



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**Northern Cape**  
**Department of Education**



PRESIDENTIAL  
EMPLOYMENT  
STIMULUS

# **PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION (PYEI) IN THE BASIC EDUCATION SECTOR**

## **INTERVIEW GUIDE FOR SCHOOLS**

**2023 - 2024**

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## 1. Introduction and background

As part of Phase IV of the Presidential Youth Employment Initiative (PYEI) in the Basic Education Sector will be placing 255 100 youth, who will be in public ordinary schools and Schools for Learners with Special Education Needs (LSEN). This forms an integral part of the Presidential Employment Stimulus (PES). It seeks to confront the devastating economic challenges caused by the COVID-19 pandemic, as part of government's broader economic recovery agenda. It is a large scale public employment intervention targeting unemployed youth, who are 18 – 35 years old. The intervention also seeks to address the high levels of youth unemployment in South Africa. The youth will be offered seven, eight or five months' contract, commencing on 1 February 2023 to 30 September 2023. Provinces will be approaching Phase IV with differing approaches including staggered approach.

The youth will be appointed in six focus areas, which are curriculum support, Reading Champions, Care and Support Assistant (CSA), Handymen, e-Cadres, and Sport and Enrichment Assistants (SEA).. This guideline is meant to assist school principals when doing the interviews for placement of Assistants in PYEI-BEEI.

## 2. Problem Statement

During the monitoring of Phase I, II and III the Department found that many of the principals did not follow the correct interviews procedures. Some cited that they were not aware that the interview process could be followed the same as other appointments in the school. This lead to inconsistencies in practices across the nine provinces.

## 3. Aim of the Guideline

The guideline is aimed at providing the common standards for interviews across the sector.

The interviews for the Assistants job opportunities have an important role in responding to the academic needs of the school. Finding the best candidate in a timely and efficient way that ensures the school continue operating with minimal disruption is essential. Hence following a structured interview process should assist schools to focus their search on the most appropriate candidates and gain the most relevant information from each interview. Also it will assist to reduce the lengthy list of applications and identifying best suitable candidates for the available job opportunities.

## 4. Assumptions

Schools did not follow the correct appointment procedures in Phase I and II. Many did not conduct interviews, which implied that the best available candidates were not always appointed and this also meant that the key principles of fairness, transparency and consistency were not observed. In the absence of interviews, the correct placement of youth becomes almost impossible as the school did not verify the competencies, knowledge, and skills of the candidates. Interview questions and responses from candidates provide an opportunity to measure these attributes and to compare the strengths and weaknesses of the potential employees. The schools did not have an interview guide, hence having one can eliminate interviewer bias, challenges linked with not knowing how to conduct interviews, and what questions to include or not.

## 5. Guiding Principles

Recruitment must be open, fair, and transparent, and positions must be advertised as widely as possible in the communities where the schools are located. School Management Teams (SMTs) and School Governing Bodies (SGBs) must share the advert with parents of learners in the school as well as other community members and structures. The job opportunities are advertised through online platforms, and they can be forwarded to people via WhatsApp messenger. The interview guide should assist to create common standards and consistency during the recruitment, selection, and placement of assistants in schools.

## 6. Steps to follow

The School Governing Body (SGB) and School Management Team (SMT) are given the discretion to appoint using the framework as a guide. The SGB and SMT must consider the provisions made in the Recruitment Guideline when appointing candidates deemed to be suitable for the available job opportunities. The appointments should be in line with the school's needs, as identified prior to the conclusion of a selection process.

### 6.1 Allocation letter /Certificate

The school principal will receive the allocation letter from the Province indicating the number of jobs/Assistants that the school is eligible to appoint. The allocation will further indicate the categories to appoint (eg. Curriculum Assistant, Reading Champions, eCadres, Care and Support Assistant, Handyman/woman, Sport Enrichment Assistant)

The recruitment should be based on the number of the EAs and GSAs' posts allocated by the province to the school. The number cannot be less or more. If the school cannot accommodate the number allocated by the province, the school principal **MUST** notify the province, district or circuit immediately upon receipt of the allocation letter/certificate.

### 6.2 Advertisement

- (i) The advertisement will be issued by SA Youth.mobi. It is one advert for the whole province. Each province will have same advert, however with logos for the province as the unique identifier;
- (ii) Schools are encouraged to share the advert with the parents as well as communities around the school.
- (iii) Inform communities that there will be job opportunities in the school, also request that the youth be told to apply for the Police Name Clearance (PCR) through the police station as well as vetting at Department of Justice and Constitutional Development.

### 6.3 Formation of the interview panels

- (i) School Principals must convene SGB **meetings through signed notice by the SGB Chairperson. The panel for interviews will be constituted during this meeting;**

- (ii) The recruitment committees will be formed by SGB chairperson plus one more parent, School Principal or representative, the Mentor of Assistants, and any one or two SMT members that the principal will identify.

#### 6.4 Identifying key strategic grades for placement

- (i) The interviewing panel will draft the curriculum support, learner support, administrative, and facilities maintenance/ upkeep needs. The identified needs will influence the selection of the Assistants. In terms of curriculum support needs, consideration should be made to prioritise poor performing classes be prioritized, guidance as follows:
  - (a) **For Foundation Phase, General Education and Training Phase, and Intermediate Phase, check performance in the school based assessment; provide support for Languages and Numeracy in Grade 3 and 4.**
  - (b) **If it is a High school, check final results in National Senior Certificate examinations;**
  - (c) **Provide support for gateway subjects (such as Accounting, Mathematics, Science, Technology and Languages).**
- (ii) The placement of EAs appointed to support the teachers in the classroom should target specific phases, grades, and subjects, as outlined in the table below:

Foundation Phase (Grade 3)	Intermediate Phase (Grades 4 & 6)	Senior Phase (Grade 8 & 9)	FET Phase (Grades 10-12) *
Languages and Mathematics	Languages and Mathematics	Languages and Mathematics	<b>High enrolment subjects:</b> Languages; Mathematic, BCM subjects, Life Sciences, Physical Sciences Geography and History

#### 6.5 Recruitments, selection, appointments, and onboarding

- (i) The recruitment committee will serve as the interviewing panel, as well as to coordinate the recruitment, selection and placement process;
- (ii) Recruitment Committee or Interviewing panel should sign confidentiality forms for protection of personal information in compliance with the Protection of Personal Information Act (POPIA), 2013.
- (iii) The Principal will receive the **ranked list** of applicants from SA Youth,
- (iv) The **ranked** list will be used by the interviewing panel to shortlist qualifying candidates
- (v) The shortlisting will be aligned and guided by the school academic needs. Further consideration will be made for the school's other needs, to ensure that the best candidates are shortlisted to fill the job opportunities allocated by the province. There must be compliance with the Recruitment Guideline and Implementation Framework.

## 6.6 Minimum requirements for various the individual functional areas:

FUNCTIONAL AREA	MINIMUM REQUIREMENT	MATRIC/ NQF 4	Added Advantage
Curriculum Assistants – <b>supporting teaching and learning in the classroom</b>	at least 40% achievement in the subject they will be supporting the teacher.  Having a teaching qualification should serve as an added advantage	Yes	Teaching Qualification in gate way subjects
Reading Champions	should <b>have passed English</b> as a subject at Matric level and have an expressed or demonstrated passion for reading.	Yes	Teaching Qualification in languages
e-Cadres/ Assistants	ICT should have passed IT as a subject in Matric OR have a qualification in IT OR a certificate course in IT.	Yes	Diploma in IT IT Certificate
CSAs	should have passed matric have the love for care and support for people (learners); having Social or Psychology qualification should serve as an added advantage	Yes	Qualification in social sciences (Psychology, social work)
SEAs	Should have interest in sports, arts, and culture.	No	Qualification/ certificate in sport management
Handyman or woman	should have interest in infrastructure related jobs environment.	No	Having Trade certificate is an added advantage

## 6.7 Who qualifies to be considered for placement as Assistant?

- (i) Youth at age 18 – 34 years (18 or above when applying, or 34 turning 35 on or before 31 March 2024)
- (ii) Youth residing 5 km around the location of the school (30 km for farm and rural schools)
- (iii) One opportunity per household
- (iv) Meet requirements per category and sub-category applied for
- (v) Youth, NOT in Education, NOT in Employment, NOT in Training (NEET)
- (vi) Youth NOT studying distance, online, part-time, full-time
- (vii) Youth NOT receiving government grants for self (e.g., NSFAS, Funza Lushaka, SASSA grants such as SRD 350) – **receiving SASSA grant for own self. This exclude the disable youth receive disability grant.**

- (viii) Youth NOT receiving any other form of STIPEND, WAGE or SALARY
- (ix) Youth NOT in a Learnership
- (x) Youth not in another programme of the Department of Education (e.g. EPWP, CWP, Learner Support Agents, Care and Support Agents, Food Handler, Bus Controllers, Screeners, etc.)
- (xi) Youth WITHOUT criminal record/s
- (xii) Youth that did not participate in all three phases (Phase I, II, III)
- (xiii) Youth that was not unfairly advantaged above others due to their relations to staff members (SMT or SGB)
- (xiv) Youth living with disability must provide medical certificate confirming the nature of disability
- (xv) Youth that have a valid South African Identity Book/Card or valid Passport and work permit

#### 6.8 Invitation of shortlisted candidates

- (a) The interviewing panel must call the shortlisted candidate/s
  - (i) to confirm their availability for interviews;
  - (ii) to inform them of the date, time and venue for the interview;
  - (iii) to inform them documents that they must bring to the interviews
    - Certified copy of identity document/ passport.
    - Curriculum Vitae (CVs).
    - Testimonials (former school, local chief, church leader, etc.).
    - Affidavit/ declaration by applicant stating he has no criminal record or police name clearance printout.
    - Where applicable: **NQF Level 4** qualification certificate – for EAs, applicants with **NQF level 7 and above** will have an added advantage. These applicants as well as those who have a **teaching qualification** should be prioritised. Funza Lushaka graduates should be prioritised.
- (b) **NB: SCHOOLS ARE CAUTIONED NOT TO APPOINT YOUTH THE WERE IN PHASE I, II and III. This may lead to litigation against the Department and the province.**
- (c) Youth with incomplete documents must not be considered.

#### 6.9 Questions to consider

- i. Tell us about yourself
- ii. Why are you the best candidate for the job
- iii. Do you have any experience in community work / volunteering, if yes elaborate?
- iv. Do you prefer to work alone or in a team, and provide reasons for your answer?
- v. Do you love working with children, Elaborate?
- vi. What did you do last to improve your knowledge?
- vii. Explain what will you do to contribute and ensure that the project is a success when you are appointed?
- viii. What are your future plans, beyond participating in the initiative and how do you plan to achieve that?
- ix. Additional other questions should be subject specific according to the category that is applied for.

#### 6.10 Generic Criteria for panel to look for:

- (a) Language proficiency – measured in the school context and job requirement;
- (b) Basic IT skills.
- (c) Thoroughness and Accuracy
- (d) Good conduct and dedicated;
- (e) Flexible, creative and helpful;
- (f) Cooperate with colleagues;
- (g) Respect time and maximally seized the opportunity;
- (h) Good organisational skills.
- (i) Patience, confidence and a compassionate attitude.
- (j) Ability to manage groups of learners and deal with challenging behaviour.
- (k) Ability to communicate in English and one other official language.
- (l) Respect time and maximally seized the opportunity;
- (m) Thoroughness and Accuracy
- (n) Willing to Learn;
- (o) Friendliness and Helpfulness;
- (p) Reliability;
- (q) Completion of assigned work; and
- (r) Follows instructions from SMT.
- (s) Enjoy working with children.
- (t) Good literacy and numeracy skills.

#### 6.11 Informing Successful Candidate

- (a) The School Principal / representative delegated to do so, will call the successful candidates
- (b) The candidates will be informed that:

You are successful or NOT		YES / NO
Start date of contract		DATE
End date of the contract		DATE
Period of contract		DATE
<b>Requirements for placement is that youth must submit the following documents:</b>	Police Clearance Record (PCR)	YES / NO
	Certificate from Department of Justice on clearance from the National Register for Sexual Offenders (NSRO)	YES / NO
	SASSA not receiving R350 – bank statement to check	YES / NO
	Certificate of completion of online Orientation Digify Africa digital literacy module National School Safety Framework	YES / NO

- (c) The candidates must be informed that without the above they may not be able to work in the school



#### 6.12 Signing of Contract and job descriptions

The School must invite the successful candidates to bring the pre-requirements, and also to, then sign:

- (a) Contracts
- (b) Acceptance and **declaration letter**
  - (i) no criminal record.
  - (ii) not in education, not in employment and not in training (NEET).
  - (iii) not in receipt of any other government grant.
  - (iv) does not receive any other income.
  - (v) candidate will complete the compulsory online training before assuming their duties
- (c) Job Description

The school must ensure that all processes put in place to quality assure and approve the successful candidates must not hamper the start date/ assumption of duty of Assistants.

#### 6.13 Period of Applicability

The guideline is applicable for the duration of implementation of PYEI in the Basic Education sector. All PEDs, Districts, Circuits must ensure that this guideline is made available to all School Principals and School Governing Bodies

*Interview Questions and Response Grid*

PROVINCE	DISTRICT	CIRCUIT	NAME OF SCHOOL
EDUCATION ASSISTANT		CATEGORY	

LEGENDS: 1 – 4

1 – unsatisfactory	2 – satisfactory	3 – good	4 - excellent
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INTERVIEW QUESTIONS	Candidate 1	Candidate 2	Candidate 3	Candidate 4	Candidate 5
Tell us about yourself					
TOTAL					

PROVINCE	DISTRICT	CIRCUIT	NAME OF SCHOOL
GENERAL SCHOOL ASSISTANT		CATEGORY	

LEGENDS: 1 – 4

1 – unsatisfactory	2 – satisfactory	3 – good	4 - excellent
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INTERVIEW QUESTIONS	Candidate 1	Candidate 2	Candidate 3	Candidate 4	Candidate 5
Tell us about yourself					
TOTAL					

### Sample Checklist for Principals

**This can be used as a quick checklist e.g.**

Schools are expected to:

1. Receive applications (long and short list from SA Youth Mobi)
2. Conduct shortlisting
3. Conduct interviews by \_\_\_\_\_ (provide the date 2022/23)
4. Offer contracts to candidates to sign \_\_\_\_\_ (provide the date 2022/23)
5. Submit names and signed contracts to the district \_\_\_\_\_ (provide the date 2022/23)
6. Applicants report for duty \_\_\_\_\_ (provide the date 2022/23)
7. Allocate responsibilities to the appointees \_\_\_\_\_ (provide the date 2022/23)
8. Complete Job descriptions for each EA and GSA \_\_\_\_\_ (provide the date 2022/23)
9. Assign mentors to EAs and GSA \_\_\_\_\_ (provide the date 2022/23)
10. Conduct orientation to EAs and GSA \_\_\_\_\_ (provide the date 2022/23)
11. Appoint Team Leaders from EAs and GSAs \_\_\_\_\_ (provide the date 2022/23)
12. Ensure that each Assistant is attending training as per schedule provided by DBE and Province
13. Ensure that each Assistant sign timesheet daily as they report for duty
14. Hold regular meetings with EAs and GSAs
15. Manage performance
16. Manage cases of misconduct aligned to the "code of conduct for Assistants Placed in PYEI – provided in framework

ACTIVITY	YES	NO
1. School Needs (linked to curriculum) identified		
2. Applications received (Ranked lists from SA Youth Mobi)		
3. Interviewing panel constituted		
4. Shortlisting conducted		
5. Interviews conducted by _____ (provide the date 2022/23)		
6. Candidates offered contracts to sign		
7. List of recommended candidates and contract submitted to the district		
8. Applicants reported for duty		
9. Allocation of responsibilities completed		
10. Work plan/s for each EA and GSA developed and signed		
11. Mentors assigned to EAs and GA		
12. Orientation conducted		
13. Team leaders appointed		
14. Assistants attend training		
15. Cases of Misconduct managed and resolved		