



Isalathiso: 20190222-2009
Inombolo yefayili: 3/3/2/2
Imibuzo: R Lamey

INgcaciso eMfutshane yeCandelo loPhuhliso noQuquzelelo lwaMaziko: 0001/2019

Iya: KumaSekela Balawuli-Jikelele, kuBalawuli abaziiNtloko, kuBalawuli (kwaNdlunkulu nakwii-ofisi zezithili), kunye nakuBaphathi beeSekethe

Isishwankathelo esifutshane: *Le setyhula yazisa ngeenkqubo zeziko ezenziwa kwii-ofisi zeesekeke xa zancedisa kwiinkqubo zokugaya nokukhetha abasebenzi ezikolweni.*

Isihloko: *Le setyhula yazisa ngeenkqubo zeziko ezenziwa kwii-ofisi zeesekeke xa zancedisa kwiinkqubo zokugaya nokukhetha abasebenzi ezikolweni*

1. Umphathi wesekeke, njengommeli weWCED, udlala indima ebaluleke gqitha ekukhetheni iinqununu kunye namasekela-nqununu. Ulwazi lwabo ngeenkqubo ezilandelwa ngamabhunga olawulo ezikolo luncedisa iNtloko yeSebe leMfundo ekuphumezeni imisebenzi yayo ngokungqinelana no-3(1)(b) noMthetho weNgqesho yooTitshala (EEA), 1998 (uMthetho 76 ka-1998), njengoko ufakelwe izilungiso.
2. Iinkqubo zeziko ezikhankanywe kwisiHlomelo A esiqhotyoshelweyo, zichaza malunga nemisebenzi ecacileyo emayilandelwe zizo zonke ii-ofisi zezithili ngethuba leenkqubo zokugaya nokukhetha abasebenzi kwizikolo.
- 2.1 Injongo yezi nkqubo kukungqinelanisa (*streamline*) iinkqubo zokugaya nokukhetha abasebenzi ngokucutha ixesha elichithwayo xa amaxwebhu ethunyelwa ngapha nangapha, nangokugcina ii-ofisi zezithili ziyazi imeko yokuzaliswa kwesithuba.
- 2.2 Apho amaxwebhu afakiweyo kwinkqubo yasekhompyutheni, izikolo nee-ofisi zezithili maziqinisekise ukuba kufakwa kwisistim isethi epheleleyo yamaxwebhu, njengoko adwelisiweyo/achaziweyo liCandelo loKugaya nokuKhetha aBasebenzi. Akukho mfuneko yakungenisa zikopi zingamaphepha ukuba kusetyenziswe isistim yasekhompyutheni.

- 2.3 Apho amaxwebhu **engafakwanga** kwisistim yasekhompyutheni, izikolo nee-ofisi zezithili maziqinisekise ukuba kufakwa kwaNdlunkulu isethi ephelileyo yamaxwebhu, njengoko adwelisiweyo/achaziweyo liCandelo loKugaya nokuKhetha aBasebenzi.
- 2.4 Apho **kungakhange** kufakwe amaxwebhu khona, amaxwebhu okutyumba amagama abagqatswa (*nomination documents*) akasayi kunikwa ngqwalaselo yaye aya kubuyiselwa kwisikolo/kwi-ofisi yesithili. Umhla wokufunyanwa kwamaxwebhu okutyumba abagqatswa uya kufakwa ekhomyutheni ngomhla ekwakufumaneka ngawo isethi yamaxwebhu liCandelo loKugaya nokuKhetha aBasebenzi.
3. IsiHlomelo B sinika abaphathi beesekethe isixhobo esiqingqwe ngokufanayo (*standardised tool*) ekumncedeni kunye/okanye ekungamncedini umgqatswa otyunjwe libhunga lolawulo.
- 3.1 IsiHlomelo C sinika ii-ofisi zeesekethe isikhokelo sokuzalisa ithempleyithi apho abameli besebe benza iingcebiso ezithethela (*recommend*) abagqatswa kwizithuba zikasekela-nqununu kunye neenqununu.

ISAYINWE: NGU-A LEWIS

USEKELA MLAWULI-JIKELELE WOPHUHLISO NOQUQUZELELO LWAMAZIKO

UMHLA: 2019-03-13

Business processes for circuit offices when supporting recruitment and selection processes at schools

1. The role of the circuit manager

- 1.1 Circuit managers must check and confirm the advertisements captured by schools to ensure that they are correct prior to publication.
- 1.2 Circuit managers must ensure that the Directorate: Specialised Education give input in advertisements for deputy principal and principal posts at Special Schools and Schools of Skills.
- 1.3 Circuit managers must preside, as the resource person, in all processes for deputy principal and principal posts at schools.
- 1.4 The circuit manager must approve the appointment of a neighbouring principal to act as a resource person in the filling of Departmental Head and Level 1 educator posts.

2. The role of the circuit administrative support officer

- 2.1 The circuit administrative support officer must collect all hard copy documentation related to the recruitment and selection processes for the filling of school management team posts, i.e. deputy principal, principal and Departmental Head posts.
- 2.2 The governing body must still upload hard copies on the e-recruitment portal. Secretaries of governing bodies must ensure that ALL documentation is delivered to the circuit administrative support officer within three working days after the conclusion of the nominations meeting of the governing body.
- 2.3 The circuit administrative support officer must secure a full report (template has been provided to circuit managers, attached as Annexure B) from the circuit manager or neighbouring school principal, acting as the resource person, and countersigned by the district director and/or circuit manager if it was a Departmental Head post. This report is to be included in the document pack for each process.
- 2.4 The circuit administrative support officer must ensure that all documents were received and collated in the correct order. They must package all documents and send them to the relevant human resources practitioner in the Directorate: Recruitment and Selection.

- 2.5 The circuit administrative support officer will be the only contact person between governing bodies and the Directorate: Recruitment and Selection regarding nomination documentation for the filling of posts. There will be no communication between the Directorate: Recruitment and Selection and governing body members or candidates regarding nomination documentation for the filling of posts.
- 2.6 Circuit administrative support officers will receive letters of appointment for deputy principal and principal posts, which circuit managers and/or district directors will hand to successful candidates.
- 2.7 Circuit administrative support officers will receive letters of appointment for Departmental Heads and Level 1 educator posts for handover to the successful candidates by the relevant school principal.



Nomination of deputy principal and/or principal: verification tool for districts

This annexure was designed to gather information that will assist the Head of Education to fulfil his or her duties in terms of sections 3(1)(b) and section 6(1)(b) of the Employment of Educators Act (EEA), 1998 (Act 76 of 1998), as amended.

I hereby declare that the governing body has acted in terms of the:

Provisions of section 6(3)(b) (i)–(v)	Yes	No	Comment(s)
<i>(i) the democratic values and principles referred to in section 7(1);</i>			
<ul style="list-style-type: none"> • <i>the ability of the candidate;</i> 			
<ul style="list-style-type: none"> • <i>the need to redress the imbalances of the past in order to achieve broad representation</i> 			
<ul style="list-style-type: none"> • <i>high standard of professional ethics</i> 			
<ul style="list-style-type: none"> • <i>objectivity and fairness were observed</i> 			
<i>(ii) any procedure collectively agreed upon or determined by the Minister for the appointment, promotion or transfer of educators;</i>			
<i>(iii) any requirement collectively agreed upon or determined by the Minister for the appointment, promotion or transfer of educators which the candidate must meet;</i>			
<i>(iv) a procedure whereby it is established that the candidate is registered or qualifies for registration as an educator with the South African Council for Educators; and</i>			
<i>(v) procedures that would ensure that the recommendation is not obtained through undue influence</i>			

<p><i>on the members of the governing body.</i></p>			
<ul style="list-style-type: none"> • Is there any reason why the Head of Department may not nominate another candidate on the preference list? 			
<p>.....</p> <p>Name and signature of WCED representative:</p> <p>Designation: Circuit manager/Principal</p> <p>Date:</p>	<p>.....</p> <p>District director:</p> <p>Date:</p>		



Guide for completing the template whereby departmental representatives recommend candidates for deputy principal and principal posts: verification tool for departmental representatives

The governing body has acted in terms of:

Provisions of section 6(3)(b) (i)–(v) of the EEA	Indicators
<p>(i) <i>the democratic values and principles referred to in section 7(1);</i></p>	<ul style="list-style-type: none"> these are the values listed in section 195 of the Constitution and include equity, equality and redress
<ul style="list-style-type: none"> <i>the ability of the candidate;</i> 	<ul style="list-style-type: none"> management competencies and skills required for the post achievements related to the requirements of the post management of systems: Integrated Quality Management System (IQMS), Whole School Evaluation (WSE), School Improvement Plan (SIP), finances, people, performance, etc.; Central Education Management Information System (CEMIS) administration, discipline, etc. monitoring and evaluation
<ul style="list-style-type: none"> <i>the need to redress the imbalances of the past in order to achieve broad representation</i> 	<ul style="list-style-type: none"> equality, equity targets are met
<ul style="list-style-type: none"> high standard of professional ethics 	<ul style="list-style-type: none"> respect, commitment, dedication, independence, firmness, accountability, good faith, diligence, strategic planner; pursues and achieves objectives, etc.
<ul style="list-style-type: none"> objectivity and fairness were observed 	<ul style="list-style-type: none"> governing body conducted the process without bias there was fairness towards all candidates
<p>(ii) <i>any procedure collectively agreed upon or determined by the Minister</i></p>	

<p><i>for the appointment, promotion or transfer of educators;</i></p>	<p>All applicable collective agreements</p>
<p>(iii) <i>any requirement collectively agreed upon or determined by the Minister for the appointment, promotion or transfer of educators which the candidate must meet;</i></p>	
<p>(iv) <i>a procedure whereby it is established that the candidate is registered or qualifies for registration as an educator with the South African Council for Educators; and</i></p>	<p>Is there evidence of registration attached to the application of the candidate (certificate, letter of reply from South African Council for Educators (SACE) indicating that application for registration is being processed, or copy of salary advice slip)?</p>
<p>(v) <i>procedures that would ensure that the recommendation is not obtained through undue influence on the members of the governing body.</i></p>	<p>It is important to check consistency in the scoring of candidates. Governing bodies' capacity should also be commensurate with the outcome of the process, e.g. in some instances, governing body members may not understand English, but they may still score candidates, in other cases, the members may have no understanding of key education concepts and programmes.</p>
<ul style="list-style-type: none"> • Is there any reason why the Head of Department may not nominate another candidate on the preference list? 	<p>This is where there might be obvious bias towards a specific candidate, where gross unfairness is picked up, or where it is obvious that the candidate preferred by the governing body does not have the skills required to fill the post.</p>