 | 562614 | 604248 | 646545 | | | | | |
| Chief Education Counsellor Grade 2 | Office-based: 60026 | Office-based: 60030 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | |
| | | | 1 | 475806 | 508161 | 543732 | 579618 | 622509 | 666084 | | |
| | | | 2 | 482943 | 515784 | 551889 | 588315 | 631851 | 676080 | | |
| | | | 3 | 490191 | 523521 | 560172 | 597144 | 641334 | 686226 | | |
| | | | 4 | 497544 | 531378 | 568575 | 606102 | 650955 | 696522 | | |
| | | | 5 | 505005 | 539346 | 577101 | 615189 | 660714 | 706965 | | |
| | | | 6 | 512583 | 547440 | 585762 | 624423 | 670629 | 717573 | | |
| | | | 7 | 520269 | 555648 | 594543 | 633783 | 680682 | 728331 | | |
| | | | 8 | 526072 | 563982 | 603462 | 643290 | 690894 | 739257 | | |
| 9 | 535995 | 572442 | 612513 | 652938 | 701256 | 750345 | | | | | |
| Senior Education Counsellor Specialist Grade 1 | Office-based: 60023 | Office-based: 60032 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | |
| | | | 1 | 512583 | 547440 | 585762 | 624423 | 670629 | 717573 | | |
| | | | 2 | 520269 | 555648 | 594543 | 633783 | 680682 | 728331 | | |
| | | | 3 | 526072 | 563982 | 603462 | 643290 | 690894 | 739257 | | |
| Senior Education Psychometrist Specialist Grade 1 | Office-based: 60033 | Office-based: 60044 | 4 | 535995 | 572442 | 612513 | 652938 | 701256 | 750345 | | |
| | | | 5 | 544035 | 581028 | 621699 | 662730 | 711771 | 761595 | | |
| | | | 6 | 552195 | 589743 | 631026 | 672675 | 722454 | 773025 | | |
| | | | 7 | 560475 | 598587 | 640488 | 682761 | 733284 | 784614 | | |
| | | | 8 | 568881 | 607566 | 650097 | 693003 | 744285 | 796386 | | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| Job title | Post class code | Job title code | Nth | July 2010 | May 2011 | May 2012 | April 2013 | April 2014 | April 2015 | | |
|--|--|--|------------------------|------------------------|-----------|-----------|------------|------------|------------|-----------|--------|
| Senior Education Counsellor Specialist Grade 2 | | Office-based: 60033 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | |
| | | | 1 | 586077 | 625929 | 669744 | 713946 | 766779 | 820455 | | |
| | | | 2 | 594870 | 635322 | 679794 | 724659 | 778284 | 832764 | | |
| | | | 3 | 603792 | 644850 | 689991 | 735531 | 789960 | 845256 | | |
| | | Senior Education Psychometrist Specialist Grade 2 | | Office-based: 60045 | 4 | 612849 | 654522 | 700338 | 746559 | 801804 | 857931 |
| | | | | | 5 | 622041 | 664341 | 710844 | 757761 | 813834 | 870801 |
| | | | | | 6 | 631371 | 674304 | 721506 | 769125 | 826041 | 883863 |
| | | | | | 7 | 640842 | 684420 | 732330 | 780663 | 838431 | 897120 |
| Education Psychologist Grade 1 | School-based: 60061 | School-based: 60046 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | |
| | | | 1 | 392079 | 418740 | 448053 | 477624 | 512967 | 548874 | | |
| | | | 2 | 397962 | 425022 | 454773 | 484788 | 520662 | 557109 | | |
| | | | 3 | 403932 | 431400 | 461598 | 492063 | 528477 | 565470 | | |
| | Office-based: 60071 | Office-based: 60049 | 4 | 409992 | 437871 | 468522 | 499443 | 536403 | 573951 | | |
| | | | 5 | 416142 | 444441 | 475551 | 506937 | 544449 | 582561 | | |
| | | | 6 | 422382 | 451104 | 482682 | 514539 | 552615 | 591297 | | |
| | | | 7 | 428718 | 457872 | 489924 | 522258 | 560904 | 600168 | | |
| | | 8 | 435147 | 464736 | 497268 | 530088 | 569316 | 609168 | | | |
| | | School-based: 60047 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | |
| | | | 1 | 461547 | 493254 | 527781 | 562614 | 604248 | 646545 | | |
| | | | 2 | 468777 | 500655 | 535701 | 571056 | 613314 | 656247 | | |
| 3 | 475806 | | 508161 | 543732 | 579618 | 622509 | 666084 | | | | |
| Office-based: 60050 | 4 | 482943 | 515784 | 551889 | 588315 | 631851 | 676080 | | | | |
| | 5 | 490191 | 523524 | 560172 | 597144 | 641334 | 686226 | | | | |
| | 6 | 497544 | 531378 | 568575 | 606102 | 650955 | 696522 | | | | |
| | 7 | 505005 | 539346 | 577101 | 615189 | 660714 | 706965 | | | | |
| | 8 | 512583 | 547440 | 585762 | 624423 | 670629 | 717573 | | | | |
| | School-based: 60048 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | | |
| | | 1 | 535995 | 572442 | 612513 | 652938 | 701256 | 750345 | | | |
| | | 2 | 544035 | 581028 | 621699 | 662730 | 711771 | 761595 | | | |
| 3 | | 552195 | 589743 | 631026 | 672675 | 722454 | 773025 | | | | |
| Office-based: 60051 | 4 | 560475 | 598587 | 640488 | 682761 | 733284 | 784614 | | | | |
| | 5 | 568881 | 607566 | 650097 | 693003 | 744285 | 796386 | | | | |
| | 6 | 577413 | 616677 | 659844 | 703395 | 755445 | 808326 | | | | |
| | 7 | 586077 | 625929 | 669744 | 713946 | 766779 | 820455 | | | | |
| | 8 | 594870 | 635322 | 679794 | 724659 | 778284 | 832764 | | | | |
| | 9 | 603792 | 644850 | 689991 | 735531 | 789960 | 845256 | | | | |
| | 10 | 612849 | 654522 | 700338 | 746559 | 801804 | 857931 | | | | |
| | 11 | 622041 | 664341 | 710844 | 757761 | 813834 | 870801 | | | | |
| | 12 | 631371 | 674304 | 721506 | 769125 | 826041 | 883863 | | | | |
| | Senior Education Psychologist Grade 1 | Office-based: 60043 | Office-based: 60052 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | |
| | | | | 1 | 568881 | 607566 | 650097 | 693003 | 744285 | 796386 | |
| | | | | 2 | 577413 | 616677 | 659844 | 703395 | 755445 | 808326 | |
| 3 | | | | 586077 | 625929 | 669744 | 713946 | 766779 | 820455 | | |
| 4 | | | | 594870 | 635322 | 679794 | 724659 | 778284 | 832764 | | |
| 5 | | | | 603792 | 644850 | 689991 | 735531 | 789960 | 845256 | | |
| 6 | | | | 612849 | 654522 | 700338 | 746559 | 801804 | 857931 | | |
| 7 | | | | 622041 | 664341 | 710844 | 757761 | 813834 | 870801 | | |
| 8 | 631371 | 674304 | 721506 | 769125 | 826041 | 883863 | | | | | |
| Senior Education Psychologist Grade 2 | | Office-based: 60053 | | (Package) | (Package) | (Package) | (Package) | (Package) | (Package) | | |
| | | | 1 | 650454 | 694686 | 743313 | 792372 | 851007 | 910578 | | |
| | | | 2 | 660210 | 705105 | 754461 | 804255 | 863769 | 924234 | | |
| | | | 3 | 670113 | 715680 | 765777 | 816318 | 876726 | 938097 | | |
| | | | 4 | 650163 | 726414 | 777264 | 828564 | 889878 | 952170 | | |
| | | | 5 | 690366 | 737310 | 788922 | 840990 | 903222 | 966447 | | |
| | | | 6 | 700722 | 748371 | 800757 | 853608 | 916776 | 980949 | | |
| | | | 7 | 711231 | 759594 | 812766 | 866409 | 930522 | 995658 | | |
| | | | 8 | 721899 | 770988 | 824958 | 879405 | 944481 | 1010595 | | |
| | | | 9 | 732726 | 782550 | 837330 | 892593 | 958644 | 1025748 | | |
| | | | 10 | 743721 | 794295 | 849897 | 905991 | 973035 | 1041147 | | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

Annexure B.10

OSD RANK AND SALARY CODES FOR SCHOOL-BASED AND OFFICE-BASED EDUCATORS

| SALARY LEVEL (PRE-OSD) | OSD RANK CODE | OSD RANK DESCRIPTION | RVQ | OSD SCALE CODE | OSD JOB TITLE |
|------------------------|---------------|---|-----|----------------|---------------|
| SL3 | 62102 | EDUCATION SPECIALIST Additional | 10 | 0012011 | 62102 |
| SL3 | 62102 | EDUCATION SPECIALIST Additional | 11 | 0012011 | 62102 |
| SL4 | 62102 | EDUCATION SPECIALIST Additional | 12 | 0012011 | 62102 |
| SL6 | 62102 | EDUCATION SPECIALIST Additional | 13 | 0012011 | 62102 |
| SL7 | 62102 | EDUCATION SPECIALIST Additional | 14 | 0012011 | 62102 |
| SL7 | 62102 | EDUCATION SPECIALIST Additional | 15 | 0012011 | 62102 |
| SL7 | 62102 | EDUCATION SPECIALIST Additional | 16 | 0012011 | 62102 |
| SL7 | 62102 | EDUCATION SPECIALIST Additional | 17 | 0012011 | 62102 |
| | | | | | |
| SL5 | 62102 | EDUCATION SPECIALIST Additional | 10 | 0012011 | 62102 |
| SL6 | 62102 | EDUCATION SPECIALIST Additional | 11 | 0012011 | 62102 |
| SL7 | 62102 | EDUCATION SPECIALIST Additional | 12 | 0012011 | 62102 |
| SL8 | 62112 | EDUCATION SPECIALIST | 13 | 1082011 | 62112 |
| SL8 | 62112 | EDUCATION SPECIALIST | 14 | 1082011 | 62112 |
| SL8 | 62112 | EDUCATION SPECIALIST | 15 | 1082011 | 62112 |
| SL8 | 62112 | EDUCATION SPECIALIST | 16 | 1082011 | 62112 |
| SL8 | 62112 | EDUCATION SPECIALIST | 17 | 1082011 | 62112 |
| | | | | | |
| SL9 | 62112 | EDUCATION SPECIALIST | 13 | 1082011 | 62112 |
| SL9 | 62112 | EDUCATION SPECIALIST | 14 | 1082011 | 62112 |
| SL9 | 62112 | EDUCATION SPECIALIST | 15 | 1082011 | 62112 |
| SL9 | 62112 | EDUCATION SPECIALIST | 16 | 1082011 | 62112 |
| SL9 | 62112 | EDUCATION SPECIALIST | 17 | 1082011 | 62112 |
| | | | | | |
| SL6 | 62103 | EDUCATION SPECIALIST ADDITIONAL, SENIOR | 10 | 0012091 | 62103 |
| SL7 | 62103 | EDUCATION SPECIALIST ADDITIONAL, SENIOR | 11 | 0012091 | 62103 |
| SL8 | 62103 | EDUCATION SPECIALIST ADDITIONAL, SENIOR | 12 | 0012091 | 62103 |
| SL9 | 62113 | EDUCATION SPECIALIST, SENIOR | 13 | 1262091 | 62113 |
| SL9 | 62113 | EDUCATION SPECIALIST, SENIOR | 14 | 1262091 | 62113 |
| SL9 | 62113 | EDUCATION SPECIALIST, SENIOR | 15 | 1262091 | 62113 |
| SL9 | 62113 | EDUCATION SPECIALIST, SENIOR | 16 | 1262091 | 62113 |
| SL9 | 62113 | EDUCATION SPECIALIST, SENIOR | 17 | 1262091 | 62113 |
| | | | | | |
| SL10 | 62113 | EDUCATION SPECIALIST, SENIOR | 13 | 1262091 | 62113 |
| SL10 | 62113 | EDUCATION SPECIALIST, SENIOR | 14 | 1262091 | 62113 |
| SL10 | 62113 | EDUCATION SPECIALIST, SENIOR | 15 | 1262091 | 62113 |
| SL10 | 62113 | EDUCATION SPECIALIST, SENIOR | 16 | 1262091 | 62113 |
| SL10 | 62113 | EDUCATION SPECIALIST, SENIOR | 17 | 1262091 | 62113 |
| | | Non-Inclusive Remuneration Package | | | |
| SL8 | 62105 | EDUCATION SPECIALIST Additional, DEPUTY CHIEF | 11 | 0012151 | 62105 |
| SL9 | 62105 | EDUCATION SPECIALIST Additional, DEPUTY CHIEF | 12 | 0012151 | 62105 |
| SL10 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 13 | 1472151 | 62115 |
| SL10 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 14 | 1472151 | 62115 |
| SL10 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 15 | 1472151 | 62115 |
| SL10 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 16 | 1472151 | 62115 |
| SL10 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 17 | 1472151 | 62115 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| SALARY LEVEL (PRE-OSD) | OSD RANK CODE | OSD RANK DESCRIPTION | RVQ | OSD SCALE CODE | OSD JOB TITLE |
|------------------------|---------------|---|-----|----------------|---------------|
| SL11 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 13 | 1472151 | 62115 |
| SL11 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 14 | 1472151 | 62115 |
| SL11 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 15 | 1472151 | 62115 |
| SL11 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 16 | 1472151 | 62115 |
| SL11 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 17 | 1472151 | 62115 |
| | | Inclusive Remuneration Package | | | |
| SL11 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 13 | 0010551 | 62115 |
| SL11 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 14 | 0010551 | 62115 |
| SL11 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 15 | 0010551 | 62115 |
| SL11 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 16 | 0010551 | 62115 |
| SL11 | 62115 | EDUCATION SPECIALIST, DEPUTY CHIEF | 17 | 0010551 | 62115 |
| | | Non-Inclusive Remuneration Package | | | |
| SL12 | 62106 | EDUCATION SPECIALIST, CHIEF | 13 | 1772211 | 62106 |
| SL12 | 62106 | EDUCATION SPECIALIST, CHIEF | 14 | 1772211 | 62106 |
| SL12 | 62106 | EDUCATION SPECIALIST, CHIEF | 15 | 1772211 | 62106 |
| SL12 | 62106 | EDUCATION SPECIALIST, CHIEF | 16 | 1772211 | 62106 |
| SL12 | 62106 | EDUCATION SPECIALIST, CHIEF | 17 | 1772211 | 62106 |
| | | Inclusive Remuneration Package | | | |
| SL12 | 62106 | EDUCATION SPECIALIST, CHIEF | 13 | 0010611 | 62106 |
| SL12 | 62106 | EDUCATION SPECIALIST, CHIEF | 14 | 0010611 | 62106 |
| SL12 | 62106 | EDUCATION SPECIALIST, CHIEF | 15 | 0010611 | 62106 |
| SL12 | 62106 | EDUCATION SPECIALIST, CHIEF | 16 | 0010611 | 62106 |
| SL12 | 62106 | EDUCATION SPECIALIST, CHIEF | 17 | 0010611 | 62106 |
| | | | | | |
| SL3 | 62001 | TEACHER | 10 | 0040551 | 62001 |
| SL3 | 62001 | TEACHER | 11 | 0040551 | 62001 |
| SL4 | 62001 | TEACHER | 12 | 0040551 | 62001 |
| SL6 | 62001 | TEACHER | 13 | 0561381 | 62001 |
| | | | | | |
| SL7 | 62001 | TEACHER | 13 | 0561381 | 62001 |
| SL7 | 62001 | TEACHER | 14 | 0851681 | 62001 |
| SL7 | 62001 | TEACHER | 15 | 0851681 | 62001 |
| SL7 | 62001 | TEACHER | 16 | 0851681 | 62001 |
| SL7 | 62001 | TEACHER | 17 | 0851681 | 62001 |
| | | | | | |
| SL8 | 62001 | TEACHER, SENIOR | 13 | 1031381 | 62002 |
| SL8 | 62001 | TEACHER, SENIOR | 14 | 1031681 | 62002 |
| SL8 | 62001 | TEACHER, SENIOR | 15 | 1031681 | 62002 |
| SL8 | 62001 | TEACHER, SENIOR | 16 | 1031681 | 62002 |
| SL8 | 62001 | TEACHER, SENIOR | 17 | 1031681 | 62002 |
| | | | | | |
| SL9 | 62001 | TEACHER, MASTER | 13 | 1201381 | 62003 |
| SL9 | 62001 | TEACHER, MASTER | 14 | 1201681 | 62003 |
| SL9 | 62001 | TEACHER, MASTER | 15 | 1201681 | 62003 |
| SL9 | 62001 | TEACHER, MASTER | 16 | 1201681 | 62003 |
| SL9 | 62001 | TEACHER, MASTER | 17 | 1201681 | 62003 |
| | | | | | |
| SL5 | 62022 | DEPARTMENTAL HEAD - Transitional | 10 | 0012011 | 62022 |
| SL6 | 62022 | DEPARTMENTAL HEAD - Transitional | 11 | 0012011 | 62022 |
| SL7 | 62022 | DEPARTMENTAL HEAD - Transitional | 12 | 0012011 | 62022 |
| SL8 | 62032 | DEPARTMENTAL HEAD | 13 | 1082011 | 62032 |
| SL8 | 62032 | DEPARTMENTAL HEAD | 14 | 1082011 | 62032 |
| SL8 | 62032 | DEPARTMENTAL HEAD | 15 | 1082011 | 62032 |
| SL8 | 62032 | DEPARTMENTAL HEAD | 16 | 1082011 | 62032 |
| SL8 | 62032 | DEPARTMENTAL HEAD | 17 | 1082011 | 62032 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| SALARY LEVEL (PRE-OSD) | OSD RANK CODE | OSD RANK DESCRIPTION | RVQ | OSD SCALE CODE | OSD JOB TITLE |
|------------------------|---------------|---------------------------------|-----|----------------|---------------|
| SL9 | 62032 | DEPARTMENTAL HEAD | 13 | 1082011 | 62032 |
| SL9 | 62032 | DEPARTMENTAL HEAD | 14 | 1082011 | 62032 |
| SL9 | 62032 | DEPARTMENTAL HEAD | 15 | 1082011 | 62032 |
| SL9 | 62032 | DEPARTMENTAL HEAD | 16 | 1082011 | 62032 |
| SL9 | 62032 | DEPARTMENTAL HEAD | 17 | 1082011 | 62032 |
| | | | | | |
| SL6 | 62023 | Deputy Principal - Transitional | 10 | 0012091 | 62023 |
| SL7 | 62023 | Deputy Principal - Transitional | 11 | 0012091 | 62023 |
| SL8 | 62023 | Deputy Principal - Transitional | 12 | 0012091 | 62023 |
| SL9 | 62033 | Deputy Principal | 13 | 1262091 | 62033 |
| SL9 | 62033 | Deputy Principal | 14 | 1262091 | 62033 |
| SL9 | 62033 | Deputy Principal | 15 | 1262091 | 62033 |
| SL9 | 62033 | Deputy Principal | 16 | 1262091 | 62033 |
| SL9 | 62033 | Deputy Principal | 17 | 1262091 | 62033 |
| | | | | | |
| SL10 | 62033 | Deputy Principal | 13 | 1262091 | 62033 |
| SL10 | 62033 | Deputy Principal | 14 | 1262091 | 62033 |
| SL10 | 62033 | Deputy Principal | 15 | 1262091 | 62033 |
| SL10 | 62033 | Deputy Principal | 16 | 1262091 | 62033 |
| SL10 | 62033 | Deputy Principal | 17 | 1262091 | 62033 |
| | | | | | |
| SL3 | 62024 | Principal-S1 | 10 | 0011861 | 62024 |
| SL3 | 62024 | Principal-S1 | 11 | 0011861 | 62024 |
| SL4 | 62024 | Principal-S1 | 12 | 0011861 | 62024 |
| SL6 | 62024 | Principal-S1 | 13 | 0011861 | 62024 |
| SL7 | 62024 | Principal-S1 | 13 | 0011861 | 62024 |
| SL7 | 62024 | Principal-S1 | 14 | 0011861 | 62024 |
| SL7 | 62024 | Principal-S1 | 15 | 0011861 | 62024 |
| SL7 | 62024 | Principal-S1 | 16 | 0011861 | 62024 |
| SL7 | 62024 | Principal-S1 | 17 | 0011861 | 62024 |
| | | | | | |
| SL8 | 62024 | Principal-S1 | 13 | 0011861 | 62024 |
| SL8 | 62024 | Principal-S1 | 14 | 0011861 | 62024 |
| SL8 | 62024 | Principal-S1 | 15 | 0011861 | 62024 |
| SL8 | 62024 | Principal-S1 | 16 | 0011861 | 62024 |
| SL8 | 62024 | Principal-S1 | 17 | 0011861 | 62024 |
| | | | | | |
| SL9 | 62024 | Principal-S1 | 13 | 0011861 | 62024 |
| SL9 | 62024 | Principal-S1 | 14 | 0011861 | 62024 |
| SL9 | 62024 | Principal-S1 | 15 | 0011861 | 62024 |
| SL9 | 62024 | Principal-S1 | 16 | 0011861 | 62024 |
| SL9 | 62024 | Principal-S1 | 17 | 0011861 | 62024 |
| | | | | | |
| SL5 | 62034 | Principal P1-Transitional | 10 | 0011861 | 62034 |
| SL6 | 62034 | Principal P1-Transitional | 11 | 0011861 | 62034 |
| SL7 | 62034 | Principal P1-Transitional | 12 | 0011861 | 62034 |
| SL8 | 62044 | Principal P1 | 13 | 1081861 | 62044 |
| SL8 | 62044 | Principal P1 | 14 | 1081861 | 62044 |
| SL8 | 62044 | Principal P1 | 15 | 1081861 | 62044 |
| SL8 | 62044 | Principal P1 | 16 | 1081861 | 62044 |
| SL8 | 62044 | Principal P1 | 17 | 1081861 | 62044 |
| | | | | | |
| SL9 | 62044 | Principal P1 | 13 | 1081861 | 62044 |
| SL9 | 62044 | Principal P1 | 14 | 1081861 | 62044 |
| SL9 | 62044 | Principal P1 | 15 | 1081861 | 62044 |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| SALARY LEVEL (PRE-OSD) | OSD RANK CODE | OSD RANK DESCRIPTION | RVQ | OSD SCALE CODE | OSD JOB TITLE |
|-------------------------------|----------------------|-----------------------------|------------|-----------------------|----------------------|
| SL9 | 62044 | Principal P1 | 16 | 1081861 | 62044 |
| SL9 | 62044 | Principal P1 | 17 | 1081861 | 62044 |
| SL6 | 62054 | Principal P2-Transitional | 10 | 0012011 | 62054 |
| SL7 | 62054 | Principal P2-Transitional | 11 | 0012011 | 62054 |
| SL8 | 62054 | Principal P2-Transitional | 12 | 0012011 | 62054 |
| SL9 | 62064 | Principal P2 | 13 | 1262011 | 62064 |
| SL9 | 62064 | Principal P2 | 14 | 1262011 | 62064 |
| SL9 | 62064 | Principal P2 | 15 | 1262011 | 62064 |
| SL9 | 62064 | Principal P2 | 16 | 1262011 | 62064 |
| SL9 | 62064 | Principal P2 | 17 | 1262011 | 62064 |
| SL7 | 62074 | Principal P3-Transitional | 10 | 0012151 | 62074 |
| SL8 | 62074 | Principal P3-Transitional | 11 | 0012151 | 62074 |
| SL9 | 62074 | Principal P3-Transitional | 12 | 0012151 | 62074 |
| SL10 | 62084 | Principal P3 | 13 | 1442151 | 62084 |
| SL10 | 62084 | Principal P3 | 14 | 1442151 | 62084 |
| SL10 | 62084 | Principal P3 | 15 | 1442151 | 62084 |
| SL10 | 62084 | Principal P3 | 16 | 1442151 | 62084 |
| SL10 | 62084 | Principal P3 | 17 | 1442151 | 62084 |
| SL8 | 62094 | Principal P4-Transitional | 10 | 0012181 | 62094 |
| SL9 | 62094 | Principal P4-Transitional | 11 | 0012181 | 62094 |
| SL10 | 62094 | Principal P4-Transitional | 12 | 0012181 | 62094 |
| SL11 | 62104 | Principal P4 | 13 | 1592181 | 62104 |
| SL11 | 62104 | Principal P4 | 14 | 1592181 | 62104 |
| SL11 | 62104 | Principal P4 | 15 | 1592181 | 62104 |
| SL11 | 62104 | Principal P4 | 16 | 1592181 | 62104 |
| SL11 | 62104 | Principal P4 | 17 | 1592181 | 62104 |
| SL9 | 62114 | Principal P5-Transition | 10 | 0012211 | 62114 |
| SL10 | 62114 | Principal P5-Transition | 11 | 0012211 | 62114 |
| SL11 | 62114 | Principal P5-Transition | 12 | 0012211 | 62114 |
| SL12 | 62124 | Principal P5 | 13 | 1802211 | 62124 |
| SL12 | 62124 | Principal P5 | 14 | 1802211 | 62124 |
| SL12 | 62124 | Principal P5 | 15 | 1802211 | 62124 |
| SL12 | 62124 | Principal P5 | 16 | 1802211 | 62124 |
| SL12 | 62124 | Principal P5 | 17 | 1802211 | 62124 |

CHAPTER C

ALLOWANCES AND OTHER PAYMENTS

- C.1 GENERAL**
- C.2 ALLOWANCE TO A PRINCIPAL OF A SCHOOL WITH ONLY ONE EDUCATOR POST**
- C.3 ALLOWANCES TO EDUCATORS WHO PERFORM SUPERVISORY DUTIES AT HOSTELS**
- C.4 ACTING ALLOWANCE**
- C.5 EDUCATORS PAID ON A PER-HOUR BASIS FOR TUITION OR FULL-TIME EDUCATORS WHO PERFORM PAID OVERTIME DUTIES**
- C.6 EDUCATORS APPOINTED ON A PROPORTIONAL BASIS**
- C.7 PAYMENT OF EDUCATORS VOLUNTARILY PERFORMING ADDITIONAL DUTIES**
- C.8 EDUCATORS WHO PERFORM EDUCATIONAL SUPERVISORY DUTIES AT INSTITUTIONS DURING INSTITUTION CLOSURE PERIOD**

C.1 GENERAL

- C.1.1 The Minister may determine measures for the payment of differentiated allowances to educators appointed at certain education institutions or appointed to certain posts. (*Regulation 17 of the Regulations regarding the terms and conditions of employment of educators*)

C.2 ALLOWANCE TO A PRINCIPAL OF A SCHOOL WITH ONLY ONE EDUCATOR POST (*ELRC Collective Agreement No. 1 of 2008*)

A non-pensionable allowance, which equals 6% of the educator's basic salary is payable to an educator at post level 1 who holds the post of principal at a one-educator school.

C.3 ALLOWANCE TO EDUCATORS WHO PERFORM SUPERVISORY DUTIES AT HOSTELS

C.3.1 The level of supervisory duties at hostels

There are, at most, three levels of work, but it is not essential that all three levels have to be utilised in hostels. The levels and the functions attached to them are as follows:

C.3.1.2 Level 1

Normally the head of the educational institution (e.g. principal of the school) is classified under level 1 and he/she is in overall control of all the hostels.

C.3.1.2.1 General

- (a) Responsible for every aspect of the hostel's activities in accordance with the provincial department's policy.

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- (b) Determines policy in respect of the educational, economic and administrative matters within the framework as prescribed by the department concerned.
- (c) Exercises the necessary control to ensure that the policy is implemented.

C.3.1.2.2 Educational

Exercises overall control in respect of the discipline and spirit in the hostel, including the welfare, study and recreation of boarders.

C.3.1.2.3 Economic

Controls the economic function in accordance with the policy of the department and bears the final responsibility. Responsibility is thus accepted for the compilation of the budget, the obtaining of certain tenders and the control and management of all supplies to ensure the most efficient and economic utilisation thereof.

C.3.1.2.4 Administrative

Responsible for all administrative duties which are necessary for the efficient running of a hostel. This includes, inter alia, and where applicable, the following:

- (a) Recommendations in respect of the appointment of staff.
- (b) Periodic reports and recommendations in respect of buildings, equipment, etc.
- (c) General management of staff.
- (d) Handling of applications for admission of boarders.
- (e) Collection of boarding fees.
- (f) Compilation of duty sheets for staff.

C.3.1.3 Level II

Normally every hostel has a supervisor on level II.

C.3.1.3.1 General

Practically implements the educational, economic and administrative policy as laid down.

C.3.1.3.2 Educational

Responsible for the spirit and discipline in the hostel in respect of the welfare, study and recreation of boarders.

C.3.1.3.3 Economic

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Responsible for the controlling of supplies, accounts, bookkeeping, registers, the obtaining of tenders and all other duties connected with the post.

C.3.1.3.4 Administrative

Responsible for all administrative duties necessary for the efficient running of a hostel. This includes inter alia, the following:

- (a) Recommendations in respect of the appointment of staff.
- (b) Periodic reports and recommendations in respect of buildings, equipment, grounds, etc.
- (c) Management of staff.
- (d) Handling of applications for admission of boarders.
- (e) Collection of boarding fees.

C.3.1.4 Level III

The number of persons that is utilised at this level is directly related to the number of hostel enrolments. Those persons concerned perform educational and other duties such as:

C.3.1.4.1 Carrying out the educational programme.

C.3.1.4.2 Maintenance of general discipline in the hostel, neatness of boarders, their rooms, the buildings and grounds.

C.3.2 Grading scales

C.3.2.1 Hostels are distinguished according to the following numbers of hostel enrolments:

- 0 to 60
- 61 to 120
- 121 to 300
- 301 and more

C.3.2.2 Where, in terms of approved educational policy in respect of post-provision scales, weighting on the actual pupil numbers based on their disabilities, occurs at specific institutions in order to determine the number of posts, a corresponding weighting of the actual hostel enrolment is made with a view to determining the number of hostel enrolments for the purposes of paragraph C.3.2.1.

C.3.3 Basis for remuneration

C.3.3.1 Payment is in the form of a non-pensionable allowance based on a specific percentage of the basic payment (salary position plus any pensionable allowance) of the educator concerned. The percentage paid is as follows:

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| Level | Hostel enrolments | | | |
|-------|-------------------|----------|-----------|--------------|
| | 0 – 60 | 61 - 120 | 121 – 300 | 301 and more |
| I | 12.5% | 13.5% | 14.5% | 15.5% |
| II | 12.5% | 13.5% | 14.5% | 15.5% |
| III | 12.5% | 12.5% | 12.5% | 12.5% |

C.3.3.2 The basic remuneration in respect of levels I and II must be reduced by the following percentages in those cases where not all the functions mentioned in paragraph C.3.1.2 and C.3.1.3 above are performed:

| Function | Percentage reduction |
|----------------|----------------------|
| Educational | 50% |
| Administrative | 25% |
| Economic | 25% |

C.3.3.3 Rounding off of non-pensionable allowances: The amount determined in terms of paragraph C.3.3.1 must be rounded off to the nearest higher five cents per month.

C.3.3.3 An educator who performs supervisory duties at a hostel may be remunerated for duties performed at only one of the above-mentioned three levels of work.

C.4 ACTING ALLOWANCES

C.4.1 General measures

C.4.1.1 Educators employed on post level 6 and those on SMS do not qualify for the payment of acting allowances.

C.4.1.2 An educator, complying with the minimum requirements in paragraph B.3.2 of Chapter B, must be appointed in writing by the employer to act.

C.4.1.3 An educator may only be appointed to act in a post that is one post level higher than his/her current position.

C.4.1.4 Within fourteen days of notification by the employer, an SGB will be requested to recommend to the employer the educator to be appointed to act in a higher post.

C.4.1.5 In extraordinary circumstances, the employer may deviate from C.4.1.1 and C.4.1.2 above (including instances where the SGB fails to make a recommendation).

C.4.1.6 The acting allowance that will apply is the difference between the acting educator's current basic salary (without benefits) and the commencing notch (without benefits) that applies to the position in which the educator is acting, provided that the allowance equals at least 6%.

Where the acting educator's current basic salary (without benefits) equals or exceeds the commencing notch of the higher post (without benefits) that applies to the position in which the person is acting, the acting allowance will be at least 6%. (*ELRC Collective Agreement 1 of 2008*)

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Examples (2012 salary scale used):

1. Teacher A (post level 1 and REQV 14) acts in a post level 2 post. She is on notch code 96 (R193809).

Calculation of acting allowance:

- Add 6% (6 notches) to notch code 96 = notch code 102 (R205719). Notch code 102 is lower than the minimum notch applicable to post level 2.
- The minimum notch code = 108 (R218388).
- Acting allowance is equal to the difference between notch code 108 (R218388) and Teacher A's current basic salary (R193809, notch code 96).

4. Teacher B (post level 2) acts in a post level 3 post. He is on notch code 133 (R278799).

Calculation of acting allowance:

- Add 6 % (6 notches) to notch code 133 = notch code 139 (R295950). Notch code 139 is beyond the minimum notch applicable to a post level 3 post (notch code 126).
- Acting allowance is equal to the difference between notch code 139 (R295950) and the educator's current basic salary (R278799, notch code 133).

5. Teacher C (post level 3) acts in a post level 4 post (P4 principal post). She is on notch code 130 (R270603).

Calculation of acting allowance:

- Add 6% (6 notches) to notch code 130 = notch code 136 (R287235). Notch code 136 is lower than the minimum salary notch applicable to a P4 post (notch code 159).
- Acting allowance is equal to the difference between notch code 159 (R359475) and the educator's current basic salary (R270603, notch code 130).

6. Teacher D (post level 3) acts in a post level 4 post (P2 principal post). She is on notch code 130 (R270603).

Calculation of acting allowance:

- Add 6% (6 notches) to notch code 130 = notch code 136 (R287235). Notch code 136 is beyond the minimum notch applicable to a P2 principal post (notch code 126).
- Acting allowance is equal to the difference between notch code 136 (R287235) and the educator's current basic salary (R270603, notch code 130).

Note: Should one of the notches referred to in paragraph B.8.3.1 fall within the 6%, the principle of "at least 6%" must be adhered to in order to calculate the acting allowance.

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- C.4.1.7 Prior to 1 April 2003 the following applied with regard to the calculation of the allowance for an educator acting in a vacant post on a higher post level or, as from 21 February 2003, for an educator who acts in a higher post where the incumbent is absent (refer to paragraph C.4.3 below): The acting allowance that will apply is the difference between the acting person's current salary (without benefits) and the commencing notch of the higher post (without benefits) that applies to the position in which the person is acting. Where the acting person's current salary (without benefits) equals or exceeds the commencing notch of the higher post (without benefits) that applies to the position in which the person is acting, the acting allowance that will apply is one notch. (*ELRC Resolution 8 of 2001 and ELRC Resolution 8 of 2002*)
- C.4.1.8 For the period April 2003 to April 2008 the following applied with regard to the calculation of the allowance for an educator acting in a vacant post on a higher post level or an educator who acts in a higher post where the incumbent is absent (refer to paragraph C.4.3 below): The acting allowance that will apply is the difference between the acting person's current salary (without benefits) and the commencing notch of the higher post (without benefits) that applies to the position in which the person is acting. Where the acting person's current salary (without benefits) equals or exceeds the commencing notch of the higher post (without benefits) that applies to the position in which the person is acting, the acting allowance that will apply is at least 3%. (*ELRC Collective Agreement 4 of 2003*)
- C.4.1.9 Where the acting is to be performed at an institution or office that is geographically removed from the educator's current place of work, an applicable subsistence and travel allowance will also be paid to him/her.
- C.4.1.10 An educator who has been appointed to act in a certain post will be subject to all the responsibilities appropriate to the post for the period during which he/she is appointed.
- C.4.2 Acting allowance for an educator acting in a higher vacant and funded post** (*ELRC resolution No. 8 of 2001*)
- C.4.2.1 An acting allowance may only be paid if the educator is appointed to act for a period longer than six weeks, but limited to a maximum of twelve months.
- C.4.2.2 Compensation shall be backdated to the date on which the educator commenced acting
- C.4.3 Acting allowance for an educator acting in a higher post where the permanent incumbent is absent** (*Collective Agreement No. 8 of 2002*)
- C.4.3.1 An acting allowance will only be paid to an educator who acts for a period longer than twelve (12) weeks, but limited to a maximum of twelve months. The acting allowance will be paid only to an educator who acts in such a post where the permanent incumbent is absent due to the following:
- Maternity leave
 - Sick leave
 - Study leave
 - Suspension
 - Secondment

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C.4.3.2 Compensation will be backdated to the date on which the educator commenced acting provided that the acting is twelve (12) consecutive weeks or longer.

C.5 EDUCATORS PAID ON A PER-HOUR BASIS FOR TUITION OR FULL-TIME EDUCATORS WHO PERFORM PAID OVERTIME DUTIES

C.5.1 Per-hour tariffs

The following tariffs are applicable in respect of formal tuition contact hours:

C.5.1.1 Tuition in an educational context up to and including Grade 12:

C.5.1.1.1 Qualifications of REQV 13 and higher

Formula:
$$\frac{\text{OSD notch code 108}}{\text{-----}} \times 900$$

rounded off to the nearest five cents

C.5.1.1.2 Qualifications lower than REQV 13

Formula:
$$\frac{\text{OSD notch code 55}}{\text{-----}} \times 900$$

rounded off to the nearest five cents.

C.5.1.2 Tuition in an educational context beyond Grade 12:

Formula:
$$\frac{\text{OSD notch code 126}}{\text{-----}} \times 900$$

rounded off to the nearest five cents.

Note: In the case of educators on a personal salary position: The last salary position of the applicable salary range.

C.5.2 Measures in respect of educators who are paid on a per hour basis or full-time educators who perform paid overtime duties

C.5.2.1 In principle the existing practices whereby full-time educators receive additional remuneration on a per-hour basis or overtime remuneration, must be phased out.

C.5.2.2 Overtime remuneration/remuneration on a per-hour basis to full-time educators for tuition over and above the normal timetable load can be made only if –

C.5.2.2.1 The required authorisation has been specifically given.

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- C.5.2.2.2 Such tuition does not prejudice any obligations, including the normal timetable load, that is expected from the educator; or
- C.5.2.2.3 Such an educator must conduct tuition during his vacation leave on a part time basis because a substitute is not available and after the HoD has satisfied himself/herself that no other arrangement is possible.
- C.5.2.3 Existing authorisations remain in force for the time being but under no circumstances may the measure contained in paragraph C.5.1 above be interpreted as being an extension of the existing authorisation for overtime remuneration or additional per-hour payment.

C.6 EDUCATORS APPOINTED ON A PROPORTIONAL BASIS**C.6.1 Pro-rata remuneration basis**

The following formula applies: (*ELRC Collective Agreement No. 7 of 2003*)

Number of hours per week for which the educator is appointed, divided by the number of hours per week that would have applied to a full-time appointment, multiplied by the salary that would have applied to the person concerned had he/she been appointed in a full-time capacity.

Provided that the total number of hours for which educators, who are sharing a post are remunerated, may not exceed the number of working hours applicable to a full-time appointment and the total number of hours of work performed by educators appointed in a shared capacity, correspond with the total workload requirements of the post concerned.

C.6.2 Recognition of experience

Experience gained during periods of pro-rata appointments is converted to full-time experience as follows:

Number of hours per week for which the educator was appointed, divided by the number of hours per week that would have applied to a full-time appointment, multiplied by the period of such appointment. (*ELRC Collective Agreement No. 7 of 2003*)

C.7 PAYMENT OF EDUCATORS VOLUNTARILY PERFORMING ADDITIONAL DUTIES (*Government Gazette No 30536, dated 7 December 2007*)

- C.7.1 The guidelines below form the basis for the payment of educators who voluntarily perform additional duties. The payment of such educators is subject to the following:
- C.7.1.1 That participation by educators is optional and not compulsory.
- C.7.1.2 That the payment is linked to additional work requirements, and not usual duties which may or may not have been performed during this time.

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- C.7.1.3 That the schools identified for offering these projects or the teachers involved may not charge or levy any costs or contributions from other parties including payment from SGBs for rendering such assistance.
- C.7.1.4 That the selection of educators for specific tasks/assignments is done on clear, open and transparent criteria.
- C.7.1.5 That the educator has performed his/her duties at a satisfactory level and the tasks/assignments does not interfere with the normal duties of the educator. In this regard the principal/supervisor of the educator will need to sign a statement to this effect.
- C.7.1.6 That the employer and employee sign a contract which would detail the nature of the task, the time frames, the deliverables, the authorization by the principal/supervisor, the remuneration, the time frames of the contract and any other relevant details.
- C.7.1.7 That the employer, at an appropriate level, verifies and signs off on all work, confirming that it has been done to the satisfaction of the employer.
- C.7.1.8 That the employer designs the necessary criteria, forms and registers to manage the system.
- C.7.1.9 That a report on the utilization of this mechanisms, needs to be reflected in the Annual Report of the employer concerned.
- C.7.2 Employers may only consider payments for such additional tasks/assignments where they are fully convinced of the need of these, and can demonstrate the ability to properly administer such programmes and ensure that they are not abused.
- C.7.3 Calculation of payment**
- C.7.3.1 Limited to the number of hours or days worked, times a rate, calculated by dividing the annual basic salary of an educator by 1800 (the number of working hours expected per year), for hourly-based work or the annual basic salary of the educator divided by 225 for a 7 hour workday.
- C.7.3.2 The employer may negotiate a lower rate.
- C.8 EDUCATORS WHO PERFORM EDUCATIONAL SUPERVISORY DUTIES AT INSTITUTIONS FOR LEARNERS WITH BEHAVIOUR PROBLEMS OR AT SPECIAL SCHOOLS DEALING WITH CHILDREN IN TERMS OF THE CHILDREN'S ACT DURING INSTITUTION CLOSURE PERIODS THAT ARE OUTSIDE OF SCHEDULED WORKING TIME (ELRC Collective Agreement No. 7 of 2001 and Government Gazette No 22961, dated 19 December 2001)**
- C.8.1 For each day of at least seven hours that an educator performs duties in respect of the conducting of educational programmes or performing educational supervisory duties at an institution for learners with behaviour problems he or she shall be additionally remunerated at the rate of the educator's current annual salary, without benefits, divided by 365.

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- C.8.2 The additional remuneration shall only apply in respect of duties performed on days during an institution closure period that is outside of the scheduled working time table as determined by the Minister.
- C.8.3 Days on which an educator is required to perform duties for a shorter period than seven hours, a pro rata portion of the amount calculated in terms of the formula in paragraph C.8.1 will be applicable. For this purpose the number of full hours that the educator was required to work must be taken into account.

CHAPTER D

PUBLIC EXAMINATIONS *(Government Gazette No 34079, dated 7 March 2011)*

- D.1 DUTIES PERFORMED IN RESPECT OF PUBLIC EXAMINATIONS**
- D.2 REMUNERATION FOR THE PERFORMANCE OF EXAMINATION-RELATED DUTIES**
- D.3 COMPENSATION FOR TRAVEL AND SUBSISTENCE EXPENSES**
- D.4 CRITERIA FOR THE APPOINTMENT OF EDUCATORS FOR EXAMINATION-RELATED WORK**

D.1 DUTIES PERFORMED IN RESPECT OF PUBLIC EXAMINATION

D.1.1 A person who has been appointed to perform duties in respect of a public examination shall be remunerated for actual work done in respect of a specific category of examination-related work. This remuneration, as well as compensation for travel and subsistence expenses, is expressed in terms of a standard tariff which, in certain cases, relates to the level at which the work is done and which is defined as follows:

D.1.1.1 The Minister will gazette the standard tariffs annually.

D.1.1.2 Level I:

Examination-related work in respect of instructional offerings at a level lower than that mentioned in paragraph.

Standard tariff = 0,10% of the first salary position of a REQV 14 post level 1 educator, rounded off to the nearest five cents.

Note: For purposes of this Chapter the first salary position of a REQV 14 post level 1 educator is notch code 87.

D.1.1.3 Level II:

Examination-related work in respect of instructional offerings for Grade 12.

Standard tariff = 0,13% of the first salary position of a REQV 14 post level 1 educator, rounded off to the nearest five cents.

D.1.1.4 Level III:

Examination-related work in respect of instructional offerings at a level higher than that mentioned in paragraph D.1.1.2.

Standard tariff = 0,15% of the first salary position of a REQV 14 post level 1 educator, rounded off to the nearest five cents.

*PERSONNEL ADMINISTRATIVE MEASURES (PAM)***D.2 REMUNERATION FOR THE PERFORMANCE OF EXAMINATION-RELATED DUTIES**

D.2.1 In order to calculate a person's remuneration for examination related work, the tariff, as it applied on the day that the work should have been completed, must be used.

D.2.2 For each of the following categories of examination-related work the corresponding remuneration tariff, expressed in terms of the applicable standard tariff, shall apply:

D.2.2.1 Setting of question paper and accompanying memorandum

8 x (standard tariff) x (duration of question paper in hours)

Provided that where use is made of more than one examiner for a question paper, at most the equivalent of two examiners may be compensated. In the case of an examination paper set at national level, at most the equivalent of four examiners may be compensated.

D.2.2.2 Moderating of question paper and accompanying memorandum

1,8 x (standard tariff) x (duration of question paper in hours)

D.2.2.3 Translation of question paper and accompanying memorandum

1,0 x (standard tariff) x (duration of question paper in hours)

D.2.2.4 Marking and control marking of examination scripts

The following hourly rates apply in respect of marking and control marking of examination scripts, provided that in the opinion of the HoD, a satisfactory pace of marking and control marking is maintained:

Duties performed as a:

| | |
|----------------------|--------------------------|
| Marker: | 0,6 x (standard tariff) |
| Senior Marker: | 0,65 x (standard tariff) |
| Deputy Chief Marker: | 0,7 x (standard tariff) |
| Chief Marker: | 0,75 x (standard tariff) |

D.2.2.5 Duties performed as internal moderator (including a person appointed to investigate examination irregularities and who is remunerated on an hourly basis)

0.75 x (standard tariff) per hour

D.2.2.6 Remarking of examination scripts on appeal

0,1 x (standard tariff) x (duration of question paper in hours) x (number of scripts remarked for the question paper).

D.2.2.7 Practical and oral examinations

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0,6 x (standard tariff) x (number of hours spent on examining) with a minimum remuneration per day based on 3 hours' examining.

D.2.2.8 Invigilation work

0,9 x (standard tariff for Level 1) for the invigilator per examination session irrespective of the duration,

and

0,6 x (standard tariff for Level 1) for the assistant invigilator per examination session irrespective of the duration.

Note: No remuneration will apply to persons conducting invigilation at their own institutions or in situations that are regarded as being part of their official duties.

D.2.2.9 Duties performed as:**D.2.2.9.1 Marking centre manager**

0,75 x (standard tariff for Level II) per hour. A maximum of twelve hours per day may be claimed for each day during which the marking is in process at the marking centre.

D.2.2.9.2 Deputy marking centre manager

0,5 x (standard tariff for Level II) per hour. A maximum of twelve hours per day may be claimed for each day during which the marking is in process at the marking centre.

0,005 x (standard tariff for Level II) per script.

D.2.2.10 Duties performed as an examination assistant

0,2 x (standard tariff for Level II) per hour.

D.3 COMPENSATION FOR TRAVEL AND SUBSISTENCE EXPENSES

The following measures regarding the compensation for travel and subsistence expenses apply in respect of duties performed at a marking centre:

D.3.1 Travel allowance

A travel allowance is payable to all applicable persons who either make use of their private vehicles or of public transport and is calculated in terms of the actual number of kilometres travelled between their homes and the marking centre. The maximum distance for which a person may claim who travels daily between his/her home and the marking centre, is 75 km per trip (150 km per return journey). Where accommodation is provided at the marking centre, a person may only claim for one return trip between his/her home and the marking centre unless otherwise approved by the employer. Persons who make use of public transport may claim their actual expenses (subject to the approval of the relevant department) and may be required to provide proof of such expenses. Persons who make use of their private vehicles may be compensated at the

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

following rate, irrespective of the engine capacity of such vehicle. Such persons may not claim for passengers.

Travel allowance: 0,01 x (standard tariff for Level II), rounded to the nearest 1 cent per kilometre.

D.3.2 Subsistence allowance**D.3.2.1 Persons who make use of accommodation at marking centre**

Note: Such a person may only claim for one return journey between his/her home and the marking centre and may not claim for travelling between the place of accommodation and the marking centre.

D.3.2.1.1 If accommodation and meals are provided at no cost to the employer.

No allowance.

D.3.2.1.2 If only accommodation is provided by the department at no cost to the employee

Meal allowance: 0,5 x (standard tariff for level ii) per day of at least 5 hours work.

D.3.2.1.3 If no accommodation is provided by the department

The following accommodation allowance may be paid to a person who, with the approval of the department, makes use of private accommodation near the marking centre:

0,8 x (standard tariff for Level II) per night stayed at such private accommodation. A meal allowance as in paragraph D.3.2.1.2 may also be applicable.

D.3.2.2 Persons who travel daily between their homes and the marking centre

D.3.2.2.1 If at least lunch is provided

No meal allowance.

D.3.2.2.2 If no meals are provided

Meal allowance: 0,3 x (standard tariff for Level II) per day of at least 5 hours work.

D.4 CRITERIA FOR THE APPOINTMENT OF EDUCATORS FOR EXAMINATION-RELATED WORK

D.4.1 In selecting and appointing persons to the various examination-related positions, cognisance must be taken of the general need to build capacity among serving educators in order to attain equity in respect of race and gender, also taking into account the special needs of educators in rural areas. This should be pursued by reserving a certain minimum number of appointments for this purpose. The number of appointments that needs to be reserved for this purpose should correspond with the department's identified needs in this regard.

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- D.4.2 In addition to the general criterion referred to in paragraph D.4.1, the following criteria shall apply with regard to the selection and appointment of examiners (for the setting and moderation of question papers and accompanying memoranda) and internal moderators:
- D.4.2.1 Advertisements should be included in a departmental circular or provincial gazette as well as in the national and/or local press.
- D.4.2.2 A selection panel shall be appointed by the education department. Teacher unions that are members of the ELRC shall be allowed observer status on such a panel.
- D.4.2.3 The following criteria will apply in respect of the selection and appointment of candidates:
- The appointee must:
- D.4.2.3.1 Have at least a recognised three year post grade 12 qualification, which must include the subject concerned at second or third year level.
- D.4.2.3.2 Have extensive experience as an educator in the particular subject or a related area and at least two years teaching or other curriculum-related experience within the last 5 years at the appropriate level.
- D.4.2.3.3 Have experience as a marker.
- D.4.2.4 In addition to the above criteria, preference should be given to serving school-based educators.
- D.4.3 In respect of an examination paper where no suitable candidate can be recruited with the set minimum qualifications or experience, the HoD concerned may approve the appointment of a suitable candidate with other appropriate post school qualifications or with less than the required experience after consultation in this regard with the relevant teacher unions. The final decision with regard to the appointment of examiners and internal moderators rests with the HoD.
- D.4.4 The criteria to qualify for appointment as markers (including senior markers, deputy chief markers and chief markers) should, in addition to those referred to in paragraph D.4.1, include the following:
- D.4.4.1 A recognised three year post school qualification which must include the subject concerned at second or third year level or other appropriate post grade 12 qualifications.
- D.4.4.2 Appropriate teaching experience, including teaching experience at the appropriate level, in the subject concerned
- D.4.4.3 Language competency
- D.4.4.4 In addition to the above criteria, preference should be given to serving educators who are presently teaching the subject concerned.

The provision in paragraph D.4.3 for the relaxation of requirements in respect of qualifications and experience, also applies in respect of these appointments.

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- D.4.5 The selection of markers for a specific examination paper should be carried out by a panel comprising of:
- D.4.5.1 Chief examiner.
 - D.4.5.2 Relevant departmental officials.
 - D.4.5.3 Teacher unions (as observers)

CHAPTER E

AWARDS AND BENEFITS

- E.1. DEPARTMENT-SPECIFIC BENEFITS AND AWARDS**
- E.2. MEASURES PRESCRIBED BY LEGISLATION NOT ADMINISTERED BY THE MINISTER OF BASIC EDUCATION AND SERVICE BENEFITS WHICH APPLY TO ALL EMPLOYEES OF THE STATE**
- E.3. RETRENCHMENT PACKAGE**
- E.4. EMPLOYEE-INITIATED SEVERANCE PACKAGE (EISP)**

ANNEXURE

Annexure E.1 Allowances and subsidies (amounts)

E.1 DEPARTMENT-SPECIFIC BENEFITS AND AWARDS

E.1.1 Awards for achievement

The purpose is to provide for the granting of non-pensionable awards for achievement to educators other than by means of the normal performance and merit systems and to supplement remuneration on a non-pensionable basis in cases where specific difficulties are experienced, which awards and supplements will be restricted to the particular financial year within which they are made. The purpose is, therefore, to address short-term needs/problems that cannot be met by means of general staff systems and measures.

E.1.1.1 Powers

E.1.1.1.1 The HoD may, on the advice of a committee, grant a department-specific award to an educator.

E.1.1.1.2 The advisory committee is designated by the HoD and must include at least two members of the management corps.

E.1.1.2 Conditions

E.1.1.2.1 The expenditure relating to the awards is restricted to the financial year concerned and the awards cannot, therefore, place a financial obligation on the following financial year.

E.1.1.2.2 The total amount expended by a department of education on department-specific awards may not exceed 0,537% of the total salary account of the education department concerned as at 1 April of the relevant financial year. This percentage may be zero, in which case no awards have been made.

E.1.1.2.3 The size of the award must relate to the need identified.

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- E.1.1.2.4. The award or awards made to an educator may not, in total, exceed 25% of the pensionable salary notch of the educator concerned on 1 April of the relevant financial year.
- E.1.1.2.5 The award must, in the opinion of the HoD, be in the interest of the particular education department or the state.
- E.1.1.2.6 In the case of a function shift suitable arrangements must be made between the education departments concerned for the purpose of transferring a portion of the amount mentioned in paragraph E.1.1.2.2 together with the function.

E. 1.1.3 Monitoring

With a view to monitoring the success of the awards, provincial departments of education may be requested to furnish DBE with particulars regarding the utilisation of these awards.

E.1.2 Incentives to educators (*Government Gazette No. 30678, dated 18 January 2008*)**E.1.2.1 Measures relevant to the payment of incentives to educators**

E.1.2.1.1 The purpose of these measures is to provide for the payment of incentives to academically and/or professionally qualified educators who qualify for incentives by meeting certain prescribed criteria:

- (a) This incentive scheme is limited to academically and/or professionally qualified (REQV 13 or higher) educators employed in schools as defined in the EEA. It excludes any educator subjected to another agreement or directive, rehabilitation posting, suspension or absent without pay.
- (b) A post or posts will be identified to be eligible for incentives at a school in accordance with criteria set out in this agreement.
- (c) An educator who meets the criteria of the post eligible for incentives will be required to enter into an "incentive contract" with the provincial department of education. The "incentive contract" will indicate the amount and kind of the incentive, the period for which the incentive is payable, specific conditions such as satisfactory performance, being available at school during working hours, being regular and punctual, being available to the school outside school hours for school functions as well as parent meetings.
- (d) Educators vacating the post permanently or temporarily (study or vacation leave) for longer than one month will cease to receive the incentive attached to the post for the period the post is vacated.
- (e) A post will be eligible for incentives for a fixed duration (three years). If the post is re-eligible for incentives, then the incumbent providing he/she meets the criteria will be considered for incentives.
- (f) An educator not qualifying, in terms of the criteria, may occupy a post eligible for incentives. This will not create any right for an incentive to be paid to such an educator.

- (g) In addition to any other specific criteria, terms and conditions, educators who are receiving the incentive and do not perform at least at the level of satisfactory, in terms of the Quality Management System, shall be given one term's notice of termination of the incentive. The incentive may be reinstated when the educator's performance is at the level of satisfactory.

E.1.2.2 There will be two categories of schools where incentives will be applicable:

E.1.2.2.1 Remote schools

- (a) The selection of schools where all the posts would be eligible for incentives would be determined in the following order:
 - (i) The remoteness of the school. This could be defined as the distance that the school is situated from the nearest town. Such a town should have all the basic facilities and services that a teacher would want to have access to, such as proper housing, banks, post office, shops, police station and recreational facilities. The HoD should identify towns in or near the province that comply with these requirements. By means of GPS technology the distance by road that each school is from any of the identified towns could be determined. This would enable the ranking of schools based on these distances.
 - (ii) Poverty. All schools are already ranked in terms of poverty criteria and divided into quintiles, quintile 1 being the 20% poorest schools and quintile 2 the next poorest 20%.
 - (iii) No-fee schools: All schools categorized as no-fee schools shall be prioritized.
 - (iv) Combinations of other factors that are impacting negatively on the recruitment of teachers and which, through practical experience, have proved to have a negative impact on the suitable filling of posts.

E.1.2.2.2 Other schools

- (a) Some of the posts might be eligible for an incentive at schools that meet the following criteria:
 - (i) Situated in difficult urban zones of the country (hard-to-teach schools).
 - (ii) Experiencing a chronic shortage of educators in certain subjects/learning areas, such as mathematics, sciences, ICT, some languages identified by the provincial departments of education.
 - (iii) Where a principal or SGB has requested that some posts at the school be eligible for an incentive. In such case the principal or SGB must be able to prove that it had not been possible to recruit a suitably qualified educator through the normal recruitment process.

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- (b) The minimum amount of the incentive will be 10% of the minimum salary notch of PL1 REQV 14. An educator may qualify for more than one type of incentive, for example: remote, plus scarce subjects, plus difficult conditions.
- (i) The amount that the educator receives as an incentive may be increased by offering him/her more than one type of incentive or by adding levels (“steps”) to the percentage applicable to the same type of incentive, for example (X+1)%; (X+3)% etc.
- (ii) The percentage equal to or above 10% can differ from one type of incentive to another.
- (c) The HoD must, by 30 September of the year before that of implementation, provide to the DG an indication of the –
- (i) Type and number of posts that would be eligible for the incentive in terms of paragraphs E.1.2.2.1 and E.1.2.2.2.
- (ii) Percentage applicable to each type of incentive.
- (iii) Levels or “steps” added to the percentage applicable to each type of incentive post, and the criteria for qualifying for the various levels or “steps”.
- (iv) The number of incentive posts that were created and to be paid out in kind and a description thereof, for example provision of free housing, provision of subsidized vehicle, overseas study visits or study visits.
- E.1.2.3 The HoD must, by 30 June of each year, provide to the Director-General a report of the incentive posts filled (by type and level and the amount spent) in the previous financial year.
- E.1.2.4 The provincial department of education must pay the incentive in the form and to the extent of a non-pensionable allowance, in cash or in kind.
- E.1.2.5 Whilst this policy is to be implemented by the HoDs, it is the prerogative of the Minister to monitor implementation and to progressively intervene in situations where HoDs do not implement the provisions of the policy and ensure spending in line with the allocations for Teacher Incentives (R 500 Million) which have already been transferred to provincial departments of education.
- E.1.2.6 The approximate breakdown for the allocations for teacher incentives to provincial departments of education relates to the following:

| Provincial Education Department | Allocation 000'000 for 2007/2008 | No. of Incentivized Posts @ 10% of SL 7.1 (R107 007) |
|--|---|---|
| Eastern Cape | R 84.55 | 7901 |
| Free State | R 28.55 | 2668 |
| Gauteng | R 74.05 | 6920 |
| KwaZulu Natal | R 114.55 | 10705 |
| Limpopo | R 70.06 | 6598 |

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| | | |
|---------------|---------|--------|
| Mpumalanga | R 43.05 | 4023 |
| Northern Cape | R 11.05 | 1033 |
| North West | R 32.55 | 3042 |
| Western Cape | R 41.05 | 3836 |
| TOTAL | R 500 m | 46 726 |

- E.1.2.6.1 The allocation will be adjusted every year based on the annual adjustment rate.
- E.1.2.6.2 The number of projected incentivised posts may vary, by not more than 10% as a result of paragraph E.1.2.6.
- E.1.2.6.3 The Minister could, based on an analysis of reports received by the DG on the implementation and the fact that all allocations have been transferred to provincial departments of education, declare on an annual basis a number of posts as incentive posts in line with the policy.

E.2 MEASURES PRESCRIBED BY LEGISLATION NOT ADMINISTERED BY THE MINISTER OF BASIC EDUCATION AND SERVICE BENEFITS WHICH APPLY TO ALL EMPLOYEES OF THE STATE

- E.2.1 Application of the Compensation for Occupational Injuries and Diseases Act, 1993 (Act No 130 of 1993)
- E.2.2 Government Employees Pension Fund Law, 1996 (Proclamation 21 of 1996)
- E.2.3 The measures in respect of, inter alia, the following matters apply to educators, mutatis mutandis, as they apply to other employees of the state:
- E.2.3.1 **Local subsistence and camping allowance** (*PSCBC Resolution 3 of 1999*)
- E.2.3.2 **Housing allowance scheme** (*PSCBC Resolution 2 of 2004, Government Gazette No 27657, dated 6 June 2005 and the Determination on Housing, issued by the Minister of Public Service and Administration and PSCBC Resolution No. 7 of 2015*)
- Refer to Annexure E.1 for the current housing allowance amount.
- E.2.3.3 **Medical assistance for educators and former educators** (*PSCBC Resolution 1 of 2006 and the Determination on Medical Assistance in the Public Service, issued by the Minister of Public Service and Administration and PSCBC Resolution No. 2 of 2015*)
- Refer to Annexure E.1 for the current medical aid subsidies.
- E.2.3.4 **Recognition of long service** (*PSCBC Resolution 1 of 2012 and Determination on the long service recognition in the public service, issued by the Minister of Public Service and Administration*)
- Refer to Annexure E1 for the current cash amount payable to qualifying educators.
- E.2.3.5 **Service bonus** (*PSCBC Resolution 3 of 1999, PSCBC Resolution 7 of 2000 and the DPISA Financial Manual (for purposes of the calculations and application of allowances and benefits, August 2010 and PSCBC Resolution No. 2 of 2015)*)

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E.2.3.6 **Resettlement** (*Regulation 90 of the Regulations regarding the terms and conditions of employment of educators, PSCBC Resolution 3 of 1999 and the DPSA Financial Manual (for purposes of the calculations and application of allowances and benefits, August 2010)*)

E.2.3.6.1 Upon the transfer, appointment or termination of service of an educator in terms of the EEA or his/her death, the educator or his/her estate will be compensated by the employer for the reasonable resettlement expenditure actually and necessarily incurred as a result thereof within the framework of PSCBC Resolution 3 of 1999. (*Regulation 90 (1) of the regulations regarding the terms and conditions of employment of educators*)

E.2.3.6.2 The HoD within the context of existing provisions, determines policy regarding compensation for resettlement expenditure.

Refer to Annexure E.1 for the cash amount payable for new books, uniforms and related costs.

Note: Official traveling and transport are dealt with in terms of provincial policy.

E.3 RETRENCHMENT PACKAGE

E.3.1 The following retirement benefits will apply to an educator who, because of rationalisation, has been retrenched by the department in which he/she is appointed, before reaching retirement age:

E.3.1.1 Payment of pension benefits in terms of the Rules of the Government Employees Pension Fund.

E.3.1.2 Payment of leave credit due to the educator, calculated in terms of paragraph H.4.4 en H.4.5 of Chapter H.

E.3.1.3 Payment of a service bonus on a pro rata basis. Refer to paragraph E.2.3.5.

E.3.1.4 Continued payment of the monthly housing allowance for a maximum period of six months after termination of service. Those educators who received this benefit and who are re-employed by any government department within the six months period, will not qualify for a housing allowance for the remaining period of the six months.

E.3.1.5 Continued occupation of official quarters, where possible, for a period of three months after termination of service.

E.3.1.6 Medical assistance in terms of paragraph E.2.3.3.

E.3.1.7 The cancellation of any service commitments that the educator may have on termination of service.

E.3.1.8 In cases where the educator enjoys the benefit of a motor vehicle scheme, the rules of the scheme must be applied.

E.3.1.9 Application of the rules in respect of resettlement costs. Refer to paragraph E.2.3.6.

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E.3.1.10 The employer shall, if he/she intends to discharge an educator in terms of section 11(1)(b) of the EEA, give the educator three calendar months' written notice (*Regulation 16 of the Regulation regarding the terms and conditions of employment of educators*).

E.4 EMPLOYEE-INITIATED SEVERANCE PACKAGE (EISP) (*Government Gazette No. 29056, dated 21 July 2006 and the Determination on the introduction of an employee-initiated severance package for the public service (revised), January 2006*)

The EISP came into effect on 1 January 2006. Refer to above-mentioned Determination.

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ANNEXURE E.1

ALLOWANCES AND SUBSIDIES (AMOUNTS)

| Medical assistance (monthly subsidy) | | |
|---|---------------------|-----------------------|
| GEMS | | |
| Category | 1 March 2011 | 1 January 2015 |
| Single member | R720.00 | R 925.00 |
| Member with one dependent | R1 440.00 | R1 850.00 |
| Member with 2 dependents | R1 880.00 | R2 415.00 |
| Member with 3 dependents | R2 320.00 | R2 980.00 |
| Member with 4+ dependents | R2 760.00 | R3 545.00 |
| Open medical scheme | R1 014.00 | R1 014.00 |

| Housing allowance | |
|---|--|
| With effect 1 July 2012 | R900.00 per month |
| Employees in service on or before 27 May 2015 | R1 200.00 housing allowance per month for eligible employees with effect from 1 July 2015 or R900.00 housing allowance per month for employees who do not own a house, plus R300.00 which is paid into an individual-linked savings facility. |
| Employees entering the system after 27 May 2015 | R1 200.00 per month for employees who own a house and/or are repaying a home loan for houses in which they live, R1 200.00 per month diverted into the individual-linked savings account if the individual does not own a house. |

| Recognition of long service (continued service) | | 31 July 2012 | 1 April 2013 | 1 April 2014 | 1 April 2015 |
|--|-------------------|---------------------|---------------------|---------------------|---------------------|
| | 20 years' service | R7 500.00 | R7 920.00 | R8 371.00 | R8 882.00 |
| | 30 years' service | R15 000.00 | R15 840.00 | R16 743.00 | R17 764.00 |
| | 40 years' service | R20 000.00 | R21 120.00 | R22 324.00 | R23 686.00 |

| Resettlement expenditure: new school books, uniforms and related costs | 1 April 2013 | 1 October 2013 | 1 January 2014 | 1 July 2014 |
|---|-----------------------|-----------------------|-----------------------|--------------------|
| | R1 098.00 | R1 110.00 | R1 128.00 | R1 239.00 |
| | 1 October 2014 | 1 January 2015 | 1 April 2015 | 1 July 2015 |
| | R1 320.00 | R1 437.00 | R1 585.00 | R1 767.00 |

Note: These amounts are subject to adjustment from time to time.

CHAPTER F

TIME OFF AND SECONDMENT

- F.1 INTRODUCTION**
- F.2 GENERAL**
- F.3 TIME OFF**
- F.4 SECONDMENT TO TRADE UNIONS**
- F.5 SECONDMENT OF SHOP STEWARDS**

ANNEXURE

Annexure F.1 SS distribution – current and expired

F.1 INTRODUCTION

- F.1.1 The measures contained in this chapter are based on the following principles:
 - F.1.1.1 The acknowledgement of labour rights entrenched in the Constitution of the Republic of South Africa, the LRA, and the Constitution of the ELRC, which seeks to promote labour peace.
 - F.1.1.2 That an educator's role in the education process is dynamic and developmental, and therefore requires the active participation of educators at school, provincial and national level.
 - F.1.1.3 That the amount of time off and the frequency thereof should at all times be reasonable and fair.
 - F.1.1.4 That arrangements for time off should consider:
 - F.1.1.4.1 The need for the process of teaching and learning to be uninterrupted.
 - F.1.1.4.2 The importance of high productivity levels.
 - F.1.1.4.3 Efficiency and effectiveness in services rendered to the general public.
 - F.1.1.4.4 The need for order in the education system.
 - F.1.1.4.5 The constitutional rights of the child.

F.2 GENERAL

- F.2.1 When requiring time off:
 - F.2.1.1 A reasonable period of notice must be given to the responsible person designated by the employer for time off to attend meetings, training courses, and other agreed to activities.

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- F.2.1.2 In respect of urgent meetings arising from the collective bargaining process, the trade union should advise the responsible person designated by the employer timeously of such urgent meetings.
- F.2.1.3 When requesting time off for workplace and other such like meetings, every effort should be made to hold them before or after official school hours, or during lunch breaks.
- F.2.1.4 An efficient record system must be kept in respect of time off allowed for all entitled educators.
- F.2.1.5 Management must be informed timeously of any resignation of members/representatives.
- F.2.2 Applications for time off must be considered on its merits and the principle of reasonableness and fairness must apply.
- F.2.3 It is the responsibility of managers identified by the provincial departments of education to keep separate registers of trade union members and representatives in good standing, as well as details of time off allowed with full pay and without pay, and to forward such records annually, but before 31 December, to both the trade unions concerned and the responsible personnel offices.

F.3 TIME OFF**F.3.1 Time off for collective bargaining purposes****F.3.1.1 Entitlement**

Duly elected, identified trade union representatives are allowed time off, including during school hours, to attend meetings at national and provincial levels for collective bargaining purposes. Furthermore, such trade union representatives are entitled to take reasonable time off for preparatory meetings during the collective bargaining process.

F.3.1.2 Provisions

- F.3.1.2.1 Identified representatives must give their supervisors reasonable notice of meetings to be attended and proof that they have been nominated to attend such meetings.
- F.3.1.2.2 Confirmation of meetings must be submitted by the representative to his/her supervisor for record and auditing purposes.
- F.3.1.2.3 Subsequent to representatives attending meetings, confirmation must be given by the trade union to the representative's supervisor that he/she had attended such meetings.
- F.3.1.2.4 In addition, representatives are allowed a maximum of 1 additional school day per event, which should be regarded as special leave with full pay, for preparatory meetings during the collective bargaining process; provided that the employee organisation confirms that such preparation is essential to the collective bargaining process and that the duration of such preparation necessitates the maximum or a lesser amount of hours required.

F.3.1.3 Payment for time off

In terms of this entitlement, the duly elected, identified trade union representative is allowed time off with full pay.

Note: The functions referred to in paragraph F.3.1.1 to F.3.1.2 will be performed primarily by SS appointed in terms of ELRC Collective Agreement 2 of 2007 but, subject to this provision, trade unions may utilise other identified union representative/s for agreed upon interaction with the employer at the level of the circuit/district, regional or provincial after negotiating with the identified employer representative/s designated by the HoD. (*Clause 8.1.1 and 8.1.2 of ELRC Collective Agreement No. 2 of 2007*).

F.3.1.4 Time off for trade union duties**F.3.1.4.1 Entitlement**

Duly elected, identified representatives of a trade union may take reasonable time off, including during school hours, to carry out trade union duties which have been agreed to between the parties of the ELRC.

F.3.1.4.2 Provisions

- (a) The following trade union duties are provided for:
- (i) Representing members in good standing during –
 - disciplinary hearings
 - grievance and dispute procedures
 - retrenchment/redundancy procedures
 - dismissals.
 - (ii) Attending labour relations training.
 - (ii) Attending, participating in and organising workplace forums.
- (b) The amount of time off to be allowed must not exceed a maximum of three (3) school days at a time and the entitlement is limited to a maximum of twelve (12) school days per annum. Should additional time off be essential and in the interest of labour peace, the employer may, with due regard to the principles of reasonableness and fairness, consider a motivated request for additional time off.

F.3.1.4.3 Payment for time off

In terms of this entitlement, and subject to the limitations of the entitlement, representatives are allowed time off with full pay.

F.3.1.5 Time off for trade union activities**F.3.1.5.1 Entitlement**

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Subject to the academic programme not being interrupted, an employee who is a registered member in good standing with a trade union, may take reasonable time off during working hours to participate in agreed to trade union activities.

F.3.1.5.2 Provisions

The following trade union activities are provided for:

- (a) Attending pre-arranged workplace meetings, other than those arising out of industrial action, which have been agreed to between the trade union affected and the employer, and which cannot be held outside working hours.
- (b) Meeting full-time officials, by arrangement and agreement between the trade union and employer, to discuss bona fide trade union matters.
- (c) Voting during trade union elections where voting cannot take place outside working hours.
- (d) Voting in respect of procedural/lawful strike actions.

F.3.1.5.3 Payment for time off

Trade union members are allowed a maximum of eight (8) school hours per annum, calculated from 1 January to 31 December of each year, with full pay to engage in the activities indicated above.

Note: Where there is a dispute relating to time off, the provisions of the Constitution of the ELRC will apply. Time off with full pay is permitted for trade union members/representatives to engage in this process.

F.4 SECONDMENT TO TRADE UNIONS**F.4.1.1 Entitlement**

The employer recognises the need for trade unions to utilize the skills and expertise of their members to manage the affairs of the trade union. Trade unions are therefore entitled to have educators seconded to trade unions registered with the ELRC, to occupy full time positions to which they have been duly elected.

This entitlement applies only to trade unions in good standing, and who comply with the provisions of the LRA and the Constitution of the ELRC.

F.4.1.2 Basis upon which the number of trade union members in good standing, will be allowed to be seconded for a contracted period of one year

F.4.1.2.1 Consideration must be given to the teaching and learning programme. It is important that the entitlement does not disrupt the school programme or the management of education.

F.4.1.2.2 For this purpose this entitlement is structured in such a manner that it applies to a calendar year, that is, from 1 January to 31 December of each year.

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F.4.1.2.3 Trade unions will have to elect or appoint their officials on the basis of a calendar year.

F.4.1.2.4 The following formula will apply in respect of the secondment of trade union members in good standing, to full-time positions in a trade union for a period of one (1) year:

| Number of audited employee organisation members (i.r.o. a federation, membership can only be counted once) | Number of members to be allowed to be seconded to full-time positions in an employee organization |
|--|---|
| 0 - 3000 | 0 |
| 3001 - 5000 | 1 |
| 5001 - 8000 | 2 |
| 8001 - 12000 | 3 |
| 12001 - 17000 | 4 |
| 17001 upwards | An additional 1 member for every 6000 above 17000 to a maximum of 7 additional members |

F.4.1.3 Payment in respect of seconded educators

F.4.1.3.1 Members of trade unions in good standing, who have been seconded to trade unions in accordance with this entitlement, will retain all their benefits.

F.4.1.3.2 Trade unions must be responsible for refunding the full package payable to members seconded in terms of this entitlement.

F.4.1.3.3 The GS of the ELRC must keep separate and accurate records of payments made in terms of this entitlement.

F.4.1.4 Entitlement in respect of national negotiators

F.4.1.4.1 This entitlement will apply only to national negotiators of trade unions in the ELRC, who are educators at schools and who are representatives of the ELRC in terms of the provisions of clause 7 of the constitution of the ELRC.

F.4.1.4.2 In addition to the entitlement provided for in paragraph F.4.1.2 and F.4.1.3 above, trade unions are entitled to have national negotiators seconded.

F.4.1.4.3 Such secondment will be for a maximum period of one (1) year at a time, renewable for such longer period as may be agreed to between the employer and relevant trade union.

F.4.1.4.4 The GS of the ELRC must from time to time, furnish provincial heads of departments with the names and particulars of national negotiators.

F.4.1.4.5 An employee returning to duty, upon completion of the period of secondment, must be assigned:

- (a) In the case of a period of secondment of up to two (2) years, to the position/post that he/she would have held if the secondment had not been taken, or at his/her request, to another post/position agreeable to the employer.

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- (b) In the case of a period of secondment of more than two (2) years, to an equivalent position/post to that held prior to the secondment, which is acceptable to the employee, and which shall be reasonable and fair.

F.4.1.4.6 The employer will remain responsible for the seconded employee's full remuneration package which is not subject to the provisions of paragraph F.4.1.3.2 above, while the relevant trade union will be responsible for 50% of the full remuneration package of the temporary substitute.

F.4.1.4.7 The provisions relating to the retention of benefits and method of payment, as provided for in paragraph F.4.1.3 above apply **mutatis mutandis**.

F.5 SECONDMENT OF SHOP STEWARDS (*ELRC Collective Agreement No. 2 of 2007*)

F.5.1 Election, nomination and appointment of Shop Stewards (SS) in Education:

F.5.1.1 Eligibility for appointment as a SS.

F.5.1.2 In order to be appointed as a SS a person must:

F.5.1.2.1 Be a post level one and a permanent educator at a school-based institution.

F.5.1.2.2 Have been elected or nominated by the trade union of which that person is a member.

Note: Departmental heads and deputy principals, who were SSs in 2006 and extended or nominated in 2007, may continue as SSs, until replaced.

F.5.1.2.3 Allocation and distribution of SS

- (a) The maximum number of SSs that may be appointed, is 120.
- (b) The distribution of the SSs from the 1st August 2007 will be as reflected in Annexure F.1.
- (c) The determination by the GS of the ELRC of the distribution of the SSs must take into cognisance the size of the province and the vote weights of the admitted trade unions in that province.
- (d) The determination, in Annexure F.1, is based on the vote weights calculated as on 31st December 2006; and this takes effect from 1st July 2007.
- (e) The determination for the succeeding years will be based on the vote weights calculated as at the 30th September of the preceding year, and will be valid for the period 1 January to 31 December of each calendar year (no change in allocations during the course of the year).
- (f) The GS of the ELRC must issue the determination by mid-November at the latest to all parties concerned.

F.5.1.2.4 Notice of the elected or nominated SS

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- (a) In submitting an appointee as proposed SS, the trade union parties to the ELRC must ensure that SS nominated or elected by them are allocated to deal with the trade union's functions and interaction with the employer at national, provincial and or regional/district level.
- (b) Once the trade unions have nominated or elected their SS, the trade unions must notify the national and the respective provincial departments of education and the GS of the ELRC, in writing, of these names and details of the educator, on the prescribed form.
- (c) In its notification the trade union must specify all the details required, for the notification to be valid.

F.5.1.2.5 Appointment of the SS

- (a) The persons nominated or elected to the position of SS will be duly appointed once the national and the respective provincial departments of education and the GS of the ELRC have received the notifications referred to in paragraph F.5.1.2.4. Their appointment will be by way of a secondment.
- (b) The provincial departments of education undertake to inform all educators by means of a circular distributed to all the education institutions of the contact details of the appointed SSs for that province.
- (c) The trade unions undertake to inform all their members of the contact details of their appointed SSs for the province concerned.

F.5.1.2.6 Period of appointment

- (a) The trade union must determine the period of appointment of the SS, but not less than one year at a time.
- (b) The SS will be seconded from the date of appointment and until the expiry of the period or when replaced, by the relevant trade union, whichever is applicable.

F.5.2 Benefits

- F.5.2.1 The relevant provincial department of education must pay the appointed SS his/her full remuneration package.
- F.5.2.2 A SS who returns to his/her educator duties must be assigned the post he/she left prior to his appointment. If this is impossible and/or impractical or not in the best interest of education, the provincial department of education must offer the SS a suitable alternative, commensurate with the post that the SS held prior to his/her appointment as a SS.
- F.5.2.3 Notwithstanding the above, the educator concerned, during the period of appointment as a SS, shall retain all the rights and benefits attached to his/her educator post, including salary increases, promotion opportunities and benefits associated with his/her seniority as if he/she had not been seconded.

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F.5.3 The rights, duties and obligations of a SS

- F.5.3.1 The role and functions of a SS include, but are not limited to, the following:
- F.5.3.1.1 To assist and communicate with educators about education, employment and trade union related matters.
 - F.5.3.1.2 To assist and represent his/her trade union's members in disciplinary hearings, in processing grievances and in appeal procedures in terms of the EEA.
 - F.5.3.1.3 To assist and represent his/her trade union's members in dispute resolution procedures declared in terms of the ELRC's dispute resolution procedures.
 - F.5.3.1.4 To represent his/her trade union and participate in collective bargaining processes, including consultations and negotiations with the employer and its representatives.
 - F.5.3.1.5 To assist his/her trade union in monitoring the employer's compliance with the provisions of any workplace-related laws and any collective agreement binding on the employer.
 - F.5.3.1.6 To report any alleged contravention of a workplace-related provision of any law and any collective agreement binding on the employer to the employee, his/her trade union or any responsible authority or agency.
- F.5.3.2 The SS, in performing his/her functions, must endeavour:
- F.5.3.2.1 To establish and maintain good relations between his/her trade union and its members, and the employer.
 - F.5.3.2.2 To follow all applicable procedures regulating the employer-employee relationship and advise his/her trade union's members to follow these procedures.
 - F.5.3.2.3 To put all his/her time at the disposal of employer/employee interactions.
- F.5.3.3 The SS must represent the interests of the union and its members in accordance with the instructions and mandate of the trade union that elected or nominated him or her.
- F.5.3.4 The SS must report to his/her trade union regarding his/her work, any matter associated with the carrying out of his/her duties and the SS is accountable to his/her trade union with respect to his/her performance as a SS. The trade union must provide the GS of the ELRC with a report of the performance of the SS by the 7th of April of each year.
- F.5.3.5 A SS may not interfere with any lawful and legitimate instruction given by the employer or his/her representative to an employee. A SS may not unlawfully interfere with the performance of any employee's duties, failing which; the employer will deal with the SS according to the LRA.
- F.5.3.6 The SS may provide advice to his/her trade union's members. The SS may encourage or direct any of the SS's trade union's members to comply with any lawful decision of his/her trade union.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

F.5.3.7 The SS may exercise all the trade unions' organisational rights and obligations as set out in various statutes of parliament and collective agreements of the ELRC.

F.5.3.8 Right of access

F.5.3.8.1 The SS may meet with educators on the premises of the educational institution or departmental office of the employer; provided that the SS has obtained prior permission from the head of the relevant educational institution or, in the case of a departmental office, the appropriate representative of the employer. Office hours and teaching time does not include tea and lunch breaks.

F.5.3.8.2 The SS may hold meetings with educators provided that:

(a) In the case of educational institutions, the meeting takes place outside the formal teaching or learning day and does not interfere with the functioning of the educational institution.

(b) In the case of an office of the employer, the meeting takes place outside office hours and does not interfere with the functioning of the respective office.

F.5.3.8.3 The SS may only hold meetings with individual educators during office hours or teaching time under the conditions stipulated in the PAM and provided that the SS has the prior approval of the relevant heads of the educational institutions or, in the case of departmental offices, the appropriate representatives of the employer. An SS must, as far as possible, try to meet with an educator outside of actual teaching or learning time.

F.5.3.9 Disclosure of information

A SS is entitled to full disclosure of all relevant information in accordance with and subject to the qualifications provided in section 16 of the LRA and PAIA.

F.5.3.10 Victimisation and prejudice

The employer undertakes not to victimise or prejudice an educator by virtue of:

F.5.3.10.1 His/her election, nomination or appointment as a SS.

F.5.3.10.2 His/her possible election, nomination or appointment as a SS.

F.5.3.10.3 The performance by the SS of his/her duties.

F.5.4 Withdrawal or termination of the appointment of a SS

F.5.4.1 A SS's appointment terminates at the end of his/her period of appointment, if applicable.

F.5.4.2 A SS's appointment shall terminate if:

F.5.4.2.1 The SS is transferred to another provincial education department.

F.5.4.2.2 The SS ceases to be a member of the trade union that nominated and elected him or her.

F.5.4.2.3 The SS ceases to be an educator.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- F.5.4.2.4 The SS resigns in writing as an SS.
- F.5.4.2.5 The SS's appointment is terminated in terms of paragraph F.5.4.3.
- F.5.4.3 A SS may be withdrawn if:
- F.5.4.3.1 The SS accepts a promotion to a higher post level at an institution or into a departmental office based post.
- F.5.4.3.2 If the trade union, which appointed him or her, decides so.
- F.5.4.4 Withdrawal of a SS for misconduct
- F.5.4.4.1 The employer may refer the matter in writing to the SS's trade union, if the employer is not satisfied with the manner in which a SS is conducting himself/herself. In the referral the employer must specify the conduct complained of. A copy of the referral must be sent to the SS.
- F.5.4.4.2 If the matter is not resolved between the employer and the relevant trade union within fourteen (14) days from the date on which the referral referred to in paragraph F.5.4.4.1 reaches the trade union, the employer may refer the matter to the GS of the ELRC for resolution in terms of the ELRC's dispute resolution procedures.
- F.5.4.4.3 The employer may refer the matter to arbitration if the dispute is not settled at conciliation. At arbitration the employer may seek an order withdrawing the SS.
- F.5.4.4.4 The arbitrator, when deciding whether to grant an order withdrawing the SS, must consider amongst others, the following:
- (a) The seriousness of the misconduct complained of.
 - (b) The steps taken to correct the conduct complained of.
 - (c) The inherent nature of the conflict between a trade union and the employer.
 - (d) The SS's and the trade union's freedom of association rights as set out in the LRA.
 - (e) The impact that any order terminating the appointment of the SS will have upon the employer, the trade union, the SS and labour relations generally.
- F.5.4.4.5 Notwithstanding the above, the employer may, where necessary and applicable, follow the disciplinary procedure outlined in the EEA.
- F.5.4.5 In the event of a vacancy arising from the withdrawal of a SS, the trade union concerned may appoint another member as a replacement for the duration of the outstanding period, if applicable.
- F.5.4.6 In the event that the relevant provincial department of education has to appoint another substitute in the place of the new SS and pay the salary for two substitutes, the relevant trade union must bear the cost of the additional substitute, which is payable to the relevant employing department.

F.5.5 The trade union's obligations

- F.5.5.1 The trade unions undertake not to use other trade union representatives, who are not SSs, in activities that take place during the period when these trade union representatives are supposed to be attending to their teaching duties; except in circumstances prescribed in the PAM.
- F.5.5.2 The undertaking in paragraph F.5.5.1 does not:
- F.5.5.2.1 Prevent full-time office-bearers and officials of trade unions from attending to these activities.
- F.5.5.2.2 Affect the right of other union officials/representatives to perform their trade union functions and duties.
- F.5.5.3 The trade union must try to ensure that a SS is available to attend to the functions set out in paragraph F.5.3.
- F.5.5.4 The SS's trade union must pay for all expenses and meet all the other needs associated with the performance of the SS's activities, excluding the SS's remuneration.
- F.5.5.5 The SS must be based at the offices of their trade union in the province to which they are allocated.

F.5.6 Funding

- F.5.6.1 The ELRC will fund the provisioning of the SSs as follows:
- F.5.6.1.1 The amount budgeted for the SSs must be divided by the total number of SSs (120) to determine the cost of one SS per annum.
- F.5.6.1.2 The provincial department of education will receive payment, in arrears, for SSs as calculated above, on a 6 monthly basis during November and May of each year.

F.5.7 Reporting

- F.5.7.1 The GS of the ELRC shall develop a pro forma guideline to report on the functioning and performance of the SSs as per clause F.5.3 above.
- F.5.7.2 The trade unions, (either at a national or provincial level) would provide such report to the GS of the ELRC on a quarterly basis (7th July, 7th October, 7th January and 7th April).
- F.5.7.3 The GS of the ELRC must maintain the privacy and confidentiality of details of grievance and dispute hearings; except for statistical purposes.
- F.5.7.4 The GS of the ELRC must submit a quarterly report, in the accounting officer's report, to the ELRC on the effective utilisation and contributions of the SSs.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

ANNEXURE F.1

SS DISTRIBUTION – CURRENT OR EXPIRED

| | KZN | EC | LIM | GAU | NW | MPL | WC | FS | NC | TOTAL |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|-------|------|--------|
| Tot. No. of educators | 73979 | 69455 | 51152 | 40144 | 30503 | 25524 | 24768 | 24083 | 6317 | 346061 |
| Percentage | 15.83 | 14.16 | 12.5 | 11.6 | 10.8 | 10 | 9.16 | 8.3 | 7.5 | |
| No. of SS | 18 | 17 | 15 | 14 | 13 | 12 | 12 | 10 | 9 | 120 |
| CTU "SADTU" | 8 | 12 | 10 | 7 | 9 | 9 | 8 | 7 | 7 | 77 |
| CTU "SAOU" | 10 | 5 | 5 | 7 | 4 | 3 | 4 | 3 | 2 | 43 |

1ST AUGUST 2007 TO 31 DECEMBER 2007

| | KZN | EC | LIM | GAU | NW | MPL | WC | FS | NC | TOTAL |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|-------|------|--------|
| Tot. No. of educators | 77135 | 65978 | 52159 | 41332 | 29543 | 30988 | 24132 | 24125 | 6465 | 351857 |
| Percentage | 15.83 | 14.16 | 12.5 | 11.6 | 10.8 | 10 | 9.16 | 8.3 | 7.5 | |
| No. of SS | 18 | 17 | 15 | 14 | 13 | 12 | 12 | 10 | 9 | 120 |
| CTU "SADTU" | 10 | 13 | 11 | 7 | 9 | 9 | 8 | 6 | 6 | 79 |
| CTU "SAOU" | 8 | 4 | 4 | 7 | 4 | 3 | 4 | 4 | 3 | 41 |

CHAPTER G

GRIEVANCE PROCEDURE

- G.1 DEFINITIONS
- G.2 OBJECTIVE
- G.3 ADHERENCE TO TIME LIMITS
- G.4 DEALING WITH GRIEVANCES

ANNEXURE

Annexure G.1 Grievance form

G.1 DEFINITIONS

In this procedure, unless the context indicates otherwise-

“**Constitution**” means the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996).

“**educator**” means any person who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at any public school, departmental office or adult basic education centre and who is appointed in a post on any educator establishment under the EEA, 1998.

“**employer**”, in relation to any provision of Chapter 4, 5 or 7 of the EEA, 1998 which applies to, or is connected with –

- (a) an educator in the service of the department of basic education, means the Director-General;
- (b) an educator in the service of a provincial department of education, means the HoD.

“**days**” refers to working days.

“**EEA**” means Employment of Educators Act, 1998 (Act No 76 of 1998).

“**grievance**” means a complaint by an employee or employees affecting the employment relationship of the person or persons concerned, or where there is an alleged misinterpretation, or violation of his or her, or their rights.

“**head of department**” means the incumbent of a post mentioned in Schedules 1, 2 and 3 of the Public Service Act, 1994, or the person acting in such post.

“**Public Service Act**” means the Public Service Act, 1994 (Proclamation No 103 of 1994).

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

“Member of the Executive Council” means the Member of the Executive Council of a province responsible for the education portfolio of that province.

“Minister” means the Minister of Basic Education.

“recognised trade union” means all the trade unions admitted to the ELRC as well as any other trade union that enjoys the relevant organisational rights.

“resolve” means to settle a grievance to the satisfaction of the aggrieved educator.

“representative” means a fellow educator, a representative or official of a recognised trade union.

G.2 OBJECTIVE

G.2.1 Purpose and application

The purpose of this grievance procedure is to address grievances in public education by fulfilling the primary objectives of this procedure which is to promote –

G.2.1.1 Speedy, impartial and equitable handling of grievances.

G.2.1.2 Sound labour relations.

G.2.1.3 Resolution of individual grievances at the lowest possible level in a department.

G.3 ADHERENCE TO TIME LIMITS

G.3.1 In determining adherence to time limits, this should be calculated by excluding the first day and including the last day.

G.3.2 A formal written grievance must be lodged with the employer within 90 days from the date on which the educator became aware of the act or omission which adversely affects him/her.

G.4 DEALING WITH GRIEVANCES

G.4.1 Oral interview

G.4.1.1. A sincere attempt should be made to resolve any grievance by oral interview between a grievant(s) and the head of a school (herein after referred to as “the head”), and in the case of an educational institution outside a school or the head of a school, the supervisor (hereinafter referred to as “the supervisor”), before differences become formalised grievances.

G.4.1.2. During this process no records will be kept of proceedings which will be without prejudice to either of the parties.

G.4.2 Formal written grievance: institutional level, (school) and departmental level

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- G.4.2.1. A grievant(s) may lodge a grievance or grievances with the head or the supervisor in writing within a reasonable period of time, but in any event not later than 90 calendar days following on the time and date on which the alleged grievance or grievances occurred. Full details of the nature of the grievance or grievances must be relayed to the head or the supervisor, as the case may be. The grievant(s) must use the attached Form (Annexure G.1) to formally lodge the grievance. The grievance or grievances must bear the signature or signatures of the grievant(s) and a copy thereof shall be filed with the relevant office of the provincial department of education by the head or supervisor, as the case may be, which office shall be identified by the relevant head of a provincial department in each province.
- G.4.2.2 The head or the supervisor, as the case may be, shall confer with the grievant(s), and others involved, within three (3) working days of receipt of the formal written grievance in order to resolve the grievance. At this meeting the facts shall be presented and considered and an effort shall be made to resolve the matter to the satisfaction of all parties.
- G.4.2.3 The head or the supervisor, as the case may be, shall communicate the outcome to the relevant office of the provincial department of education within five (5) working days of the resolution or non-resolution of a grievance.
- G.4.2.4. If an action or lack of an action, or a decision or lack of a decision, concerns the head or the supervisor, the grievant(s) may refer the matter directly to the regional/district level in respect of a school and departmental level in respect of an institution outside a school, provided that a sincere attempt has been made to resolve the grievance or grievances in terms of the provisions of paragraph G.4.1 above.
- G.4.3. Regional/district level in respect of a school and departmental level in respect of an institution outside a school**
- G.4.3.1. If the grievant(s) is/are not satisfied with the outcome referred to in paragraph G.4.2 above, the grievant(s) may refer the matter in writing, by hand or registered mail, together with the decision of the head or the supervisor, as the case may be, to the regional/district head of education in the case of an educator at a school and in the case of an educator outside a school to the office referred to in paragraph G.4.2.4 within five (5) working days of the parties failing to resolve the grievance or grievances. A copy of the referral must be presented to the head or supervisor, as the case may be, and where applicable, to the grievant(s)' trade union.
- G.4.3.2. The head or the supervisor shall forward his or her comments together with all relevant information on the grievance or grievances to the regional/district head or the office referred to in paragraph G.4.2.4, as the case may be, within five (5) working days after receiving the referral mentioned in paragraph G.4.3 above.
- G.4.3.3. The head of the region/district or the head of the relevant provincial education department, or his/her delegate in respect of an educator outside an educational institution, shall within five (5) working days from the date of receipt of all the parties' referrals, attempt to resolve the grievance or grievances and communicate his or her decision in writing to all parties.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- G.4.3.4. Should the grievant(s) not be satisfied with the outcome, he or she may register a formal dispute with the GS of the ELRC in terms of the provisions of the ELRC's Constitution.
- G.4.4 A trade union registered with the ELRC may register a grievance with the head or supervisor or the head of a relevant department of education, as the case may be, on behalf of its members individually or collectively and represent such member or members during any stage of this grievance procedure. A non-member(s) may be represented by another employee.
- G.4.5 The parties to a grievance or grievances may by agreement extend the periods referred to in paragraphs G.4.3.1.and G.4.3.2.and G.4.3.3.above.

Annexure G.1

GRIEVANCE FORM**PLEASE READ THE FOLLOWING INSTRUCTIONS BEFORE COMPLETING THE FORM**

1. This form must be used to lodge a formal grievance (excluding an alleged unfair dismissal) when you are dissatisfied with an act or omission and you have been unable to resolve the problem by using informal discussion.
2. You have to lodge your grievance within 90 days from the date on which you became aware of the act or omission which adversely affects you.
3. You may be assisted or represented by a fellow educator or a representative or official from a recognised trade union.
4. It is important to complete all information accurately. When the form is completed, it must be given to the person designated to facilitate grievances at your institution. The department will attach this form to the grievance documentation and it will be used through all stages of the grievance procedures.
5. At each stage where a person within the relevant structure of authority attempts to resolve the grievance, each party will complete the appropriate part of the form. You will be given an opportunity to respond to each and every comment.
6. At the conclusion of each stage of the grievance procedure, the head or supervisor will provide you with a copy of the completed form.
7. Once the grievance has been resolved, you do not need to complete the rest of the form.
8. You are required to complete Parts A and B of this form and to then hand it to the head or the supervisor, as the case may be, at your institution/office. The head or the supervisor, as the case may be, will affix his/her signature in the block below Part B of the form to indicate that the grievance has been received. Ensure that you receive a copy of the form where receipt of your grievance has been acknowledged.
9. Part C of the grievance form will be completed by the head or the supervisor, as the case may be, and grievant(s) will be provided with copy during the various stages where attempts will be made to resolve the grievance.

PART A: PERSONAL PARTICULARS*To be completed by the aggrieved educator*

INITIALS AND SURNAME

PERSONAL NUMBER

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | |
|---|--------------------|-------|
| REGION/DISTRICT | | |
| SCHOOL / OFFICE | | |
| RANK / POST LEVEL | | |
| DATE ON WHICH YOU BECAME AWARE OF THE ACT OR OMISSION | | |
| PERSONAL CONTACT DETAILS | TEL: | CELL: |
| | FAX: | |
| CONTACT DETAILS OF REPRESENTATIVE | TEL: | CELL: |
| NAME OF TRADE UNION | | |
| CONTACT DETAILS OF TRADE UNION | TEL: | FAX: |
| PART B: DETAILS OF THE GRIEVANCE | | |
| <i>To be completed by the aggrieved educator(s)</i> | | |
| What are you aggrieved about? <i>(If space below is not enough, please attach additional page(s)):</i> | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| _____ | | |
| What solution do you propose? | | |
| _____ | | |
| _____ | | |
| _____ | | |
| SIGNATURE: _____ | DATE _____ | |
| Receipt of grievance form acknowledged and a copy given to aggrieved educator(s) | | |
| SIGNATURE _____ | DATE: _____ | |
| NAME: _____ | RANK: _____ | |

| |
|---|
| PART C: GRIEVANCE RESOLUTION: LEVELS |
| NOTES: <i>This part of the form makes provision for levels of authority to attempt to resolve the grievance. depending on the circumstances, one or more pages below need to be completed.</i> <i>The grievance must be dealt with by the applicable levels within the periods referred to in the procedure, unless extended by agreement with the aggrieved educator.</i> <i>Should the grievance not be attended to within the periods referred to in the procedure or extended period agreed to with the aggrieved educator(s), in the case of an alleged unfair labour practice, the aggrieved educator(s) has/have the right to refer a dispute to the Education Labour Relations Council to</i> |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| | | | |
|---|-------------------------|-----------------------|-------------------------------|
| <i>be dealt with in terms of the dispute resolution procedures.</i> | | | |
| <i>To be completed on behalf of the Head of Department</i> | | | |
| NAME OF OFFICIAL | | | |
| DESIGNATION | | | |
| RELATIONSHIP WITH AGRIEVED EDUCATOR | SUPERVISOR/ HEAD | COMPONENT HEAD | DISTRICT HEAD/DIRECTOR |
| | | | |
| TEL: | CELL: | FAX: | |
| Was the grievance resolved? | Yes | | No |
| Comments by the aggrieved educator(s) if necessary | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| SIGNATURE: _____ DATE _____ | | | |
| On behalf of Employer | | | |
| NAME: _____ RANK _____ | | | |
| Was the grievance resolved? | Yes | | No |
| Comments by the aggrieved educator(s) if necessary | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| _____ | | | |
| SIGNATURE _____ DATE: _____ | | | |
| EDUCATOR | | | |

| | |
|--|--|
| PART D : REGION/DISTRICT OR DEPARTMENTAL LEVEL | |
| <i>To be completed on behalf of the Head of Department</i> | |
| NAME OF OFFICIAL | |
| DESIGNATION | |

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

| RELATIONSHIP WITH AGRIEVED EDUCATOR | DISTRICT/REGIONAL HEAD | COMPONENT HEAD | DIRECTORATE |
|---|------------------------|----------------|-------------|
| TEL: | CELL: | FAX: | |
| Decision in respect of the grievance and reasons for the decision <i>(If space below is not enough, please attach additional page(s)):</i> | | | |
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | | | |
| SIGNATURE: _____ | | DATE _____ | |
| On behalf of Employer | | | |
| NAME: _____ | | RANK _____ | |
| Was the grievance resolved | Yes | | No |

| |
|---|
| If no, the aggrieved educator (s) must explain why she/he or they are still dissatisfied |
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| SIGNATURE _____ DATE: _____ EDUCATOR |

CHAPTER H

LEAVE MEASURES

- H.1 DEFINITIONS
- H.2 LEGISLATIVE FRAMEWORK
- H.3 GENERAL PROVISIONS
- H.4 ANNUAL LEAVE
- H.5 SICK LEAVE
- H.6 LEAVE FOR OCCUPATIONAL INJURIES AND DISEASES
- H.7 SPECIAL LEAVE FOR QUARANTINE PURPOSES
- H.8 MATERNITY LEAVE, PRE-NATAL AND PATERNITY LEAVE
- H.9 ADOPTION AND SURROGACY LEAVE
- H.10 FAMILY RESPONSIBILITY LEAVE AND SPECIAL LEAVE FOR URGENT PRIVATE AFFAIRS
- H.11 SPECIAL LEAVE FOR PROFESSIONAL AND PERSONAL DEVELOPMENT AND FOR RELIGIOUS OBSERVANCES
- H.12 SPECIAL LEAVE FOR STUDY PURPOSES
- H.13 SPECIAL LEAVE FOR EXAMINATION PURPOSES
- H.14 SPECIAL LEAVE FOR PARTICIPATING IN SPORTING, CULTURAL AND OTHER EVENTS
- H.15 SPECIAL LEAVE IN EXTRAORDINARY CIRCUMSTANCES
- H.16 UNPAID LEAVE
- H.17 UNPAID LEAVE FOR CONTINUITY OF SERVICE
- H.18 LEAVE PROVISIONS FOR TEMPORARY EDUCATORS

ANNEXURE

- Annexure H.1 Application for leave of absence: school-based educators
- Annexure H.2 Application for leave of absence: office-based educators
- Annexure H.3 Agreement: Special leave for study purposes

H.1 DEFINITIONS

“*education institution*” is a public school, training institution or adult education centre as defined in the EEA or any other institution that provides specialised tuition and where learning activities are discontinued during institution closure periods.

“*institution closure period*” is the scheduled period that education institutions close at the end of each term and during which period teaching and learning activities are discontinued.

“*institution-based educator*” means an educator who is employed at an education institution and whose normal duties are discontinued during institution closure periods.

“*office-based educator*” means an educator who is not an institution-based educator.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

“remuneration” means –

- (a) In respect of school-based educators and office-based educators who are not members of the MMS:
 - (i) For purposes of calculating pay for unused annual leave and severance pay, remuneration means the educator’s annual salary PLUS 37% of his/her basic salary.
 - (ii) For purposes of calculating capped leave and unpaid leave, remuneration means the educator’s annual basic salary.
- (b) In respect of office-based educators who are members of the MMS:
 - (i) For purposes of calculating pay for unused annual leave, unpaid leave and severance pay, remuneration means the educator’s all inclusive remuneration package.
 - (ii) For purposes of calculating capped leave, remuneration means the educator’s annual basic salary (*paragraph 4.6 of the Determination and directive on leave of absence in the public service, August 2012*).

“*scheduled working time*” in respect of institution-based educators means –

- (a) All the time during a school term, both during and outside the formal school day, that institution-based educators must perform duties in terms of the measures in Chapter A.
- (b) Days during an institution closure period that have been scheduled by the Minister, in accordance with NEPA for these educators to report for administrative duties or by the HoD for these educators to report for in-service training in terms of paragraph A.4.2 of Chapter A of these measures.

“Current leave cycle” means the leave accrued by office-based educators as from 1 January of the current year of employment up until 31 December of the same year.

“Capped leave” is the leave accrued by all educators up until 31 December 2001, which is payable upon early or normal retirement, death or medical boarding.

Note: In the case of educators employed by the DBE, reference to HoD means Director-General.

H.2 LEGISLATIVE FRAMEWORK

ELRC Collective Agreement No. 7 of 2001
 Government Gazette No. 22961 of 2001, dated 19 December 2001 (Leave measures)
 PSCBC Resolution No. 7 of 2000
 Government Gazette No. 29248, dated 22 September 2006 (PILIR)
 Government Gazette No. 28264, dated 25 November 2005 (8-week rule)

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

Determination and directive on leave of absence in the public service (Department of Public Service and Administration, August 2012)
Labour Relations Act of 1995, as amended
Basic Conditions of Employment Act, 1997
Employment of Educators Act, 1998
PSCBC Resolution 1 of 2012
Government Gazette No. 38249, dated 27 November 2014

H.3 GENERAL PROVISIONS

- H.3.1 The employer may determine that an attendance register be kept in which an educator must record the time of his/her arrival at and departure from his/her place of duty. (*Regulation 24 of the Regulations regarding the terms and conditions of employment of educators*)
- H.3.2 Z1 (a) form as amended by the Minister of Public Service and Administration in terms of paragraph 6 of Schedule 1 of the Public Service Regulations, 2001 as amended, is the official government leave form to be used to record the types of leave applied for by an office based educator.
- H.3.3 School-based educators must use the attached leave form (Annexure H.1) referred to as APPLICATION FOR LEAVE OF ABSENCE: SCHOOL-BASED EDUCATORS.
- H.3.4 In interpreting Section B of the leave form for school-based educators, principals (school managers) must keep manual records of the utilisation of leave in Section B and or capped leave applied for as part of a day.
- H.3.5 After reaching the prescribed daily number of working hours for a specific type of leave, the principal must cause the educator to complete and submit a leave form.
- H.3.6 Different types of leave must not be combined to reach the daily number of working hours e.g. do not combine pre-natal leave, normal sick leave and/or family responsibility leave to reach the prescribed daily number of working hours.
- H.3.7 The application for leave of absence form must not be used as a sanction for offences related, for example, to late coming. Instead the normal disciplinary measures contained in Schedule 2 of the EEA must be used.

H.4 ANNUAL LEAVE

H.4.1 General measures

- H.4.1.1 Educators are entitled to annual leave with full pay during each leave cycle of 12 months, commencing on 1 January of each year.
- H.4.1.2 An educator retains all his/her leave credit when he/she is transferred within a department or between state departments without a break in service.

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- H.4.1.3 Unless indicated otherwise in these measures, days of leave granted in respect of any category of leave, other than annual leave, will not be deducted from an educator's leave provision in respect of annual leave.
- H.4.1.4 An educator will not be considered to be on leave if he/she:
- H.4.1.4.1 Must appear as a witness-
- (a) In any court.
 - (b) In misconduct proceedings or in a misconduct investigation in terms of any law.
 - (c) At inquest proceedings.
 - (d) Before a commission or committee appointed by the state or before any committee or institution instituted by or in terms of any act.
- H.4.1.4.2 Appears as defendant or co-defendant in civil proceedings arising from his/her official duties and in which the state or any statutory body or institution has a direct interest.
- H.4.1.4.3 Is taken into custody or must appear in any court on a criminal charge and the offence he/she is charged with is withdrawn or if he/she is acquitted of such offence.
- H.4.1.4.4 Attends or participates in a training program required by the employer or the professional body with whom he/she is required to register in order to remain registered or with the approval of the employer attends or participates in a training program or other activity that is in the employer's interest.

H.4.2 Annual leave entitlement of institution-based educators

- H.4.2.1 An institution-based educator will be regarded as being on annual leave during institution closure periods that are outside of scheduled working time, provided that the measures regarding the workload, duties and responsibilities of educators may require such an educator to perform some of his/her normal duties, such as preparation for the new school term or the marking of internal examination scripts, during such periods. However, such an educator will not be required to report at any work place to perform any of these duties.
- H.4.2.2 If, after sufficient notice, an institution-based educator is required by the employer to report for official duty during an institution closure period outside the scheduled working time, he/she will be remunerated additionally for the performance of such duties in terms of the applicable measures in Chapter C. Such remuneration will not apply in respect of the voluntary performance of duties by an educator during an institution closure period.
- H.4.2.3 Save for leave accrued in terms of paragraph H.4.5.1., an institution-based educator does not accrue any leave credit for purposes of payments, for carry over to a next leave cycle, or for extending other forms of leave.

H.4.3 Annual leave entitlement and measures in respect of office-based educators

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- H.4.3.1 The main purpose of annual leave is to provide periods of rest to an office-based educator but, subject to these measures, may also be used to extend periods of other categories of leave as provided in these measures.
- H.4.3.2 An educator is entitled to annual leave with full pay during each leave cycle of 12 months, commencing on 1 January of each year, except if appointed after 1 January of each year.
- The full year leave entitlement of an office-based educator is –
- 22 working days in respect of an educator with less than 10 years service.
- 30 working days in respect of an educator with 10 or more years of service.
- H.4.3.3 The annual leave entitlement of an educator appointed after 1 January of each year will be calculated proportionally in relation to each full month of service at a rate of 1,83 working days if entitled to 22 working days, and 2,5 working days if entitled to 30 working days annual leave in a leave cycle.
- H.4.3.4 Temporary educators appointed for a fixed period and educators appointed in a part-time or shared capacity, will be granted annual leave on a pro rata basis.
- H.4.3.5 Annual leave should be planned and scheduled at least at the start of a leave cycle, i.e. January of each year.
- H.4.3.6 For each 15 consecutive days' leave taken without pay, the educator's annual leave entitlement is reduced by 1/24th.
- H.4.3.7 For the purpose of granting annual leave, working days mean Monday to Friday, excluding public holidays.
- H.4.3.8 At least 10 working days must be taken as leave days during the annual leave cycle. The utilisation of this leave must take the service delivery requirements of a department into account. Annual leave should, as far as possible, be taken as consecutive working days.
- H.4.3.9 The remaining leave days, if any, must be taken no later than 6 months no later than 6 months after the expiry of the relevant leave cycle, where-after, unused leave credits will be forfeited.
- H.4.3.10 An educator must submit his/her application for annual leave in advance, unless unforeseen circumstances prevent him/her from doing so. In such a case the educator must submit an application for annual leave personally or through a relative, fellow employee within 5 working days after the first day of absence.
- H.4.3.11 An application for annual leave may not be unreasonably refused. The head of the office/supervisor must take into account service delivery requirements when approving the leave.
- H.4.3.12 If due to the employer's service delivery requirements an office-based educator's application for leave is denied by the employer and not rescheduled, such leave must, upon

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request, be paid out to the educator at the end of the 6 months' period referred to in paragraph H.4.3.9 above. An educator's request for payment of unused leave credits must be:

H.4.3.12.1 In writing.

H.4.3.12.2 Accompanied by written proof of refusal of leave by the employer or of instruction to report for duty as the case may be.

H.4.3.12.3 Lodged by no later than the end of the relevant 6 months' period.

H.4.3.13 HoDs must, at the end of the relevant 18 months' period, report to the relevant legislature on the number of educators denied annual leave, reasons for such denial and the amount paid in this regard.

H.4.4.14 Educators must be cautioned timeously, at the end of the relevant cycle, they have not utilised their leave entitlements.

H.4.3.15 An educator who is appointed after the commencement of an annual leave cycle or whose service is terminated during a leave cycle will, in respect of such cycle, be entitled to annual leave on a pro rata basis determined as a fraction of his/her entitlement:

H.4.3.15.1 For purposes of utilising leave entitlements, fractions or decimals must be utilised as they are, in other words, fractions or decimals must not be rounded off.

H.4.3.15.2 Provincial departments of education must keep records of the utilisation of fractions/decimals and leave forms must be completed for every eight hours fractions and/or leave taken.

H.4.3.15.3 For purposes of converting fractions/decimals of leave entitlements into working hours the following formula(e) should apply:

Converting fractions into hours:

$$A \times B = C$$

Where –

A = represents the number of working hours per day

B = represents the fraction

C = represents the credit in hours

For example: Employee with 7,45 leave credits:
 $8 \times 0.45 = 3.6$ hours

Converting fractions into minutes:

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$$60 \times B = C$$

Where –

60 = represents the minutes in an hour

B = represents the fraction

C = total credits in minutes

For example: Employee with 3.6 hours leave credit
 $60 \text{ min} \times 0.60 = 36 \text{ min}$

H.4.3.15.4 For purposes of leave payouts, fractions or decimals must be used as they are in the formula provided for in paragraphs H.4.3.6 and H.4.4.3.

H.4.3.15.5 Unused fractions and decimals lapse at the end of the six months period referred to in paragraph H.4.3.12.

H.4.3.15.6 If an educator's leave entitlement changes, e.g. from 22 to 30 working days per annum after ten years satisfactory service, the unused fractions or decimals must also be carried over to the new category and be administered manually.

H.4.4 Payout of unused leave credit (office-based educators)

H.4.4.1 Office-based educators must be paid the cash value in respect of unused leave credit upon termination of service and in terms of paragraph H.4.3.9 above. The payment will be limited to a maximum number of days, equivalent to the annual leave entitlements.

H.4.4.2 The leave cycle remains unchanged, therefore, requests and motivations for leave payments in respect of leave credits mentioned in paragraph H.4.3.9 above, must be lodged by no later than 31 July in respect of each year. If an educator failed to apply for the payment of such unused leave credits at the mentioned date, such leave credits will be forfeited.

H.4.4.3 Payment of annual leave credits will be calculated by using the educator's remuneration.

H.4.4.4 For all terminations in respect of office-based educators without any capped leave, leave payouts will be calculated in terms of the following formula:

$$\frac{\{(A - B) + (C - D)\} \times E}{260.714}$$

Where:

A = represents the full annual or pro rata leave entitlement in respect of the previous leave cycle. Pro-rata entitlement calculated as

$$\frac{X \times Y}{12}$$

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Where –

X = Number of completed months of service;

Y = Annual leave entitlement per leave cycle.

B = represents the leave taken in the previous leave cycle

C = represents the pro rata leave entitlement in the current leave cycle (calculated as above)

D = represents the leave taken in the current leave cycle

E = Represents the educator's remuneration (annual basic salary plus 37% and in the case of a member of the MMS, the all inclusive package) as at the last day of duty or at the end of the 6 months period mentioned in H.4.3.9 above.

H.4.4.5 For personnel who still have unused leave credits at the expiry of the 6 months period mentioned above, and who complied with the provisions of paragraph H.4.3.9, leave payouts will be calculated in terms of the following formula:

$$\frac{(A - B) \times C}{260.714}$$

Where:

A = represents the full annual or pro rata leave entitlement in respect of the previous leave cycle. Pro-rata entitlement calculated as

$$\frac{X \times Y}{12}$$

Where –

X = Number of completed months of service;

Y = Annual leave entitlement per leave cycle.

B = represents the leave taken in the previous leave cycle

C = Represents the educator's remuneration (annual basic salary plus 37% and in the case of a member of the MMS, the all inclusive package) as at the last day of duty or at the end of the 6 months period mentioned in H.4.3.9 above.

*PERSONNEL ADMINISTRATIVE MEASURES (PAM)***H.4.5 Annual leave accrued prior to 1 July 2000 and during the period 1 July 2000 to 31 December 2001**

H.4.5.1 Educators shall retain all audited leave credits accrued prior to 1 July 2000. The number of accrued leave days prior to 1 July 2000 shall be converted to working days using the following formula:

$$\frac{A \times 5}{7}$$

Where:

A = represents the number of audited leave credits

H.4.5.2 During the periods 1 July 2000 to 31 December 2000 and 1 January 2001 to 31 December 2001 all institution-based educators accrued 5 and 10 working days leave respectively or a pro rata number of such days calculated. Any of these days that were not granted to such an educator since 1 July 2000 shall be added to the number of leave days accrued prior to 1 July 2000.

H.4.5.3 The payouts in respect of such leave credits must be made in the event of:

H.4.5.3.1 Death

H.4.5.3.2 Retirement, including early retirement.

H.4.5.3.3 Medical boarding.

H.4.5.4 The leave payout in respect of educators with capped and audited leave credits will be determined in the following manner:

$$\frac{\{(A - B) + (C - D)\} \times E + (F \times G)}{260.714}$$

Where –

A = represents the educator's full annual or pro rata leave entitlement in respect of the previous leave cycle

B = represents the leave taken in the previous leave cycle

C = represents the pro rata leave entitlement in the current leave cycle

D = represents the leave taken in the current leave cycle

E = represents the educator's remuneration (annual basic salary plus 37% and in the case of a member of the MMS, the all inclusive package) as at the last day of duty

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F = represents the capped leave credits

G = represents the educator's remuneration (annual basic salary only) as at the last day of duty

H.4.5.5 The HoD must determine whether there are periods which are unaudited and in such instances, the educator's leave payout shall be paid on the basis of 6 days per completed year of service up to a maximum of 100 days in respect of the unaudited leave period. The formula in calculating the payout in respect of these days shall be as per paragraph H.4.5.4 above.

H.4.5.6 The HoD must determine procedures and measures in keeping with service delivery needs, on how educators will be allowed to utilise their leave credits accrued prior to the applicable dates referred to in paragraph H.4.5.1 above over and above the normal vacation entitlements.

H.4.6 Nomination of beneficiaries and leave payouts

H.4.6.1 An educator may, if he/she so desires, designate one or more beneficiaries to whom their leave credits may be paid in the event of their death.

H.4.6.2 If an educator dies and has not nominated a beneficiary, the leave credits may be paid:

H.4.6.2.1 In full to the spouse/life partner of that educator; or

H.4.6.2.2 If there is no spouse/life partner, in equal shares for the benefit of minor and other children (including legally adopted children) of the deceased who, at the time of her or his death, were fully dependent on the educator; or

H.4.6.2.3 If there are no children, to the educator's estate.

H.4.7 Annual leave with full pay granted in excess (office-based educators)

H.4.7.1 An educator may not be granted annual leave with full pay in excess of that which the educator has to his/her credit, including leave credit in terms of paragraph H.4.5.1 above.

H.4.7.2 If due to a bona fide error, an educator has been granted annual leave with full pay in excess of that which stood to her or his credit at that time, such over- grant must be deducted from the subsequent leave cycle.

H.4.7.3 If an educator who has been over-granted annual leave with full pay exits the service of the state, such over-grant must be regarded as an overpayment that must be recovered from her or him. The over-payment should be determined according to the following formula:

$$\frac{A \times B}{260.714}$$

Where –

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A = represents the educator's remuneration (annual basic salary plus 37% and in the case of a member of the MMS, the all inclusive package)

B = represents the number of days annual leave over-granted

260.714 = represents the number of working days in a year

H.5 SICK LEAVE

H.5.1 General

H.5.1.1 In the event where an educator has to –

H.5.1.1.1 Consult a doctor, therapist etc. for reasons related to the educator's health/wellness, or

H.5.1.1.2 Go for training related to disability, e.g. a blind educator who has to get training with his/her guide dog, or

H.5.1.1.3 Go for maintenance work for equipment used as a result of his/her disability, the HoD may grant such educators time off in terms of the sick leave provisions.

H.5.1.2 Where an educator is absent for a part of the day, the HoD could manually record such time off until a full day is completed as sick leave.

H.5.1.3 Fractions of sick leave entitlements may be converted using the formula in paragraph H.4.3.15.3.

H.5.2 Normal sick leave

H.5.2.1 Educators are entitled to 36 working days sick leave with full pay over a three-year cycle. Unused sick leave credits shall lapse at the expiry of the three-year cycle.

H.5.2.2 It is incumbent on the educator to utilise and manage his/her normal sick leave responsibly and with circumspect.

H.5.2.3 An educator must submit his/her application for sick leave in respect of clinical procedures in advance, unless the treating practitioner certifies that such procedures have to be conducted as an emergency.

H.5.2.4 If an educator is unable to report for duty due to sudden illness, he/she must immediately notify his/her immediate supervisor of her or his inability to report for duty. An educator must submit an application for sick leave personally or through a relative, fellow educator within 5 working days after the first day of absence.

H.5.2.5 Medical certificates

H.5.2.5.1 Educators who apply for three or more sick leave days must submit a medical certificate. For purposes of normal sick leave medical certificates issued and signed by the practitioners and persons who are certified to diagnose and treat patients, and who are

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registered with the following professional councils established by an Act of Parliament shall be accepted:

- (a) The Health Professions Council of South Africa.
- (b) The Allied Health Professions Council of South Africa.
- (c) The South African Nursing Council.

H.5.2.5.2 A medical certificate must contain the following information:

- (a) The name, address and qualifications of the practitioner or person
- (b) The name of the patient.
- (c) The employment number of the patient (if applicable).
- (d) The date and time of examination.
- (e) Whether the practitioner is issuing the certificate as a result of personal observations during an examination received from the patient and which is based upon acceptable medical grounds.
- (f) If the patient has given informed consent for it to be disclosed, a description of the nature and extent of the illness or injury in layperson's language.
- (g) Whether the patient is totally indisposed for duty or whether the patient will be able to perform less strenuous duties in the work situation.
- (h) The exact period of recommended sick leave.
- (i) The date of issue of the certificate of illness.
- (j) A clear indication of the identity of the practitioner or person who issued the certificate.
- (k) The initial and surname in block letters, and the registration number of the practitioner who issued the certificate.

H.5.2.5.3 The HoD must accept medical certificates that do not describe the nature and extent of an educator's illness for sick leave taken during the normal sick leave cycle. The employer may request from the educator a medical certificate describing the nature and extent of the illness before granting sick leave, if the educator abuses the system during the normal sick leave period (e.g. a pattern of regular sick leave on Mondays and Fridays).

H.5.2.5.4 For purposes of temporary incapacity leave the employer only accepts medical certificates issued and signed by practitioners registered with the Health Professions Council of South Africa. and who are legally certified to diagnose and treat patients. Such medical

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certificates must describe that the illness or injury is temporary and, if the educator has given his/her informed consent, the nature and extent of the educator's illness or injury.

H.5.2.6. If the employer establishes a pattern/trend in the educator's utilisation of normal sick leave, the employer must require the educator to submit a medical certificate from a practitioner or person listed above, for periods of sick leave absences of less than 3 days.

H.5.2.7 If an educator in his/her first 36 days normal sick leave period, who has been absent from work on more than two occasions during an eight-week period, must regardless of the duration of the sickness or injury, submit a medical certificate stating that the educator was unable to work for the duration of the employee's absence due to sickness or injury.

Any subsequent day of absence due to sickness or injury after the above-mentioned period must then be regarded as the first day of the next 8-week period. If the educator fails to submit the required medical certificate, the head of the institution must notify the educator that if the prescribed medical certificate is not received within 2 working days, the sick leave period will be deemed to be leave without pay. If the educator fails to submit the medical certificate on time, the relevant absence must be covered by annual leave (with the educator's consent), and or unpaid leave, if insufficient annual leave credits are available, and if the educator failed to notify the head of the institution of his/her choice. Failure by the educator to submit his/her medical certificate within the stated period must be viewed in a serious light and disciplinary steps against the educator should be taken.

H.5.2.8 If an educator falls ill whilst on annual leave with full pay, such leave may be converted to sick leave provided that a certificate from a registered medical practitioner is submitted to substantiate that he/she is ill.

H.5.2.9 For every 15 consecutive calendar days leave taken without pay, an employee's sick leave entitlement must be reduced by 1/72nd per sick leave cycle.

H.5.2.10 Vacation leave without pay may not be converted into sick leave.

H.5.3 Temporary incapacity leave

H.5.3.1 Incapacity leave is not an unlimited number of additional sick leave days at an educator's disposal. Incapacity leave is additional sick leave granted conditionally at the employer's discretion, and must be read with the *Policy and Procedure on Incapacity Leave for Ill-Health Retirement (PILIR)* determined by the Minister for Public Service and Administration and made applicable to educators by the Minister of Basic Education in Government Gazette No. 29248, dated 22 September 2008.

H.5.3.2 An educator whose normal sick leave credits in a three year-cycle (36 days), have been exhausted during the prescribed sick leave cycle, and who, according to the relevant practitioner, requires to be absent from work due to a temporary incapacity may apply for temporary incapacity leave with full pay on the applicable application form prescribed by in terms of PILIR in respect of each occasion.

H.5.3.3 For an educator's application for temporary incapacity leave to be considered, –

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- H.5.3.3.1 The educator must submit sufficient proof that he/she is too ill/injured to perform his/her work satisfactorily.
- H.5.3.3.2 An application form must, regardless of the period of absence, be accompanied by a medical certificate issued and signed by a medical practitioner that certifies his/her condition as temporary incapacity and if the educator has consented, the nature and extent of the illness/injury.
- H.5.3.3.3 The educator is, in accordance with item 10(1) of Schedule 8 to the LRA, afforded the opportunity to submit, together with his/her application form –
- (a) Any medical evidence related to the medical condition of the employee, such as a medical report(s) from a specialist, blood results, x-ray results or scan results, obtained at the employee's expense; and .
 - (b) Any additional written motivation supporting his/her application.
- H.5.3.3.4 The educator is requested to give his/her consent that medical information/records be disclosed to the employer and/or its Health Risk Manager and to undergo further medical examinations in terms of the assessment process described in the PILIR.
- H.5.3.4 An educator must submit his/her application for temporary incapacity leave in respect of clinical procedures in advance, unless the treating medical practitioner certifies that such procedures have to be conducted as an emergency.
- H.5.3.5 If overcome by sudden illness/injury, the employee must personally notify his/her supervisor/manager immediately. A verbal message to the supervisor/manager by a relative, fellow educator or friend is only acceptable if the nature and/or extent of the illness/injury prevents the educator to inform the supervisor/manager.
- H.5.3.6 An educator must submit an application for temporary incapacity leave personally or through a relative, fellow educator or friend within 5 working days after the first day of absence.
- H.5.3.7 If the educator fails to submit an application within the prescribed 5 working days, the following measures will apply:
- H.5.3.7.1 The educator's manager/supervisor must immediately notify the employee that if such application is not received within 2 working days, the sick leave period will be deemed to be leave without pay. If the educator fails to submit the application on time or compelling reasons why an application cannot be submitted, the supervisor/manager must immediately inform the Human Resource division and the relevant authority will approve such absence as unpaid leave or annual leave if the educator consents. The educator's supervisor/manager/HoD must within two working days from receipt of the leave application form recommend/no recommend and/or approve/disapprove the leave application and submit to the relevant Human Resource division.
- H.5.3.7.2 Failure by the educator to provide his/her application form within the stated periods, or failure by the supervisor/manager to properly manage it, must be viewed in a serious light.

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- H.5.3.8 The HoD must, within 5 working days from the receipt of the educator's application for temporary incapacity leave –
- H.5.3.8.1 Conditionally grant a maximum of 30 consecutive working days temporary incapacity leave with full pay subject to the outcome of his/her investigation into the nature and extent of the employee's illness/injury: and
- H.5.3.8.2 Refer the application with all the supporting evidence immediately to the Health Risk Manager in accordance with the PILIR for an assessment and advice –
- (a) On whether the educator's illness/injury justifies the granting of incapacity leave.
 - (b) Which steps, if any, in accordance with Schedule 1 of the EEA, read with the procedures contained in item 10(1) of Schedule 8 of the LRA.
- H.5.3.9 The HoD may request the educator, if he/she has consented thereto in his/her application form, to subject him/herself for one or more medical examinations by medical practitioners of the employer's choice and for the employer's account. If the educator fails to honour the appointment for such medical examinations, the educator shall be held responsible for any fruitless expenses incurred.
- H.5.3.10 The HoD must, within 30 working days after receipt of both the application form and medical certificate, approve or refuse the temporary incapacity leave granted conditionally. In making a decision, the HoD must apply his/her mind to the medical certificate (with or without describing the nature and extent of the illness or injury) medical information/records (if the employee consented to disclosure), the Health Risk Manager's advice, the information as supplied by the educator and all other relevant information available to the HoD and based thereon approve or refuse the temporary incapacity leave granted conditionally, on conditions that the HoD may determine, e.g. return to work etc..
- H.5.3.11 The HoD may on the basis of medical evidence gathered during its investigation approve the granting of additional incapacity leave days on conditions that he/she must determine. The HoD may for this purpose grant conditionally further temporary incapacity leave.
- H.5.3.12 The HoD, if applicable and as soon as possible, must after receipt of the Health Risk Manager's advice, decide on the possibility of securing alternative employment for the educator, or adapting his/her duties or work circumstances to accommodate his/her incapacity or alternative employment and, as soon as possible approve and implement an action plan for this purpose.
- H.5.3.13 If the HoD –
- H.5.3.13.1 Approves the temporary incapacity leave conditionally, such leave must be converted into temporary incapacity leave; or
 - H.5.3.13.2 Refuses the temporary incapacity leave granted conditionally; he/she must notify the educator in writing –

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- (a) Of the refusal;
 - (b) Of the reasons for refusal;
 - (c) That he/she must notify the HoD in writing within 5 working days of the date of notice to him/her whether or not the period of conditional incapacity leave must be covered by annual leave (to the extent of the available annual leave credits) or unpaid leave and that, if he/she fails to notify the HoD/DG of his/her choice, the period will be covered by unpaid leave; and
 - (d) The educator may, if he/she is not satisfied with the HoD's/DG's decision, lodge a grievance in terms of Chapter G of the PAM.
- H.5.3.14 The HoD must cover the period of absence in accordance with the employee's written notification or, if the educator fails to notify the HoD/DG or if the annual leave credits are insufficient, the relevant period of absence must be covered by unpaid leave.
- H.5.4 **Permanent incapacity leave** (*Policy and Procedure on Incapacity Leave for Ill-Health Retirement determined by the Minister for Public Service and Administration in terms of sec. 3(3)(c) of the Public Service Act, 1994, and made applicable to educators by the Minister of Basic Education in Government Gazette No. 29248, dated 22 September 2008.*)
- H.5.4.1 An educator shall not directly access or apply for permanent incapacity leave. The HoD may grant an educator up to a maximum of 30 working days' permanent incapacity leave once he/she has, following the assessment and investigations contemplated in paragraph H.5.3.8.2 determined that the educator's condition is of a permanent nature.
- H.5.4.2 The HoD must during the period referred to in paragraph H.5.3.1 and in accordance with the advice from its Health Risk Manager ascertain the feasibility of and implement its plan of action contemplated in paragraph H.5.3.12, above, in respect of –
- H.5.4.2.1 Alternative employment; or
 - H.5.4.2.2 Adapting duties or work circumstances to accommodate the educator.
- H.5.4.3 An educator, whose degree of incapacity has been certified as permanent but who can still render a service, may be redeployed horizontally with retention of his/her benefits.
- H.5.4.4 If the redeployment necessitates reallocation to a job of a lower grading, such must be explained well in advance and the continued utilisation of such an educator should, in this regard, be with her or his consent.
- H.5.4.5 In instances where the educator's redeployment entail retraining or retooling, the employer must take requisite resources (time and financial) and potential returns into consideration before approving redeployment.
- H.5.4.6 The transfer of an educator should ensure the optimal utilisation of his/her competencies and must not compromise service delivery.

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H.5.4.7 If both the HoD and educator are convinced that the educator will never be able to render an effective service at his/her level or rank, the educator/employer may proceed with the process of termination of service on account of continued ill-health in terms of the EEA.

H.5.4.8 The HoD may extend the period of permanent incapacity leave referred to in paragraph H.5.4.1 by a further 30 working days in order to finalise processes already commenced. If the processes set out in this Chapter are not completed within the 60 working days, the HoD must report the case to the DG of the DBE together with a report explaining the reasons for the delay.

H.6 LEAVE FOR OCCUPATIONAL INJURIES AND DISEASES

H.6.1 An educator who, as a result of his/her work suffers occupational injuries or contract occupational diseases, shall be granted occupational injury and diseases leave for the duration of the period that he/she cannot work.

H.6.2 If an educator suffers a work related injury as a result of an accident involving a third party, the HoD shall grant her/him occupational injury leave provided that the employee:

H.6.2.1 Submits to the HoD medical forms as prescribed in the Occupational Injuries and Diseases Act, 1993.

H.6.2.2 Brings his/her claim for compensation against the third party.

H.6.2.3 Undertakes to apply for compensation for the cost arising from the accident in terms of the Compensation for Occupational injuries and Diseases Act 1993.

H.6.3 The HoD shall take reasonable steps to assist an educator to claim compensation as set out above.

H.6.4 When an educator is injured on duty or contracted an occupational disease the employer must pay the educator's medical expenses in terms of the provisions of the Compensation on Occupational and Injury and Disease Act, The employer may, depending on the circumstances, recover certain expenses in the event where a third party was involved in the accident. Please refer to the guide: "Application Of The Compensation For Occupational Injuries And Diseases Act (COIDA) In The Workplace: A Guide For Government Departments" for further details

H.7 SPECIAL LEAVE FOR QUARANTINE PURPOSES

H.7.1 Special leave with full pay may be granted to an educator who has been exposed to a medical condition that requires such person to be placed under quarantine

H.7.2 Application for such leave must be accompanied by a certificate from a medical practitioner stating the period of quarantine as well as the reasons necessitating such leave.

H.8 MATERNITY LEAVE, PRE-NATAL AND PATERNITY LEAVE

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- H.8.1 An educator is entitled to 4 consecutive months' maternity leave on full pay to commence at least 14 days prior to the expected date of birth but not later than the actual date of birth in a case of a premature confinement.
- H.8.2 Maternity leave may be extended upon application by one or more of the following:
- H.8.2.1 The granting of sick leave as a result of a medical complication.
- H.8.2.2 The granting of up to 184 consecutive days unpaid leave.
- H.8.2.3 The granting of annual leave, including leave accrued in terms of paragraph H.4.5 if applicable.
- H.8.3 An educator who, during the third semester of her pregnancy, experiences a miscarriage, still birth or termination of the pregnancy will be eligible for six consecutive weeks paid maternity leave, where after paragraph H.8.2.1 will apply in the event of a medical complication.
- H.8.4 Provisions in H.8.3 will also apply to an educator who experiences a miscarriage, still birth or termination of the pregnancy after starting paid maternity leave. The period prior to the miscarriage, stillbirth or termination of pregnancy will be regarded as special leave with full pay.
- H.8.5 For at least six weeks after the birth, no educator may commence with normal official duty unless the attending practitioner certifies that the educator is fit to do so.
- H.8.6 Where it is practically feasible and subject to paragraph H.8.2, an employer may allow an educator to interrupt her maternity leave by letting her return to work temporarily if the baby is hospitalised for a period longer than a month during the maternity leave due to premature birth or illness. These provisions are only applicable to an educator, who chooses to interrupt her maternity leave under these circumstances.
- H.8.7 With effect from 1 January 2013 an eligible educator will be entitled to 8 working days pre-natal leave, per pregnancy, allowing the educator to attend medical examinations by a medical practitioner or midwife, and tests related to the pregnancy.
- H.8.8 An educator can utilise a full day or part of a day for pre-natal leave.
- H.8.9 An educator must submit her application for pre-natal leave in advance, unless unforeseen circumstances prevent her from doing so. An application for pre-natal leave must be supported by reasonable proof that the educator attended a doctor's appointment and/or went for tests related to the pregnancy.
- H.8.10 An educator who has used all her pre-natal leave may, subject to the approval of the HoD or the DG as the case may be, apply to use available annual leave including capped leave and /or unpaid leave.

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- H.8.11 The absence of an educator from work that relates to medical complications during pregnancy will be covered by the normal sick leave. (*Government Gazette No. 38249, dated 27 November 2014*)
- H.8.12 Three (3) working days per calendar year of paternity leave with effect from 20 May 2015, for utilisation if the employee's spouse or life-partner gives birth to a child or adopts a child not older than two (2) years. An employee who has used all his/her paternity leave may, subject to the approval of the Head of Department, apply to:
- H.8.12.1 Use his/her part or all of the five (5) working days family responsibility leave provided for in paragraph H.10.1 below; or
- H.8.12.2 Use available annual leave, including leave accrued in terms of paragraph H.4.5 above; or
- H.8.12.3 Use up to 184 days of unpaid leave.

An application for paternity leave must be supported by reasonable proof. (*PSCBC Resolution No. 2 of 2015*)

H.9 ADOPTION AND SURROGACY LEAVE

- H.9.1 An educator, who adopts a child that is younger than two years, qualifies for adoption leave to a maximum of 45 working days where after paragraphs H.8.2.2 and H.8.2.3 will apply.
- H.9.2 Where the spouses or life partners are employed in the Public Service, both partners qualify for adoption leave provided that the combined leave taken does not exceed the 45 working days mentioned above.

H.10 FAMILY RESPONSIBILITY LEAVE AND SPECIAL LEAVE FOR URGENT PRIVATE AFFAIRS

- H.10.1 An office-based educator shall be granted five (5) working days leave per annual leave cycle if – (*PSCBC Resolution 1 of 2012*)
- H.10.1.1 The educator's spouse or life partner gives birth; or
- H.10.1.2 The educator's child, spouse or life partner is sick; and
- H.10.2 An office-based educator shall be granted 5 working days leave per annual leave cycle if –
- H.10.2.1 The educator's child, spouse or life partner dies; or
- H.10.2.2 The educator's immediate family member dies.
- H.10.3 The number of leave days taken in terms of paragraphs H.10.1 and H.10.2 shall, in respect of an office-based educator, not exceed ten (10) working days in an annual leave cycle, unless special circumstances warrant further leave at the discretion of the HoD.

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

- H.10.4 A school-based educator shall be granted 5 working days leave per annual leave cycle if –
- H.10.4.1 The educator’s spouse or life partner gives birth; or
- H.10.4.2 The educator’s child, spouse or life partner is sick;
- H.10.5 A school-based educator shall be granted 5 working days leave per annual leave cycle if –
- H.10.5.1 The educator’s child, spouse or life partner dies; or
- H.10.5.2 The educator’s immediate family member dies.
- H.10.6 An institution-based educator may, during a scheduled working period, be granted special leave to attend to an urgent private matter, the nature of which is such that it warrants such an educator’s absence from work.
- H.10.7 The number of leave days taken in terms paragraphs H.10.4, H.10.5 and H.10.6 shall, in respect of an institution-based educator, not exceed fourteen (14) working days in an annual leave cycle, unless special circumstances related to paragraph H.10.4 and H.10.5 warrant further leave at the discretion of the HoD.
- Note: The above does not imply that an educator only has two working days’ leave for urgent private affairs. An educator who, for example, does not require leave for a sick child/spouse/life partner or death in the immediate family, may technically utilise all 14 working days for urgent private affairs, provided he/she satisfy the requirements with regard to urgent private affairs.
- An educator who, for example, utilises 2 working days’ leave for a sick child and 5 working days’ leave for the death of a mother-in-law, will have 7 working days’ leave for urgent private affairs or any other related leave.
- H.10.8 An educator who has used all his/her leave in respect of paragraphs H.10.1, H.10.2, H.10.4 and H.10.5 may apply to:
- H.10.8.1 Use available annual leave, including leave accrued in terms of paragraph H.4.3; or
- H.10.8.2 Use up to 184 calendar days of unpaid leave.
- H.10.9 An educator shall be granted five (5) working days per calendar year of family responsibility leave with effect from 20 May 2015 for employees with children who have severe special needs. (*PSCBC Resolution No. 2 of 2015*)
- H.10.9.1 For purposes of paragraph H.10.9, a child with severe special needs is a child who has a mental, emotional or physical disability, certified by a medical practitioner, which requires health and related services of a type or amount beyond that required by children generally.
- H.10.9.2 An application for family responsibility leave shall be supported by reasonable proof to demonstrate the severe special needs of the employee’s child.

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H.10.9.3 If an employee has utilised all his/her family responsibility leave, and wishes to extend the leave, he/she may, subject to the approval of the HoD, apply for:

H.10.9.3.1 Available annual leave, including leave accrued in terms of paragraph H.4.5 above; and/or

H.10.9.3.2 Up to 184 calendar days of unpaid leave.

H.10.10 Immediate family member for purposes of paragraph H.10.2.2 and H.10.5.2 means the educator's parent, adoptive parent, parents-in-law, sister- and brother-in-law, grandparent, child, adopted child, stepchild, grandchild or sibling. For the purposes of this provision "child" means the educator's son or daughter, and where applicable son- or daughter-in-law, of any age. The granting of family responsibility leave must be taken with due consideration of the employee's cultural responsibilities.

H.11 SPECIAL LEAVE FOR PROFESSIONAL AND PERSONAL DEVELOPMENT AND FOR RELIGIOUS OBSERVANCES

H.11.1 Special leave with full pay may be granted to an institution-based educator –

H.11.1.1 To engage in activities aimed at his/her professional development.

H.11.1.2 To engage in activities aimed at his/her personal development where such personal development is also in the interest of the employer.

H.11.1.3 For a religious observance.

H.11.2 The total number of leave days granted to an institution-based educator in terms of paragraph H.11.1 may not exceed 3 working days per annual leave cycle.

H.12 SPECIAL LEAVE FOR STUDY PURPOSES

H.12.1 Special leave may be granted to an educator for an approved course of study and for a period approved by the employer, on conditions as approved by the employer, including leave with full or partial pay or without pay.

H.12.2 If special leave for study purposes is granted to an educator in terms of paragraph H.12.1 the employer may call for periodic progress reports in respect of the educator's studies and such educator shall enter into an agreement with the employer in a form approved by the employer in terms of which he/she undertakes to serve the employer immediately after completion of the period of special leave for study purposes for a period (hereinafter referred to as the service period) equal to at least the period for which special leave for study purposes on full pay has been granted to him or her, or for a service period proportional to the person's pay during the period of special leave for study purposes, as the case may be.

H.13 SPECIAL LEAVE FOR EXAMINATION PURPOSES

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H.13.1 An educator may be granted special leave for examination purposes with full pay for each day on which such educator sits as a candidate for an examination approved for this purpose by the employer plus one additional day of special leave for study purposes for each such day of examination which may be taken on the working days immediately prior to the days of examination.

H.14 SPECIAL LEAVE FOR PARTICIPATING IN SPORTING, CULTURAL AND OTHER EVENTS

H.14.1 Special leave for a period and on conditions approved by the HoD, in terms of policy of such department, may be granted to an educator who participating in sports, cultural, and other relevant activities. Participation for which leave may be granted may include representation of the country, province or other comparable level as an actual participant, referee, adjudicator, course or group leader, or for participating in or attending a relevant conference, meeting or other event approved for this purpose by the employer.

H.15 SPECIAL LEAVE IN EXTRAORDINARY CIRCUMSTANCES

H.15.1 Subject to section 14 of the EEA and notwithstanding any disciplinary measures that may apply, unauthorised absence by an educator shall be regarded as special leave in extraordinary circumstances and shall be without pay unless the employer in a specific case determines otherwise.

H.15.2 If, in the opinion of the employer, circumstances justify it, it may grant or place an educator on special leave in extraordinary circumstances for any reasonable purpose and for any reasonable period, and such leave shall be without pay unless the employer determines otherwise.

H.16 UNPAID LEAVE

H.16.1 If an educator has utilised all her or his accrued annual leave, the HoD may grant her or him unpaid leave up to a maximum of 184 consecutive days.

H.16.2 Absences from work due to arrest, imprisonment or appearance in court on a criminal charge that leads to a conviction must be recorded as unpaid leave.

H.17 UNPAID LEAVE FOR CONTINUITY OF SERVICE

H.17.1 Unpaid leave for a maximum of 120 consecutive days may be granted to an institution-based educator who was previously employed as an institution-based educator by the same or another education department for the purpose of retaining the continuity of the educator's service.

H.17.2 The unpaid leave shall commence on the day immediately following the date on which the educator last received salary from his/her previous employer and shall expire on the day preceding the date of assumption of duty with the present employer.

H.17.3 The limitation of 120 days referred to in sub-paragraph H.17.1 shall not apply to an educator in cases where the period concerned extends from the day immediately following

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

the last day of a term to the day immediately preceding the first day of the term after a full term has elapsed.

H.17.4 Where unpaid leave for continuity of service has been granted to an educator, the service of the educator is regarded as continuous for all purposes of determining his/her period of service.

H.18 **LEAVE PROVISIONS FOR EDUCATORS IN A TEMPORARY CAPACITY (FIXED TERM CONTRACT)** (*PSCBC Resolution 1 of 2007, Government Gazette No. 30134, dated 30 July 2007 and the Determination on leave of absence in the public service, July 2009*)

H.18.1 An educator appointed in a temporary capacity (fixed term contract) is eligible to the following types of leave on a pro rata basis linked to the duration of his/her contract:

H.18.1.1 **Annual leave**

An office-based educator appointed in a temporary capacity (fixed term contract) shall at the beginning of his/her contract period be granted annual leave that is proportional to his/her term of employment at a rate of one-twelfth of the annual leave credit applicable to the educator. Annual leave for temporary school based educators is dealt with in paragraph H.4.2.

H.18.1.2 **Normal sick leave**

An educator appointed in a temporary capacity (fixed term contract) shall at the beginning of his/her contract period be granted normal sick leave that is proportional to his/her term of employment at a rate of 1 day's normal sick leave per month of service.

H.18.1.3 **Maternity, pre-natal and paternity leave**

H.18.1.3.1 An educator appointed in a temporary capacity (fixed term contract) shall be granted paid maternity leave that is proportional to her term of contract at a rate of 10 calendar days maternity leave with full pay calculated at each month of her term of contract to a maximum of 4 months, where after maternity leave without pay shall be granted. The total period granted in respect of maternity leave shall not exceed four consecutive months.

H.18.1.3.2 **Pre-natal leave (effective from 1 January 2013)**

An educator appointed in a temporary capacity (fixed term contract) shall qualify for pre-natal leave at a rate of 1 working day paid leave for each calendar month of her term of contract to a maximum of 8 working days.

H.18.1.3.3 **Paternity leave**

With effect from 20 May 2015 an educator appointed in a temporary capacity (fixed term contract) whose spouse or life partner gives birth to a child or adopts a child not older than 2 (two) years, shall qualify for paternity leave at a rate of 1 working day paid leave for each calendar month of his/her term of contract to a maximum of 3 working days.

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H.18.1.4 Adoption leave

A temporary educator who adopts a child that is younger than two years, shall qualify for adoption leave at a rate of 4 days paid leave for each month to a maximum of 45 working days

H.18.1.5 Other provisions

The terms and conditions attached to the granting of the above types of leave, as well as the provisions contained in: paragraph(s) H.4.4, H.4.6, H.5.3, H.5.4 (where applicable), H.5.2.5, H.5.2.6, H.6, H.11 and H.12 (where applicable) apply mutatis mutandis to an educator appointed in a temporary capacity (fixed term contract).

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

Annexure H.1

APPLICATION FOR LEAVE OF ABSENCE: SCHOOL BASED EDUCATORS (Government Gazette No 38249, 27 November 2014)

| | | | | | | | | | | | | |
|---|--|---------------------|--|----------------------|------------|-------------------------|----------------------|-------------------|--|-----|----|--|
| Surname: | | | | | | | | Initials: | | | | |
| PERSAL Number: | | | | | | | | Contract Educator | | Yes | No | |
| Address during leave: | | Substitute Educator | | Yes | No | | | | | | | |
| | | Department | | | | | | | | | | |
| | | District | | | | | | | | | | |
| TEL/CELL: | | | | | | | | School | | | | |
| | | | | | | | | Pay Point | | | | |
| SECTION A | | | | | | | | | | | | |
| Type of Leave Applied for as Working days | | | | Start Date | End Date | Number of Working days | | | | | | |
| Capped Leave (only applicable to educators with capped leave) | | | | | | | | | | | | |
| Normal Sick Leave (this application form must not to be used for PILIR applications) | | | | | | | | | | | | |
| Leave For Occupational Injuries and Diseases | | | | | | | | | | | | |
| Adoption and Surrogacy Leave | | | | | | | | | | | | |
| Family Responsibility Leave (Provide Evidence) | | | | | | | | | | | | |
| Urgent Private Matters (for interpretation, refer to the section in the PAM) | | | | | | | | | | | | |
| Pre-Natal Leave (provide evidence) | | | | | | | | | | | | |
| SECTION B | | | | | | | | | | | | |
| Specify Type Special Leave (the number of days are prescribed in the Leave Measures) | | | | | | | | | | | | |
| Type of Leave Taken as Calendar Days/Months | | | | Start Date | End Date | Number of Calendar Days | | | | | | |
| Unpaid Leave (Attach Motivation) | | | | | | | | | | | | |
| Maternity Leave (Attach Medical Certificate) | | | | | | No. Of Calendar Months | | | | | | |
| SECTION C: For Periods covering parts of the day or fractions | | | | | | | | | | | | |
| Type of Leave Applied for as Working Days and Calendar Days (unpaid leave) | | | | Date | Start Time | End Time | No. of Hours/Minutes | | | | | |
| Capped Leave (only applicable to educators with capped leave) | | | | | | | h | m | | | | |
| Normal Sick Leave | | | | | | | h | m | | | | |
| Family Responsibility Leave (Provide Evidence) | | | | | | | h | m | | | | |
| Special Leave | | | | | | | h | m | | | | |
| Urgent Private Matters | | | | | | | h | m | | | | |
| Pre-Natal Leave | | | | | | | | | | | | |
| Paternity Leave | | | | | | | | | | | | |
| <i>I hereby certify that the information provided is correct.</i> | | | | | | | | | | | | |
| EMPLOYEE SIGNATURE | | | | | | DATE: | | | | | | |
| Recommendation By Supervisor/Manager (Mark with X) | | | | | | | | | | | | |
| Recommended | | | | Not Recommended | | | | | | | | |
| REMARKS (If not recommended please state the reasons & the dates in the case of rescheduling): | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | |
| MANAGER/SUPERVISOR'S SIGNATURE | | | | | | DATE | | | | | | |
| Approval by Head of Department (Mark with X) | | | | | | | | | | | | |
| Approved With Full Pay | | | | Approved Without Pay | | | | Not Approved | | | | |
| REMARKS (If approved with a change in condition of payment or not approved, please provide motivation): | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | |
| SIGNATURE OF HOD OR DESIGNEE | | | | | | DATE | | | | | | |

Annexure H.2**AGREEMENT: SPECIAL LEAVE FOR STUDY PURPOSES**

1 I, _____ (full name), hereby undertake towards the head of the education department of

_____ (name of education department)

immediately after expiry of the period of special leave for study purposes granted to me in terms of general education policy for the period

_____ to _____

to serve in an education department (hereinafter referred to as my service obligation) for a continuous period of _____ days.

2. I hereby further undertake, during this leave, periodically and as determined by the head of my education department to obtain progress reports in respect of my study courses from the institution at which I am studying and to submit such reports to the head of my education department, and I understand that he retains the right on the basis of such progress reports to instruct me to resume service immediately and to renounce the privileges of this leave granted to me and to convert such leave into vacation leave or special leave in extraordinary circumstances and in the latter case to recover any excess payment from me which might have occurred as a result thereof, and to transfer such payment to the education department with which this contract has been concluded.
3. I hereby declare that I understand that authorised leave with full or partial pay normally counts as service towards the fulfilment of my service obligation and that, if leave without pay is granted to me before my service obligation is fulfilled, my service obligation will be extended by the number of days equal to the periods for which leave without pay was granted to me.
4. I hereby further undertake, if in any manner whatsoever, except in the event of my death, or as a result of my permanent disability not caused by me, fail to fulfil this agreement fully, irrespective of whether such failure is the result of discharge owing to misconduct, to immediately repay on written request the service bonus and salary which I received during the above-mentioned period of special leave for study purposes on a pro rata basis together with the interest thereon at the interest rate as prescribed in the Financial Hand Book of the Department of Finance, calculated from the date of breach of contract, to the education department with which this contract has been concluded.

Signed at _____ this _____ day of _____ 20 _____

Signature of Educator: _____

WITNESSES:

1. _____

2. _____

CHAPTER I

GENERAL PROVISIONS

I.1 EXEMPTION FROM PAYMENT FOR INSTRUCTIONS BY EDUCATIONAL INSTITUTIONS

An educator who, in his/her capacity as a student, must pay for instruction, or any other service resulting from such instruction, which he/she follows in accordance with one or other instructional programme approved by the department of education and which is offered by a department of education responsible for education or an educational institution instituted, registered or administered in terms of a law, may on a basis approved by the employer, be compensated partly or in full in a direct or indirect manner for such expenditure. (*Regulation 21 of the Regulations regarding the terms and conditions of employment of educators*)

I.2 FULL-TIME STUDY COURSE

I.2.1 A department of education may, on the terms and conditions he may determine, authorise and educator to follow a full-time study course approved by the department of education and while the educator follows such course he/she shall be deemed to be on duty in an educator's post. (*Regulation 29 of the Regulations regarding the terms and conditions of employment of educators*)

I.3 OFFICIAL CHANNELS OF COMMUNICATION

I.3.1 A request or communication from an educator in connection with a matter falling within the scope of the employer's power or duties must be directed to the employer via the head of the institution or the office.

I.3.2 Notwithstanding paragraph I.1.3.1, matters regarding the appointment, termination of service and leave privileges and enquiries about the remuneration of an educator must be referred to the head of education by the principal of the school concerned, subject to provisions of the LRA. (*Regulation 25 of the Regulations regarding the terms and conditions of employment of educators*)

I.4 REPLYING TO QUESTIONS

I.4.1 An educator must reply explicitly to a question concerning his/her duties and powers put to him by a person who is competent to put such question; provided that an educator shall not be obliged to furnish a reply which may incriminate him/her. (*Regulation 26 of the Regulations regarding the terms and conditions of employment of educators*)

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

I.5 LAWFUL INSTRUCTIONS

I.5.1 Subject to the provisions of paragraph I.1.5.2, an educator must carry out an lawful instruction given to him/her, in writing or verbally, by an authorized person.

I.5.2 An educator may, at the time of a verbal instruction, request that such an instruction be confirmed in writing and he/she may submit any complaint he/she may have in connection herewith to the employer for a decision. (*Regulation 27 of the Regulations regarding the terms and conditions of employment of educators*)

I.6 RESIDENTIAL ADDRESSES AND TELEPHONE NUMBERS

I.6.1 An educator must notify the department of education of his/her residential address and telephone number, if any, and of any change thereof and the department of education must keep a record of it. (*Regulation 28 of the Regulations regarding the terms and conditions of employment of educators*)

I.7 PROOF OF MARRIAGE OR CHANGE OF MARITAL STATUS

I.7.1 An educator must, within 30 days after getting married or after his/her marital status has changed, submit a certified copy of the marriage certificate, decree or divorce or death certificate, as the case may be, to the department of education: provided that the department may in his/her discretion demand the submission of the original certificate. (*Regulation 30 of the Regulations regarding the terms and conditions of employment of educators*)

I.8 REPORTS ON EDUCATORS AND ADVERSE REMARKS

I.8.1 A report, on a form determined by the Minister (in the case of the Department of Basic Education) and the MEC (in the case of a provincial department of education), must be drawn up and submitted to the department of education by the head of the relevant institution or office in respect of any educator as often as the department of education may require.

I.8.2 Any adverse remark contained in a report referred to in paragraph I.1.8.1 must be brought to the notice of the educator concerned in writing and in its full context by the person who compiled the report.

I.8.3 The educator must sign the report and return it to the compiler together with such representations, in writing, as he/she may desire to submit.

I.8.4 The above provisions will also apply to adverse remarks made in respect of an educator in a written communication, except that such remarks must be brought to the educator's attention by the head of the relevant institution or office.

I.8.5 If it comes to the attention of the department of education that an adverse remark is unjustified, the department may at any time, if he/she deems fit, declare any adverse remark in connection with an educator null and void and in such a case the educator must be

PERSONNEL ADMINISTRATIVE MEASURES (PAM)

notified in writing of the nullification. (*Regulation 31 of the Regulations regarding the terms and conditions of employment of educators*)

