**EASTERN CAPE DEPARTMENT OF EDUCATION**

**STANDARDS FRAMEWORK AGREEMENT BETWEEN**

**………………………………………………………………….**

**(NAME OF PRINCIPAL)**

**AND**

**………………………………………………………………….**

**(NAME OF EA/GSA)**

**PERIOD OF AGREEMENT: 01 NOVEMBER 2021 TO 31 MARCH 2022**

**Standards Framework Agreement**

**ENTERED INTO BY AND BETWEEN:**

The Department represented by; **…………………………………………..**(**Name of Principal**)

in her/his capacity as the Principal of **……………………………………………………** (**Name of School**)

**And**

**…………………………………………………** (**Name of EA/GSA)** as a

**……………………………………………………..** (**Position**)

at **…………………………………………………** (**Name of School**)

**WHEREBY IT IS AGREED AS FOLLOWS:**

**1. Purpose**

1.1. The purpose of entering into this agreement is to communicate to the **EA/GSA** the performance expectations of the Employer.

1.2. The performance agreement and accompanying **JOB DESCRIPTION** shall be used as the basis for assessing the suitability of the **EA/GSA** on other future employment opportunity.

1.3. Should any non-agreement arise between the Employer and the **EA/GSA** in respect of matters regulated by this agreement, the **EA/GSA** may apply the formal grievance rules of the Public Service (published in Government Notice R1012 of 25 July 2003).

**2. Validity of the Agreement**

2.1. The agreement will be valid for the period **01 NOVEMBER 2021** to **31 MARCH 2022**

2.2. The content of the agreement may be revised at any time during the above-mentioned period to determine the applicability of the matters agreed upon, especially where changes are significant.

2.3. If at any time during the validity of this agreement the work environment of the Department (whether as a result of Government or Management decisions or otherwise), to the extent that the contents of this agreement are no longer appropriate, the contents shall immediately be revised.

**3. Job Details**

**Name of School :**

**Salary : R3 817.44 per month**

**Designation (EA/GSA) :**

**EA/GSA classification :**

**4. Job Purpose (As per the EA/GSA classification)**

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**5. Reporting Requirements/Lines & Assessment Lines**

5.1. The **Employee……………………………………….. (EA/GSA name)** shall report on all parts of this agreement. The Employee shall:

* Timeously alert the **Principal** of any emerging factors that could preclude the achievement of any performance agreement undertakings, including the contingency measures that she/he proposes to take to ensure the impact of such deviation from the original agreement is minimised.
* Establish and maintain appropriate internal controls and reporting systems in order to meet performance expectations.
* Discuss and thereafter document for the record and future use any revision of targets as necessary as well as progress made towards the achievement of performance agreement measures.

5.2. In turn the **Principal ………………………………………….** (Name) shall:

* Meet to provide feedback on performance and to identify areas for development at least once a month.
* Create an enabling environment to facilitate effective performance by the **EA/GSA**
* Facilitate access to skills development and capacity building opportunities.
* Work collaboratively to solve problems and generate solutions to common problems within the school that may be impacting on the performance of the Employee.

**6. Performance Assessment Framework**

Performance will be assessed according to the information contained in the **JOB DESCRIPTION (ANNEXURE A-F)** per category.

6.1 The KRAs during the period of this agreement shall be assed in accordance to the different category classification in the table below.

|  |  |
| --- | --- |
| **DESIGNATION** | **CLASSIFICATION** |
| Education Assistant (EA) | Curriculum |
| eCadre |
| Reading Champion |
| General School Assistant (GSA) | Child and Youth Care Worker |
| Handymen |
| Sport and Enrichment Assistants |

**7. Conditions of Performance**

The **Principal** shall provide the **EA/GSA** with the necessary resources and leadership to perform in terms of this agreement.

**8. Performance Assessment**

The assessment of an **EA/GSA** shall be based on her/his performance in relation to the KRAs outlined in the attached **JOB DESCRIPTION (ANNEXURE A-F)** and performance indicators, as set out in this PERFORMANCE CONTRACT.

The performance of the **EA/GSA** in respect of all individual KRAs will be assessed using a **MONTHLY PERFORMANCE REPORT. (ANNEXURE G)**

**9. Feedback**

Performance feedback shall be in writing on the MONTHLY **PERFORMANCE REPORT** based on the **Principal’s** assessment of the **EA/GSA** performance in relation to the Job Description.

**10. Developmental Requirements**

10.1. The Principal and **EA/GSA** shall agree on the EA’s/GSA’s key development needs in relation to his/her job category and envisaged career path.

10.2. In so far as the above training needs coincide with the Employer’s requirements and taking into account financial realities, the Employer undertakes to expose the Employee to development in these areas. The developmental needs of the **EA/GSA** shall be reviewed as part of the monthly performance report.

**11. Management of Poor Performance Outcomes**

**Principal** and **EA/GSA** will identify and develop interventions together, to address poor and non-performance at feedback sessions, or any time during the period contracted.

**11. Dispute Resolution**

12.1. Any dispute about the nature of the **EA/GSA** PA, whether it relates to key responsibilities, priorities, methods of assessment and/or salary increment in this agreement, shall be mediated by the **Circuit Manager** or (next person in hierarchy).

12.2. If this mediation fails, the normal grievance rules will apply.

**13. Amendment of Agreement**

Amendments to the agreement shall be in writing and can only be effected after discussion and agreement by both parties. In the case where the amendment of the agreement is justified, the amended agreement must be accompanied by a written motivation explaining the reasons for the change. This motivation must be signed by the **Principal** and submitted to the **Circuit Manager**.

**14. Signatures of Parties to the Agreement**

The contents of this document have been discussed and agreed with the **EA/GSA** concerned.

**Employee (EA/GSA)**

**Full Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature :** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AND**

**Principal**

**Full Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature :** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ANNEXURE A: JOB DESCRIPTION – EDUCATION ASSISTANT CURRICULUM**

|  |
| --- |
| **JOB PROFILE** **B. JOB OBJECTIVE/PURPOSE**To provide Teachers support in classroom for effective and efficient teaching and learning environment**C. KEY RESPONSIBILITIES**  The Education Assistants (EA) could assist the teacher in the following way:   * Before the lesson: * Ensures compliance to COVID-19 protocols * Marks the register * Distributes worksheets or resources for use * Distributes marked learner books or collects books to control classwork/ homework/assignments * Apprises the teacher of absence or any matter that warrants the teacher’s attention * During the lesson: * Ensures that learners follow the teacher’s instructions. * Distributes worksheets or any other resources to be used by the subject teacher during the lesson. * Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing. * Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher. * Assists, monitors and supports group activities. * Assists learners during class discussions and group work by providing clarification where necessary. * After the lesson: * Collects resource materials or learner books if applicable. * Provides learners with notes to help summarise the lesson where necessary. * Notes the learners with content gaps for assistance during intervention classes. * Provides informal tasks/ remedial work/ home work for reinforcement   **Supervision of Curriculum Activities:**   * A teacher assistant should keep a file to record all the curriculum activities assigned to him/her by the school. * They should help with the development of lesson plans and resources such as teaching aids, preparing worksheets as guided by the teacher focusing on different topics for specific grades. * They should help prepare the relevant material that will be needed for teaching and learning, e.g. resource material, worksheets, etc. * A teacher assistant can also enhance Language Across the Curriculum through using texts from content subjects to enhance understanding of the concept in the context of the subject. * The EA can also enhance use of cell phones for learning by demonstrating and accessing helpful learning sites like the DBE, PEDs and other learning sites. WhatsApp group chats, monitored and supported by the EA, can be established among learners to discuss their work and support each other. * The EA can also provide emotional support where learners can confide in him/her and try to assist directly, or seek help the learner. * The EA can also be responsible to supervise study periods, provide extra classes, assist learners with homework to keep learners engaged.   **Feedback to learners on Assessment:**   * The teacher should provide a EA with a Programme of Assessment (PoA) for the year indicating all the dates when the assessment tasks will be written. * The EA should help with the development, monitoring and supervision of informal assessment of learners in the subject. The EA may source additional resources to enhance performance in formal assessment activities. For example, the EA may take learners through *‘how to answer’* specific questions. * They should assist with the marking and recording of assessment activities. * The EA should assist by doing a diagnostic analysis of SBA tasks to identify content gaps and misconceptions by learners and provide feedback to learners on the findings. * They should help identify learners with barriers and work with the teachers to design intervention strategies for extra support and remedial work in the subject.   **Parental support to assist their children:**   * The subject teacher should work in collaboration with the EA to provide feedback on learner performance to parents during parents’ evening. * They can also assist by putting together the subject records necessary for such meetings, e.g. printed mark sheets, learners’ test scripts, learner attendance records, parents’ register, etc. as part of evidence that might be required by a parent.  **D. KEY COMPETENCIES**  1. **KNOWLEDGE** 2. Subject Specific Knowledge (e.g. Mathematics and Science, BCM subjects, Languages Home and First Additional |

# ANNEXURE B: JOB DESCRIPTION – EDUCATION ASSISTANT e-CADRE

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| **OVERALL PURPOSE OF THE JOB:**  (Describe why the job exists) | * Provide ICT Technical support to teachers and learners * Update Operating System software and applications; * Upload educational applications and content on teachers and learners’ devices; * Responsible for charging and safe keeping of schools’ ICT equipment; * Create interactive activities for learners and teachers; * Assist teachers on how to integration ICTs in the classroom; * Assist teachers in schools implementing coding and robotics curriculum; * Assist School administrators to capture learners’ information on the SA-SAMS/CEMIS platform; and * Assist learners and teachers to access online learning resources such as videos and Open Education Resources (OERs) |
| **JOB SPECIFICATIONS:**  What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job: | ***Minimum Qualification***   * Grade 12 and passed IT as a subject or * Have a qualification in IT OR a certificate course in IT)   (NQF level 6 and 7 are recommended / added advantage)  ***Target***   * 18 – 35-year-old |
| ***Minimum requirements***   * Proficient in Home Language used at school and in the school’s Language of Learning and Teaching (LoLT) which may be English or Afrikaans   Skills and competencies:  • Effective Communication  • Interpersonal skills  • Flexible and adaptable  • Administration and Organisation  • Problem Solving  • Solution Driven |
|  |  |
| **KEY RESPONSIBILITIES** | * **Before the lesson:** * Ensures compliance to COVID-19 protocols * Check if all IT equipment are fully functional * Distributes ICT resources for use * Compile a register with serial numbers of the teachers and learners’ devices * Apprises the teacher of absence or any matter that warrants the teacher’s attention * **During the lesson:** * Ensures that learners follow the teacher’s instructions. * Distributes IT equipment to be used learners during the lesson. * Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing. * Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher. * Assists, monitors and supports group activities. * **After the lesson:** * Collects IT resource from the learners if applicable. * Check all the IT equipment are in good working order. * Notes the learners with content gaps for assistance during intervention classes. * Provides informal tasks/ remedial work/ home work for reinforcement |
| **WORKING CONDITIONS** | **Working hours**   * Up to 8 hours a day * 40 hrs a week |

# ANNEXURE C: JOB DESCRIPTION – EDUCATION ASSISTANT READING CHAMPION

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| **OVERALL PURPOSE OF THE JOB:**  (Describe why the job exists) | * Support teachers who teach reading * Assist teachers to manage reading * Assist teachers in promoting a reading culture in the school and its community * Provide support to learners in schools who have lost teaching and learning time by supporting their reading development by: * Helping to set up reading corners and monitor the issuing and return of books; * Helping to set up and manage Reading Clubs; * Involving children in reading and literacy activities; * Organising story-telling and story-sharing activities for children; * Organising reading festivals; * Campaigning for Read to Lead * Be the link between schools and parents by ensuring that learners take books home and that they read them. |
| **SALIENT INFORMATION/PARAMETERS OF WORK ENVIRONMENT:** | * Must reside near the school at which they will work * Must be available between December 2020 and March 2021 |
| **DIVISIONAL STRUCTURE /**  **REPORTING RELATIONSHIPS:**  Reflect positions above, below and at the same level as the position being evaluated | * Contracted by provinces/ districts * Reports to School Administration |
| **JOB SPECIFICATIONS:**  What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job: | *Minimum Qualification*   * Matric   *Target*   * 18 – 35-year-old school leavers or graduates   *Minimum requirements*  **Foundation Phase**   * Fully fluent in Home Language used at school (oral and writing) * A good reader   **Intermediate and Senior Phase**   * Proficient in Home Language used at school and in the school’s Language of Learning and Teaching (LoLT) which may be English or Afrikaans * A good reader   ***Skills and competencies:***   * Effective Communication * Interpersonal skills * Working with Children * Flexible and adaptable * Administration and Organisation * Problem Solving * Solution Driven   *Personality traits*   * Supportive * Encouraging * Responsive * Calm demeanour * Patience |
| **WORKING CONDITIONS:** | Work hours  As stated in the Orientation Manual (up to 8 hours a day /40 hrs a week)  If applicable make mention of the facts that the incumbent will be required to travel locally and/or internationally, work regular overtime and/or during weekends, etc. |

# ANNEXURE D: JOB DESCRIPTION – GENERAL EDUCATION ASSISTANT CHILD AND YOUTH CARE WORKER

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| **JOB PROFILE**   1. **JOB OBJECTIVE/PURPOSE**   To provide care and support assistance and basic psychosocial support to vulnerable children at school, including facilitation, coordination and follow-up of referrals.   1. **KEY RESPONSIBILITIES**   The detailed activities are outlined below.   1. Home visits to learners/overall family support where necessary. 2. Grade 12 tertiary support. 3. Tailored educational support to learners. 4. Co-creation of school study timetable and guidance on study skills. 5. Homework/assignment support, and distribution of past exam papers. 6. Assistance with subject selection, Life Orientation and other co-curriculum support. 7. Monitoring attendance, behaviour or ‘hanging out’ of learners (Gate duty, breaks, corridor and toilets). 8. Referrals to social/other support services, and health support. 9. Grief work, peer support groups, Lifebook activities and other psychosocial support. 10. Awareness raising activities during assemblies, school holiday programmes and career guidance workshops. 11. Family group meetings/multidisciplinary team meetings, and home visits to discuss the needs/goals of the learners. 12. Life space counselling, one-on-one and group sessions with learners. This includes Buddy Beat groups (small groups of learners discussing topics relevant to them). 13. Case management of child protection matters and gender-based violence. 14. Structured developmental programmes addressing topics such as substance abuse, sexual and reproductive health and other relevant topics. 15. **KEY COMPETENCIES** 16. **KNOWLEDGE** 17. Grief work, peer support groups, Lifebook activities and other psychosocial support. 18. Case management of child protection matters and gender-based violence. 19. Tailored educational support to learners. 20. Structured developmental programmes addressing topics such as substance abuse, sexual and reproductive health and other relevant topics 21. Life space counselling, one-on-one and group sessions. 22. **QUALIFICATIONS** 23. Grade 12 24. Level 4 Certificate in Child and Youth Care Work or any post-matric qualification in the caring professions will be an added advantage 25. **GENERIC WORKPLAN**  * A typical month for a CYCW is depicted in the below table. The proportions may vary per CYCW according to the schools. This is as schools may have a larger problem with teenage pregnancies for example, which would require more time spent in a month. * The table below shows that monitoring school dropout and attendance is a key focus point for CYCWs followed by educational/awareness discussions for groups of learners  |  |  |  | | --- | --- | --- | | **Task** | **No. of hours a month** | **Assumption** | | Morning gate supervision | 10 | 30 minutes every day | | Break/corridor/toilet supervision | 10 | 30 minutes every day | | Educational/awareness discussions (group, class, whole-school services) services | 20 | 5 hours a week | | Drop-out/irregular attendance identification | 10 | 30 minutes every day | | Follow-up with drop-out/irregular attendees | 32 | 8 hours a week | | Pregnancy identification and support | 6 | 1.5 hours a week | | Life space counselling (any) | 8 | 2 hours a week | | Referrals (child protection etc.) | 6 | 1.5 hours a week | | Virtual Connection | 10 | 30 minutes every day | | COVID-19 safety precaution monitoring | 10 | 2.5 hours a week | | Supervision/Training/Meetings | 6 | 1.5 hours a week | | Administration | 32 | 8 hours a week | | **Average hours per month** | **160** |  | |

# ANNEXURE E: JOB DESCRIPTION – GENERAL SCHOOL ASSISTANT HANDYMAN

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| **JOB OBJECTIVE/PURPOSE**To improve the conditions of facilities by maintaining the environment and the physical infrastructure**KEY RESPONSIBILITIES**  The General School Assistants (GSA) could assist the teacher in the following way:   * Assessment of the condition of the school * Compile a maintenance plan for work to be undertaken * Type of Work to be undertaken * Painting * Repairs of Windows * Repairs of Doors * Repairs of damaged floors * Repair and maintenance of ablution facilities * Repair of fencing * Repair and cleaning of roofs and gutters * Repairs and rehabilitation of desks and furniture * Repairs of leaking taps * Maintenance of gardens and grounds   **KNOWLEDGE AND QUALIFICATIONS**  * Certificate in trade * Knowledge of any infrastructure maintenance jobs |

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# ANNEXURE F: JOB DESCRIPTION – GENERAL SCHOOL ASSISTANTS: SPORT AND ENRICHMENT ASSISTANTS

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| **JOB PROFILE**   1. **JOB OBJECTIVE/PURPOSE**   To support the implementation of school sport, arts and culture programme, extramural activities.   1. **KEY RESPONSIBILITIES**   The Sport and Enrichment Assistant (SEA) could assist the teacher in the following way during Physical Education (PE) Lessons so that they are fully occupied during the day:   * Before the lesson: * Ensures compliance to COVID-19 protocols * Marks the register * Assist in setting-up and sanitising PE equipment in line with the lesson * During the lesson: * Ensures that learners follow the teacher’s instructions. * Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher. * Assists, monitors and supports group activities. * Assists learners during class discussions and group work by providing clarification where necessary. * After the lesson: * Collects resource materials or learner books if applicable. * Provides learners with notes to help summarise the lesson where necessary. * Notes the learners with content gaps for assistance during intervention classes. * Provides informal tasks/ remedial work/ home work for reinforcement * Assist with the storing of PE equipment * After School Programme * Assist with sport and other arts and culture programme * Introduce a new sport code at the school (Chess, fitness programme) * Promote intra school sport leagues * Promote Spelling Bee programme (Primary Schools) * Support learners in Open Section of South African Schools Choral Eisteddfod (SASCE) – Secondary Schools * Assist in the running of other learner clubs at school e.g. Girls/Boy Education Movement (GEM/BEM etc.).  1. **KNOWLEDGE**  * Sport, arts and culture and other enrichment programmes |

**ANNEXURE G: Monthly Performance Report: Education Assistant / General School Assistant**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| This performance report should be completed by Education Assistant / General School Assistant and School Principals on the 20th of each month | | | | | | | |
| Appointment Level | Education Assistant | | |  | | General School Assistant |  |
| Employee Name | Surname: | |  | | | First Names |  |
| ID Number |  | | | | | D.O.B. |  |
| Stipend: | R 3 817. 44 less 1% UIF | | | | | Province |  |
| Period of contract | ***From:*** |  | | ***To:*** |  | District |  |
| School Name |  | | | | | Name of Circuit |  |
| Month of Performance Report |  | | | | | | |
| Principal’s Name |  | | | | | | |
| Mentor’s Name |  | | | | | | |
| School Category | Primary | | | Secondary | | Combined | Special |
| EMIS Number |  | | | | | | |

**RATE THE PERFORMANCE OF EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT**

**1. General Factors**

|  |  |  |
| --- | --- | --- |
| *Tick the appropriate column* | Satisfactory | Unsatisfactory |
| 1. Attendance |  |  |
| 1. Reliability |  |  |
| 1. Thoroughness and Accuracy |  |  |
| 1. Willingness to Learn |  |  |
| 1. Friendliness and Helpfulness |  |  |
| 1. Flexibility |  |  |
| 1. Cooperation with colleagues |  |  |
| 1. Initiative and Creativity |  |  |

**2. Key responsibilities (Identify and rate at least 5 activities undertaken as per Job Description)**

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| --- | --- | --- |
| Key Responsibilities | Satisfactory | Unsatisfactory |
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| Details of any training programmes/activities to which the Education Assistant/ General School Assistant have been subjected to during the month: |
| Overall Remarks by Principals: |
| EA/GSA Remarks: |

……………………………….. …………………………..

EA/GSA Signature Date

……………………………….. …………………………..

Mentor Signature Date

……………………………….. …………………………..

Principal’s Signature Date