

HRM Circular No 50 of 2021: Procedure Manual for Staffing of Schools for 2022

Members are advised that the KZN Department of Education issued HRM Circular No 50 of 2021 on 7 October 2021. The Circular is the Procedure Manual that will give effect to Post Provisioning Norm (PPN) implementation in schools over the three-year cycle, i.e., 1 January 2021 to 31 December 2023. The Manual is detailed, and the following is a brief outline of the salient features of the Manual:

1. There are three categories by which staffing of schools may be accomplished

- 1.1. The placement of all educators identified as additional in 2021. The placement of educators identified as additional to the establishment in schools where there has been a significant drop in enrolment in 2022. The process will be done in accordance with the provisions of PELRC Collective Agreement 1/2017. The base year began in 2021 and hereafter every fourth year until further notice.
- 1.2. Appointment of Contractors (Grade R, Substitutes and Teacher Assistants (2009)).
- 1.3. First-time appointments, i.e., educators seeking employment for the first time.

2. Procedure for identification of Educators additional to Educator Establishment (2021 and 2022) and identification of vacancies in 2022

- 2.1. All educators identified as additional for 2021 must move to their new school.
- 2.2. Prioritising, additional educators who have not been placed for placement in this round.
- 2.3. Schools that have not declared educators additional in 2021, must do so in this round and such educators must be placed and moved to schools as soon as possible.
- 2.4. The process of declaring vacancies and educators additional to the educator post establishment must be fair, transparent, objective and not be used as a punitive measure. Principals must consult with educator staff of the institution at a formal staff meeting.
- 2.5. Educators declared additional to the establishment will be matched and placed at the level of the Circuit Management Task Team (CMTT), District Task Team (DTT) or Provincial Task Team (PTT), as the case may be.
- 2.6. Educators additional to the educator post establishment who have not been placed at the level of the CMTT, DTT or PTT must be allocated a teaching workload.
- 2.7. Educators identified as additional to the post establishment in 2021, but who have not yet been placed, shall remain eligible to be placed in any of the ensuing three years, unless circumstances

change in any of the ensuing three years to the extent that they are no longer regarded as being additional (Clauses 4.9 and 4.10 of KZN PELRC Collective Agreement 1/2017).

3. Identification of vacancies

- 3.1. Principals are required to identify all vacancies arising from the approved educator post establishment for 2022, including a change in curriculum, vacancies caused through attrition and the creation of promotion posts.
- 3.2. Principals must ensure that vacancies that arise from a change in curriculum are within the Post Provisioning Norm (PPN) for 2022.
- 3.3. If a vacancy created by a change in curricular needs is not within the PPN, Principals must clearly indicate the post that has been declared surplus to accommodate curricular needs.

4. Identification of Level-1 Educators additional to establishment

- 1.1 Permanent educators must be classified according to the main subject or subjects/group of subjects (secondary school) or phase (Primary School - Foundation Phase Grades 1 - 3 and Intermediate Phase Grades 4 - 6) taught in the previous year.
- 1.2 In both the Foundation Phase and Intermediate Phase, an educator is expected to teach all subjects, except where an educator is unable to teach a specific language.
- 1.3 Considering the approved curricular needs of the school the previous year, the Principal allocates permanent qualified educators/protected temporary educators in substantive posts, in terms of their main subjects/group of teaching subjects in the previous year into the relevant subject/s of phases.
- 1.4 Should two or more educators compete for the same post after considering the curricular needs, the principle of LIFO must be applied. LIFO refers to an educator's current years of continuous service as an educator in the Department and not the number of years the educator serves at a particular school.
- 1.5 The principal can recommend that educators declared additional be absorbed in existing vacancies after consultation with the staff.
5. Educators at Secondary Schools will be allocated the greater number of periods in their main teaching subject and other subjects in which he/she is competent to cater for all subjects in the curriculum. While specialisation will be recognised in a Secondary School, there must be flexibility to allow educators to be allocated other subjects to make up a full teaching load.
6. A drop in the establishment can also result in a Deputy Principal and/or Head of Department being declared additional if that school is no longer entitled to such management posts. The norms applicable to management posts at schools are outlined at paragraph 4.4.9.3 of the Circular.
7. Once the processes are completed at school level, Circuit Managers will convene meetings with Principals to ratify the process at school level.
8. Educators declared additional must select their preferences from the list of vacancies circulated by the Department. Further details are reflected at paragraphs 4.4.11.2 to 4.4.11.5 of the Circular.
9. All educators identified as surplus will be matched and placed in vacant substantive posts in terms of their preferences by the CMTT with the CMC as a first step and then at the level of the DTT (based on their preferences) and finally at the level of the PTT. Paragraph 4.4.12.2 outlines the composition of the CMTT. Paragraph 4.4.12.5 reflects the composition of the DTT and paragraph 4.4.12.9 the composition of the PTT.
10. The post establishment and the determination of the curriculum are undertaken in the base year and shall be fixed for the ensuing three years in keeping with KZN PELRC Collective Agreement 1/2017 to minimise the movement of staff in each of the three years.

A copy of the circular is *attached* for ease of reference. Members who require clarity or assistance must contact the PSA Durban Provincial Office on (031) 310 3600 or the Pietermaritzburg Provincial Office on (033) 392 7600.

GENERAL MANAGER



**To: DEPUTY DIRECTOR – GENERALS
CHIEF DIRECTORS: DISTRICT OPERATIONS
DISTRICT DIRECTORS
HEADS OF DIRECTORATES
DEPUTY DIRECTORS – HRSS
CES – CIRCUIT MANAGEMENT
CIRCUIT MANAGEMENT
PRINCIPALS OF SCHOOLS
SCHOOL GOVERNING BODIES**

HRM CIRCULAR NO. 50 OF 2021

PROCEDURE MANUAL FOR THE STAFFING OF SCHOOLS FOR 2022

1. PURPOSE

In keeping with the provisions of the KwaZulu-Natal PELRC Collective Agreement 1 of 2017 read in conjunction with ELRC Collective Agreement No.4 of 2016, this procedure manual is to give effect to PPN implementation in schools over the 3 year cycle (1 January 2021 to 31 December 2023) with 2021 as a base year.

2. PRINCIPLES

The key principles guiding this procedure manual are the:

- Employment of Educators Act, 76 of 1998
 - Section 6 and 8
- Personnel Administration Measures(PAM)
 - Chapter A and B
- Labour Relations Act, 66 of 1995
 - Part B
- The South African Schools Act, 84 of 1996
 - Chapter 2
- ELRC Collective Agreement 4 of 2016; and
- PELRC Collective Agreement 1 of 2017

3. THE PROCEDURE CONTAINS THREE CATEGORIES BY WHICH THE STAFFING OF SCHOOLS MAY BE ACCOMPLISHED. THEY ARE:

- 3.1 Placement of **all** educators identified as additional in the base year (2021) and as well as placement of additional educators identified in schools where there has been the significant drop in enrolment for 2022. In line with PELRC Collective Agreement 1 of 2017, the base year began in 2021 and hereafter every 4th year until further notice.
- 3.2 Appointment of Contractors (Grade R, Substitutes and Teacher Assistants (2009)
- 3.3 First Time Appointments (Educators seeking employment for the First Time)



4. PLACEMENT OF ALL EDUCATORS IDENTIFIED AS ADDITIONAL IN THE BASE YEAR AND 2ND YEAR (2022)

4.1 Procedure for the Identification of Educators Additional to the Educator Post Establishment (2021 and 2022) and Identification of Vacancies in 2022

- 4.1.1 At the outset it must be mentioned that all additional educators for 2021 that have not moved, must move to their new school as per this directive. Those additional educators that have not been placed must be given priority for placement in this round of placements. Where schools have not declared educators additional in 2021 such educators must be declared in this round, placed and moved to schools as soon as possible.
- 4.1.2 The processes of declaration of vacancies and educators additional to the educator post establishment must be consulted upon by principals with the educator staff of the institution as outlined in this circular. The declaration of educators must be undertaken in a fair, transparent and objective manner and should not be used as a punitive measure against educators.

4.2 Declaration of Educators Additional to the Establishment

- 4.2.1 Where schools have experienced a decrease in post allocation or a change in curriculum needs that results in educators being identified as additional to the educator post establishment, principals are required to declare these educators additional to the educator post establishment in consultation with the educator staff of the institution at a formal staff meeting utilising **Annexure A** and capture this information utilising the link provided by the Department.
- 4.2.2 Educators declared additional to the establishment **MUST** complete a profile form, **Annexure B** and capture this information utilising the link provided by the Department.
- 4.2.3 All educators that are declared additional to the establishment will be matched and placed at the level of the Circuit Management Task Team (CMTT), District Task Team (DTT) or Provincial Task Team (PTT) as the case may be. All educators additional to the educator post establishment that have not been placed at the level of the CMTT, DTT or PTT must be allocated a teaching workload at their original school until a placement is confirmed.
- 4.2.4 In line with clauses 4.9 and 4.10 of KZN PELRC Collective Agreement 1 of 2017, all educators who have been identified as additional to the post establishment in the base year but who have not yet been placed, shall remain eligible to be placed in any of the ensuing three years unless circumstances change in any of the three year cycle to the extent that they are no longer regarded as being additional.
- 4.2.5 Any educator that has been **officially** declared as displaced must be treated as an educator that is additional to the establishment for this purpose.



4.3 Identification of Vacancies

- 4.3.1 Principals are instructed to identify all vacancies arising from the approved educator post establishment for 2022 (including as a result of a change in curriculum, vacancies caused through attrition and through the creation of promotion posts) and forward such information to the relevant Circuit Manager utilising **Annexure C** and capture this information utilising the link provided by the Department.
- 4.3.2
- 4.3.3 Where vacancies arise from a change in curriculum, Principals must ensure that such vacancies are within the approved Post Provisioning Norm (PPN) for 2022.
- 4.3.4 In the event the vacancy created by a change in curricular needs is not within the PPN, the Principal must clearly indicate the post that has been declared surplus in order to accommodate the curricular needs.

4.4 Identification of Level 1 Educators Additional to the Establishment

- 4.4.1 Permanent educators must be classified according to the main subject or subjects / group of subjects (Secondary school) or phase (Primary school) taught in the previous year.
- 4.4.2 In both the Foundation Phase and Intermediate Phase, an educator is expected to teach all subjects except where an educator is unable to teach a specific language.
- 4.4.3 Considering the approved curricular needs of the school for the previous year, the principal allocates the permanent qualified educators/protected temporary educators in substantive posts, in terms of their main subject or subjects/group of teaching subjects in the previous year into the relevant subject /s or phases.
- 4.4.4 Should two or more educators compete for the same post after taking into account the curricular needs, the principle of LIFO* must be applied.
*LIFO refers to an educators' current years of continuous service as an educator in the department and not the number of years that an educator serves at a particular school.
- 4.4.5 Where there are ties in the application of LIFO the following additional factors in the order listed below shall apply:
- Aggregate years of service* in the Provincial and/or National Department of Education.
 - Years of teaching experience in the subject/phase.
 - Years of service in the current school/institution.
- *Aggregate years of service refer to the educators' total years of service taking into account any break in service.*
- 4.4.6 The principal, after consulting with the **educator staff** of the institution at a **formal staff meeting**, may recommend that educators who have been declared in addition be absorbed in vacancies that will exist in the near future (not longer than six months) at that educational institution provided that such educators profiles match the intended impending vacancy/vacancies.



STEP 1

Classify the current permanent qualified educators/protected temporary educators on the staff establishment in terms of the main subject, or subjects/group of subjects (secondary schools) or phases (primary schools) taught in the previous year. In Primary schools, the declaration of educators additional to the establishment must be determined in the phase where there is the most decrease in the learner enrolment.

STEP 2

Taking into account the allocated staff establishment, determine the curricular needs.

NB: No new subjects or grade can be introduced without the approval of the Head of Department.

Schools are required to adhere strictly to the requirements as set out in the National Policy on Instructional Time for School Subjects.

STEP 3

Determine the number of posts required for each subject or phase.

STEP 4

Determine the number of posts additional/or vacant per subject or phase by comparing the number of educators available at the school against the number of posts required.

Consider the following example:

	Foundation Phase	Intermediate Phase	Total
Number of posts in terms of PPN	5	7	12
Number of current educators	4	9	13
Additional educators	Nil	2	2
Vacant Posts	1	NIL	1

4.4.7 In terms of the above example one of the two "additional" Intermediate Primary Phase Educators who is willing and best suited as a first step, could be requested to teach in the Junior Primary Phase. Should the "Intermediate Phase Educators" not be willing to teach the Foundation Phase, the vacancy in the Foundation Phase should be declared and the two Intermediate Phase Educators should be declared additional to the staff establishment.

NB: For purposes of this exercise, Foundation Phase refers to grades 1-3. The Intermediate Phase refers to Grade 4-6 (where applicable). A simple difference



expressed as “additional” between the number of posts required and the number of educators at the school may be reflected as $13-12=1$ **BUT** the actual position shows a shortage of one in the Foundation Phase and 2 additional posts in the Intermediate Phase.

4.4.8 Factors to be considered in the Allocation of Staff to a Secondary School

- 4.4.8.1 While an educator is allocated the greater number of periods in his/her main teaching subject, other subjects, where the educator has competence, will be allocated to him/her to ensure that all subjects in the curriculum are catered for.
- 4.4.8.2 Where a school introduces a new subject or grade with the approval of the Head of Department in the new year and /or has few learners taking a subject, it is possible for an educator to be allocated lesser periods in his/her main teaching subject and or periods allocated to filler subjects, where the educator has competence.
- 4.4.8.3 While recognizing that specialization applies especially in a secondary school, there must be flexibility to allow educators to be allocated other subjects to make up a full teaching load.

4.4.9 Identification of Educators in Promotion Posts Additional to the Establishment

- 4.4.9.1 In determining which educators are additional to the educator post establishment, attention must be given to the various levels of the staff establishment at a school. In this regard the approved post establishment in the New Year (2022) must be used as a basis to identify educators additional to the establishment in the higher post levels.
- 4.4.9.2. Consequently, a drop in the establishment does not necessarily mean a reduction in Level one educator posts only. The establishment may determine that a Deputy Principal and / or Head of Department may have to be declared additional if that school is no longer entitled to such management posts.

4.4.9.3 The following norms are applicable for School Management Team posts at schools:

Post Description	School Type	No of learners in terms of enrolment per No of Posts				
Deputy Principal	No of Posts	1		2		
	Primary	520		1040		
	Secondary and Combined	455		910		
Departmental Head	No of Posts	1	2	3	4	5
	Primary	150	320	520	880	-
	Secondary and Combined	150	200	455	770	1050



The following examples provide clarity:

CASE ONE: PRIMARY SCHOOL

	Previous year	New Year	ADDITIONAL
PPN	15	11	15-11=4
DISTRIBUTION OF THE STAFF ESTABLISHMENT			
PRINCIPAL	1	1	NIL
DEPUTY PRINCIPAL	1	NIL	1
DEPARTMENTAL HEAD	3	2	1
LEVEL 1	10	8	2

CASE TWO: SECONDARY SCHOOL

	Previous year	New year	ADDITIONAL
PPN	25	20	25-20=5
DISTRIBUTION OF THE STAFF ESTABLISHMENT			
PRINCIPAL	1	1	NIL
DEPUTY PRINCIPAL	1	1	NIL
DEPARTMENTAL HEAD	4	3	1
LEVEL 1	19	15	4

4.4.9.4 In determining which educators are additional in promotion posts the curriculum needs of the school must be considered.

4.4.9.5 Where 2 or more promotion post holders compete for the same post, the educator with the highest number of years at that post level will be retained. With regard to ties in the application of the above principle, the following additional factors will apply:

- Aggregate years of service in the Provincial and/or National Department of Education.
- Years of service in the current school

4.4.10 Ratification of the Processes undertaken at the school level

4.4.10.1 Once the processes are completed at the School level, each Circuit Manager shall convene meetings with all School principals under her/his supervision and in accordance with the dates specified in the Department's Management Plan (which will be issued each year) to confirm the following:-



- The vacancies identified by the School Principal is an accurate reflection of the situation vis-à-vis the curriculum being offered;
- The identification of additional educators was conducted in a fair and transparent manner and was strictly in accordance with the procedure contained herein;
- All educators were properly consulted at a formal meeting; and minutes produced at the formal meeting is an accurate reflection of proceedings. (Should educators not be available (for whatever reason) for the meeting or is/are absent, the meeting will proceed in their absentia and they will be notified of the outcome of the meeting by the Principal once available).

4.4.10.2 At this level of engagement and for the sake of transparency trade union parties to the Education Labour Relations Council (ELRC) are entitled to observe the process. The entitlement is 1 observer from each trade union or conglomeration of trade unions that meet the threshold in the ELRC.

4.4.11 Procedure for the submission of the Preference List

- 4.4.11.1 Educators who are declared additional to their schools' establishment are requested to make their preferences from the list of vacancies that will be provided by the Department.
- 4.4.11.2 Educators will be required to choose 10 vacancies from within their Circuit, 10 from the CMC and an additional 5 from within the District and 5 from outside their District, on **Annexure D**. In total the number of posts selected will be 30 or as many posts available that would match their specific profile, whichever is the greater. All attempts will be made to place educators as close as possible to their original schools.
- 4.4.11.3 Educators must only make their preferences from the list of vacancies that are equivalent to their current post level and matching their profile.
- 4.4.11.4 Educators must complete **Annexure D** and indicate their order of preference. **Annexure D must be submitted to the relevant District Office by the school Principal.**
- 4.4.11.5 Relevant details of contact persons in the specific Districts for the submission of the Preference form, shall be made available by the Department on a year-to-year basis.

4.4.12 The Placement Process

- 4.4.12.1 All educators that have been identified as additional to the establishment, will be matched and placed into vacant substantive posts in terms of their preference by the CMTT within the CMC as a first step and then at the level of the DTT (based on their preferences contained in form **Annexure D**) and finally at the level of the PTT.



Every effort must be made to place such educators within the Circuit. Where there are more than 1 preference for a particular post within the Circuit/District, the post must be allocated to the most senior person provided she/he meets the curriculum needs of the post.

NB: All transfers of additional educators undertaken by the Task Teams at the various levels are temporary transfers for a stated period of 12 months unless the statutory recommendation of the School Governing Body of the receiving school is obtained for the permanent transfer.

4.4.12.2 The **CMTT** will comprise the following:

- CES Circuit Management: Chairperson
- Circuit Managers in the CMC

Official

- District PERSAL and Establishment Control Official
- Secretariat will be provided by the Circuit Management Centre

Observers

- A maximum of 6 representatives based on the pro rata allocation (SADTU 4: CTU-ATU: 2) in accordance with approved vote weights from each teacher organisation party to the Education Labour Relations Council.

4.4.12.3 Subsequent to the CMTT matching and placing additional educators, the District Office will issue letters to such educators informing them of their temporary transfer.

4.4.12.4 The Chairperson of the CMTT must submit lists of all residual vacancies, unplaced additional educators and, a report of the proceedings, to the District Task Team, to match and place such educators at the level of the District.

4.4.12.5 The DTT will comprise the following:

- District Manager: Chairperson
- Deputy Manager: HRSS
- CES: Circuit Management within the district

Officials

- District PERSAL and Establishment Control Official
- Secretariat to be provided by the District HR Support Services

Observers

- A maximum of 6 representatives based on the pro rata allocation (SADTU 4: CTU-ATU: 2) in accordance with approved vote weights from each teacher organisation party to the Education Labour Relations Council.

4.4.12.6 The DTT will only match and place additional educators where it



has been established that such educators could not be placed at the Circuit level.

4.4.12.7 Subsequent to the DTT matching and placing additional educators, the District Office will issue letters to such educators informing them of their temporary transfer.

4.4.12.8 The Chairperson of the DTT must submit lists of all residual vacancies, unplaced additional educators and a report of the proceedings, to the Provincial Task Team in an attempt to match and place additional educators at the level of the Province.

4.4.12.9 The Provincial Task Team (PTT) will comprise the following:

Chairperson

Director: Human Resource Services (Head Office):

Members

- Deputy Director: Educator Provisioning Norms (Head Office):
- Assistant Director: Educator Norms and Standards (Head Office):
- Deputy Directors: HRSS from Districts

Official

- Deputy Director: Head Office PERSAL and Establishment Control.
- Secretariat will be provided by the Head Office.

Observers

- A maximum of 6 representatives based on the *pro rata* allocation (SADTU 4: CTU-ATU: 2) in accordance with approved vote weights from each teacher organisation party to the Education Labour Relations Council.

4.4.12.10 The PTT will only match and place additional educators where it has been established that such educators could not be placed at the District level.

4.4.12.11 Head Office will issue letters to additional educators placed at the level of the PTT informing them of their Temporary Transfer.

NB: The Department, at the various levels of adjudication will match and place those educators who have been identified as additional but **who did not exercise their right to choose** any of the vacant posts.

Such placements will, however, not be in the same priority order as would be done for those who chose vacant posts but will only be considered for the residual posts after first placing those additional educators who made their choices in terms of this procedure.

All placed additional educators will be given 30 days' notice to report to the new place of work.



5. THE PLACEMENT OF EDUCATORS IDENTIFIED AS ADDITIONAL IN EACH OF THE THREE YEAR CYCLE TO FILL VACANCIES TO PREVENT CLASSES BEING WITHOUT EDUCATORS

Subject to the provisions of KZN PELRC Collective Agreement 1 of 2017, the post establishment and the determination of the curriculum is undertaken in the base year and shall be fixed for the ensuing three years. In essence, Collective Agreement 1 of 2017 envisages that there should be a minimum movement of staff in each of the three years. The primary purpose of this approach is to ensure stability in the staffing of schools over a three-year period.

5.1 However, the Provincial Agreement also provides for the exercise of determining the post establishment **annually** in each year of the three year cycle in order to establish staffing trends, consider grading of schools, learner migration trends or, any other personnel or education related matters.

5.2 In line with Clause 4.1 of PELRC Collective Agreement 1 of 2017, in the event of a significant increase in enrolment due to learner migration or, due to the official opening of new schools educators who are declared as additional, may be required to be transferred to appropriate posts in terms of the rules as contained hereunder.

5.3 The Department has the responsibility to ensure that no classroom is without an educator. In this regard it shall have the right to temporarily transfer or permanently transfer, the latter being with the statutory recommendation of the School Governing Body of the receiving school, any educator declared as additional at any school after proper consultation and within the prescribed rules relating to fair labour practice.

5.4 In order to ensure adherence to the principle that no class shall be without an educator and, with a view to giving effect to clause 4.1 of PELRC Collective Agreement 1 of 2017, where movement of staff becomes necessary due to a significant change in enrolment as a result of learner migration, it has been decided, as a first step, and in keeping with the ideal of ensuring stability in staffing, that should there be a significant decrease in any of the three year cycle that results in more than two educators being declared as additional, only the third educator onwards may be required to be transferred in terms of operational requirements to appropriate vacancies in accordance with the provisions of **Annexure A** of KZN PELRC Collective Agreement 1 of 2017.

5.5 Identification of Vacancies and Educators Additional to the Educator Post Establishment

- The processes of identification of vacancies and declaration of educators additional to the educator post establishment in each of the three years must be in accordance with the processes identified in paragraph 4 above.

5.6 Educators Additional to the Establishment

5.6.1 Where schools have experienced a decrease in post allocation that results in educators being identified as additional to the educator post establishment, principals are required to declare these educators additional to the educator post establishment in consultation with the educator staff of the institution at a formal staff meeting utilising **Annexure A**.



- 5.6.2 Where less than three educators have been declared as additional no further action is necessary except to confirm that the services of such educators will be effectively utilised at the school to the best advantage of the learners. In this regard the Principal must complete Annexure and submit it through Circuit Manager to the relevant District Manager as confirmation that such educators are gainfully employed.
- 5.6.3 However, where educators are declared additional to their school establishment in excess of two, the third educator onwards may have to be utilised in vacancies in other schools match their profile in order to prevent a situation of there being classes without educators. Vacancies identified in this regard will be made available to all educators identified as additional. In this regard, they are required to make their preferences from the list of all vacancies that will be provided by the District Office. These vacancies will all be school based educator vacancies in the Province on a District-by-District basis.
- 5.6.4 Educators will be required to choose 10 schools from within their Circuit, 10 from the CMC and an additional 5 from within the District and 5 from outside their District, on **Annexure D**. The total number of schools selected will be a maximum of 30 or all available vacant posts that match their profile, whichever is the greater.
- 5.6.5 All attempts will be made to place educators as close as possible to their original schools.
- 5.6.6 Educators must only make their preferences to vacancies that are equal to their current post level and profile.
- 5.6.7 Educators must complete **Annexure D** and indicate their order of preference. This must be submitted to the relevant District Office by the School Principal.
- All educators that have been identified as additional to the establishment in excess of two, will be matched and placed into vacant substantive posts in terms of their preference by the CMTT within the circuit as a first step and then at the level of the DTT and finally at the level of the PTT based on their preferences contained in form **Annexure D**. Every effort must be made to place such educators within the Circuit.
 - The seniority principles for level 1 educators and promotion post holders respectively as contained in 4.4.5 above must be applied in the placement of Educators, *mutatis mutandis*, to this category at each level of adjudication.

NB: The department, at the various levels of adjudication will match and place those educators who have been identified as additional but who did not exercise their right to choose any of the vacant posts. Such placements will, however, not be in the same priority order as would be done for those who chose vacant posts but will be considered for the residual posts after first placing those additional educators who exercised their options by applying for such posts.



6. GRIEVANCES

Aggrieved educators must follow normal grievance procedures. In this regard, educators must use the attached form **Annexure E**.

In the event an educator declared additional lodges a grievance, the said educator must remain at her/his current school until the grievance is finalised.

NB: GRIEVANCES MUST BE FORWARDED TO THE EMPLOYEE RELATIONS DIVISION OF THE RELEVANT DISTRICT.

7. Non-Compliance

Schools that did not complete processes in terms of HRM Circular No 61 of 2020 for whatever reason must now implement the processes in terms of the management plan (Annexure F) indicated herein irrespective of any outstanding processes from 2021. In addition, where schools fail to implement the processes by the required timeframe of this circular. The Department will take over the process without the participation of the school staff.

Kindly bring the contents of this circular to all concerned.



DR MJB MTHEMBU
ACTING HEAD OF DEPARTMENT

Date: 7 October 2021



MANAGEMENT PLAN: IMPLEMENTATION OF EDUCATOR POST ESTABLISHMENT 2022

NO	ACTIVITY	RESPONSIBILITY	DATE
1	Release of Educator Post Establishments and Circular to Districts	HRS	7 October 2021
2	Release of Post Establishments and Circular to schools	Circuit Manager	8 October 2021
3	Workshop on Circular for District DM: HRSS, CES Circuit Management and Organised Labour	PTT	12-13 October 2021
4	Workshop on Circular for Circuit Managers/Principals/SGBs	DTT/District DD: HRSS	14 October 2021
5	Workshop with Stakeholders	Head Office	14 October 2021
6	Schools identify and declare additional educators and vacancies	Principals	15-18 October 2021
7	Schools Capture Additional Educators and Vacancies via link	Principals	19 October 2021
8	List of Vacancies and Additional Educators forwarded to Districts	Head Office: EPN	20-21 October 2021
9	Monitoring Meeting with District Directors: Identification of Additional Educators and vacancies	Chief Directors: District Operations	22 October 2021
10	Match and place additional educators to suitable vacancies	CMTT	25-27 October 2021
11	CMTT Capture Placements via link	CMTT	28 October 2021
12	Issue of Placement Letters	CMTT	29 October 2021
13	Monitoring Meeting with District Directors: Matching and placing at CMTT	Chief Directors: District Operations	29 October 2021
14	Submission of Residual Vacancies and Unplaced Additional educators to DTT	CMTT	2 November 2021
15	Match and place additional educators to suitable vacancies	DTT	3-5 November 2021
16	DTT Capture Placements via link	DTT	8 November 2021
17	Submission of Residual Vacancies and Unplaced Additional educators to Head Office via link	DD: HRSS	9 November 2021
18	Issue letters to all matched additional educators informing them of their Temporary Transfer	DTT	10 November 2021
19	Monitoring Meeting with District Directors: Matching and placing at DTT and issuing of letters	Chief Directors: District Operations	11 November 2021
20	Submission of Residual Vacancies and Unplaced Additional educators to PTT via link	DD: HRSS	12 November 2021
21	Match and place additional educators to suitable vacancies	PTT	15-17 November
22	Issue letters to all matched additional educators to	PTT	19 November 2021



23	Issue letters to all matched additional educators informing them of their Temporary Transfer effected by PTT	DD:HRSS	22-23 November 2021
24	Meeting with Districts to Reconcile all placements, issuing of letters, Unplaced Additional Educators,	Head Office Chief Directors: District Operations District DD: HRSS	25 November 2021
25	All additional educators assume duties	Educators	17 January 2022
26	Receiving School Principals Report Non Assumption of Duty by Surplus Educators via link	Principals	18 January 2022
27	Non Assumption of Duty report provided to Districts	Head Office	19 January 2022
28	Districts to obtain reasons for non-movement	DD: HRSS	20 January 2022
29	Monitoring Meeting with District Directors	Chief Directors: District Operations	21 January 2022
30	Report provided on movement of surplus educators to Head Office	Chief Directors: District Operations	24 January 2022



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

**KWAZULU-NATAL PROVINCE**EDUCATION
REPUBLIC OF SOUTH AFRICA*Annexure A***EDUCATORS DECLARED AS ADDITIONAL IN TERMS OF THE 2022
EDUCATOR POST ESTABLISHMENT****A. SCHOOL DETAILS**

DISTRICT: _____

CIRCUIT: _____

SCHOOL NAME: _____

EMIS NO: _____

B. EDUCATOR DETAILS

NO	SURNAME	INITIALS	PERSAL NO	RANK
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

I hereby certify that the information reflected above is true and correct and I have ensured that Annexure C has been completed in respect of all the above-mentioned educators. All Annexure C's are attached.

	NAME	SIGNATURE	DATE
PRINCIPAL			
CIRCUIT MANAGER			
CTU 'ATU'			
SADTU			

**KWAZULU-NATAL PROVINCE**EDUCATION
REPUBLIC OF SOUTH AFRICA*Annexure B***VACANCIES IN TERMS OF THE 2022 EDUCATOR POST ESTABLISHMENT****SCHOOL DETAILS**

DISTRICT: _____

CIRCUIT: _____

SCHOOL NAME: _____ EMIS NO: _____

VACANCY DETAILS

NO	RANK	LEARNING AREA (IF APPLICABLE)	GRADE/S (IF APPLICABLE)
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

I hereby certify that the information reflected above is true and correct.

	NAME	SIGNATURE	DATE
PRINCIPAL			
CIRCUIT MANAGER			
CTU 'ATU'			
SADTU			

**KWAZULU-NATAL PROVINCE**EDUCATION
REPUBLIC OF SOUTH AFRICA*Annexure C***PROFILE OF EDUCATOR DECLARED ADDITIONAL TO THE ESTABLISHMENT: 2022**

Rank (Please tick)	Educator (Level 1)	Departmental Head	Deputy Principal
Indicate status	Permanent	Temporary (qualify for conversion before or at 31 Dec 2017)	

Surname Initials

Persal No. Race: Gender F M

Your Postal Address this year

Your residential Address this year

Contact Nos.

Your Cellular phone number	<input type="text"/>
Home telephone number	<input type="text"/>
Friend/spouse Cellular phone number	<input type="text"/>
Fax No	<input type="text"/>

Email Address:

(set up a Google or Yahoo email address if you do not have one)

qualification B.Ed PGCE NPDE Other

Phase Specialisation: FP FP/IP IP IP/SP SP SP/FET FET

IP: Intermediate Phase SP: Senior Phase FET: Further Education and Training Phase only tick of the boxes above

If you are qualified to teach in the foundation phase of Foundation/Intermediate phase combination, tick the language(s) of instruction in which you will be qualified to teach.

Afrikaans	English	IsiNdebele	IsiXhosa	isiZulu	Sepedi	Sesotho	Setswana	SiSwati	Tshivenda	Xitsonga
-----------	---------	------------	----------	---------	--------	---------	----------	---------	-----------	----------

If you are qualifying to teach in the Intermediate, Senior or FET, tick the language(s) of instruction in which you will be qualified to teach.

English Afrikaans Both



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If you are qualifying to teach in the intermediate phase or senior phase, tick the **LEARNING AREA(S)** you will be qualified to teach

Social Sciences	Arts & Culture	Mathematics	Technology	
Life Orientation	Eco. & Manage. Sciences	Natural Sciences	isiXhosa	
Afrikaans	English	isiNdebele	Setswana	
isiZulu	Sepedi	Sesotho	Tick only the learning areas which you complete methodology courses for	
SiSwati	Tshivenda	Xitsonga		

If you are qualifying in the FET phase, tick the **SUBJECT(S)** you will be qualified to teach.

Accounting	Agric. Manage Practices	Agricultural Sciences	Agricultural Technology	
Business Studies	Civil Technology	Comp. Applica. Technology	Consumer Studies	
Dance Studies	Design	Dramatics Arts	Economics	
Electrical Tech	Eng. Graphics & Design	Geography	History	
Hospitality Studies	Information Technology	Life Orientation	Life Sciences	
Mathematics	Mathematical Literacy	Mechanical Technology	Music	
Physical Sciences	Religion Studies	Tourism	Visual Arts	
Afrikaans	English	isiNdebele	isiXhosa	
isiZulu	Sepedi	Sesotho	Setswana	
SiSwati	Tshivenda	Xitsonga	Tick only the learning areas which you complete methodology courses for	

If you are able to offer any **EXTRAMURAL/EXTRA-CURRICULAR** activities, list them here:

Declaration: I declare that the information supplied above is correct.

SIGNATURE OF EDUCATOR

DATE

NAME OF PRINCIPAL

SIGNATURE OF PRINCIPAL

DATE

**KWAZULU-NATAL PROVINCE**EDUCATION
REPUBLIC OF SOUTH AFRICA*Annexure D***POST PREFERENCE LIST**

NO.	POST DESCRIPTION	SCHOOL	POST NUMBER	
1.				CIRCUIT
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
1.				CMC
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
1.				DISTRICT
2.				
3.				
4.				
5.				
1.				PROVINCE
2.				
3.				
4.				
5.				

NAME OF EDUCATOR_____
SIGNATURE_____
SIGNATURE OF PRINCIPAL_____
DATE



GRIEVANCE FORM

1. DETAILS OF REFERRING PARTY

1(A). Details of the Aggrieved Educator where the educator is lodging a Grievance

a. Surname:			
b. First Name/s:			
c. Identity Number:			
d. Pearsal Number:			
e. Postal Address:			Code:
f. Telephone:	Work Number		
	Home Number		
	Cell Number		
g. Fax			
h. Current school/ Department Office where Grievant is stationed:			
i. Is the Grievant represented by a Trade Union?	YES	NO	
If YES, which Union?			
Postal Address:			Code:
Telephone:			
Fax:			
Contact Person:			
Cell No:			

1 (B). Details of the Union where the Union is lodging a grievance on behalf of its members

A. Name of the Trade Union:			
b. Postal Address:			Code:
c. Telephone:			
d. Fax:			
e. Email Address:			
f. Name of Union Observer:			



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g. Details of the Aggrieved - member:			
a. Surname:			
b. First Name/s:			
c. Identity Number:			
d. Pernal Number:			
e. Postal Number:			Code:
f. Telephone:	Work Number		
	Home Number		
	Cell Number		
g. Fax:			
h. Current school/ Department where Grievant is stationed:			

2. DETAILS OF THE GRIEVANCE

2.1 HRM Number:	
2.2 Post Number:	
2.3 District:	
2.4 Post Description:	

2.5 Name of School:	
2.6 Circuit:	
2.7 Ward:	
2.8 Telephone:	
2.9 Fax:	
2.10 Reasons for being aggrieved OR facts of the case. (Please include the relevant section of the regulation / Procedure/ legislation/ collective agreement, etc. that has / have been breached:	
(Should this page be insufficient, attach one additional page).	

3.1 This grievance arose on:	
3.2 Relief sought: (indicate clearly the relief you seek):	
3.3 Would the relief you seek affect the rights and/or interests of other persons? If yes, furnish details of the other person/s who may be affected:	



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I confirm that all the information presented above is, to the best of my knowledge, true and correct.

I further accept that in participating in this expedited process, I am bound by the procedures as set out in the KZN ELRC Collective Agreement No.01 of 2008

SIGNATURE OF APPLICANT

DATE

**SIGNATURE OF REFERRING
TRADE UNION REPRESENTATIVE**

DATE