

Verstaan die WKOD E-Werwingstelsel



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SAOU
DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

RAAMWERK VAN DIE AANBIEDING

1. VERSTAAN DIE KONTEKS VAN DIE SKOOL EN ADVERTENSIE VOOR JY AANSOEK DOEN
2. VOORWOORD
3. E-RECRUITMENT IS GEWYSIG EN FOKUS OP DIE KRA'S VAN 'N POSVLAG
4. KRA'S OF P2, P3, P4
5. YOUR EMPLOYMENT HISTORY IS FULL – WHAT NOW?
6. WHAT IS THE SPECIFIC DRIVE AND FOCUS OF THE WCED?
7. WHY APPLY FOR THE POST?
8. GELYKBEREGTING
9. WAT ONDERSKEI JOU VAN ANDER KANDIDATE?
10. REFERENTE
11. DISCLOSURE OF MISCONDUCT
12. ALGEMENE FOUTE WAT GEMAAK WORD
13. CAUTION!
14. COMPETENCY-BASED ASSESSMENTS

VERSTAAN JOU KONTEKS

- ✓ Doen jou huiswerk oor die skool
- ✓ Neem die grootte van die skool in ag
- ✓ Is jy vertroud met die omgewing?
- ✓ Wat is die konteks van die gemeenskap?
- ✓ Taal / Kultuur



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VOORWOORD – weet jy wat hierin staan?

- ✓ Kwalifikasies
- ✓ Taak (aanbieding)
- ✓ Verpligte jare ondervinding : (3 – P2) (5 – P3) (7-P4)
- ✓ Bevoegdheidsgebaseerde assesserung
- ✓ SARO-registrasie

SAOU



Advertensies op E-Werwing (E-Recruitment) is gewysig deurdat daar gefokus word op die “KRA’s” van ‘n spesifieke posvlak

KRA = Key Result Areas

“Key result areas or KRA’s refer to the general metrics or parameters which the organisation has fixed for a specific role.”

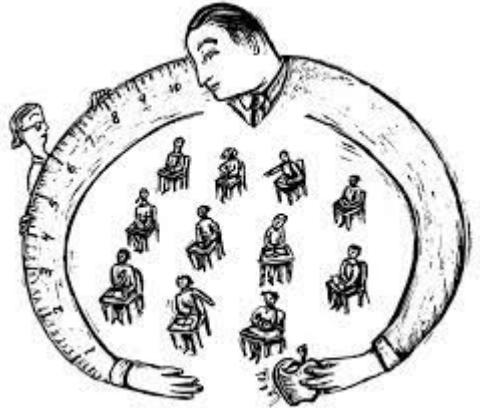


Personnel Administrative Measures (PAM)

Hoofstuk A.5 Bylaag 5, 6 en 7
“Core duties and responsibilities”



Advertensies op E-Werwing (E-Recruitment) is gewysig deurdat daar gefokus word op die “KRA’s” van ‘n spesifieke posvlak



Bring advertensies en posvereistes weer terug na die kernpligte en -verantwoordelikhede van ‘n posvlak



Maak die speelveld weer gelyk



DEPARTEMENTSHOOF

(KRA 1) AKADEMIESE BEVOEGDHEID

ONDERRIG:

Assessering; rekordering van leerders wat onderrig word; vakkennis; effektiewe beplanning en hulpbronne vir optimale leer; effektiewe toesig oor aktiwiteite; strategieë vir optimale deelname van leerders om leeruitkomste te bereik

BEPLANNING:

Effektiewe gebruik van instrumente om leer te bevorder; vermoë om by sperdatums te hou; werkskedules en intervensie strategieë

REKORDERING:

Diagnostiese analyse om effekief te onderrig vir leerderbehoeftes; pas onderrig-strategieë toe om leerderprestasie te verbeter

OUERAANDE OM VORDERING VAN LEERDERS TE BESPREEK

BESTUUR VAN LEERDERPRESTASIE



VERMOË OM
VAKHOOF/
GRAADHOOF/
FASEHOOF TE
WEES:
Koördineer evaluering en assessering; huiswerk en take in 'n departement; kennis van vak(ke); promoveer leerprestasie; kennis en gebruik van verskeie soorte assessoringsstegnieke

KRA - DEPARTEMENTSHOOF

(2) EXTRA- EN KO-KURRIKULÊRE BETROKKENHEID

GESAMENTLIKE BELEID VIR GRAAD/FASE:
Konsulter wyd en stel beleid op in lyn met behoeftes van skool;
Implementeer interne en eksterne skoolbeleide; nakoming van beleide

BEHEER UITOEFEN OOR:
Werk van opvoeders en leerders in vak/graad/departement; verslae voorsien aan hoof; merkskedules; moderasie van vraestelle en memorandums

MENTORSKAP:
Gereelde klasbesoeke; Maak seker sperdatums word nagekom; Verskaf leiding en ondersteuning aan kollegas; Kontroleer beplanning; Kontroleer kwaliteit van assessering; Kontroleer leerder rekords

KOÖRDINEER LEIDING EN ADVIES OOR:
Nuutste idees en benaderings tot vakmetodes, tegnieke, evaluerings, hulpmiddele, sillabus, werkskemas, huiswerk, remediërende werk ens.; mentorskap in jou vak

DEPARTEMENTSHOOF

(KRA 3) KONTROLE FUNKSIE

VERANTWOORDELIKHEDE SLUIT IN:

- Kontroleer werk van opvoeders en leerders in jou departement
- Kontroleer rapporte voor dit na hoof gaan
- Kontroleer merkskedes voor dit na hoof gaan
- Toetse en vraestelle sowel as memorandums nagana/modereer
- Administratiewe verantwoordelikhede van personeel
- Die deel van verantwoordelikhede of organisering an die uitvoer van buitemuurse en ko-kurrikulêre aktiwiteite



DEPARTEMENTSHOOF

(KRA 4) BESTUUR VAN PERSONEEL

VERANTWOORDELIGHED SLUIT IN:

- Adviseer die hoof oor die werkverdeling van personeel in jou departement
- Deelname in die voorgeskrewe evalueringsprosesse (QMS ens.) om te verseker dat onderrig, leer en bestuur voortdurend verbeter



DEPARTEMENTSHOOF

(KRA 5) ALGEMEEN & ADMINISTRATIEWE PLIGTE

ASSISTEER MET BEPLANNING EN BESTUUR VAN:

Skooladministrasie; handboeke; toerusting; begroting vir departement; vak werkskedes; hulpbronne; reël van onderhoud van meublement en toerusting; beleid vir meublement; voorraadbeheer ens.

BETROKKENHEID IN NIE-ONDERRIG ADMINPLIGTE:

Sekretariële pligte tydens vergaderings; veiligheidsplan; noodhulp; rooster; insameling van geld; welstand van personeel

WAARNEMING AS HOOF:

Slegs wanneer die skool nie oor 'n adjunkhoof beskik om waar te neem nie.



DEPARTEMENTSHOOF

(KRA 6) KOMMUNIKASIE

DRA BY OM
EFFEKTIWE
PERSONEEL DISSIPLINE
TE BESTUUR
Professionele optrede
en onderprestasie
aanspreek binne
bepaalde prosedure

SAMEWERKING MET
OPVOEDERS VAN ANDER
SKOLE:
Die doel is om buitemuurse
programme te dryf

VERGADER MET OUERS:
Leerders se vordering en hul
gedrag moet met ouers
bespreek word.

PROFESSIONELE ONTWIKKELING
Neem deel aan aktiwiteite vir
selfontwikkeling;
Moedig deelname van opvoe-
ders aan in selfontwikkeling

DEELNAME IN DEPARTEMENTALE EN
PROFESSIONELE KOMITEES,
SEMINARE EN KURSUSSE.

DEPUTY PRINCIPAL

(KRA1) ADMINISTRATION

ASSISTING IN SCHOOL ADMIN:

- Compiling duty rosters
- Arranging to cover for absent staff
- Compilation of school calendar
- Class streaming
- Participation in developing school vision and mission statements
- Admission of new learners
- Regular monitoring of learner acceptance/cancellation/waiting lists
- School functions

GENERAL ADMINISTRATIVE DUTIES:

- Oversee inventory
- Comply with policy for furniture and equipment (asset management)

PARENT COMMUNICATION:

- Learner progress
- Learner Conduct
- Planning/conducting & participating in parent meetings

FINANSIES:

Betrokkenheid by die finansies van die skool – beplanning, kontrole van besteding, toekenning van fondse ens.

DEPUTY PRINCIPAL

(KRA 2) ACADEMIC PERFORMANCE

DUTIES INCLUDE, BUT ARE NOT LIMITED TO:

Teaching as per workload

Oversee full functionality of the curriculum

Assessing and recording the attainment of learners taught.

INVOLVED IN INTERNAL AND EXTERNAL EVALUATION AND ASSESSMENT:

- Implementation of dept policies
- Monitor regular marking and moderation
- Outcomes are analysed
- Develop intervention strategies;
- Assist in SIP, SCP, SSE

(3) EXTRA- AND CO-CURRICULAR

INVOLVED IN SCHOOL

CURRICULUM AND PADAGOGY:

- Choice of textbooks
- Co-ordinating work of subject committees and groups
- Timetabling
- Planning
- Effective use of resources and techniques that include data, budgets, consultation and policies

PARTICIPATION:

- In departmental and professional committees, seminars and courses in order to upgrade your own professional standards

ASSIST IN OVERSEEING LEARNER COUNSELLING AND GUIDANCE, DISCIPLINE AND WELFARE OF LEARNERS:

- Knowledge of referrals & support forms
- Implementing systems to identify learners at risk

DEPUTY PRINCIPAL

(3) EXTRA- AND CO-CURRICULAR

MAINTENANCE OF SERVICES AND BUILDINGS:

- Ensure general cleanliness and state of repairs of school, furniture and equipment
- Involved in annual stock take
- Existing resources and physical infrastructure are used effectively
- Use and safekeeping of movable and immovable assets are monitored regularly.
- School buildings, ablution facilities and grounds are well maintained.

ENSURE OPTIMAL USE OF LTSM:

- Monitor use
- Textbook retrieval systems are in place and monitored regularly

ARRANGE TEACHING PRACTICE (Students)

ASSISTING THE PRINCIPAL:

- To play an active role in promoting extra- and co-curricular activities
- To promote participation in sports and cultural activities

DEPUTY PRINCIPAL

(4) MANAGEMENT OF STAFF

PARTICIPATE IN AGREED SCHOOL / EDUCATOR APPRAISAL PROCESSES:

QMS; PMPS; SPMDS/PERMIS

Regular review practices with aim of improving teaching, learning and management

Departmental HR policies are explained, understood and implemented effectively

Address staff queries, grievances and disciplinary issues effectively and timeously

PARTICIPATES AND PROMOTES CONTINUOUS PROFESSIONAL DEVELOPMENT OF SELF AND OTHERS

Staff development initiatives are functioning
Regular classroom visits

Constructive feedback, guidance and support to educators and staff

Appraisal systems comply with departmental regulations and are applied fairly

GUIDE AND SUPERVISE WORK AND PERFORMANCE OF STAFF:

Discuss and write reports and record according to Departmental prescripts

EDUCATOR AND LEARNER ATTENDANCE

Ensure systems are in place and functioning

Attend to disciplinary issues where needed, according to prescribed procedures

DEPUTY PRINCIPAL

(4) MANAGEMENT and GOVERNANCE

ASSISTING WITH SCHOOL FINANCES:

- Budgeting and management thereof according to protocol
- Dept and SASA prescripts are followed and implemented
- Planning and control of expenditure
- Allocation of funds and/or resources
- Applying necessary controls to optimise use of funds

(KRA 5) INTERACTION WITH STAKEHOLDERS

LIAISING WITH STAKEHOLDERS:

- Government departments
- SGB and its functioning i.t.o. SASA
- Partnerships that ensure development of school
- Ensure logbook contains record of important events
- Systems are in place to manage correspondence and communication
- Systems are maintained and provide easy access for authorised persons
- School provides stats to District
- Assist in liaising with Directorates and District

KRA – DEPUTY PRINCIPAL

(6) COMMUNICATION

DUTIES INCLUDE, BUT ARE NOT LIMITED TO:

- Meeting with parents concerning learners' progress and conduct
- Liaising with the relevant government departments on behalf of the principal
- Maintaining contact with sporting, social, cultural and community organisations
- Assisting the principal in liaising with all organisations, structures, committees, groups etc. crucial to the school

PRINCIPAL

(KRA 1) ADMINISTRATION

Responsible for the professional management of the school i.t.o. section 16(3) of the SASA

MANAGEMENT OF LEARNING SUPPORT AND MATERIAL / EQUIPMENT:

- LTSM is monitored
- System developed and implemented for textbook retrieval
- Safekeeping of movable and immovable assets and regular recording thereof

IMPLEMENTING POLICY AND LEGISLATION

SAFEKEEPING OF ALL SCHOOL RECORDS

PERFORMING FUNCTIONS DELEGATED BY THE HOD

MANAGING ALL EDUCATORS AND SUPPORT STAFF

IMPLEMENTING ALL EDUCATIONAL PROGRAMMES AND CURRICULUM ACTIVITIES

COMMUNICATION OF ALL RELEVANT CIRCULARS / MINUTES ETC. THAT AFFECT STAFF AND STORED IN ACCESSIBLE MANNER

HANDLE CORRESPONDENCE RECEIVED BY SCHOOL

BEING RESPONSIBLE FOR THE HOSTEL AND ALL RELATED ACTIVITIES, INCLUDING THE STAFF AND LEARNERS

MAKING REGULAR INSPECTIONS OF THE SCHOOL PREMISES

ENSURING A SCHOOL JOURNAL TO RECORD ALL IMPORTANT EVENTS CONNECTED WITH THE SCHOOL

MANAGING FUNDS ACCORDING TO POLICY

ADMISSION AND PLACEMENT OF LEARNERS

PLANNING:

- Participates in and/or implementation of proper planning in a range of school activities.
- Ensures planning is done timeously.



PRINCIPAL

(KRA 2) MANAGEMENT OF STAFF

PROVIDE PROFESSIONAL LEADERSHIP WITHIN THE SCHOOL

TO GUIDE, SUPERVISE EDUCATORS AND SUPPORT STAFF IN THEIR PERFORMANCE:

Mentoring and coaching

Monitoring attendance and conduct

DEVELOPING STAFF AND NOVICE EDUCATORS THROUGH INHOUSE / EXTERNAL / DEPARTMENT DRIVEN TRAINING TO ACHIEVE EDUCATIONAL OBJECTIVES:

Provides constructive feedback, guidance and support

ENSURE EQUITABLE DISTRIBUTION OF WORK

BE RESPONSIBLE FOR ASSESSMENTS AND REPORTING ON EDUCATOR AND STAFF PERFORMANCE THROUGH OFFICIAL APPRAISAL PROCESSES:

QMS / SPMDS

SMT performance

Addresses conduct

Manages underperformance

Deals with conflict efficiently

BE RESPONSIBLE FOR HANDLING DISCIPLINARY MATTERS PERTAINING TO EDUCATORS AD SUPPORT STAFF

PREPARE AND SUBMIT ANNUAL ACADEMIC PERFORMANCE IMPROVEMENT PLAN AND MEASURE PROGRESS

PRINCIPAL

(KRA 2) MANAGEMENT - GENERAL

GENERAL:

- School has safe and secure environment with clear access controls.
- Resources and physical infrastructure are used effectively.

LIAISE WITH RELEVANT PARTIES iro ADMIN, STAFFING, ACCOUNTING, PURCHASE OF EQUIPMENT, RESEARCH AN UPDATING OF STATS iro EDUCATORS, SUPPORT STAFF AND LEARNERS.

DEVELOPMENT AND IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN

PRINCIPAL

(3) ACADEMIC PERFORMANCE

IMPLEMENTATION OF EDUCATIONAL PROGRAMMES AND CURRICULUM ACTIVITIES:

- Ensures functional curriculum structures
- Securing the support of stakeholders to ensure quality teaching and learning environment.
- Effective use of resources to ensure optimal learning

ENSURE ASSESSMENT IS CONDUCTED AND EFFICIENTLY ORGANISED

- Departmental policies are followed regarding assessment administration
- Regular marking and moderation
- Outcomes are analysed
- Intervention strategies developed and implemented

MONITOR LEARNER PROGRESS, ATTENDANCE AND CONDUCT:

Ensures effective implementation of processes and communication with parents and stakeholders

LIAISE WITH RELEVANT STRUCTURES REGARDING CURRICULA AND CURRICULUM DEVELOPMENT AND IMPLEMENTATION

PREPARE AND SUBMIT ANNUAL ACADEMIC PERFORMANCE IMPROVEMENT PLAN AND MEASURE PROGRESS

PRINCIPAL

(4) TEACHING

ENGAGE IN TEACHING AS PER WORKLOAD

BEING A CLASS TEACHER IF REQUIRED

ASSESSING AND RECORDING THE ATTAINMENT OF LEARNERS TAUGHT

PRINCIPAL

(5) INTERACTION WITH STAKEHOLDERS

SERVE ON THE SGB:

- Contribute to the functionality of the SGB (SASA)
- Represent HoD on the SGB
- Attend all meetings on the SGB
- Provide SGB with a report of the professional management of the school
- Assist the SGB in handling disciplinary matters of learners
- Inform the SGB about policy and legislation

PARTICIPATE IN COMMUNITY ACTIVITIES IN CONNECTION WITH EDUCATIONAL MATTERS AND COMMUNITY BUILDING

PRINCIPAL

(6) COMMUNICATION

COOPERATE WITH STAFF AND SGB TO MAINTAIN A SMOOTH-RUNNING OF THE SCHOOL

LIAISING WITH ALL DIRECTORATES OF THE WCED

LIAISING WITH THE RELEVANT STRUCTURES REGARDING SCHOOL CURRICUL AND DEVELOPMENT

MEETING WITH PARENTS CONCERNING LEARNERS' CONDUCT AND PROGRESS

COOPERATING WITH THE SGB

LIAISING WITH OTHER DEPARTMENTS e.g. DEPT OF TRANSPORT, HEALTH, PUBLIC WORKS ETC.

COOPERATING WITH TERTIARY INSTITUTIONS

PARTICIPATION IN DEPARTMENTAL AND PROFESSIONAL COMMITTEES, SEMINARS AND COURSES IN ORDER TO CONTRIBUTE TO PROFESSIONAL STANDARDS

MAINTAINING CONTACT WITH SPORTING, SOCIAL AND COMMUNITY ORGANISATIONS

HANDLING ALL CORRESPONDENCE RECEIVED AT THE SCHOOL

PRINCIPAL

(7) FINANCIAL MANAGEMENT

MANAGING SCHOOL ACCOUNTS, KEEP RECORD THEREOF AND ENSURE FUNDS ARE UTILISED IN THE INTEREST OF LEARNERS:

- Financial planning
- Budget management
- Management of assets
- Consult with appropriate structures
- Application of necessary controls
- Protocols followed to attain approval of budgets and spending from relevant stakeholders
- Prescripts and directives are adhered to

Behalwe vir die KRA's...

- ✓ Die skool het slegs 200 karakters in die advertensie om behalwe die KRA's verdere unieke behoeftes te rig.
- ✓ Hierdie inligting sal waarskynlik sekere fokusse van die skool uitlig.
- ✓ Jy moet op hierdie aspekte konsentreer en bykomend daaroor uitbrei.
- ✓ Bykomende inligting wat jy oor die skool bekom het, moet ook in jou CV geskryf word – dit sal wel deur die KRA's gedek word.

What is the specific drive and focus of the WCED?

- ✓ Reading
- ✓ E-Learning
- ✓ Optimising inclusive teaching
- ✓ Blended learning

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"Why apply for the post?"

- ✓ Klik op "VIEW POST DETAILS"
- ✓ Verifieer posnommer en klik op "APPLY".
- ✓ 3900 Karakters – Moenie "bullet style" skryf nie.
- ✓ **Doen navorsing oor die skool en kyk**
hoe jou ondervinding en bevoegdhede daartoe
kan spreek
- ✓ Herhaal ter verduideliking
- ✓ Hier mag jy jou passie laat blyk.

GELYKBEREGTING EMPLOYMENT EQUITY



INSTITUION BASED EDUCATORS SCORING APPLICABLE FROM 1 JULY – 30 SEPTEMBER 2022

Post level 4	
Race & Gender	Score
African Female	8
African Male	7
Coloured Female	6
White Female	5
Indian Female	4
Indian Male	3
Coloured Male	0
White Male	0
Disability	15

Post level 3	
Race & Gender	Score
African Female	8
African Male	7
Coloured Female	6
White Female	5
Indian Male	4
Indian Female	3
Coloured Male	0
White Male	0
Disability	15

Post level 2	
Race & Gender	Score
African Male	8
African Female	7
Coloured Male	6
Indian Male	5
Indian Female	4
White Female	0
Coloured Female	0
White Male	0
Disability	15

Post level 1	
Race & Gender	Score
African Male	8
Coloured Male	7
African Female	6
Indian Male	5
Indian Female	4
White Female	0
Coloured Female	0
White Male	0
Disability	15

Note: 15 is the maximum EE points that a Person with Disabilities can obtain

Wat onderskei jou van ander kandidate?

- ✓ **Wat bring jy na die skool wat uniek is?**
- ✓ **VRAAG EN AANBOD!!**
- ✓ **Watter waarde sal jy toevoeg wat die skool vorentoe sal neem? WHY DO YOU APPLY FOR THE POST?**



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YOUR EMPLOYMENT HISTORY IS FULL AND YOU HAVE NOT CAPTURED EVERYTHING. **WHAT NOW?**

1. Applicants may have an experience set for **EVERY RANK** they held – even though it might have been at the same school.
2. **EACH POSITION** held at the school (also acting) must be competed in a separate experience set.
3. Detail competencies, skills and experience, BUT **refrain from “story-telling” style** – characters are limited.
4. If there is still too little space in the skills and responsibility categories, you may continue to write in the other categories available and start with **“experience continued”**.
5. The letter of application may also be used.



Ask for a Reference

Choose someone who:

- Thinks highly of you
- Can speak about your professional skills

Be sure to:

- Ask permission before sharing their name
- Give an easy way to decline
- Be polite and warm

Mention:

- Why they would be an ideal reference
- Background information, including
 - Your current resume
 - Your prospective job
 - Your relevant skills

When you get
the job, send a
thank you note!

THAN
You

REFERENTE

- ! Jy MOET ten minste 3 referente hê
- ! Mag slegs gelyste referente skakel
- ! Het jy die referente in kennis gestel dat jy hulle opgesit het?
- ! Gee die referent se persoonlike selfoornr (met hul toestemming) – nie werknommer, aangesien die persoon moontlik na ure gekontak word.

Wat mag van 'n referent gevra word? (ELRC Award PSES 407-13/14WC)

'n Referent mag slegs inligting wat in die CV verskyn verifieer (DOKUMENT WORD TANS HIEROOR ONTWIKKEL)

'n Kandidaat moet 100% eerlik wees!

DISCLOSURE OF MISCONDUCT

Criminal Offence/ Admission of Guilt/ Pending Criminal Case
Yn: [If Yes is selected, please complete one/more of the following options.]

Misconduct/ Disciplinary Action/ Resignation in Lieu of Disciplinary Yn: [If Yes is selected, please complete one/more of the following options.]

Business Interest With State/ Director of Public or Private Company Conducting business With The State Yn

No

TICK OFF BLOCK

If YES – provide more details (Yes, warning etc.)

May not be used against you during shortlisting and interviews– UNFAIR discrimination.

Plea agreements



ALGEMENE FOUTE WAT GEMAAK WORD

- Kandidate neem die advertensie en kopieer dit net so oor in die CV, en skryf bloot by dat hulle ondervinding daarin het.
- Maak seker jy skryf GENOEG – balans tussen te veel en te min – TE KRIPTIES.
- Kandidate wat by hul eie skool aansoek doen, skryf nie alle inligting in die CV nie, aangesien die paneel hom/haar mos ken!
- Kandidate brei nie uit oor ‘n spesifieke item nie deur relevante voorbeeldte voorsien. Bv. Finansies (WAT het jy met finansies gedoen?)



ALGEMENE FOUTE WAT GEMAAK WORD

- Oordryf ambisie in CV (bv. Ek is 'n passievolle, hardwerkende opvoeder.... – aantal karakters word vermors) Jy kan dit in WHY DO I APPLY inskryf.
- Persoonlike inligting, los uit – CV HANDEL OOR PROFESSIONELE BEVOEGDHEID
- OPLEIDING – kan jy bewyse lewer van al die opleiding wat jy lys?
- **KWALIFIKASIES** - ERVARING NIE FORMEEL ERKEN, SLEGS KWALIFISAKSIE
- Indien 'n persoon vir 12 maande of langer in 'n pos waarneem, moet die persoon outomaties genooi word vir 'n onderhoud, MAAR dit kan geen VERWAGTING skep nie.



CAUTION!

- ✓ Can you prove everything on your CV and what you say during your interview?
- ✓ Have you been honest with the completion of the misconduct?
- ✓ Disability – are you in possession of a disability card/document?
- ✓ Dishonesty may lead to an EEA Section 18 offence – it may even potentially lead to dismissal.



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COMPETENCY BASED - ASSESSMENT

- ✓ Specifically developed for P4, P3 and P2 posts
 - ✓ The tool is available at NO COST to SGB's
 - ✓ **FOR DEVELOPMENTAL PURPOSES**
 - ✓ It is RECOMMENDED that selection committees use the tool as part of the instruments applied during the recruitment and selection process.
 - ✓ Valid for 18 months



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