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Institution Development and Coordination Minute: 0001/2019

To: Deputy Directors-General, Chief Directors, Directors (Head Office and district offices), and Circuit Managers

Short summary: *This circular introduces business processes for circuit offices when supporting recruitment and selection processes at schools.*

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

1. The circuit manager, as the WCED representative, plays a crucial role in the selection of principals and deputy principals. Their insight into the procedures followed by school governing bodies assists the Head: Education to fulfil his duties in terms of section 3(1)(b) and section 6(1)(b) of the Employment of Educators Act (EEA), 1998 (Act 76 of 1998), as amended.
2. The business processes outlined in the attached Annexure A, set out clear activities to be followed by all circuit offices during the recruitment and selection processes at schools.
  - 2.1 The purpose of these processes is to streamline the recruitment and selection processes by reducing the time wasted when documents are travelling to and fro, and by keeping district offices up to date on the status of the filling of a post.
  - 2.2 Where documentation is uploaded via the online system, schools and district offices must ensure that a complete set of documentation, as listed/specified by the Directorate: Recruitment and Selection, is uploaded on the system. Hard copies need not be submitted if the online system is used.
  - 2.3 Where documentation is **not** uploaded via the online system, schools and district offices must ensure that a complete set of documentation, as listed/specified by the Directorate: Recruitment and Selection, is submitted to Head Office.

- 2.4 Where incomplete documentation is submitted, the nomination documents will not be processed and the documents will be returned to the school/district office. The date of receipt of nomination documents will be captured as the date when a complete set of documentation was received by the Directorate: Recruitment and Selection.
3. Annexure B provides circuit managers with a standardised tool in support of and/or not in support of the governing body's nominated candidate.
- 3.1 Annexure C provides circuit offices with a guide for completing the template whereby departmental representatives recommend candidates for deputy principal and principal posts.

**SIGNED:** A LEWIS

**DEPUTY DIRECTOR-GENERAL: INSTITUTION DEVELOPMENT AND COORDINATION**

**DATE:** 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:

<b>Provisions of section 6(3)(b) (i)–(v)</b>	<b>Yes</b>	<b>No</b>	<b>Comment(s)</b>
(i) <i>the democratic values and principles referred to in section 7(1);</i>			
<ul style="list-style-type: none"> <li>• <i>the ability of the candidate;</i></li> </ul>			
<ul style="list-style-type: none"> <li>• <i>the need to redress the imbalances of the past in order to achieve broad representation</i></li> </ul>			
<ul style="list-style-type: none"> <li>• <i>high standard of professional ethics</i></li> </ul>			
<ul style="list-style-type: none"> <li>• <i>objectivity and fairness were observed</i></li> </ul>			
(ii) <i>any procedure collectively agreed upon or determined by the Minister for the appointment, promotion or transfer of educators;</i>			
(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>			
(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>			
(v) <i>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"> <li>• Is there any reason why the Head of Department may not nominate another candidate on the preference list?</li> </ul>			
<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
(i) <i>the democratic values and principles referred to in section 7(1);</i>	<ul style="list-style-type: none"> <li>these are the values listed in section 195 of the Constitution and include equity, equality and redress</li> </ul>
<ul style="list-style-type: none"> <li><i>the ability of the candidate;</i></li> </ul>	<ul style="list-style-type: none"> <li>management competencies and skills required for the post</li> <li>achievements related to the requirements of the post</li> <li>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.</li> <li>monitoring and evaluation</li> </ul>
<ul style="list-style-type: none"> <li><i>the need to redress the imbalances of the past in order to achieve broad representation</i></li> </ul>	<ul style="list-style-type: none"> <li>equality, equity targets are met</li> </ul>
<ul style="list-style-type: none"> <li>high standard of professional ethics</li> </ul>	<ul style="list-style-type: none"> <li>respect, commitment, dedication, independence, firmness, accountability, good faith, diligence, strategic planner; pursues and achieves objectives, etc.</li> </ul>
<ul style="list-style-type: none"> <li>objectivity and fairness were observed</li> </ul>	<ul style="list-style-type: none"> <li>governing body conducted the process without bias</li> <li>there was fairness towards all candidates</li> </ul>
(ii) <i>any procedure collectively agreed upon or determined by the Minister</i>	

<p><i>for the appointment, promotion or transfer of educators;</i></p>	<p>All applicable collective agreements</p>
<p><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></p>	
<p><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></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><i>(v) 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"> <li>• Is there any reason why the Head of Department may not nominate another candidate on the preference list?</li> </ul>	<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>