

## **Point-to-note for Receiving the Native-speaking English Teacher (NET) Grant (2026/27 school year)**

### **Provision of NET Grant**

Starting from the 2025/26 school year, eligible aided schools (including special schools) and caput schools can opt for either (i) retaining the existing NET post; or (ii) receiving a new NET Grant for implementation of the NET Scheme. The NET Grant is a purpose-specific grant disbursed to eligible aided schools (including special schools) and caput schools opting to receive the grant every school year, with an ambit aligned with the objectives of the NET Scheme. A full year amount of \$900,000 and \$1,000,000 will be provided to eligible primary and secondary schools respectively annually. The rate of the NET Grant for aided special schools will follow the rank of the NET posts (i.e. APSM / GM) entitled in the approved teaching staff establishment. Schools should not switch the options within the school year.

### **Employment of NETs under the NET Grant**

2. Schools receiving the NET Grant should employ at least one full-time NET for the school year. If there are remaining funds, schools can employ native-speaking English Teaching Assistants (NTAs) and/or engage English learning support services provided by proficient speakers of English. Qualification requirements for NETs employed under the NET Grant are set out at **Annex 1**.

3. Schools should determine the remuneration package taking into account the NETs' qualifications, teaching experiences and background, level of responsibilities, etc. as comparable to teachers taking up similar duties employed by schools. Schools may employ the NETs direct as contract teachers, or engage service providers to provide recruitment services or provide NETs as their employers. Schools should follow the procedures and guidelines stated in [EDB Circular No. 4/2013 "Procurement Procedures in Aided Schools"](#) and its appended "Guidelines on Procurement Procedures in Aided Schools, [Section 6.4 of the School Administration Guide](#), as well as prevailing guidelines issued by the Education Bureau (EDB) from time to time.



### **Usage of the NET Grant**

4. Schools should utilise the NET Grant to engage native English speakers with diverse academic and cultural backgrounds to form a dynamic team of NETs and NTAs based on school-based circumstances and needs of students. Schools are encouraged to make innovative approaches in creating an English-rich environment, so as to enhance student motivation and engagement in English learning. Examples on the use of the NET Grant are set out at **Annex 2**.

### **Disbursement and Accounting Arrangements**

5. The NET Grant will be disbursed to aided schools (including special schools) by two instalments in September and April every school year. For caput schools, there will not be a separate disbursement of the NET Grant and relevant expenses will be included in the calculation of the Fee Subsidy for schools, regardless of whether they opt to retain the existing NET post or receive the NET Grant.

6. For accounting and auditing purposes, aided schools (including special schools) and caput schools<sup>1</sup> are required to keep a separate ledger account to handle all income and expenditure of the NET Grant, and keep proper records of various expenditure items and related receipts/invoices for inspection when necessary. All schools should observe the requirements stipulated in the relevant EDB circular memoranda and letters calling for schools' submission of annual audited accounts, and submit their annual audited accounts to the EDB for scrutiny. Schools should also observe stipulations in prevailing ordinances, regulations and circulars related to appointment, procurement of services, handling of accounts, etc. Schools failing to provide relevant documents (including annual audited accounts) for inspection as scheduled or found not using the NET Grant according to the ambit stated in this Point-to-note will be required to return the disbursed grant to the EDB.

7. Schools should maximise the use of the NET Grant disbursed each school year in a timely manner to enrich students' English learning experience in that school year. Therefore, in principle, schools should not accumulate an excessive surplus of the Grant. For aided schools (including special schools), based on schools' annual audited account, if schools have accumulated a surplus in excess of 30% of the 12 months' provision of the NET Grant, the surplus above this amount at the end of the school year will be clawed back. Transfer of funds/unspent balance out of the NET Grant is not allowed. The above arrangements for accumulating and claw back of surplus are not applicable to caput schools. If the NET Grant has a deficit in a certain year, aided schools may deploy the surplus under the Expanded Operating Expenses Block Grant (EOEBG) or the General Domain of the Operating Expenses Block Grant (OEBG) to cover the deficit. Any remaining deficit should then be covered by the schools' own funds. For caput schools, the arrangements of covering deficit are not applicable as the expenses arising from the implementation of the NET Scheme have already been included in the calculation of the Fee Subsidy for schools.

### **Evaluation and Accountability**

8. To ensure the proper use of the NET Grant, schools receiving the Grant should submit an annual **School Plan** and **School Report** on the deployment of the Grant for endorsement by their Incorporated Management Committees (IMCs) / School Management Committees (SMCs) each school year, summarising the implementation and evaluating the effectiveness of relevant measures in supporting English learning, and upload them onto the school homepage for the sake of enhancing transparency and in accordance with the established practice. Please refer to the **Templates** of the School Plan and School Report respectively.

9. IMCs / SMCs should also ensure that the resources are deployed in accordance with the ambit of the NET Grant and that each item of expenditure is utilised in a cost-effective manner in line with the principles of proper deployment of government funds.

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<sup>1</sup> Caput schools are only required to keep a record of expenditures.

**Qualifications for Appointment of NET  
under the NET Grant**

- The applicant should be a native-speaker of English<sup>1</sup> or possess native-speaker English competence<sup>2</sup>.
- The applicant should obtain the following qualifications:
  - (i) a Bachelor's degree in any subject from a Hong Kong university, or equivalent; **and**
  - (ii) A Post-graduate Diploma in Education (PGDE) or a Teaching English as a Foreign / Second Language (TEFL / TESL) qualification<sup>3</sup> at certificate level, or equivalent; **and**
  - (iii) valid IELTS results (overall band score of 7.5 or above, with "Speaking" band score of 7.5 or above)

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<sup>1</sup> Native speakers of English are people who acquire the language in infancy and develop the language through adolescence and adulthood within a community where English is spoken as the first language. Native-speaker English competence refers to the ability to use English fluently and spontaneously, to give grammatically accurate responses in communication and to write or speak creatively.

<sup>2</sup> Non-native speakers of English, i.e. people who have not acquired the language in early childhood, are also suitable for employment as NETs if their English competence is not different from that of native-speakers in terms of fluency, accuracy and creativity in language use.

<sup>3</sup> Please make reference to the requirements of TEFL/TESL qualification at certificate level, which is available on EDB webpage at [www.edb.gov.hk](http://www.edb.gov.hk) > Curriculum Development > Resources and Support > Native-speaking English Teacher (NET) Scheme > Recruitment.

## Teaching of English as a Second/Foreign Language (TESL/TEFL) Qualifications at the Certificate Level

The following qualifications are recognised as the equivalence of the required TEFL/TESL qualification:

- I. Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA)
- II. The Trinity Certificate in Teaching English to Speakers of Other Languages (CertTESOL)
- III. Postgraduate Certificate in Education majoring in TEFL/TESL
- IV. Certificate awarded by TEFL/TESL courses that:
  - (a) include a minimum of **100 contact hours**;
  - (b) include a minimum of **6 hours of observed and assessed teaching practice, a pass in which is required**; and
  - (c) cover the majority of the topics under each of the headings shown below:

<b>Language:</b>	knowledge of language in the areas of phonology, lexis/vocabulary, grammar and discourse, and their pedagogical implications
<b>Methodology:</b>	commonly used approaches and techniques for - curriculum development and materials design; teaching English language systems; teaching language skills; effective classroom management; conducting a range of activity types; assessment for language learning (including monitoring and evaluation of student learning and giving appropriate feedback); a component relating to the development of the participants' understanding of the socio-cultural contexts in which learning and teaching take place. Such a component would comprise, for example, modules, learning tasks and activities that consider the status, roles and features of English throughout the world in general, and preferably in the Hong Kong context
<b>Resources:</b>	use of classroom facilities and multimedia and multimodal teaching resources to facilitate learning
<b>Learners:</b>	commonly used techniques for assessing learners' needs; raising learners' awareness and facilitating effective learning strategies
<b>Teaching Practice:</b>	a teaching practice component in the course where participants can put their teaching knowledge and skills into practice through teaching sessions. The course should include self-evaluation assessments and tutor-evaluation assessments.

## **Teaching of English as a Second/Foreign Language (TESL/TEFL) Qualifications at the Diploma Level**

The following qualifications are recognised as the equivalence of the required TEFL/TESL qualification:

- I. Cambridge Diploma in Teaching English to Speakers of Other Languages (DELTA)
- II. Trinity College London Licentiate Diploma in Teaching English to Speakers of Other Languages (DipTESOL)
- III. Postgraduate Certificate in Education majoring in TEFL/TESL
- IV. Diploma awarded by TEFL/TESL courses that:
  - a) include at least 250 contact hours; and
  - b) include at least 20 hours of practicum in the programme, in which a pass is required OR require candidates to have at least two years' teaching experience as a pre-requisite for entering the programme.

## **Examples on the Use of the NET Grant**

### **1. Ambit of the NET Grant**

- enriching English language learning environment in schools and developing students' interest in learning English
- enhancing learning and teaching of English and developing innovative strategies, activities, materials and resources suited to the needs of students

### **2. Examples of deploying the NET Grant within the ambit**

- appointing one or more full-time NETs who are native speakers of English and possess the qualifications as stipulated in **Annex 1**, in line with prevailing requirements on teacher employment to promote students' learning in English language
- covering all costs incurred by employment of these teachers, including basic salaries benchmarked against APSM and GM in primary and secondary schools respectively, Mandatory Provident Fund, contract gratuity and fringe benefits (e.g. special allowance, passage/baggage allowance and medical allowance), if any
- appointing native-speaking English Teaching Assistants ("NTAs") (full-time/part-time) with qualifications and experiences that suit schools' needs in enhancing an authentic English language learning environment in schools
- procuring professional services from service providers to appoint NETs, NTAs or conduct programmes that enhance learning and teaching of English language
- procuring services for promoting collaboration and professional development of local English teachers through dissemination of good practices in English learning and teaching

### **3. Examples of deploying the NET Grant NOT within the ambit**

- appointing staff not directly related to supporting students' learning of English Language (e.g. social workers, educational psychologists, speech therapists, guidance personnel, administrative or clerical staff)
- appointing additional teaching staff or relevant personnel not providing any additional support measures for enriching English language learning environment in schools
- purchasing learning and teaching resources (e.g. English picture books, multimedia and electronic learning software, or online English language learning platforms)
- purchasing devices, equipment or software (e.g. mobile computing devices, chargers, electronic equipment or computer software) for general purposes
- purchasing equipment or tools for handling clerical work of the school
- meeting the costs of renovation/works on the school premises
- purchasing furniture and equipment
- spending on food, beverages or celebrations/activities without any specific learning objectives and contents (e.g. graduation dinners and parties)
- spending on banquet or courtesy-related expenses
- spending in full or in part on students' participation in exchange activities outside Hong Kong

#### Notes:

The above-mentioned examples are by no means exhaustive. Incorporated Management Committees (IMCs) / School Management Committees (SMCs) are required to prudently deploy the additional funding and properly allocate the resources. IMCs / SMCs should also ensure that the resources are utilised in a cost-effective manner and that each item of expenditure is in line with the principles on proper deployment of the government funding and within the ambit of the NET Grant. All information stated in the school plans and school reports should be comprehensive and endorsed by the IMCs / SMCs.