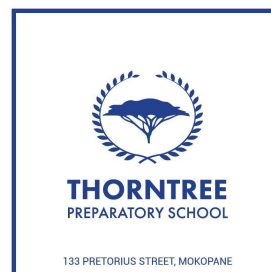




THORNTREE PREPARATORY SCHOOL

STAFF RECRUITMENT, SELECTION, APPRAISAL & DEVELOPMENT POLICY



Document Name	Staff Recruitment, Selection, Appraisal & Development Policy
Document Number	TPS_C2_2.2.7
Authority	Head/Secretary
Administration of Document	Admin/Heads
Effective Date	01/01/2016
Approved by	Head
Scope of Document	Staff, Students, Parents
Last Revision Date	01/01/2021, 7/4/2022
Next Review	7/4/2023
Related Policies	<p>The Constitution of the Republic of South Africa (Act 108/1996.)</p> <p>The South African Schools' Act (Act 84/1996) and subsequent amendments.</p> <p>The National Education Policy Act (Act 27/1996) and any applicable policies determined in terms of this Act, including the Regulations for Admissions to Schools.</p>

Approved by:	Approved by:
	
Helyn Tooley (Principal) MJB Properties CC	Ursula van den Berg MJB Properties CC

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STAFF RECRUITMENT, SELECTION, APPRAISAL & DEVELOPMENT POLICY

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1 TITLE: STAFF RECRUITMENT, SELECTION, APPRAISAL & DEVELOPMENT POLICY

2 PREAMBLE

The backdrop of the Human Resources Function has relevance to the following legislation:

- Labour Relations Act
- South African Council for Educators Act of 2000

The correct recruitment of staff is core to the quality of teaching and learning that will be given at Thorntree Preparatory, and to this end the correct recruitment, appraisal and continuous development of staff is essential.

3 RECRUITMENT OF STAFF

Advertisements for vacancies are placed in local press and distributed through school information sent to community.

CV's are received and shortlisted candidates are invited for an interview.

Applicants for vacancies are interviewed by members of the SGB and principal.

Selection Criterion Based on Interview Sheet for Selection of Teacher.

An offer letter is issued to the prospective employee.

The new appointees are issued a contract by Thorntree Preparatory.

New members of staff will be provided with support and guidance by the relevant Subject Head or Head of Department.

A handover is done with the previous employee who held the position.

4 APPRAISAL OF STAFF

The senior management of the school are responsible appraisal of staff.

The Heads of Departments monitor and review policy implementation, programmes and the quality of these in their departments. This is done by means of

- Regular monitoring of the teachers' written teaching programmes
- Observing the teachers' classroom practice
- Monitoring the standard of work in the learners' books
- Monitoring the assessment programme of the teacher
- The holding of regular meetings, workshops and staff development programmes.

5 DEVELOPMENT OF STAFF

The senior management of the school are responsible arranging for development of staff. Ongoing Continuous Professional Development is encouraged. Thorntree Preparatory School makes use of training opportunities presented through the following organisations:

- ISASA – Regional Training Courses presented
- LISA – Conferences and Events held Quarterly

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Training needs are established by monitoring teacher performance through appraisal processes and by the request of teachers.

Training interventions are encouraged and staff are supported through management paying for and making the necessary arrangements for staff development.

5.1 NEW MEMBERS OF STAFF.

The following steps are taken to assist with the integration of new members of the staff:

- Formal and informal meetings with the Head of Department and Headmaster.
- The pairing of the new member with a “mentor” staff member
- A class visit in the first term with that new member of the staff in order to help and advise.

5.2 STAFF MEMBERS

It is essential that all staff members are given opportunities to gain additional skills through training and development opportunities externally as well as internally. This will be done in the following manner:

- Formal training sessions on specific topics.
- Inclusion in management decisions at Management Committee level.
- Attendance where possible at relevant courses offered by ISASA and LISA.
- Involvement in various committees such as academic, catering, discipline etc.
- Involvement in the development in modules and courses, particularly in regard to those elements required by school philosophy such as leadership, negotiation skills, study skills, conflict resolution etc. Staff who wish to develop a course within their interest range are welcome to do so after consultation with the Headmaster.
- Relevant literature will be provided occasionally on topics for thought and discussion.

5.3 MANAGEMENT COMMITTEE

All major policy decisions within the school will be discussed and made at Management Committee level.

Training and development opportunities offered especially by ISASA are well aligned to Operational and Function Training requirements of the management committee.

5.4 STAFF DISCIPLINE AND GRIEVANCES

DEFINITION

A grievance is any dissatisfaction or feelings of injustice, on the part of the employee, in connection with their duties and circumstances pertaining to their employment, that comes to the attention of the employee's Head of Department or the Head

2. INTENTION

It is believed that it is in the mutual interest of both employees and employers to set up and maintain a grievance procedure which is capable of resolving employee dissatisfaction.

3. OBJECTIVES OF THE PROCEDURE

It is the objective of the grievance procedure to provide a formal structure through which employees or groups of employees can discuss any dissatisfaction directly with management. Such structures should prevent conflicts or lead to their resolution as quickly and as fairly as possible, with action being taken as close to the source as possible, and at the lowest possible level in the hierarchy of the school. Employees should be protected against any form of inequitable treatment or victimisation, and be able to submit grievances without any prejudice whatsoever regarding their employment conditions.

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Should resolution of a grievance not be achieved, formal channels for an aggrieved employee to advance his or her case to a higher level of management should be included.

4. ESSENTIAL FEATURES

The grievance procedure and processes must not be used by employees to bypass their immediate Head of Department or the Deputy Headmaster. Time limits must be specified for each step of the procedure and both the employer and the employee agree to complete all steps in the procedure before resorting to legal alternatives. The employee is entitled to request assistance from another employee in representing his or her case.

In the event of a grievance, the employee, or group of employees, will discuss the matter with his or her or their immediate supervisor. The employee, or group of employees, should make it clear that this is a formal submission of a grievance. If the matter is settled at this stage, it is the duty of the supervisor to see that any agreed upon action, is implemented.

If the matter cannot be settled by the Head of Department to the satisfaction of the employee or group of employees, a written report will be submitted to the Head. This report will be written by the Head of Department and signed both by himself / herself and the employee, and will set out:

- a. the grievance;
- b. the Head of Phase reaction;
- c. the proposed solution;
- d. the reason for the aggrieved employee's rejection of the solution, or continued grievance.

If the Headmaster cannot resolve the matter to the satisfaction of the employee, a written report will be drawn up by the Headmaster, incorporating the following information:

- a. the employee's grievance;
- b. the views of the Head of Department;
- c. the views of the Headmaster;
- d. the reason for the aggrieved employee's rejection of these views.

This report will be signed by the aggrieved employee and the Headmaster, and submitted to the Chairman of the Board of Governors, whose ruling shall be final.

DISCIPLINARY PROCEDURE

1. INTENTION

Disciplinary procedures are intended to promote the smooth and co-operative functioning of the school. They aim to minimise conflict within the organisation and to protect the interests of both the employee and the School. It is the right of management to initiate corrective action where work performance or the behaviour of the employee is unsatisfactory.

Disciplinary procedures seek to provide guidelines to both employer and employee where the employer is not satisfied with the performance or behaviour of the employee. They provide opportunities for the individual to state his or her case fully, and to enlist any support he or she might wish. No one who assists a fellow employee in a hearing shall be victimised in any manner whatsoever as a result of his or her having advised or represented any employee.

This Disciplinary Procedure allows for three levels of disciplinary action, namely:

- a. verbal warning,
- b. written warning,
- c. disciplinary hearing.

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Verbal Warning

A verbal warning shall be given to an employee. A verbal warning effectively indicates to all parties that further disciplinary action may take place if the matter in question is not satisfactorily resolved.

Written Warning

A written warning shall be given to an employee when attempts to improve performance by verbal warnings have failed, or when the conduct is considered sufficiently serious to warrant a written warning. The written warning shall include:

- a. a description of the behaviour which caused the warning to be issued,
- b. information about any verbal warnings previously given to the employee,
- c. the reasons for the warning,
- d. a statement to the effect that further disciplinary action shall be taken if no improvement takes place.

Disciplinary Hearing

A Disciplinary Hearing may be instituted where behaviour or performance of an employee has not been successfully modified or improved as a result of previous verbal and/or written warnings.

The purpose of a Disciplinary Hearing shall be:

- a. to hear all relevant evidence concerned,
- b. to reach a just and balanced verdict,
- c. once a verdict has been reached, to:
 - * attempt to get the employee to accept responsibility for improving or rectifying his or her unacceptable behaviour or inferior performance,
 - * evaluate whether any actions by the parties could prevent a recurrence of the incorrect behaviour or inferior performance.

The Headmaster or a person delegated by him or her shall preside over a Disciplinary Hearing unless the Headmaster is the subject of a hearing and in such case a person nominated by the Board of Governors shall prevail.

An employee shall be notified prior to the hearing of the substance of all allegations against him or her. An employee shall have the right to be assisted or represented by another employee of his or her choice.

Proceedings at a Disciplinary Hearing shall take place with due regard to the considerations of justice.

In reaching a final decision, the Chairperson shall make known to the employee the decision as well as his or her reasons for having reached such decision.


A written record shall be kept of all proceedings of a Disciplinary Hearing.

An employee has the right to appeal against any disciplinary action.

The appeal must be made to a person so designated who is higher in the hierarchy than the Chairperson of the Hearing. The appeal shall be in the form of a review of all the evidence.

5.5 STAFF HANDOVER CHECKLIST

The document below will be used to ensure all measures have been taken when a new teacher resumes the position of the teacher resigning a position or when a substitute teacher takes over from the teacher on maternity leave, or:

 Staff Handover Checklist

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6.1 CRITERIA FOR SELECTION –

CRITERIA FOR SELECTION
USED DURING INTERVIEW OF TEACHING CANDIDATES

CRITERIA

DATE: _____ **INTERVIEWEE:**

OTHER COMMENTS:

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6.2 INTERNAL MODERATION AND CLASS VISITS



DATE: _____

EDUCATOR: _____ **OBSERVER:** _____

SUBJECT: _____ **TERM:** _____ **GRADE:** _____

1 EDUCATORS FILE

Date	Criteria	Y / N		Comments
	Cover correctly labeled			
	Table of content provided and correct			
	File organized according to index			
	Time Table (School and Personal)			
	Work Schedule			
	Lesson Plans (Daily Prep.)			
	Informal Assessment tasks included			

2 ASSESSMENT FILE / SELECTION

Date	Criteria	Y	N	Comments
	Cover correctly labeled/ Sectioned			
	Table of content provided and correct if file			
	Year Assessment Plan			
	Formal Tasks moderated and approved			
	Post moderation done			
	Memoranda for all Formal Tasks			
	Analyses of Cognitive levels			
	Tasks corresponding to work schedule			
	Does marking provide feedback?			
	Record sheet:			

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	<ul style="list-style-type: none"> - Marks calculated correctly - Marks correctly converted - Marks correctly transferred 			
	Record sheets signed, dated, school stamp			
	Analyses of learner results			
	Proof of intervention			
	Declaration and proof of absence			

3 WORKBOOKS

Date	Criteria	Y	N	Comments
	Name, Learning Area and Grade on cover			
	Neatness, inside and outside			
	Quality & Frequency of marking			
	Feedback			
	Enough written tasks according to policy			
	Informal assessment			

4 CLASSROOM / GENERAL PERFORMANCE

Date	Criteria	Y	N	Comments
	Neatness			
	Relevant display on walls			
	Classroom atmosphere			
	Discipline			
	Performance of educator			
	Teaching Aids			
	Use of chalk Board			

5 INTERVENTION

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Date	Criteria	Y	N	Comments
	Intervention File available			
	Learners identified for individual assistance			
	Intervention Programme			
	Involvement of Parents			
	Feedback			

6 LESSON OBSERVATION

Date	Criteria	Y	N	Comments
Organization & Instructional planning	Begins class on time			
	Appears well-prepared for class			
	States clearly the aims/objectives/activities of the class session			
	Plans instruction and time for realistic pacing Engages in a variety of organizational and preparation activities aimed at maximizing time available for instruction and facilitating learner learning (<i>e.g., materials/props readily available, prior class review, provision of internal summaries & transitions, preview of session content & activities, etc.</i>)			
	Plans for differentiated instruction			
Presentation & Delivery	Speaks audibly and clearly, and without distracting speech characteristics			
	Selects teaching methods appropriate to content			
	Communicates a sense of enthusiasm toward and interest in course content			
	Shows knowledge of content			
	Incorporates various instructional supports (<i>e.g., video, slides, etc.</i>) effectively Recognizes and responds effectively to changes in learner attentiveness			

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	Uses a variety of appropriate techniques to maintain learner interest and attentiveness (<i>e.g., maintenance of eye contact, etc.</i>)			
	Works with learners individually & in groups			
	Manages disruption			
	Incorporates learning from professional growth activities / workshops			
Learner Engagement & Interaction	Explains clearly directions, procedures, and intended activity outcomes			
	Allows sufficient opportunity for learner input, discussion, questioning, and interaction with instructor			
	Provides individuals constructive feedback			
	Properly paces instruction, allowing sufficient time for activity completion			
	Provides clear modeling and demonstration to all learners			
	Engages in a variety of teaching techniques aimed at engaging learners (<i>e.g., providing sufficient session time & "wait time" during questioning, answers learner questions clearly and directly, encourages & cues learner response, etc.</i>)			
Climate & Rapport	Knows learners' names and responds to them as individuals			
	Responds to learner wrong answers/misunderstandings constructively			
	Demonstrates effective listening behaviors			
	Encourages learner thought, participation, feedback, & learner-to-learner collaborative interaction			
	Treats class members equitably and respectfully			
	Admits error and/or insufficient knowledge			
	Uses humour constructively			

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Content	Selects examples and illustrations clearly related to course content and learner experiences			
	Makes course content relevant by using authentic, real-world applications			
	Explains new/difficult terms and concepts clearly and in multiple ways			
	Integrates text and other course resource material into class session			
	Establishes clear context for instruction (e.g., <i>provides necessary conceptual background; relates session content to prior & future content covered, to course projects/assignments, & to other views and fields of study</i>)			
Professional Knowledge	Addresses appropriate curriculum Standard			
	Facilitates learners' use of Higher level thinking			
	Demonstrates ability to link present content with past and future learning			
	Demonstrates and accurate knowledge of the subject matter checking for understanding			
	Demonstrates skills relevant to subject area utilizing best practices based on the current research			
	Base instruction on goals that reflect high expectations			
	Demonstrates an understanding of the knowledge of development			

GENERAL REMARKS:

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Signed: Educator _____ Observer: _____

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6.3 KPA STAFF FEEDBACK



DATE: _____

NAME OF STAFF MEMBER: _____

DATE OF FEEDBACK/ REVIEW: _____

MANAGEMENT PRESENT: _____

1. Feedback from Management:

2. Feedback from Staff Member:

What do you feel is going well?

What do you think you could be doing better?

3. Let us discuss the year to date..

4. We need to plan for 2023. Are you available for a contract in 2023? Terms of Contract/ Changes to be discussed.

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5. What can management do to assist you?

6. Any other comments/ concerns you would like to raise?

GENERAL

Punctuality	
Initiative and Creativity	
Willingness to assist in other of the school's activities.	
Judgement – willingness to seek advice when necessary	
Ability to work as part of a team	
Communication with colleagues/ management	
Communication with parents	
Willingness to share expertise and ideas	

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Adaptability / Flexibility (willingness to apply different skills or learn new skills according to school's requirements)	
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JOB RELATED

Subject knowledge	
Classroom discipline and management	
Discipline outside classroom	
Administration (files, filing)	
Planning and Preparation	
Availability and use of resources	
Language usage with learners	
Pupil participation in class	
Remediation/Re-teaching	

Signed: Educator _____

Head: _____

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