

3. WORKLOAD OF EDUCATORS (SCHOOL BASED)

3.1 Introduction

- (a) These measures cover full-time educators that are school based, inclusive of primary, secondary and LSEN schools.
- (b) The work done by educators includes the following core duties covered during a formal school day (with or without contact with the pupils) and outside the formal school day.
 - (i) *DURING THE FORMAL SCHOOL DAY*
 - aa) Scheduled teaching time
 - bb) Relief teaching
 - cc) Extra and co-curricular duties
 - dd) Pastoral duties (ground, detention, scholar patrol etc.).
 - ee) Administration
 - ff) Supervisory and management functions
 - gg) Professional duties (meetings, workshops, seminars, conferences etc.)
 - hh) Planning, preparation and evaluation.
 - (ii) *OUTSIDE THE FORMAL SCHOOL DAY*
 - aa) Planning, preparation and evaluation
 - bb) Extra and co-curricular duties
 - cc) Professional duties (meetings, workshops, seminars, conferences etc.)
 - dd) Professional development
- (c) Each post level within a school has different duties and responsibilities, encompassing the core duties outlined in paragraph (b) above, but to a varying degree.
- (d) There should be an equitable distribution of workload between the various post levels and within a post level, to ensure that one or two of the levels or an educator is not over burdened.
- (e) The expectation is that every educator must be able to account for 1800 actual working hours per annum.

3.2 Workload per educator

- (a) 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 upon provincial policy. The 7 hour day includes the breaks and the period(s) in which the learners are not at school.
- (b) Scheduled teaching time during the formal school day will be specified with time allocation per post level. The allocation of subjects, timetable and resultant scheduled teaching time to be determined by the Principal in consultation with the educator staff. (Refer paragraph (c)).
- (c) 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 3.1(b), both within and outside 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.
- (d) 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 are to be conducted outside the formal school day or during the vacations. The employer shall give at least one term's notice of programmes to be conducted during the school vacations.

3.3 Scheduled teaching time per post level

- (a) 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 Deputies 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 the staff establishment.
- (b) The allocation of scheduled teaching time should be done in such a manner that it:
 - (i) maximises the individual abilities of all educators;
 - (ii) optimises teaching and learning at the institutional level;
 - (iii) in general terms, the following may be considered as guidelines in determining the scheduled teaching time:

PRIMARY SCHOOL

Post Level 1	Between 85% and 92%
Post Level 2	Between 85% and 90%

Deputy Principal	60%
Principal.....	Between 10% and 92% depending on which post level appointed to.

N.B. Principals at post level 1 are expected to teach 100% of the scheduled teaching time.

SECONDARY SCHOOL

Post Level 1	Between 85% and 90%
Post Level 2	85%
Deputy Principal	60%
Principal.....	Between 5% and 60% depending on which post level appointed to.

4. DUTIES AND RESPONSIBILITIES OF EDUCATORS

4.1 Introduction

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 Department of Education to ensure that all South Africans receive flexible life-long learning education and training of high quality.

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 which will ensure the building of human resource capacity.

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.

4.2 Principal

(a) JOB TITLE: Educator – public school

(b) RANK: Principal

(c) POST LEVEL: 1; 2; 3 or 4

(d) THE AIM OF THE JOB:

(i) To ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed.

(ii) To ensure that the education of the learners is promoted in a proper manner and in accordance with approved policies.

(e) 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:

(i) GENERAL/ADMINISTRATIVE

- To be responsible for the professional management of a public school.
- To give proper instructions and guidelines for timetabling admission and placement of learners.
- To have various kinds of school accounts and records properly kept and to make the best use of funds for benefit of the learners in consultation with the appropriate structures.
- To ensure a School Journal containing a record of important events connected with the school is kept.
- 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.
- To be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school.
- To ensure that Departmental circulars and other information received which affect members of the staff is brought to their notice as soon as possible and are stored in an accessible manner.
- To handle all correspondence received at the school.

(ii) PERSONNEL

- Provide professional leadership within the school.
- 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.
- To ensure that workloads are equitably distributed among the staff.

- 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.
 - 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.
 - To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.
- (iii) TEACHING
- To engage in class teaching as per the workload of the relevant post level and the needs of the school.
 - To be a class teacher if required.
 - To assess and to record the attainment of learners taught.
- (iv) EXTRA- & CO-CURRICULAR
- To serve on recruitment, promotion, advisory and other committees as required.
 - 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.
- (v) INTERACTION WITH STAKE-HOLDERS
- To serve on the governing body of the school and render all necessary assistance to the governing body in the performance of their functions in terms of the SA Schools Act, 1996.
 - To participate in community activities in connection with educational matters and community building.
- (vi) COMMUNICATION:
- To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
 - 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.
 - To liaise with relevant structures regarding school curricula and curriculum development.
 - To meet parents concerning learners' progress and conduct.
 - To co-operate with the school governing body with regard to all aspects as specified in the SA Schools Act, 1996.
 - To liaise with other relevant Government Departments, eg. Department of Health & Welfare, Public Works, etc., as required.
 - To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.
 - To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
 - To maintain contacts with sports, social, cultural and community organisations.

4.3 Deputy principal

- (a) JOB TITLE: Educator – public school
- (b) RANK: Deputy Principal
- (c) POST LEVEL: 3
- (d) THE AIM OF THE JOB:
- (i) To assist the Principal in managing the school and promoting the education of learners in a proper manner.
 - (ii) To maintain a total awareness of the administrative procedures across the total range of school activities and functions.
- (e) 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:
- (i) GENERAL/ADMINISTRATIVE
 - To assist the Principal in his/her duties and to deputise for the Principal during his/her absence from school.
 - To assist the Principal, or, if instructed to be responsible for:

- school administration, eg. 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
 - school finance and maintenance of services and buildings, eg. 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.
- (ii) TEACHING
- To engage in class teaching as per workload of the relevant post level and needs of the school.
 - To assess and to record the attainment of learners taught.
- (iii) EXTRA- & CO-CURRICULAR
- To be responsible for school curriculum and pedagogy, eg choice of textbooks, co-ordinating the work of subject committees and groups, timetabling, “INSET” and developmental programmes, and arranging teaching practice.
 - To assist the Principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners.
 - To assist the Principal to play an active role in promoting extra and co-curricular activities in school and in its participation in sports and cultural activities organised by community bodies.
 - To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one’s professional views/standards.
- (iv) PERSONNEL
- To guide and supervise the work and performance of staff and, where necessary, discuss and write or countersign reports.
 - 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.
- (v) INTERACTION WITH STAKE-HOLDERS
- To supervise/advise the Representative Council of Learners.
- (vi) COMMUNICATION
- To meet with parents concerning learners’ progress and conduct.
 - To liaise on behalf of the Principal with relevant government departments.
 - To maintain contact with sporting, social, cultural and community organisations.
 - To assist the Principal in liaison work with all organisations, structures, committees, groups, etc. crucial to the school.

4.4 Head of Department

- (a) JOB TITLE: Educator – public school
- (b) RANK: Head of Department (subject, learning area or phase)
- (c) POST LEVEL: 2
- (d) THE AIM OF THE JOB:
- To engage in class teaching, be responsible for the effective functioning of the department and 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.
- (e) 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:
- (i) TEACHING
- To engage in class teaching as per workload of the relevant post level and the needs of the school.
 - To be a class teacher if required.
 - To assess and to record the attainment of learners taught.
- (ii) EXTRA- & CO-CURRICULAR
- To be in charge of a subject, learning area or phase.
 - To jointly develop the policy for that department.
 - To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.
 - To provide and co-ordinate guidance:

- 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.
 - on syllabuses, schemes of work, homework, practical work, remedial work, etc.
 - to inexperienced staff members
 - on the educational welfare of learners in the department.
 - To control:
 - the work of educators and learners in the department
 - reports submitted to the Principal as required
 - mark sheets
 - test and examination papers as well as memoranda
 - the administrative responsibilities of staff members
 - To share in the responsibilities of organising and conducting of extra and co-curricular activities.
- (iii) PERSONNEL
- To advise the Principal regarding the division of work among the staff in that department.
 - 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.
- (iv) GENERAL/ADMINISTRATIVE
- To assist with the planning and management of:
 - school stock, text books and equipment for the department
 - the budget for the department and
 - subject work schemes
 - To perform or assist with one or more non-teaching administrative duties, such as:
 - secretary to general staff meeting and/or others
 - fire drill and first aid
 - timetabling
 - collection of fees and other monies
 - staff welfare
 - accidents
 - 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.
- (v) COMMUNICATION:
- 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.
 - To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.
 - To meet parents and discuss with them the progress and conduct of their children.
 - To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
 - To co-operate with Further and Higher Education institutions in relation to learners' records and performance and career opportunities.
 - To maintain contact with sporting, social, cultural and community organisations.
 - To have contacts with the public on behalf of the Principal.

4.5 Teacher

(a) JOB TITLE: Educator – public school

(b) RANK: TEACHER

(c) POST LEVEL: 1

(d) 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.

(e) 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:

(i) TEACHING

- To engage in class teaching which will foster a purposeful progression in learning and which is consistent with learning areas and programmes of subjects and grades as determined
 - To be a class teacher.
 - To prepare lessons taking into account orientation, regional courses, new approaches, techniques, evaluation, aids, etc. in their field.
 - To take on a leadership role in respect of the subject, learning area or phase, if required.
 - To plan, co-ordinate, control, administer, evaluate and report on learners' academic progress.
 - To recognise that learning is an active process and be prepared to use a variety of strategies to meet outcomes of the curriculum.
 - To establish a classroom environment which stimulates positive learning and actively engages learners in the learning process.
 - To consider and utilise the learners' own experiences as a fundamental and valuable resource.
- (ii) EXTRA- & CO-CURRICULAR
- To assist the HOD to identify aspects which require special attention and to assist in addressing them.
 - To cater for the educational and general welfare of all learners in his/her care.
 - To assist the Principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners.
 - To share in the responsibilities of organising and conducting extra and co-curricular activities.
- (iii) ADMINISTRATIVE
- To co-ordinate and control all the academic activities of each subject taught.
 - To control and co-ordinate stock and equipment which is used and required.
 - To perform or assist with one or more of other non-teaching administrative duties such as:
 - secretary to general staff meeting and/or others
 - fire drill and first aid
 - timetabling
 - collection of fees and other monies
 - staff welfare
 - accidents
- (iv) INTERACTION WITH STAKE-HOLDERS
- 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.
 - To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
 - To remain informed of current developments in educational thinking and curriculum development.
 - To participate in the school's governing body if elected to do so.
- (v) COMMUNICATION:
- 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.
 - To collaborate with educators of other schools in organising and conducting extra and co-curricular activities.
 - To meet parents and discuss with them the conduct and progress of their children.
 - To participate in departmental committees, seminars and courses in order to contribute to and/or update one's professional views/standards.
 - To maintain contact with sporting, social, cultural and community organisations.
 - To have contacts with the public on behalf of the principal.

4.6 Office based educators

- (a) JOB TITLE: Office Based Educator
- (b) RANK: Director of Education/Chief/Deputy Chief/First/Senior/Education Specialist
- (c) POST LEVEL: 1/2/3/4/5/6
- (d) 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 resolutions and personnel administration measures.

(e) 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:

(i) LEADERSHIP

- 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.
- To assist educators to identify, assess and meet the needs of learners (provide professional leadership).
- To disseminate and encourage the application of good practices in all areas of work.
- To implement systems and structures and present innovative ideas that are congruent with policy frameworks and plans.
- To create and maintain sound human relations among colleagues and enhance the spirit of co-operation at all levels.

(ii) COMMUNICATION

- To communicate effectively, both orally and in writing, with principals, other staff, parents, School Governing Bodies (SGBs), external agencies and the Department as well as to ensure timeous feedback from institutions.
- To consult with all stakeholders on decisions that affect them.
- To explain the objectives of any intervention/s to learners, educators and others.
- To chair workshops, case conferences and meetings when needed.
- To serve on recruitment, promotion, advisory and other committees as required.
- 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.
- To liaise with other education offices for the purpose of co-ordination.
- To liaise with other relevant Government Departments, for example Department of Health and Welfare, Public Works, etc., as required.
- To maintain contacts with sports, cultural and community organisations.

(iii) FINANCIAL PLANNING AND MANAGEMENT

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

(iv) STRATEGIC PLANNING AND TRANSFORMATION

- To analyse the external environment and internal working environment.
- To identify the needs of clients (learners, educators, others).
- To prepare strategic plans with the intention of achieving the goals of the Department.
- To prepare management plans to achieve targets as well as the needs of clients (educators, learners and others).
- To provide guidance to institutions on strategic planning.
- To support and co-operate with principals, staff and SGBs, in whole school development.

(v) POLICY

- To formulate policy for operational reasons.
- To analyse policy.
- To implement policy.
- To monitor and evaluate policy implementation.
- To provide guidance to institutions on policy formulation and implementation.

(vi) RESEARCH AND DEVELOPMENT

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

- To undertake small scale as well as large scale research to improve service delivery and policy formulation.
 - To encourage and support research initiatives with Universities, Colleges of Education and other Agencies.
 - To apply research findings after carefully analysing the context.
 - To maintain a database of learners/educators' needs eg professional development needs of educators.
- (vii) CURRICULUM DELIVERY
- To assist in equitable deployment of staff and resources to facilitate teaching and learning.
 - To provide pastoral support (guidance and counselling) and to learners whenever requested by institutions.
 - To maintain effective partnerships between parents and school staff to promote effective teaching and learning.
 - To develop systems for monitoring and recording progress made by learners towards achievement of targets set.
 - To support initiatives to improve numeracy, literacy and information technology as well as access to the wider curriculum.
 - To facilitate curriculum development at institution/District/Provincial/National level.
 - To provide guidance/assistance in learner assessment.
 - To promote the National campaign on Culture of Teaching, Learning and Service (COLTS).
- (viii) STAFF DEVELOPMENT
- To assess professional development needs by using questionnaires, informal methods and developmental appraisal.
 - 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.
 - To contribute, to implement and participate in staff development programmes.
 - To evaluate success/problems of staff development programmes in terms of the goals of the institutions/Department.
 - To assist in capacity building programmes for SR, School Management Teams (SMTS) and SGBs.
 - To provide support for professional growth of educators within an appraisal programme.
 - To participate in agreed educator appraisal processes in order to regularly review their professional practice.
- (ix) GENERAL
- To keep and update records of the office, district or area under his/her control.
 - To ensure that Departmental circulars and other information received which affect colleagues or their work are brought to their notice as soon as possible.
 - To handle all correspondence referred to his/her office.

5. WORKLOAD OF COLLEGE BASED EDUCATORS (FURTHER EDUCATION AND TRAINING)

5.1 Introduction

- (a) The work done by educators includes the following core duties covered during a formal college day (with or without contact with the learners) and outside the formal college day.
- (i) Scheduled contact hours
 - (ii) Relief teaching
 - (iii) Extra and co-curricular duties
 - (iv) Pastoral duties
 - (v) Administration
 - (vi) Supervisory and management functions
 - (vii) Professional duties (meetings, workshops, official college functions, seminars, conferences, etc.)
 - (viii) Planning, preparation and evaluation
 - (ix) Professional development

Each post level within a college has different duties and responsibilities, encompassing the core duties outlined from (i) to (ix) above, but to a varying degree.

There should be an equitable distribution of workload between the various post levels and within a post level, to ensure that neither one or two of the levels or an educator is over burdened.

The expectation is that every educator must be able to account for 1 800 actual working hours per annum.

5.2 Workload per educator

- (a) All educators should be at their college during a formal college day. A formal college day should comprise not fewer than 7 hours, but the Head of an institution:

- (i) based on provincial policy and
- (ii) provided the 35 hours workweek is adhered to, may make exceptions.

The 7 hours per day includes the breaks and the time that a lecturer, as part of his or her job, has to visit companies to recruit students.

- (b) Scheduled contact hours during the formal college day will be specified with time allocation per post level. The allocation of subjects, timetable and resultant scheduled contact hours must be determined by the Head of the institution after consultations with the educator staff (refer paragraph 5.3).
- (c) All other duties are specified and allocated by the Head of the institution after consultations with the educator staff. Educators will be expected to perform the core duties, as outlined in paragraph 5.1(a), both within and outside of the formal college day, and with the understanding that none of these may diminish the overall number of scheduled contact hours or negatively impact upon the curriculum.
- (d) 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 to be conducted outside the formal college day or during vacations.

The employer shall give at least one term's notice of programmes to be conducted during the college vacations.

5.3 Scheduled contact hours

- (a) The time allocated for teaching in respect of different post levels will differ.
- (b) The allocation of scheduled contact hours should be done in such a manner that it:
- (i) maximises the individual abilities of all educators and
 - (ii) optimises teaching/training and learning at the institutional level
- (c) Where classes are so arranged that a member of the lecturing staff does not meet the required hours per week of actual contact time, determined in terms of paragraph 5.3(d)(iii), he/she may, in respect of the shortfall, be required to lecture to any class for part-time students attached to such college without receiving additional remuneration therefor. This must be done through consultation and in a fair, transparent and equitable manner.
- (d) In general terms, the following serves as guidelines in determining the scheduled contact hours:
- (i) Heads of colleges

The task of the Head of the institution is first and foremost that of manager and leader of an institution for post-school education. His/her aims should be the advancement and development of the total spectrum of interests of the College, as well as active support of the policy prescribed from time to time by the provincial education department.

- (ii) Management Staff (Post Level 3 and higher)

Management staff is expected to give instructions as part of their normal duties.

Apart from the actual contact hours, management and administrative duties, they are mainly responsible for tasks delegated to them by the Head of the institution, as well as for the continued growth of the college.

- (iii) Lecturers and Senior Lecturers (PL 1 and 2)

Their primary task as educators is effective teaching and not mere training. This includes being well-informed about their field of study by reading professional, scientific and technical Journals and by paying visits to commercial, industrial or other relevant bodies.

NOTE 1: Actual contact hours on post level 3 and higher should be between 5 hours and 15 hours per week; except for heads of institutions at post level 3. Subject to efficient curriculum delivery and an equitable workload, Heads of institutions at post level 3 may have no actual contact hours.

Actual contact hours on post-level 2 should be between 18 hours and 22.5 hours per week.

Actual contact hours for post level 1 educators should be between 22.5 hours and 25 hours per week.

NOTE 2: Educators not lecturing (no actual contact hours) shall observe a work week of 40 hours.

NOTE 3: The above actual contact hours exclude contact hours in terms of a part-time appointment of full-time educators.

5.4 Minimum number of teaching hours per week and the appointment of full-time teaching staff, in a part-time capacity, at colleges offering approved part-time classes

- (a) The minimum number of teaching hours per week that an educator must work before he or she may be appointed to perform overtime duties on a part-time basis and the maximum number of additional hours per week for which part time appointments can be made are as follows:

Level of post	Post designation	Minimum number of teaching hours per week	Maximum number of additional hours per week for which part-time appointments can be made
1	Lecturer	22.5 hours	12 hours
2	Senior Lecturer	22.5 hours	12 hours
3	Head of Division/ Deputy Head of Institution#	15 hours	6 hours
4	Deputy Head of Institution	***	6 hours (only if no full-time staff are available)
3/4/5/6	Head of Institution		6 hours (only in very exceptional cases and if no full-time staff are available)

Equal ranks as well

*** Minimum number of hours is not laid down with the proviso that the staff members involved do not qualify for part-time appointment if formal day classes are not offered.

- (b) Staff in teaching posts must comply with the above minimum number of teaching hours in order to qualify for appointment for bona fide part-time teaching. Heads of institutions, with delegated authority can, for the purposes of the appointment of full-time staff in part-time teaching posts, increase the minimum number of hours required before staff may be appointed to part-time teaching posts, within the prescribed hours as mentioned in note (1) above to suit local requirements.
- (c) Full-time staff qualify for appointment for part-time teaching for approved part-time classes. Heads of institutions must ensure that part-time classes are not created to provide an opportunity for additional income for full time staff:

[Para. (5) inserted by G.N. No. 1430 of 2000 published in *Government Gazette* No. 21950 dated 29 December 2000.]

6. RANK DESIGNATIONS

The following rank designations apply:

Rector: College of Education			4	5	6
Vice-rector: College of Education			4		
Senior Head of Department: College of Education			4		
Head of Department: College of Education			3		
Senior Lecturer: College of Education			3		
Lecturer: College of Education		2			
Principal: Technical College			3	4	5
Senior Deputy Principal: Technical College				4	
Deputy Principal: Technical College			3		
Head of Division: Technical College			3		
Principal Lecturer: Technical College			3		
Senior Lecturer: Technical College		2			
Lecturer: Technical College	1				
Principal: School	1	2	3	4	
Deputy Principal: School			3		
Head of Department: School		2			
Senior Education Therapist		2			
Teacher: School	1				
Education Therapist	1				
Director: Education					6
Chief Education Specialist				5	
Deputy Chief Education Specialist				4	
First Education Specialist			3		
Senior Education Specialist		2			
Education Specialist	1				