

Guidelines on the Handling of Job-sharing in Aided Schools

Introduction

Job-sharing refers to two or more persons filling one or more posts within the staff establishment approved by the Education Bureau (EDB).

General Principles

2. Schools should adhere to the following principles in applying job-sharing in schools:-
 - a) Job-sharing should not have any adverse effect on students' learning.
 - b) Job-sharing should fulfill all requirements set under the Education Ordinance, Education Regulations, Codes of Aid, related circulars and any other related Ordinances.
 - c) Job-sharing should not lead to additional government expenditure.
 - d) One person is only allowed to have one substantive rank.

Arrangements for Job-sharing

3. Schools could consider job-sharing arrangements for all approved posts within the teaching establishment, **except the headship posts**. According to the Education Ordinance and Education Regulations, the headship post cannot be shared. Schools may consider the following arrangements of job-sharing:-

- a) Same rank and same stream
 - (i) Job-sharing at the same basic or promotion rank of the same stream (i.e. either the graduate stream or the non-graduate stream) is allowed. For example, 2 non-graduate teachers sharing 1 CM post in different combinations (such as 0.5 + 0.5 or 0.3 + 0.7 of a CM post), or 3 AM teachers sharing 2 AM posts (such as 0.6+0.7+0.7). Salaries are apportioned accordingly.
 - (ii) To apply for this type of job-sharing, schools should submit respective [Appointment Forms of the teaching and non-teaching](#)

staff and specify in the Form the percentage of post to be taken up by filling the “Part-time (Fraction)” in Section II Part H for teaching staff and Section II Part F for non-teaching staff. A separate Appointment Form should be submitted for each staff.

b) Different streams

- (i) A graduate teacher and a non-graduate teacher may share one graduate post on condition that the non-graduate teacher fulfills the basic requirements for appointment as a graduate teacher.
- (ii) For example, three serving teachers (1 APSM, 1 CM and 1 CM holding a recognized degree) would like to share 1 APSM post and 1 CM post. The serving graduate teacher is willing to take up 0.5 APSM post and the serving CM teacher 0.5 CM post. For the remaining 0.5 APSM post + 0.5 CM post, the CM holding a recognized degree is able and willing to take up the posts. However, as one person is allowed to have one substantive rank, the CM holding a recognized degree will be ranked as CM.
- (iii) If a graduate teacher and a non-graduate teacher share a non-graduate post, then the graduate teacher will have to be remunerated on the pay scale of the non-graduate post.
- (iv) Schools may follow the same procedure as stated in Para. 3 a) (ii) above to apply for this type of job-sharing.

c) Different ranks and same/different stream(s) for two or more teachers/laboratory technicians

- (i) For schools which wish to share jobs among teachers/laboratory technicians of “different ranks and same/different stream(s)”, EDB is prepared to give the school a salary envelope which will provide maximum flexibility and simplify administration.
- (ii) Under this approach, the salary envelope will be calculated on the basis of the actual salaries and incremental dates of serving teachers/laboratory technicians nominated to hold posts under the approved establishment. The amount of the envelope will be adjusted annually to take account of incremental creep and staff turnover. Schools may approach their respective School Development Officer for samples of salary envelope as reference.
- (iii) Government’s contributions to the Provident Fund and/or funds under the Occupational Retirement Schemes Ordinance (ORSO) will be calculated on the same basis as the salary envelope and

- apportioned to individual teachers.
- (iv) The basis for remuneration of teachers who share the posts in the approved establishment has to be agreed between the school and the teachers concerned. For example, the teachers may decide to take a 95% pay across the board, if the salary envelope is 5% less than the pay roll before redundancy.
 - (v) Schools that wish to adopt the salary envelope approach should apply to the School Development Section of the respective district.
 - (vi) Schools may also apply for a teacher to fill two or more posts of different ranks and same/different stream(s). For example, when the SGT entitlement has reduced from 1 AM(SGT) post to 0.5 AM(SGT) post, schools may appoint the AM(SGT) to fill up the 0.5 AM(SGT) post and another 0.5 CM post on a sharing basis. Schools should use [the Form on “Job-sharing of Different Ranks”](#) in making this application. Sample for completing the application form is available from the School Development Officer.

Other related Issues

4. Schools should also note the following related issues:

a) Recognition of experience

- (i) Part-time teaching experience will be recognized on a pro rata basis. For example, 4 years' experience of 0.5 part-time teaching is counted as 2 years' full-time teaching experience ($0.5 \times 4 \text{ years} = 2 \text{ years}$).

b) Incremental Dates

- (i) Full-time teachers joining salary envelope assuming a part-time status will maintain their incremental dates and be given annual increments when they fall due.
- (ii) Re-assessment of the incremental dates is required if there are changes to the teachers' proportion of full time scale under the salary envelope.

c) Provident Fund

- (i) Teachers, working part-time or full-time, who occupy established

posts under the Codes of Aid, are included in the Grant/Subsidized Schools Provident Fund.

- (ii) Part-time or full-time continuous teaching experiences are treated the same in counting the number of years of continuous contributory service, e.g. 3 years' 0.4 part-time service = 3 years' contributory service, 4 years' 0.6 part-time service = 4 years' contributory service.

d) Leave entitlement

- (i) Part-time teachers under a continuous contract of employment involving working continuously for the same employer for four weeks or more, with at least 18 hours in each week, are entitled to the same leave entitlement as their full time counterparts, such as full pay maternity leave of 10 weeks, and full pay sick leave period in a total of 28 days on appointment, 48 days on completion of each succeeding year of service and accumulated maximum balance of 168 days.
- (ii) For example, if a new part-time teacher has class periods in the morning sessions only and his/her doctor recommends a sick leave period of 28 days, say, from 1 February 2008 to 28 February 2008, he/she is entitled to paid sick leave for this period.
- (iii) If the part-time teacher has class periods only on Mondays, Wednesdays and Fridays and he/she is required to perform ad hoc duties on the other weekdays, he/she is still entitled to paid sick leave for the period of 28 days.

e) Job-sharing combining with appointment to posts not within the approved establishment

- (i) Recognized teaching experience in posts not under the approved establishment may be counted for incremental and promotion purposes. Schools should arrange for Mandatory Provident Fund scheme(s) for teachers appointed to posts not under the approved establishment, where appropriate, as they are not entitled to contribute to the Grant/Subsidized Schools Provident Fund.

f) Contractual issues

- (i) Schools should make known to the teachers whether the

job-sharing or part-time appointment is a long-term / short-term / regular / temporary arrangement.

- (ii) Job-sharing should be arranged on a voluntary basis and open to all teachers.
- (iii) Duties of all teachers including part-time teachers should be made known to all staff.
- (iv) The terms and conditions of service should be clearly stipulated in the appointment contract.

g) Insurance

- (i) Teachers engaged in sharing of posts under the approved establishment, or part-time posts funded by other resources provided by EDB such as the Capacity Enhancement Grant, are covered by the current Block Insurance Policy for employees' compensation.

Enquiries

5. For further enquiries, please contact the respective district School Development Section.

March 2011