



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



PRESIDENTIAL
EMPLOYMENT
STIMULUS

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE (PYEI) IN THE BASIC EDUCATION SECTOR

GUIDELINE FOR PLACEMENT OF ASSISTANTS APPOINTED IN PHASE IV OF PYEI IN THE BASIC EDUCATION SECTOR

Table of Contents

1. Introduction.....	4
2. Problem Statement	4
3. Aim of the Guideline.....	4
4. Objectives of the PYEI in the Basic Education Sector	4
5. Assumptions.....	5
6 Placement of Assistants in schools	5
6.1 Who qualifies to be considered t be placed as Assistants in Schools?	5
6.2 Placement of Education Assistants (Curriculum support).....	6
6.3 Placement of e-Cadres.....	10
6.4 Placement of Reading Champions.....	11
6.5 Placement of Care and Support Assistant (CSA)	13
6.6 Placement of Handymen and women	14
6.7 Placement of Sport and Enrichment Assistants (SEAs).....	15
7 Generic guide on how teachers should work with Assistants (Curriculum, e-Cadres, and Reading Champions).....	16
8 Period of applicability of the guideline.....	17
Annexure 1 Job Description – Curriculum Assistant.....	18
Annexure 2 Job Profile – Curriculum Assistant	20
Annexure 3 Job Description – Reading Champion.....	22
Annexure 4 Job Description – e-Cadre/ ICT Champions.....	25
Annexure 5 Job Description – Care Support Assistant.....	28
Annexure 6: Job Description - Sport and Enrichment Assistant.....	29
Annexure 7 Job Description – Handyman/ woman.....	30

ACRONYMS

ATP	Annual Teaching Plan
BCM subjects	Accounting, Business Studies, and Economics
CEMIS	*Central Education Management Information System
EA	Education Assistant
FAL	First Additional Language
FET	Further Education and Training
GSA	General School Assistant
ICT	Information and Communication Technology
IT	Information Technology
LoLT	Language of Learning and Teaching
MST	Mathematics, Science and Technology
NSC	National Senior Certificate
PES	Presidential Employment Stimulus
PSET	Post School Education and Training
PYEI	Presidential Youth Employment Intervention
SA-SAMS	South African School Administration and Management System
SBST	School Based Support Team
SEA	Sport and Enrichment Assistants
WRAD	World Read Aloud Day

*CEMIS is only used in the Western Cape, in lieu of SA-SAMS.

1. Introduction

The Department of Basic Education (DBE) has developed an Implementation Framework for the implementation of the Presidential Youth Employment Initiative (PYEI), which is implemented as the Basic Education Employment (BEEI). Through this initiative, the Sector targets creating 255 100 employment opportunities for youth. These opportunities are available over the period 1 February – September 2023. The recruitment of the youth is supported by SAYouth.mobi (Harambee), which will process the applications electronically and provide the list of applicants to schools, for shortlisting and interviewing. Schools will follow regular selection processes, including shortlisting and interviews.

The youth will be appointed in six focus areas, which are Curriculum Support, Reading Champions, e-Cadres, Care and Support Assistants (CSA), Handyman, and Sport and Enrichment Assistants (SEA). This guideline is meant to assist schools to effectively place and utilise the Assistants assigned to them.

2. Problem Statement

Through the implementation of Phase I – III, the following challenges were noted during monitoring of the PYEI-BEEI:

- (a) Assistants not assigned to the critical support areas identified by the National Department of Basic Education;
- (b) Some Assistants seemed not to know their roles and responsibilities;
- (c) School not effectively leveraging on the capacity provided through the Assistants for attainment of the objectives of the Basic Education Sector.

3. Aim of the Guideline

The guideline aims to ensure that the Assistants are placed correctly to benefit the school and to serve the purpose of the PYEI in the Basic Education Sector.

4. Objectives of the PYEI in the Basic Education Sector

The Guideline focusses on four of the six focus areas. Consequently, the overarching objectives stated in the Framework that are linked with this Guideline are as follows:

- 4.1 Through the provision of Curriculum Assistants, provide **support to sector priorities such as Mathematics, Science and Technology (MST)**, high enrolment subjects in

the Further Education and Training (FET) Phase, **Reading and Literacy, supporting teachers in classrooms** and **support reading initiatives** in schools and communities.

- 4.2 Provide **e-Cadres to schools** to assist teachers with integration of ICT in classrooms, as well as maximise on the use of school administration and information management systems that Government has put in place in schools.
- 4.3 To provide **comprehensive support** to learners, including psychosocial support; and sport, arts, and culture activities, through the provision of **Care and Support Assistants (CSA) and Sport and Enrichment Assistants (SEA)**.
- 4.4 To ensure that schools are assisted in meeting with the need **to create a safe and conducive learning environment**, by **maintaining infrastructure**, cleaning school surroundings through the provision of GSAs.

5. Assumptions

- 5.1 Every participating school has appointed the EAs and GSAs;
- 5.2 The school principal can assign any reasonable duties to an EA or GSA, to ensure that they are always meaningfully engaged;
- 5.3 The Assistants will be provided an opportunity to gain meaningful work experience;
- 5.4 The EAs appointed to support teachers in the classroom are not required to teach learners/ lead lessons;
- 5.5 The appointed youth will be provided with training to give them the basic skills to fulfil their responsibilities;
- 5.6 The schools will take reasonable steps to support the assistants to access online platforms to complete their training, where this is necessary; and
- 5.7 Schools will provide the youth with training on basic school ethos.

6 Placement of Assistants in schools

6.1 Who qualifies to be considered to be placed as Assistants in Schools?

- (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 schools)
- (iii) One opportunity per household
- (iv) Meet requirements per category and sub-category applied for
- (v) Youth, NOT in Education, Employment, or Training (NEET)
- (vi) Youth NOT studying distance, online, part-time, or 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. This excludes youth who receive a 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. Learner Support Agents, Care and Support Agents, Volunteer Food Handlers, Bus Controllers, Screeners, etc.)
- (xi) Youth WITHOUT criminal record/s
- (xii) Youth that did not participate in all the three Phases (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

6.2 Placement of Education Assistants (Curriculum support)

The placement of Education Assistants 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 9)	FET Phase (Grades 10-11) *
<ul style="list-style-type: none"> • Languages and Mathematics 	<ul style="list-style-type: none"> • Languages and Mathematics 	<ul style="list-style-type: none"> • Languages and Mathematics 	<ul style="list-style-type: none"> • High enrolment subjects: <ul style="list-style-type: none"> ○ Languages; Mathematic, BCM subjects, Life Sciences, Physical Sciences Geography and History

Rationale for the targeted grades and subjects

Exit and transition grades are targeted in the lower grades. Grades 3 and 6 are the exit grades in Foundation and Intermediate Phases while Grades 4 and 9 are the transition grades into the Intermediate and Senior Phases respectively. Transitioning into a new phase poses challenges for learners and they include the following:

- (i) Change in the notional time;
- (ii) Change in the Language of Learning and Teaching (LoLT);
- (iii) Transitioning from being taught by one teacher (Grade 3) to having multiple teachers (Grade 4);
- (iv) Increase in the number of subjects (from 4 subjects to 6 subjects in the Intermediate Phase and 6 subjects to 9 subjects in the Senior Phase);
- (v) In Grade 9, learners must select the subjects they will be offering in the Grade 10 and this has implications for further fields of study and career choices;
- (vi) The learning losses experienced by learners in the FET Phase due to the rotational school attendance in 2020 and 2021 has led to poor curriculum coverage which will have serious implications for the National Senior Certificate (NSC) exit examinations. To alleviate the effects of the learning losses, it is important that teachers and learners in the targeted grades, and the FET Phase in particular, are supported by the Education Assistants.
- (vii) The targeted subjects have the highest learner enrolment and poor performance in these subjects could have an adverse effect on the overall NSC results.

It is envisaged that the appointment and placement of Education Assistants to support curriculum delivery will mitigate against the negative effects and learning losses because of COVID-19 and lead to improved learning outcomes. The DBE provides the Curriculum Manuals to support orientation of Curriculum Assistants in the work that they are to perform.

For Education Assistants that will be **supporting teaching and learning in the classroom**, the candidates should have passed Matric and achieved a minimum of 40% in the subject they will be supporting. A post-matric qualification is an added advantage.

Minimum requirements for Curriculum Assistants appointed in Foundation, Intermediate and Senior Phases

- (i) Proficient in the LoLT of the school they are placed at;
- (ii) Fully fluent in Home Languages used at school – reading, speaking, and writing;
- (iii) Proficient in the school's First Additional Language (FAL);
- (iv) Passionate about languages (Home Languages and FAL) of the schools they are placed in;

- (v) Passionate about Mathematics; and
- (vi) Knowledge of subject choices, subject combinations and how they link with various career paths (Senior Phase).

Minimum requirements for Curriculum Assistants appointed in FET Phase

- (i) Proficient in the Home Language used at school and in the school's LoLT;
- (ii) Passionate about the FET subjects they have been placed to assist teachers in;
- (iii) Knowledge of subject choices, subject combinations and how they link with fields of further studies, learnerships and various career paths.

In the Foundation and Inter-Sen Phases Curriculum Assistants may also assist teacher/s as follows:

- (i) Improve foundational skills of reading for meaning and writing;
- (ii) Create awareness about occupations;
- (iii) Instil aspiration to pursue a career;
- (iv) Organize games and plan role-playing activities to show case different careers;
- (v) Assist in the development of self-concept; and
- (vi) Source and disseminate worksheets to assisting learners in building positive Self-concept and understanding themselves better.

In the FET Phase Curriculum Assistants may also assist the teacher as follows:

- (i) Facilitate sound career planning decisions based of informed choices about Post School Education and Training (PSET) opportunities;
- (ii) Timely application for admission to relevant programmers;
- (iii) Applications for funding;
- (iv) Assist learners in recognizing progression routes from their subjects and think about how they may be used in the world of work; and
- (v) Provide information about study and career-related matters e.g. PSET opportunities, labour market, occupations in high demand etc.

Under the guidance of the teacher, the Curriculum Assistants will be orientated to assist in the following (Buddy Support):

- (i) Homework assistance – One-on-One assistance to struggling learners;
- (ii) Task/ Question Analysis – Assisting to deal with complex tasks/ questions;
- (iii) Summarising notes as teachers teach to facilitate learner support afterwards; and
- (iv) Assist in the creation of and support peer learning groups.

How should a teacher work with a Curriculum Assistant?

A teacher is entrusted with the responsibility to mould and guide these EAs in order to maximise their potential in both classrooms and extra-mural activities. In order to attain this objective, he/she must nurture talent and present the following responsibilities which the EAs must execute:

Before the lesson

- (a) Prepares the classrooms/ laboratories for lessons;
- (b) Ensures compliance to COVID-19 protocols;

During the lesson

- (c) Marks the register;
- (d) Distributes worksheets or resources for use during the lesson;
- (e) Collects learning and teaching support material such as atlases, maps, globes, etc. that were used during the lesson and stores them;
- (f) Distributes marked learner books or collects books to control classwork/ homework/assignments;
- (g) Appraises the teacher of any matter that warrants his/her attention;
- (h) Maintaining acceptable classroom behaviour;
- (i) Supporting learners and assisting them to complete tasks;
- (j) Supervising learners as they work in groups;
- (k) The EA can also enhance use of cell phones/ tablets/ computers for learning by demonstrating how learners can access helpful learning websites. WhatsApp group chats, monitored and supported by the EAs and teachers, could be set up for learners to discuss their work and support each other;
- (l) The EA can also provide emotional support where learners can confide in him/her and try to assist directly or work with the teacher to help the learner; and

After the lesson

Feedback to learners and parents

Afterschool support

The EA can also be responsible for the supervision of study periods, provide extra classes, or assist learners with homework to keep learners engaged.

A job description for youth placed as Curriculum Assistants is attached as **Annexure 1**. Also attached as **Annexure 2** is a job profile for Curriculum Assistants.

6.3 Placement of e-Cadres

The Basic Education Sector has provided schools with ICT equipment to be used for teaching and learning as well as administration. However, the ICT equipment provided to schools is not being fully utilized because there are no dedicated officials to support teachers with technical skills as well as uploading content on the learners' devices. The appointment of e-Cadres will assist schools to use ICT to transform teaching, learning, and management practices in schools.

Rationale for the appointment of e-Cadres

A need has been identified for expediting the adoption of e-learning in primary and high schools, more especially in rural areas and in townships. The e-Cadres will address systemic challenges and begin a transformation towards a post-COVID-19 future, through the following objectives:

- (i) Provide ICT Technical support to teachers and learners;
- (ii) Upload educational applications and content on teachers and learners' devices;
- (iii) Create interactive activities for learners;
- (iv) Assist in managing SA-SAMS and any Learning Management Systems (LMS) at schools;
- (v) Assist with support for the NDMS implementation.
- (vi) Update Operating System software and applications; and
- (vii) Be responsible for charging and safe keeping of schools' ICT equipment.

Minimum requirements for e-Cadres

For Education Assistants appointed as e-Cadres, a candidate should have:

- (a) **passed IT OR CAT as a subject in Matric OR be in possession of a certificate course in IT or CAT or Computer Course.**
- (b) **having a qualification in IT will be an added advantage**

Daily Activities for Education Assistants appointed as e-Cadres

(a) Technical support

- (i) Provide ICT technical support to teachers and learners;
- (ii) Update software on teachers and learner's devices; and
- (iii) Responsible for charging and safe keeping the ICT equipment.

(b) ICT Integration

- (i) The e-cadres will support the teacher in preparation of interactive activities based on the Annual Teaching Plans (ATPs);
- (ii) Assist teachers to setup the ICT equipment such as data projectors and other related technologies; and
- (iii) Assist the teachers in ensuring that learners can access online activities.

(c) Administrative support

- (i) Upload the ATPs on the teacher's devices;
- (ii) Update learners' information on the SA-SAMS/ CEMIS
- (iii) Type question papers and memos; and
- (iv) Upload of DBE content on the school servers, teachers, and learners' devices.
- (v) Capturing of information on the National Data Management System (NDMS) and maintenance thereof.

6.4 Placement of Reading Champions

Each school should appoint at least two Reading Champions (RCs) for meaningful impact. The Reading Champions should work with learners in the **Foundation and Intersen Phases** before (e.g. Assembly) during (DAAR or Library period) and after school (as extramural activity). The Reading Champion role is a reading promotion (reading for enjoyment) specific role and cannot be repurposed for other functions in the school, that are not directly or indirectly linked to driving reading culture as per prescribed work plans. The role must be supported by an appointed and dedicated Teacher Mentor for the duration of the project phase. It is recommended that the teachers to act as Teacher Mentors where possible (*eg. in multigrade schools it might not be possible to have one teacher dedicated to Reading Champions only*) are the qualified language and library support teachers. The role of the Teacher Mentor is as follows:

- (i) Understand and communicate the big picture of the Reading Champion programme at school level;
- (ii) Ensure completion of the Reading Champion orientation training as prescribed by programme coordinators;
- (iii) Ensure completion of the Reading Champion milestone journey steps by the Reading Champion;
- (iv) Participate in Teacher Mentor WhatsApp groups as directed by programme coordinators;

- (v) Continuous planning and review sessions with Reading Champions to ensure monitoring of progress; and
- (vi) Completion of programme observation monitoring tools as prescribed by programme coordinators.

Rationale for the appointment of Reading Champions

The objectives of the programme are there to support the:

- (i) pursuit of improved reading outcomes which has been disrupted by COVID-19 and resulted in need for recovery;
- (ii) need to continue to develop a positive reading culture among learners; and
- (iii) instilling of a love of reading across the nation.

In its conceptual design, the Reading Champions component of the PYEI in the Basic Education Sector aims to:

- (i) Improve learner engagement in reading including (reading culture, reading access, mobilisation, and support);
- (ii) Inculcate a culture of reading in schools; and
- (iii) Provide Reading Champions with life skills to increase their opportunities beyond the PYEI.

Minimum requirements for Reading Champions

- **Reading Champion in the Foundation Phase**

- (a) Passed English as a subject at matric level
- (b) Demonstrable passion for reading and working with young children
- (c) Fully fluent in-Home Language used at assigned school (oral and writing); and

- **Reading Champion in the Intermediate and Senior Phases**

- a) Passed English as a subject at matric level
- b) Demonstrable passion for reading and working with older children
- c) Fully fluent in-Home Language used at school (oral and writing); and

Activities for Reading Champion:

Reading Programme Activities Include:

- (i) Support teachers with exciting reading activities in DAAR timeslots in schools (storytelling, creative reading strategies, singing, and games);

- (ii) Start and run *reading & writing for enjoyment clubs* to drive learner participation and inspiration;
- (iii) Celebrate literacy calendar linked activities in schools (WRAD, World Book Day, Literacy Day etc.) as prescribed in the provincial literacy calendar of events;
- (iv) Activate and transform reading spaces in schools (revival & support of school libraries, setting up reading and library corner or similar spaces);
- (v) Including creating a print rich environment (with children's work); and
- (vi) Display books (to promote book selection).

Administrative Programme Activities Include:

- (vii) Register on the Reading Champion chatbot platform designed to track programme engagement
- (viii) Regularly complete required monitoring and evaluation tools designed to track impact (baseline, weekly & endline tools)
- (ix) Drive activation of Reading activities as per prescribed weekly plans on the Reading Champion chatbot platform.
- (x) Join the Reading Champion WhatsApp group platform, designed to support the milestone journey of the Reading Champion
- (xi) Working with the school Teacher Mentor, to initiate and activate a whole school Reading Promotion plan (before school, during school and after school)
- (xii) Participate in focus group discussion sessions, sharing of lived experience video clips and photo shoots at the discretion of programme coordinators.

A job description for youth placed as Reading Champions is attached as **Annexure 4**.

6.5 Placement of Care and Support Assistant (CSA)

The CSAs should be attached to a Life Orientation teacher. They can be used in subjects such as Arts and Culture, and dance, and support learners with homework activities, etc., depending on the subjects that a school offers.

The CSAs will also serve to address several challenges faced by learners, among which is to mitigate against the risk of dropout. Societal problems create barriers to learning for thousands of vulnerable children and youth, worsened by poverty. Adult mortality rate, especially in the COVID-19 era, and cross travel work patterns affect parental involvement. While bullying and sexual violence are a complex problem for management and reporting. The deployment of CSAs creates an avenue through which vulnerable children can be supported. The person appointed in this capacity should, among other things, assist with after school activities, as required by the school.

Minimum requirements for CSAs

For the youth to be placed as a CSA, the candidate should have a minimum of matric/ Grade 12. The youth that possess a qualification in a **Social Services Profession, including Child and Youth Care Worker or Psychology** should be prioritised and placed in schools as the qualification provides an added advantage for the youth.

Daily Activities will include:

- (i) Identify local stakeholders for assistance in the provision of psychosocial support, awareness campaigns and information sessions (such as Department of Social Development Service Point, Healthcare Facilities, Department of Home Affairs Service Point, NGOs providing PSS and Material Support, including Childline, Lifeline and other Child Service Community Based Organisations).
- (ii) Support with linkages and referrals of learners who need PSS interventions, through the School Based Support Team (SBST) guidance
- (iii) Report to the SBST on learners experiencing challenges for further intervention and / referral.
- (iv) Identify and follow up learners that dropped out of school.
- (v) Coordinate awareness campaigns and information sessions addressing Learner PSS needs
- (vi) Compile and keep records of the identified learners in need of support. Maintain confidentiality.
- (vii) Compile and submit monthly reports (statistical and narrative).

A job description for youth placed as Care and Support Assistants is attached as **Annexure 5**.

6.6 Placement of Handyman and women

Handymen can help with the general upkeep and maintenance of school facilities, to ensure that the useful life of these education facilities is prolonged by decreasing the rate of deterioration. Keeping school facilities maintained makes them habitable and safe environment for the day-to-day users of the facilities and ensures that teaching and learning takes place in a safe, hygienic, and conducive environment. Keeping school facilities maintained also ensures the occupational health and safety of facility users.

Minimum requirements for handyman and women

Youth placed as handymen should have an interest in any aspect of the built environment. Possession of a minimum built environment qualification or **trade certificate is an added advantage** as the youth will need to have the basic technical skills to complete some of the maintenance tasks.

Responsibilities of handymen and women will include preventative maintenance, Corrective maintenance and condition-based maintenance tasks. Below are some of the tasks outlined:

- (i) Assessment of the condition of the school
- (ii) Compile a maintenance plan for work to be undertaken
- (iii) 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
 - General upkeep of the school surroundings, as well as (a) cleaning and maintenance of gardens and grounds (b) Cleaning of indoors of core, specialist, and common areas (including classrooms, corridors, and ablution facilities)

A job description for youth placed as Handymen and women is attached as **Annexure 6**.

6.7 Placement of Sport and Enrichment Assistants (SEAs)

Each school should appoint at least one GSA as a SEA. The person appointed in this capacity should, among other things, assist with after school activities, as required. The GSA appointed as a SEA should be attached to a Life Orientation teacher. They can be used in subjects such as Arts and Culture, dance, etc. depending on the subjects that a school offers

Minimum requirements for SEAs

For **SEAs**, the candidates should have a demonstrable passion for Sports, OR Arts and Culture.

Daily/Weekly Activities for GSAs appointed as SEAs

- (a) Use registration list to separate learners into houses;

- (b) Compile list of houses according to different age groups/gender;
- (c) Compile a list of activities undertaken at the school;
- (d) Identify and recommend an extra code of sport or Arts/Culture to be introduced;
- (e) Undertake basic audit of sport/arts equipment available at school; and
- (f) Keep a journal of daily and weekly activities undertaken.
- (g) Compile sport fixtures;
- (h) Publish the results of games/ matches and other activities;
- (i) Compile the register of learners participating in co-curricular, extramural, and extra-curricular activities;
- (j) Promote learner participation in co-curricular, extramural, and extra-curricular activities;
- (k) Participate in intra school team selection matches;
- (l) Develop learners to act as referees, umpires, score keepers and technical officials; and
- (m) Record and share some of the activities happening in schools.

Day	Activities
Monday	Sport activities (Intra school sport Leagues 16 Codes with special focus on Chess and Athletics)
Tuesday	Arts and Culture (Performing arts : dance, drama, singing, poetry, stand-up comedy, and Visual arts : painting, drawing, printmaking, sculpture, ceramics, photography, video, filmmaking, design, crafts etc.)
Wednesday	Indigenous Games (Kho Kho, Jukskei, Kgati, Dibeke, Ncuva, Morabaraba)
Thursday	Co-curricular (debates, speech contests, spelling bees, symposia)
Friday	Fitness/ aerobics Programme

A job description for youth placed as Sport and Enrichment Assistants is attached as **Annexure 7**.

7 [Generic guide on how teachers should work with Assistants \(Curriculum, e-Cadres, and Reading Champions\)](#)

A teacher is entrusted with the responsibility to guide the EAs to maximise their potential in both classrooms and extra-mural activities. To attain this objective, he/she must present the following responsibilities which the EAs must execute:

- (m) Prepares the classrooms/ laboratories for lessons;
- (n) Marks the register;
- (o) Distributes worksheets or resources for use during the lesson;

- (p) Collects materials such as Atlases, maps, globes, etc. that were used during the lesson and stores them;
- (q) Distributes marked learner books or collects books to control classwork/homework/assignments;
- (r) Appraises the teacher of any matter that warrants his/her attention;
- (s) Maintains order in the classroom good behaviour among learners;
- (t) Supports learners and assists them to complete tasks;
- (u) Supervises learners as they work in groups;
- (v) The EA can also enhance use of cell phones/ tablets/ computers for learning by demonstrating how learners can access helpful learning websites. WhatsApp group chat bots, monitored and supported by the EAs and teachers, could be set up for learners to discuss their work and support each other;
- (w) The EA can also provide emotional support where learners can confide in him/her and try to assist directly or work with the teacher to help the learner; and
- (x) The EA can also be responsible for the supervision of study periods, provide extra classes, and assist learners with homework to keep learners engaged.

8 [Period of applicability of the guideline](#)

This guideline shall remain applicable until the end of the PYEI Phase IV. Schools are required to adhere to its provisions when placing EAs and GSAs to support teachers. The Implementation Framework and Training Plan provisions remain applicable to all processes in the implementation of the PYEI Phase IV.

Annexure 1 Job Description – Curriculum Assistant

JOB DESCRIPTION	
A. JOB INFORMATION SUMMARY	
NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: CURRICULUM ASSISTANT
PERIOD START DATE:	PERIOD END DATE:
B. JOB OBJECTIVE/PURPOSE	
To provide Teachers support in classroom for effective and efficient teaching and learning environment	
C. KEY RESPONSIBILITIES	
The Curriculum Assistants (CA) could assist the teacher in the following way:	
1. Before the lesson:	
(i) Marks the register	
(ii) Distributes worksheets or resources for use	
(iii) Distributes marked learner books or collects books to control classwork/ homework/assignments	
(iv) Apprises the teacher of absence or any matter that warrants the teacher's attention	
2. During the lesson:	
(i) Ensures that learners follow the teacher's instructions.	
(ii) Distributes worksheets or any other resources to be used by the subject teacher during the lesson.	
(iii) Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing.	
(iv) Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher.	
(v) Assists, monitors, and supports group activities.	
(vi) Assists learners during class discussions and group work by providing clarification where necessary.	
3. After the lesson:	
(i) Collects resource materials or learner books if applicable.	
(ii) Provides learners with notes to help summarise the lesson where necessary.	
(iii) Notes the learners with content gaps for assistance during intervention classes.	
(iv) Provides informal tasks/ remedial work/ home work for reinforcement	
4. Supervision of Curriculum Activities:	
(i) A teacher assistant should keep a file to record all the curriculum activities assigned to him/her by the school.	
(ii) 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.	
(iii) They should help prepare the relevant material that will be needed for teaching and learning, e.g., resource material, worksheets, etc.	
(iv) 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.	
(v) The CA 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.	
(vi) The CA can also provide emotional support where learners can confide in him/her and try to assist directly or seek help the learner.	
(vii) The CA can also be responsible to supervise study periods, provide extra classes, assist learners with homework to keep learners engaged.	
5. Feedback to learners on Assessment:	
(i) The teacher should provide a CA with a Programme of Assessment (PoA) for the year indicating all the dates when the assessment tasks will be written.	
(ii) The CA should help with the development, monitoring, and supervision of informal assessment of learners in the subject. The CA may source additional resources to enhance performance in formal assessment activities. For example, the CA may take learners through 'how to answer' specific questions.	
(iii) They should assist with the marking and recording of assessment activities.	
(iv) The CA 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.	
(v) 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.	
6. Parental support to assist their children:	
(i) The subject teacher should work in collaboration with the CA to provide feedback on learner performance to parents during parents' evening.	
(ii) 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

(a) KNOWLEDGE

Subject Specific Knowledge (e.g., Mathematics and Science, BCM subjects, Languages Home and First Additional

E. QUALIFICATIONS

(i) Grade 12

(ii) NQF level 6 and 7 are recommended / added advantage

(iii) Pass the specific subject that she would be supporting the teacher on at Matric with 60% and above level 5-7 pass (e.g., Mathematics and Science, BCM subjects, Languages Home and First Additional.

F. JOB DESCRIPTION AGREEMENT

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE

SCHOOL STAMP

APPROVED

Annexure 2 Job Profile – Curriculum Assistant

JOB PROFILE OF CURRICULUM ASSISTANT	
NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: CURRICULUM ASSISTANT
PERIOD START DATE:	PERIOD END DATE:
<p>OVERALL PURPOSE OF THE JOB: (Describe why the job exists)</p>	<p>Supervision of Curriculum Activities:</p> <ul style="list-style-type: none"> ○ The Curriculum Assistants (CAs) should support teachers/ educators in all curricula related activities and minimise teachers' administrative work load. ○ The CAs should keep files to record all the curriculum activities assigned to him/her by the school. ○ The CAs should/ could: ○ Help teachers with lesson preparation and provisioning of resources such as teaching aids, preparing worksheets as guided by the teacher focusing on different topics for specific grades. ○ Help prepare the relevant resources that will be needed for teaching and learning, e.g., resource material, worksheets, etc. ○ Enhance Language Across the Curriculum through using texts from content subjects to enhance understanding of the concept in the context of the subject. ○ 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 CA, can be established among learners to discuss their work, and support each other. ○ Provide emotional support where learners can confide in him/her and try to assist directly or seek help the learner. ○ Supervise study periods, provide extra classes, assist learners with homework to keep learners engaged.
<p>JOB SPECIFICATIONS: What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:</p>	<p><i>Minimum Qualification</i></p> <ul style="list-style-type: none"> ○ Matric / Grade 12 / NQF level 4 ○ At least 40% achievement (level 3 pass) in the subjects they will be placed in <p><i>Target</i></p> <ul style="list-style-type: none"> ○ 18 – 34-year-old school leavers or graduates

	<p><i>Minimum requirements</i></p> <p>Foundation Phase, Intermediate and Senior Phases</p> <ul style="list-style-type: none"> ○ Proficient in the Language of Learning and Teaching (LoLT) of the school they are placed at; ○ Fully fluent in Home Languages used at school reading, speaking, and writing; ○ Proficient in the school's First Additional Language; ○ Passionate about languages (Home Languages and FAL) of the schools they are placed in; ○ Passionate about Mathematics; ○ Knowledge of subject choices, subject combinations and how they link with various career paths (Senior Phase). <p>FET Phase</p> <ul style="list-style-type: none"> ○ Proficient in the Home Language used at school and in the school's Language of Learning and Teaching (LoLT); ○ Passionate about the FET subjects they have been placed to assist teachers in; ○ Knowledge of subject choices, subject combinations and how they link with fields of further studies, Learnership and various career paths.
	<p>Skills and competencies:</p> <ul style="list-style-type: none"> ○ Effective Communication ○ Interpersonal skills ○ Working with Children ○ Flexible and adaptable ○ Administration and Organisation ○ Problem Solving ○ Solution Driven <p>Personality traits</p> <ul style="list-style-type: none"> ○ Supportive ○ Encouraging ○ Responsive ○ Calm demeanour ○ Patience
<p>SALIENT INFORMATION/PARAMETERS OF WORK ENVIRONMENT:</p>	<ul style="list-style-type: none"> ○ Must reside near the school at which they will work ○ Must be available for the duration of the initiative ○ Resignations should be in writing (however should an Assistant not present themselves for 7 days, this will be regarded as abscondment and therefore termination of duty)
<p>WORKING CONDITIONS:</p>	<p>Working hours as stated in the Conditions of Employment</p>

Annexure 3 Job Description – Reading Champion

JOB DESCRIPTION FORM	
NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: READING CHAMPION
PERIOD START DATE:	PERIOD END DATE:
OVERALL PURPOSE OF THE JOB: (Describe why the job exists)	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 storytelling 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:	<ul style="list-style-type: none"> • Must reside near the school at which they will work • Must be available for the duration of the initiative • Resignations should be in writing (however should an Assistant not present themselves for 7 days, this will be regarded as abscondment and therefore termination of duty) • In possession of a working mobile device with a WhatsApp application downloaded and activated • Commitment to fully participate and adhere to programme requirements as prescribed in orientation training. • Willingness to fully commit to further personal development during school holidays as prescribed by programme coordinators.
DIVISIONAL STRUCTURE / REPORTING RELATIONSHIPS: Reflect positions above, below and at the same level as the position being evaluated	<ul style="list-style-type: none"> • Contracted by SGBs on behalf of provinces/ districts • Reports to School Administration

<p>JOB SPECIFICATIONS: What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:</p>	<p><i>Minimum Qualification</i></p> <ul style="list-style-type: none"> • Matric / Grade 12 / NQF Level 4 <p><i>Target</i></p> <ul style="list-style-type: none"> • 18 – 34-year-old school leavers or graduates <p><i>Minimum requirements</i></p> <p>Foundation Phase</p> <ul style="list-style-type: none"> • Fully fluent in Home Language used at school (oral and writing) • A good reader <p>Intermediate and Senior Phase</p> <ul style="list-style-type: none"> • 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 <p>Skills and competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Interpersonal skills • Working with Children • Flexible and adaptable • Administration and Organisation • Problem Solving • Solution Driven
	<p><i>Personality traits</i></p> <ul style="list-style-type: none"> • Supportive • Encouraging • Responsive • Calm demeanour • Patience
<p>WORKING CONDITIONS:</p>	<p><i>Work hours</i></p> <ul style="list-style-type: none"> • As stated in the Orientation Manual (up to 8 hours a day /40 hr 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.

JOB DESCRIPTION AGREEMENT

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE

SCHOOL STAMP

APPROVED

Annexure 4 Job Description – e-Cadre/ ICT Champions

JOB DESCRIPTION FORM	
NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: eCadre/ ICT Champions
PERIOD START DATE:	PERIOD END DATE:
<p>OVERALL PURPOSE OF THE JOB: (Describe why the job exists)</p>	<ul style="list-style-type: none"> • 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 integrate 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; • Assist with the regular capturing of data on the National Data Management System and maintenance thereof; and • Assist learners and teachers to access online learning resources such as videos and Open Education Resources (OERs)
<p>JOB SPECIFICATIONS: What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:</p>	<p>Minimum Qualification</p> <ul style="list-style-type: none"> • 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) <p>Target</p> <ul style="list-style-type: none"> • 18 – 34-year-old
	<p>Minimum requirements</p> <ul style="list-style-type: none"> • Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans

	<p>Skills and competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Interpersonal skills • Flexible and adaptable • Administration and Organisation • Problem Solving • Solution Driven
KEY RESPONSIBILITIES	<p>7. Before the lesson:</p> <ul style="list-style-type: none"> ○ 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 <p>8. During the lesson:</p> <ul style="list-style-type: none"> ○ 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. <p>9. After the lesson:</p> <ul style="list-style-type: none"> ○ 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	<p>Working hours Up to 8 hours a day 40 hrs a week</p>

APPROVED

JOB DESCRIPTION AGREEMENT OF eCadres OR ICT Champion

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE

SCHOOL STAMP

APPROVED

Annexure 5 Job Description – Care Support Assistant

JOB DESCRIPTION FORM												
NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF											
PROVINCE:	DISTRICT:											
CIRCUIT:	SCHOOL NAME:											
EMIS NUMBER:	JOB TITLE: Care and Support Assistant (PSSA)											
PERIOD START DATE:	PERIOD END DATE:											
<p>A. JOB OBJECTIVE/PURPOSE</p> <ul style="list-style-type: none"> To render professional and effective service to support schools to render care, support, and protection to vulnerable learners in line with the implementation of the Care and Support for Teaching and Learning (CSTL) and HIV and AIDS Life Skills Education Programme. 												
<p>B. KEY RESPONSIBILITIES</p> <ul style="list-style-type: none"> Identify local stakeholders for assistance in the provision of psychosocial support, awareness campaigns and information sessions (such as Department of Social Development Service Point, Healthcare Facilities, Department of Home Affairs Service Point, NGOs providing PSS and Material Support, including Childline, Lifeline and other Child Service Community Based Organisations). Support with linkages and referrals learners that needs PSS interventions, through the School Based Support Team guidance Report to the School Based Support Team (SBST) on learners experiencing challenges for further intervention and / referral. Identify and follow up learners that dropped out of school. Coordinate awareness campaigns and information sessions addressing Learner PSS needs Compile and keep records of the identified learners in need of support. Maintain confidentiality. Compile and submit monthly reports (statistical and narrative). <p>C. KEY COMPETENCIES</p> <p>SKILLS</p> <ul style="list-style-type: none"> Good writing skills that will enable the incumbent to compile reports; Good communication, listening and problem-solving skills; Computer literate in MS Word, Excel, and Outlook; Ability to work with learners, educators, and various stakeholders; and Ability to work individually and in a team. <p>Critical personal attributes should include the following:</p> <ul style="list-style-type: none"> Honesty; Empathy; Determination and Persistence; Ability to keep confidential information; and Trustworthiness. 												
<p>D. LEARNING INDICATORS</p> <p>QUALIFICATIONS</p> <ul style="list-style-type: none"> Be in possession of a National Senior Certificate/Matric (Grade 12) or equivalent qualification. Having a qualification in any Social Services Profession, including Child and Youth Care Worker or Psychology will be an added advantage 												
<p>JOB DESCRIPTION AGREEMENT OF eCadres OR ICT Champion</p> <table border="1"> <tbody> <tr> <td>NAME AND SURNAME IN PRINT ASSISTANT</td> <td>SIGNATURE OF ASSISTANT</td> <td>DATE</td> </tr> <tr> <td>NAME AND SURNAME IN PRINT MENTOR</td> <td>SIGNATURE OF MENTOR</td> <td>DATE</td> </tr> <tr> <td>NAME AND SURNAME IN PRINT PRINCIPAL</td> <td>SIGNATURE OF PRINCIPAL</td> <td>DATE</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td style="text-align: center;">SCHOOL STAMP</td> </tr> </tbody> </table>			NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE	NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE	NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE	SCHOOL STAMP
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NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE										
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE										
SCHOOL STAMP												

Annexure 6: Job Description - Sport and Enrichment Assistant

JOB DESCRIPTION FORM													
NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF												
PROVINCE:	DISTRICT:												
CIRCUIT:	SCHOOL NAME:												
EMIS NUMBER:	JOB TITLE: Sports Enrichment Assistants (SEA)												
PERIOD START DATE:	PERIOD END DATE:												
<p>A. JOB PURPOSE</p> <p>To provide support to schools during Physical Education (PE) lessons and to support the implementation of school sport, arts and culture programme, extramural activities.</p> <p>B. KEY RESPONSIBILITIES</p> <p>The Sport and Enrichment Assistant (SEA) should assist the teacher in the following way during Physical Education (PE) Lessons so that they are fully occupied during the day:</p> <p><u>Before the lesson:</u></p> <ul style="list-style-type: none"> ○ Marks the register ○ Assist with pre-lesson activities ○ Assist in setting-up PE equipment in line with the lesson <p><u>During the lesson:</u></p> <ul style="list-style-type: none"> ○ 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. <p><u>After the lesson:</u></p> <ul style="list-style-type: none"> ○ 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 <p><u>After School Programme</u></p> <ul style="list-style-type: none"> ○ Assist with sport and other arts and culture programme ○ Introduce a new sport code at the school (Chess, fitness programme etc) ○ Promote intra school sport leagues ○ Promote Spelling Bee programme (Primary Schools) ○ Support learners in Open Section of SASCE (Secondary Schools) ○ Assist in the running of other learner clubs at school e.g., Girls/Boy Education Movement (GEM/BEM etc.). <p>C. KEY COMPETENCIES</p> <p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> ○ Sport, arts and culture and other enrichment programmes <p><u>QUALIFICATIONS</u></p> <ul style="list-style-type: none"> ○ Grade 12 ○ NQF level 6 and 7 are recommended / added advantage ○ Interest in sport, fitness and arts and culture 													
<p>D. JOB DESCRIPTION AGREEMENT</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 33%; text-align: center; vertical-align: middle;">NAME AND SURNAME IN PRINT ASSISTANT</td> <td style="width: 33%; text-align: center; vertical-align: middle;">SIGNATURE OF ASSISTANT</td> <td style="width: 33%; text-align: center; vertical-align: middle;">DATE</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">NAME AND SURNAME IN PRINT MENTOR</td> <td style="text-align: center; vertical-align: middle;">SIGNATURE OF MENTOR</td> <td style="text-align: center; vertical-align: middle;">DATE</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">NAME AND SURNAME IN PRINT PRINCIPAL</td> <td style="text-align: center; vertical-align: middle;">SIGNATURE OF PRINCIPAL</td> <td style="text-align: center; vertical-align: middle;">DATE</td> </tr> </tbody> </table> <div style="text-align: center; margin-top: 20px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; height: 40px;"></td> <td style="width: 40%; text-align: center; vertical-align: middle;">SCHOOL STAMP</td> </tr> </table> </div>			NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE	NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE	NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE		SCHOOL STAMP
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NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE											
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE											
	SCHOOL STAMP												

Annexure 7 Job Description – Handyman/ woman

JOB PROFILE

A. JOB INFORMATION SUMMARY

NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: CURRICULUM ASSISTANT
PERIOD START DATE:	PERIOD END DATE:

B. JOB OBJECTIVE/PURPOSE

The General School Assistants (GSA) are to assist the school in the following way: Assessment of the condition of the school infrastructure and surrounding. Compile a maintenance plan for work to be undertaken, conduct general upkeep, minor repairs and replacements and improvements to buildings and grounds

Preventative maintenance	Maintenance is done before the problem occur
Corrective Maintenance	A problem occur that leads to remedial maintenance
Condition-based maintenance	This maintenance occurs when a situation or condition indicates maintenance is needed

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 of minor electrical items (fused globes, switches, plug points etc	Repairs and rehabilitation of desks and furniture
Repairs of leaking taps	Maintenance of gardens and grounds	Repair of broken minor replaceable components of some equipment	Repair/ replace roof sheets blown away by wind, facia boards, gutters, downpipes etc

Day to day minor maintenance –

- Cleaning of indoors of core, specialist, and common areas (including classrooms, corridors, and ablution facilities) sweeping, wiping, scrubbing, dusting, and polishing of surfaces,
- Picking up of papers and disposing thereof in designated areas (waste bins or waste disposal area),
- Cleaning and maintaining gardens, grounds, landscapes, open spaces, playgrounds, and sports fields, including cutting lawns, trimming, and shaping of trees, planting flowers and trees, installing grass patches, watering gardens and lawns, de weeding,
- Cleaning storm water drainage systems, gutters, downpipes, water channels, drains, removal of debris and unblocking and splashing with water.

C. KNOWLEDGE AND QUALIFICATIONS

Certificate in trade or knowledge of any infrastructure maintenance jobs will serve as an added advantage.

D. JOB DESCRIPTION AGREEMENT

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE
SCHOOL STAMP		

APPROVED