

Annexure A.7**1. PRINCIPAL**

JOB TITLE: Educator - public school

RANK: Principal

POST LEVEL: 4

2. THE AIM OF THE JOB

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

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

3. 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:

3.1 General/administrative

3.1.1 To be responsible for the professional management of a public school as contemplated in section 16A(3) of SASA, and to carry out duties which include, but are not limited to –

3.1.1.1 The implementation of all the educational programmes and curriculum activities;

3.1.1.2 The management of all educators and support staff;

3.1.1.3 The management of the use of learning support material and other equipment;

3.1.1.4 The performance of functions delegated to him or her by the HoD in terms of SASA;

3.1.1.5 The safekeeping of all school records; and

3.1.1.6 The implementation of policy and legislation. (SASA, section 16A(2)(a)(i) – (vi))

3.1.2 To give proper instructions and guidelines for timetabling, admission and placement of learners.

3.1.3 To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the appropriate structures.

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- 3.1.4 To ensure a school journal containing a record of all-important events connected with the school is kept.
- 3.1.5 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.
- 3.1.6 To be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school.
- 3.1.7 To ensure that departmental circulars and other information received which affect members of the staff are brought to their attention as soon as possible and are stored in an accessible manner.
- 3.1.8 To handle all correspondence received at the school.

3.2 Personnel

- 3.2.1 To provide professional leadership within the school.
- 3.2.2 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.
- 3.2.3 To ensure that workloads are equitably distributed among the staff.
- 3.2.4 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.
- 3.2.5 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.
- 3.2.6 To ensure that all evaluation/forms of assessment conducted in the school are properly and efficiently organised.
- 3.2.7 To assist the HoD in handling disciplinary matters pertaining to educators and support staff employed by the HoD. (*SASA, section 16A(2)(e)*).

3.3 Academic performance of the school (*SASA, section 16A(1) (b)(i) – (iv)*)

- 3.3.1 To prepare and submit to the HoD an annual report in respect of –
 - 3.3.1.1 The academic performance of that school in relation to minimum outcomes and standards and procedures for assessment determined by the Minister in terms of section 6A of SASA; and.
 - 3.3.1.2 The effective use of available resources.
- 3.3.2 The principal of a public school identified by the HoD in terms of section 58B of SASA must annually, at the beginning of the year, prepare a plan setting out how

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academic performance at the school will be improved. The academic performance improvement plan must be –

3.3.2.1 Presented to the HoD on a date determined by him/her; and

3.3.2.2 Tabled at an SGB meeting.

3.3.3 The HoD may approve the academic performance improvement plan or return it to the principal with such recommendations as may be necessary in the circumstances.

3.3.4 If the HoD approves the academic performance improvement plan the principal must, by 30 June, report to the HoD and the governing body on progress made in implementing the plan. The HoD may extend the date on good cause shown.

3.4 Teaching

3.4.1 To engage in class teaching as per the workload of the relevant post level and the needs of the school.

3.4.2 To be a class teacher if required.

3.4.3 To assess and to record the attainment of learners taught.

3.5 Extra- & co-curricular

3.5.1 To serve on recruitment, promotion, advisory and other committees as required.

3.5.2 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.

3.6 Interaction with stakeholders

3.6.1 School governing body

3.6.1.1 To serve on the governing body of the school and render all necessary assistance to the SGB in the performance of their functions in terms of SASA.

3.6.1.2 To represent the HoD in the governing body when acting in an official capacity. (SASA, section 16A(1)(a)).

3.6.1.3 The principal must – (SASA, section 16A(2)(b, c, d, f and (3))

(a) Attend and participate in all meetings of the governing body.

(b) Provide the governing body with a report about the professional management relating to the public school;

(c) Assist the governing body in handling disciplinary matters pertaining to learners; and

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- (d) Inform the governing body about policy and legislation.
 - (c) Assist the governing body in the performance of its functions and responsibilities, but such assistance or participation may not be in conflict with –
 - (i) Instructions of the HoD;
 - (ii) Legislation or policy;
 - (iii) An obligation that he/she has towards the HoD, the MEC or the Minister; and
 - (iv) Provisions of the EEA and the PAM, determined in terms of the EEA.
- 3.6.2 To participate in community activities in connection with educational matters and community building.
- 3.7 Communication**
- 3.7.1 To co-operate with members of the school staff and the school governing body in maintaining an efficient and smooth running school.
- 3.7.2 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.
- 3.7.3 To liaise with relevant structures regarding school curricula and curriculum development.
- 3.7.4 To meet parents concerning learners' progress and conduct.
- 3.7.5 To co-operate with the school governing body with regard to all aspects as specified in SASA.
- 3.7.6 To liaise with other relevant government departments, eg. Department of Health, Public Works, etc., as required.
- 3.7.7 To co-operate with universities, colleges and other agencies in relation to learners' records and performance as well as INSET and management development programmes.
- 3.7.8 To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update professional views/standards.
- 3.7.9 To maintain contacts with sports, social, cultural and community organisations.