

**CODE OF AID
FOR
SPECIAL SCHOOLS**

(NOVEMBER 1998)

CODE OF AID FOR SPECIAL SCHOOLS

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Purpose of the Code

I. INTRODUCTION

Interpretation

1. (a) This Code of Aid prescribes the rules and conditions in accordance with which the Government of the Hong Kong Special Administrative Region promotes special education by means of grants to such special schools as may be approved for this purpose by the Permanent Secretary for Education.
- (b) In this Code of Aid, “Government” means the Government of the Hong Kong Special Administrative Region; “Permanent Secretary” means the Permanent Secretary for Education.
- (c) A special school means a school with or without a boarding section which provides education suitable for pupils in need of special education provision, and which has been approved by the Permanent Secretary for this purpose.

Permanent Secretary may delegate powers

2. (a) A Deputy Secretary for Education may exercise any function of the Permanent Secretary under this Code of Aid.
- (b) The Permanent Secretary may authorise any officer of the Education Bureau to exercise any function of the Permanent Secretary under any provision of this Code of Aid.

Management of aided special schools

3. A special school in receipt of aid under the terms of this Code of Aid shall be managed and conducted in accordance with the provisions of the Education Ordinance and of subsidiary legislation made under that Ordinance, and in compliance with the provisions of this Code of Aid and such instructions concerning aided special schools as the Permanent Secretary may from time to time issue. An administrative guide for aided special schools is at Appendix 1.

Permanent Secretary may appoint additional managers

4. If it appears to the Permanent Secretary -
 - (a) that a school is not being managed satisfactorily or that the education of the pupils is not being promoted in a proper manner; or

- (b) that the composition of the School Management Committee is such that the school is not likely to be managed satisfactorily, or is such that the education of the pupils is not likely to be promoted in a proper manner; or
- (c) that for any reason a school has no manager, he may appoint one or more persons to be additional managers of the school for such period as he thinks fit.

Director of Audit and Commissioner Against Corruption to have right of access to records and accounts

5. As a condition of grant, the Director of Audit and the Commissioner Against Corruption or any officer duly authorised by them may, if they consider it necessary in the public interest, have access to the records and accounts of a school in receipt of aid under the terms of this Code of Aid and to the records and accounts of any controlling or any other agencies to which money from the school is diverted which is directly or indirectly involved with the expenditure of public money, or special funds established for educational development out of income of such a school derived otherwise than from Government grants. In this connection, the staff of a school or of any controlling or any other agencies to which money from the school is diverted will be obliged to explain to the Director of Audit and the Commissioner Against Corruption or to their authorised representatives, any matter relating to the receipt, expenditure or custody of money for which the school or any controlling or any other agencies to which money from the school is diverted or both are accountable in the public interest.

II. GRANT OF AID TO SPECIAL SCHOOLS

Government aid and fees to be calculated so as to enable special schools to provide education of an acceptable standard

6. The kinds of grant necessary to cover the normal expenditure of an aided special school shall be calculated in such a way that such grants together with the income from tuition fees and boarding fees, in those schools where such fees are chargeable, should in general be sufficient to enable an aided special school to provide education of a standard acceptable to the Permanent Secretary, subject to the provisions of this Code of Aid.

Grants of specified kinds

7. Aid to special schools may consist of one or more of the following grants:
 - (a) Recurrent Grants -
 - (i) Salaries Grant
 - (ii) Operating Expenses Block Grant
 - (iii) Composite Furniture and Equipment Grant
 - (iv) Rent and Rates Grants

(updated on 1 September 2019)
 - (b) Non-recurrent and Capital Grants
 - (c) Non-recurrent Grants for curriculum development

Permanent Secretary to determine grants

8.
 - (a) The Permanent Secretary shall, after making such inquiries as he considers necessary, determine to which special schools grants are to be made, and shall determine the kind and amount of grant to be made to each such school.
 - (b) The Permanent Secretary may withdraw a grant wholly or in part if he is satisfied that the special school to which the grant was made is no longer in need of such grant or part of such grant.

Powers of the Permanent Secretary to reduce or withdraw grants

9.
 - (a) The Permanent Secretary may, if it appears to him that the School Management Committee is not managing the special school satisfactorily, or that the education of the pupils is not being promoted in a proper manner, or that the class structure is not being organised in such a manner as may be determined by the Permanent Secretary from time to time in accordance with Section 11(b) below, reduce or withdraw any grant made to such school. The Permanent Secretary shall cause a notice in writing to be served on the School Management Committee, setting out the grounds on which it appears to him that the special school is not being managed satisfactorily, or that the education of the pupils is not being

promoted in a proper manner, or that the class structure is not being organised in accordance with Section 11(b) below; and giving formal warning that consideration is being given to reduction or withdrawal of grants.

- (b) If, after a period of three months from the date of the notice specified in (a), the Permanent Secretary is satisfied that the School Management Committee is not managing the special school satisfactorily, or that the education of the pupils is not being promoted in a proper manner, or that the class structure is not being organised in accordance with Section 11(b) below, he shall cause a notice in writing to be served on the School Management Committee, stating his intention to reduce or withdraw the grant at the termination of a period of three months from the date of such notice.
- (c) Notwithstanding (a) and (b) above, the Permanent Secretary may, in cases where he is satisfied that there has been serious financial irregularity, reduce or withdraw any grant as he deems fit. The Permanent Secretary may require the School Management Committee to refund to the Government all building, special expenditure or recurrent grants received, or an equitable proportion of such grants as assessed by the Government.

Grants to be refunded in certain circumstances

- 10. (a) If the School Management Committee wishes to cease to manage and conduct the school under the terms of this Code of Aid, it shall give to the Permanent Secretary three months' notice in writing of such intention, and may be required on the termination of such three months' notice, to refund to the Government all Recurrent and Non-recurrent Grants or an equitable proportion of such grants as assessed by the Government.
- (b) The Permanent Secretary may, if for any reason a special school ceases to be granted aid under the terms of this Code of Aid, require the School Management Committee to refund to the Government all Recurrent and Non-recurrent Grants received, or an equitable proportion of such grants as assessed by the Government.

Permanent Secretary to approve expansion

- 11. (a) No additional aid shall be granted in respect of the expansion of an aided special school, unless such expansion has received the approval of the Permanent Secretary in writing.
- (b) The class structure of the special school shall be such as may be determined by the Permanent Secretary from time to time in the light of public interest and with due regard to the accommodation and facilities available in the school and after full consultation with the School Management Committee.

Permanent Secretary to approve fees

12. Unless otherwise permitted in writing by the permanent Secretary, no fees shall be charged in a special school in receipt of aid under the terms of this Code of Aid. Boarding fees charged in a special school which is in receipt of aid under the terms of this Code of Aid shall be subject to approval by the Permanent Secretary. Boarding fees for aided special schools will be announced by circular. *(updated on 1 September 2009)*

Method of payment of fees

13. Unless otherwise permitted in writing by the Permanent Secretary, boarding fees shall be collected on or after the first school day of each month during which the pupil is resident in the special school. *(updated on 1 September 2009)*

Fee remission

14. The School Head may approve fee remission of boarding fees in respect of students in need, and shall maintain a register of such remissions. The students' eligibility certificates may be used as reference to assess their eligibility for the fee remission. The permitted level of fee remission of boarding fees is 10% of the total fee income which means the maximum fee payable times the approved enrolment. However, approval may be sought to vary the level of fee remission in special cases. *(updated on 1 September 2009)*

Subscriptions**Permanent Secretary may allow Subscriptions to be charged**

15.
 - (a) The Permanent Secretary may permit a special school to charge Subscriptions for expenditure on school and educational needs. The amount of such Subscriptions in each special school shall be subject to the approval of the Permanent Secretary. *(updated on 1 September 2009)*
 - (b) No Subscriptions should be charged in Primary Classes and in Secondary 1 - 3. *(updated on 1 September 2009)*
 - (c) A special school may not transfer income arising from Subscriptions to any other body, or to a fund separately kept by the sponsoring body for educational development or any other purpose, unless such transfer has been approved by the Permanent Secretary in writing.
 - (d) Schools are given the discretion to collect fines, charges and fees for specific purposes as may be determined by the Permanent Secretary from time to time. Any other collections will still require separate approval of the Permanent Secretary.

Method of payment of Subscriptions

16. Unless otherwise permitted in writing by the Permanent Secretary, the amount of Subscriptions shall be collected in ten equal instalments payable on or after the first school day of each of the months from September to June inclusive; provided that Supervisors may, if they wish, require payment of the September instalment not earlier than 1 August.

Income to be used for provision of facilities in the school

17. (a) Schools are given the discretion to use the Subscriptions (Tong Fai)/ General Funds Account to meet educational and school needs. The School Management Committee should consider requiring the school to draw up a list of items to be charged to the Subscriptions (Tong Fai)/ General Funds Account and providing procedural guides for their school to use the funds.
- (b) In special schools where no fee is charged, all income from non-government sources shall be placed in the General Funds Account.

Acceptance of donations

18. (a) The acceptance of donations by schools should be approved by the School Management Committee. Prior approval from the Permanent Secretary is required only when the donations incur recurrent Government expenditure. All such income must be properly reflected in the Subscriptions Account. *(updated on 1 November 2013)*
- (b) The School Management Committee should note that before donations are accepted it must be fully satisfied that there is no connection between the donation and any student's standing or possible future standing in the special school and that the offers of donations from commercial concerns cannot be interpreted in any way as inducements.

Other income to be taken into account

19. When an aided special school lets any part or all of its premises for any purposes, the rental or profit so received shall be credited to the school's accounts in such proportion as determined by the Permanent Secretary.

RECURRENT GRANTS

(I) Salaries Grant

Salaries Grant to cover approved salaries

20. (a) The approved Salaries Grant will be paid monthly and will consist of the approved salaries for all teaching staff and all other staff, except for clerical and janitor staff under the Administration Grant or janitor staff under the Revised Administration Grant, employed in accordance with the terms of this Code of Aid. To reconcile the grants already paid out with the actual approved expenditure, adjustment of over or under payment may be made from time to time, but the final adjustment for the accounting year, or the financial year as the case may be, will be made after the submission of audited annual accounts. *(updated on 1 September 2009)*
- (b) The School Management Committee shall be responsible for the arrangement of rectifying any overpayment or underpayment of salaries with the staff concerned.
- (c) The payment of Salaries Grant in respect of staff provided for a particular purpose will be dependent on the effective carrying-out of that purpose.

Administration Grant/Revised Administration Grant

21. (a) For the employment of clerical and janitor staff, schools are given an option to choose between the Administration Grant and the Revised Administration Grant to meet their specific needs.
- (i) For a school that has elected to receive the Administration Grant, the salaries for the clerical and janitor staff employed will be paid out of the Administration Grant. The School Management Committee shall be responsible for the appointment, dismissal, salaries and terms of service of these non-teaching staff.
- (ii) For a school that has elected to receive the Revised Administration Grant, the salaries of the janitor staff will be paid through the Revised Administration Grant, while the approved salaries of the clerical staff will be paid through the Salaries Grant as provided under Section 20(a). The School Management Committee shall be responsible for the appointment, dismissal, salaries and terms of service of the janitor staff.
- (iii) The School Management Committee shall notify the Permanent Secretary promptly of the change of clerical or janitor staff and specify the effective date.

Both the Administration Grant and the Revised Administration Grant can also be used for procuring ancillary services (e.g. the cleaning of the school premises) by contract. Schools which have opted for the Revised Administration Grant may opt for the Administration Grant if they so prefer. The option once exercised in favour of the Administration Grant is final and irrevocable.

- (b) The Administration Grant and the Revised Administration Grant, being constituent grants of the Operating Expenses Block Grant introduced with effect from the 2000/01 school year, shall have their rates adjusted annually thereafter with reference to the mid-point salary of an entitled clerical post and the maximum point salary of the janitor post at the September 1999 level. The annual adjustment shall be in accordance with the movement of the Composite Consumer Price Index.
- (c) The clerical and janitor staff entitlements of a school determined according to the respective scales shown at Appendix 2 shall be used for the purpose of calculating the amount of the Administration Grant or the Revised Administration Grant where appropriate. A school that opts for the Revised Administration Grant will be required to follow the conditions of appointment for the clerical staff shown at Appendix 4.

Approved establishments

22. Approved establishments for teachers and other staff are shown at Appendix 2.

Approved salary scales and allowances

23. Expenditure on account of salaries and allowances will be allowed for grant purposes at the rates laid down at Appendix 3 or as otherwise approved by the Permanent Secretary.

Date of commencement and of cessation of salaries of staff

24. Salaries of all staff shall normally commence from the date of assumption of full duties, and shall normally cease immediately after the last day of performance of full duties, except as provided for at Appendix 9.

Increments may be granted or withheld

25. (a) Increments in salary for staff will normally be given by the School Management Committee when they fall due. Increments for part-time teachers will be based on the due proportion of the full-time scale, and will be given on an annual basis when they fall due.
- (b) When it appears to the School Management Committee that the service of a member of the staff has been unsatisfactory, the School Management Committee may, subject to approval by the Permanent Secretary, withhold an annual increment. In such case, the School Management Committee shall notify the Permanent Secretary in writing of its intention to withhold the increment and its reasons for so doing, and shall notify the member of staff in writing of its intention to withhold the increment. Such notification to the Permanent Secretary and to the member of staff shall normally be given three months before the incremental date.

Permanent Secretary may specify recognised experience for incremental credit on appointment

26. (a) On appointment to an aided special school, a teacher shall receive incremental credit or full-time or part-time previous teaching experience on the basis of one increment for each year of full-time service or the equivalent in aggregated part-time service in -
- (i) a government school;
 - (ii) an aided school;
 - (iii) a caput school/school under the Direct Subsidy Scheme;
 - (iv) an assisted private school on or after 1 January 1966; or
 - (v) a private school offering formal curriculum on or after 1 September 1971.

Service in assisted private schools prior to 1 January 1966 and in private schools offering formal curriculum prior to 1 September 1971 shall be credited on the basis of one increment for two years full-time service or the equivalent in an aggregated part-time service. Only post-qualification experience which is supported by documentary evidence and acceptable to the Permanent Secretary shall be counted for the purpose of increments. Service in schools outside Hong Kong shall be assessed for the purpose of increments at the discretion of the Permanent Secretary and increments may also be awarded for approved training as shown at Appendix 4.

- (b) Incremental credit for experience on appointment in the case of other professional staff of a special school may be awarded in accordance with the above principles, where applicable.
- (c) School executive officers on appointment to an aided school shall receive incremental credit if the employees have worked, in or after the 2019/20 school year, as -
- (i) school executive officer in aided schools and remunerated under the Salaries Grant or the School Executive Officer Grant;
 - (ii) school administrative executive in government schools under a non-civil service contract;
 - (iii) school executive officer in caput schools and DSS schools;
 - (iv) school executive officer hired by service providers to station in aided schools/caput schools/DSS schools.

(updated on 1 September 2019)

Classification of Staff

Classification of staff in special schools

27. For the purpose of Sections 28 - 40 of this Code of Aid, with regard to leave conditions and replacement staff, staff in special schools are classified as follows:

(a) Teachers

All staff in the teaching grades, including head teachers, teachers assisting in speech therapy (TAST), resource teachers, mobility instructors and low-vision training teachers.

(updated on 1 September 2017)

(b) Laboratory Technicians

(c) Non-teaching staff

(i) Specialist staff including school social workers, speech therapists, physiotherapists, occupational therapists, occupational therapy assistants, educational psychologists, nurses, wardens, assistant wardens, houseparents-in-charge, houseparents, programme workers and braille staff.

(ii) Non-specialist staff including clerks class II/assistant clerical officers, clerical assistants, artisans, workshop attendants, drivers, cooks, watchmen, janitor staff and teacher assistants.

(updated on 1 September 2021)

(iii) School executive officer

(updated on 1 September 2019)

Leave

Sick/maternity/special tuberculosis/paternity leave and paid leave as jurors or when required to appear in court as witnesses

28. (a) In respect of teachers, laboratory technicians, specialist staff and school executive officers, the School Management Committee may grant -

(i) in accordance with the conditions specified at Appendices 10 and 11, the following types of leave:

- (a) sick leave (paid and no-pay);
- (b) maternity leave (paid and no-pay);
- (c) special tuberculosis leave (paid and no-pay); and
- (d) paternity leave.

and

(ii) paid leave to those selected to serve as jurors and those required to appear in court as witnesses.

(updated on 1 September 2019)

- (b) The School Management Committee may, in accordance with the conditions specified at Appendices 10 and 11, grant the following types of leave to non-teaching non-specialist staff paid out of the Salaries Grant -
- (i) sick leave (paid and no-pay);
 - (ii) maternity leave (paid and no-pay); and
 - (iii) paternity leave.

(updated on 1 September 2016)

Permanent Secretary may approve paid study leave to staff

29. (a) Any teacher, laboratory technician, specialist staff or school executive officer in an aided special school selected by the Permanent Secretary for a course of training may continue to receive full salary for the approved period of study leave.
- (b) Teachers, laboratory technicians, specialist staff or school executive officers in an aided special school attending such other course as the Permanent Secretary may have approved may receive, for the approved period of study leave, full salary or such proportion of full salary as the Permanent Secretary may determine. No application for paid study leave will be considered unless the prior approval of the Permanent Secretary has been obtained for the staff to attend the course.

(updated on 1 September 2019)

Leave that requires prior approval of Permanent Secretary

30. (a) Prior approval of the Permanent Secretary is required in respect of the following types of leave to teachers, laboratory technicians, specialist staff and school executive officers -
- (i) no-pay leave other than no-pay sick/maternity/special tuberculosis leave;
 - (ii) study leave other than that provided under Section 29, or which has not been endorsed by the Permanent Secretary in advance; and
 - (iii) any other kinds of leave not specified in this Code of Aid.

(updated on 1 September 2019)

- (b) The Permanent Secretary may approve the grant of no-pay leave under (a)(i) above to any teacher, laboratory technician, specialist staff, and school executive officer of an aided special school recommended for such leave by the School Management Committee. Such no-pay leave shall not be counted for the purpose of increments.

(updated on 1 September 2019)

- (c) When the last day of such no-pay leave is followed by a Sunday or a gazetted public holiday, such Sunday or gazetted public holiday will be regarded as an extension of the period of no-pay leave.
- (d) When the last day of such no-pay leave of a teacher is followed by the major school holidays, i.e. Christmas, Chinese New Year, Easter and Summer Vacation, payment of salary will resume on the day the member

of teacher reports to school for duty provided that it is neither a Sunday nor a gazetted public holiday.

- (e) When the last day of such no-pay leave is followed by a school holiday other than the major school holidays, payment of salary will resume on the day following the last day of such no-pay leave provided that it is neither a Sunday nor a gazetted public holiday.
- (f) Where, however, no-pay leave has been granted as no-pay maternity, sick or special tuberculosis leave, payment of salary will resume on the day following the last day of such no-pay leave, notwithstanding that the day following the last day of such no-pay leave may be a Sunday or a gazetted public holiday.

Special Leave

- 31. (a) Normally special leave with pay will not be granted to teachers on account of personal affairs during the term. However, in exceptional cases, the Supervisor may grant special leave with pay for a maximum of 2 days per academic year to teachers on grounds of urgent private affairs of grave importance.
- (b) The School Management Committee may also grant paid leave of not more than 14 days to any teacher for each academic year to represent HKSAR in national/international conferences or events such as the Asian Games and the Olympic Games; or being invited to present paper or speak at national/international conferences in connection with education or participating in training and camping exercises of Civil Aid Service, Auxiliary Medical Service or Auxiliary Police Force. Sufficient grounds and justifications should be produced to support the grant of paid leave. *(updated on 12 January 2006)*

Permanent Secretary may approve the grant of paid leave to Heads

- 32. The Permanent Secretary may approve the grant of paid study leave or leave for other specially approved purposes to the Head of an aided special school. While the Head is absent on such approved leave exceeding 30 days, the acting Head shall receive the appropriate allowance.

Leave for laboratory technicians and non-teaching staff

- 33. (a) Laboratory technicians and non-teaching staff paid out of the Salaries Grant, who do not enjoy school holidays, will be granted full pay leave on an annual basis as provided for at Appendix 12. Such leave shall be taken during the major school holidays, subject to mutual agreement between the school and the staff. No replacement will be granted for laboratory technicians and non-teaching staff on such leave.
- (b) The School Management Committee may grant paternity leave up to 5 working days with full-pay to those laboratory technicians and non-teaching staff paid out of Salaries Grant with not less than 40 weeks'

continuous service immediately before taking the paternity leave. Schools are required to follow the administration arrangements of paternity leave as set out in the prevailing circular available on the Education Bureau homepage. *(updated on 1 September 2016)*

Endorsement of records of leave granted and inspection of leave records

34. (a) Records of leave that the School Management Committee may grant to teachers shall be submitted in August each year to the Permanent Secretary, who will signify his approval to the leave by endorsing the relevant leave records, provided that he is satisfied that the School Management Committee has considered each leave application with supporting documents in accordance with the conditions provided in this Code, the Employment Ordinance and the instruction he may from time to time issue. *(updated on 12 January 2006)*
- (b) Records of leave granted to non-teaching staff should be endorsed by the Supervisor on annual basis. *(updated on 12 January 2006)*
- (c) Schools should keep the leave records of their teaching and non-teaching staff up-to-date. These records shall be available for inspection by officers authorised by the Permanent Secretary as and when required.

Supply Teachers and Temporary Replacements

Employment of supply teachers and laboratory technicians

35. (a) The School Head may, on behalf of the School Management Committee, employ supply teachers and laboratory technicians on a daily basis to substitute for teachers and laboratory technicians who are absent on approved leave for three consecutive calendar days or more and claim reimbursement of salaries. Application for the reimbursement of the salaries of supply teachers and laboratory technicians shall be made in a prescribed form.
- (b) A supply teacher shall be of the same grade as, or of a lower grade than, the teacher for whom he is substituting; except that a qualified teacher may be engaged to replace an unqualified teacher in the primary section and a non-graduate teacher may be engaged to replace an unqualified teacher in the secondary section. A supply teacher is normally paid on fixed daily rates as the Permanent Secretary may determine.
- (c) Supply laboratory technicians shall be paid the daily rate of a non-graduate teacher, if they hold an approved Laboratory Technician Certificate or equivalent, otherwise the daily rate of an unqualified teacher shall be paid.
- (d) Service as supply teacher and laboratory technician on a daily basis shall not be counted for the purpose of increments or regarded as service for any other purposes.

Employment of temporary replacements for teachers and laboratory technicians

36. (a) The School Management Committee may approve the employment of temporary replacements on monthly terms of the appropriate grade for heads, teachers and laboratory technicians who have been granted maternity leave, paid sick leave, paid study leave or no-pay leave for a period not less than 90 days.
- (b) A temporary replacement on monthly terms may also be approved to fill a vacant teacher or laboratory technician post in circumstances where it appears to the Permanent Secretary that the appointment of a supply teacher or laboratory technician under the terms of Section 35 of this Code of Aid would be inappropriate.

Employment of temporary replacement for specialist staff and school executive officers

37. (a) The School Management Committee may approve the employment of temporary replacement for specialist staff and school executive officers who have been granted the following leave for a period not less than 30 days: paid sick leave, paid leave for other purposes, paid maternity leave, paid study leave or no-pay leave.
(updated on 1 September 2019)
- (b) The School Management Committee may approve the employment of temporary replacement for school nurses in special schools who are on approved sick leave, maternity leave, paternity leave or no-pay leave for one or more days, or to fill any unfilled vacancies provided that the special school has made every effort to fill such vacancies. Such replacement temporary nurses will be paid on fixed daily rates as announced in the relevant circular.

Employment of temporary replacement for non-specialist staff

38. (a) For school that has opted for the Revised Administration Grant, the School Management Committee may approve the employment of a temporary replacement when the clerk is on approved sick leave or maternity leave for not less than 14 days. Such a temporary clerk will be paid on fixed daily rates as announced in the relevant circular. A replacement staff substituting for a period not less than 90 days will be paid on a monthly basis. *(updated on 1 January 2019)*
- (b) The School Management Committee may approve the employment of temporary replacement for drivers in special schools who are on approved sick leave, maternity leave, paternity leave or no-pay leave for one or more days, or to fill any unfilled vacancies provided that the special school has made every effort to fill such vacancies. Such a temporary driver will be paid on fixed daily rates as announced in the relevant circular. A replacement staff substituting for a period of not less than 90 days will be paid on a monthly basis. *(updated on 1 September 2021)*

- (c) The School Management Committee may approve the employment of temporary replacement for teacher assistants in special schools who are on approved sick leave or maternity leave for not less than 14 days. Such a temporary teacher assistant will be paid on fixed daily rates as announced in the relevant circular. A replacement staff substituting for a period of not less than 90 days will be paid on a monthly basis.
- (d) The School Management Committee may approve the employment of temporary replacement for artisan, workshop attendant and watchman in special schools who are on approved sick leave or maternity leave for not less than 30 days. A replacement staff substituting for a period of not less than 30 days will be paid on a monthly basis. *(updated on 1 January 2019)*

Employment of supply staff for the boarding section

- 39. (a) The School Head may, on behalf of the School Management Committee, employ supply staff in place of nurses, houseparents and cooks in the boarding section if it appears to him/her that their employment is necessary to substitute for staff absent on account of sick leave, maternity leave, paternity leave or no-pay leave for more than two days, or to fill any unfilled vacancies provided that the special school has made every effort to fill such vacancies.
 - (b) For boarding sections which are fully operational all year round, the School Management Committee may approve the employment of relief workers to substitute for houseparents, nurses and cooks on annual leave if their leave cannot be staggered. Prior approval of such leave must be obtained from the Permanent Secretary.
 - (c) The daily rates of pay for the above supply staff and relief workers are as announced in the relevant circular issued by the Permanent Secretary. Application for the reimbursement of the salaries of non-teaching supply staff shall be made in a prescribed form.
40. The qualifications required for non-teaching supply staff, if applicable, should be in accordance with those stipulated at Appendix 4. Service as non-teaching supply staff on a daily basis shall not be counted for the purpose of increments or regarded as service for any other purposes.

(II) Operating Expenses Block Grant

Recurrent block grant to cover operating expenses

- 41. Schools will be provided with the Operating Expenses Block Grant to meet their operating expenses. The Grant consists of various non-salary recurrent grants except those items of expenditure which are disbursed on an actual claim or reimbursement basis. It comprises a General Domain under which schools are free to set flexibly the allocations for each constituent grant and a Special Domain for funds schools can only use for specified purposes. Surplus of the General Domain can be used to top up expenditure on Special Domain items and items chargeable to other government subsidies outside the Grant. The rates

of the Grant will be adjusted annually for price changes in accordance with the movement of the Composite Consumer Price Index. Schools are allowed to retain unspent funds up to 12 months' provision of the Grant. Given the funding flexibility provided under the Grant, schools are required to put in place formal procedures for financial planning, monitoring and evaluation of results. Details of the Grant are set out at Appendix 14.

(III) Composite Furniture and Equipment Grant

Recurrent block grant to cover furniture and equipment items

42. (a) The Composite Furniture and Equipment Grant is a recurrent block grant for purchasing furniture and equipment items to meet the needs of schools and students. The Grant also covers maintenance/repairs fees for furniture and equipment items and insurance premium for non-standard furniture and equipment items for school portions. It will be disbursed to schools in a single payment annually on a per-class-per-annum basis for the school section and on a per-place-per-annum basis for the boarding section, if any, and will be adjusted annually in accordance with the movement of the Composite Consumer Price Index. For a new school, the Grant may be paid in full three years after the commencement of its operation when the Education Bureau has approved the closure of its Set-up Fund (New Grant) Account
- (b) A school can retain surplus up to five times the provision of the prevailing level of the Composite Furniture and Equipment Grant. Details of the Grant are set out at Appendix 15.

(IV) Rent and Rates Grants

Permanent Secretary may approve reimbursement of rent and rates

43. The Permanent Secretary may approve reimbursement of rent, government rent and rates actually paid for special school purposes except for government rent and rates for the area of the school tuckshop.

NON-RECURRENT AND CAPITAL GRANTS

Permanent Secretary may approve non-recurrent and capital grants

44. (a) The Permanent Secretary may approve grants in respect of items such as major repairs and furniture and equipment requirements not covered by the Composite Furniture and Equipment Grant. The grant shall be based on the approved tendered cost or actual cost, whichever is the less. The Permanent Secretary may, however, determine a ratio of contribution by the Government and the school as may appear to him appropriate in respect of any such grant.

Permanent Secretary may approve initial grant for school-based psychological service

- (b) The Permanent Secretary may approve for the purpose of providing school-based psychological service, an initial one-off grant per psychologist for the purchase of furniture and equipment, psychological tests and materials related to remedial/ training programmes required to set up the operation of the service, the rate of which is as announced in the relevant circular. A separate ledger would be necessary to record the details of expenses charged to this grant. This grant should be completely utilised by the end of the financial year after the one in which the grant is made. Any surplus will then be clawed back.

Permanent Secretary may approve initial grant for resource teaching service for children comorbid with autism spectrum disorder

- (c) The Permanent Secretary may approve for the purpose of providing resource teaching service for children comorbid with autism spectrum disorder in schools for children with intellectual developmental disorder (IDD), schools for children with VI, a school for children with HI, schools for children with physical disability (PD) and schools for social development, an initial one-off grant per resource teacher for the purchase of additional furniture, equipment and resource materials required for implementing the programme, the rate of which is as announced in the relevant circular. A separate ledger would be necessary to record the details of expenses charged to this grant. The grant should be completely utilised by the end of the financial year after the one in which the grant is made. Any surplus will then be clawed back.

(updated on 1 September 2024)

Permanent Secretary may approve capital grant for new/reprovisioned special schools

45. The Permanent Secretary may approve capital grant for buildings, furniture and equipment in respect of a new school, or of extension to or reprovisioning of an existing school, administered under the terms of this Code of Aid.
46. Procedures in respect of Sections 44(a) and 45 of this Code of Aid are shown at Appendices 16, 17 and 18.

Insurance**Insurance**

47. (a) The Government shall carry the risk of damage or loss to the school premises of an aided school including furniture and equipment caused by fire, natural disasters such as typhoons, earthquakes, flooding, etc. and other perils such as an aircraft crash, explosion, impact by any road vehicle, sprinkler leakage or bursting or overflowing of water tanks, apparatus and pipes, riots or malicious acts of any person, and damage caused by construction or excavation work by a third party adjacent to

the school or in its vicinity; loss of standard items by theft and burglary; and loss of cash (government funds only) in transit. Details concerning the procedures for assessment and settlement of claims for damage, destruction or loss of standard items in the cases mentioned above and related security measures are set out at Appendix 19. However, schools should themselves decide whether to take out insurance for non-school portions and buildings and above-standard or non-standard items of furniture and equipment purchased out of their own funds, and the premiums shall be met from schools' own funds. For above-standard or non-standard items of furniture and equipment for school portions acquired out of the Composite Furniture and Equipment Grant, the premiums for the insurance can be charged to the Grant.

- (b) The Government shall take out insurance for public liabilities and employees' compensation as required by the Employees' Compensation Ordinance on behalf of all aided schools under a Block Insurance Policy. However, staff members whose salaries are not subvented by the Education Bureau are not covered by employees' compensation insurance of the Block Insurance Policy. Schools should arrange their own insurance to cover this type of staff, if any.
- (c) In addition to (b) above, the Block Insurance Policy includes a section on group personal accident insurance for students, which provides a nominal benefit to students who suffer from Accidental Death or Permanent Disablement whilst participating in any school activities.
- (d) Schools may, on behalf of parents, arrange a separate additional cover for group personal accidents of students with any insurance company, if necessary. However, parents should be given full discretion in accepting the arrangement, if any. In addition, the group personal accident insurance under the Block Insurance Policy should not be seen as a comprehensive personal insurance coverage for students. If parents wish to have a comprehensive personal insurance coverage for their children, they may acquire it separately at their own costs from any insurance company.

III. ADMINISTRATION OF AIDED SPECIAL SCHOOLS

Admission, Suspension and Expulsion of Pupils

Permanent Secretary to regulate admission of pupils

48. Admission and allocation of places to aided special schools shall be regulated as the Permanent Secretary may determine, and as shown at Appendix 1.

Permanent Secretary to regulate suspension and expulsion of pupils

49. Suspension and expulsion of pupils from an aided special school shall be regulated as the Permanent Secretary may determine, and as shown at Appendix 1.

Teaching Practice Arrangements

Schools to accept teaching practice arrangements

50. Schools should co-operate, whenever possible, in the training of teachers by accepting for teaching practice student teachers undergoing training in the local universities. Consultation with the institutions concerned should be arranged prior to the placement of student teachers.

Use of School Premises

Use of school premises

51. (a) The premises of an aided special school shall be used only for the approved activities of such school, except as may be permitted in writing by the Permanent Secretary.
- (b) Classrooms and ancillary facilities should be made available at the request of the Permanent Secretary for the operation of evening courses run by non-profit-making school operators commissioned by the Education Bureau. In making his requests, the Permanent Secretary will take into consideration any special difficulties and existing commitments, and will fully consult the school authorities concerned. In this connection, schools concerned may charge appropriate remuneration in respect of hire charges and electricity charges.

Appointment and Dismissal of Staff

Permanent Secretary to be notified of appointment and dismissal of staff

52. (a) Appointment and dismissal of staff shall be in accordance with regulations 76, 77 and 78 of the Education Regulations, in conformity with this Code of Aid and in accordance with such instructions as the Permanent Secretary may from time to time issue.

- (b) All appointments, resignations and dismissals shall be promptly notified to the Permanent Secretary. Such notification shall be in writing, stating the effective dates and indicating, where applicable, the period of notice given. Schools should issue to staff leaving the employment a document certifying the particulars of his/her employment including, wherever applicable, the monthly salary, salary point, incremental date and leave balance.
- (c) For the purpose of processing applications from teachers for withdrawal of provident fund, the School Management Committee shall also inform the Permanent Secretary when a teacher -
 - (i) is compulsorily retired, or dismissed or the contract is terminated (on completion or otherwise); or
 - (ii) retires voluntarily, resigns, or terminates the contract (on completion or otherwise), in order to avoid compulsory retirement, dismissal, or contract termination, on account of professional misconduct or being convicted of an offence.

Appointment of staff

53. (a) The School Management Committee may approve the appointment of staff paid out of the Salaries Grant in accordance with the provisions of this Code of Aid and any requirements the Permanent Secretary may determine, except for the following staff whose appointment shall be subject to the approval of the Permanent Secretary -
- (i) School Heads;
 - (ii) direct appointment of staff to promotion ranks;
 - (iii) registered teachers by merit of ten years recognised teaching experience;
 - (iv) unqualified teachers;
 - (v) staff above the age of sixty; and
 - (vi) temporary Native-speaking English Teachers.
- (b) The School Head shall check the eligibility of a person for appointment in accordance with the requirements of this Code of Aid and any instructions the Permanent Secretary may from time to time issue. Schools shall be responsible for assessing the salaries of staff. The School Head shall verify the salary assessment and inform the Permanent Secretary of the salary particulars of staff paid out of the Salaries Grant in a prescribed form for grant purposes.

Teachers and other staff to be medically examined

54. (a) All teaching staff, specialist staff, artisans, cooks and workshop attendants (other than supply staff) shall, before appointment, undergo a medical examination including a chest X-ray examination by a registered medical practitioner.

- (b) All other staff (other than supply staff) shall, before appointment, undergo a medical examination by a registered medical practitioner.
- (c) Serving registered teachers on transfer from one aided school to another without break of service will not be required to attend an X-ray examination or present a medical certificate on appointment.
- (d) The School Management Committee may exempt the following employees from pre-employment X-ray examination -
 - (i) Staff members who can show that they have undergone a chest X-ray examination not more than twelve months before their dates of appointment. The X-ray should not show signs of active tuberculosis.
 - (ii) Staff members in possession of a certificate from a registered medical practitioner, confirming that they are pregnant. Exemption granted to staff in this category will continue until the end of their subsequent maternity leave, at which time they should be instructed to make their own arrangements for X-ray examination.
- (e) The purpose of the above examinations is not to discriminate against any employee or job applicant with a disability. Employers are advised to note the relevant provisions of the Code of Practice on Employment issued by the Equal Opportunities Commission.

Head to verify qualifications, experience and date of birth

55. (a) The Head of an aided special school shall inquire into, examine and verify the certificates and testimonials of an applicant for appointment of any grade of staff in the school, and shall verify any previous experience claimed by such applicant, making reference for this purpose to the applicant's former employer(s) as appropriate.
- (b) The Head of an aided special school shall verify the date of birth of any person employed to any grade of staff in the school, and shall require such person to produce for inspection a birth certificate, statutory declaration, the Hong Kong Identity Card, or such other documents as may appear necessary for this purpose.
- (c) Schools shall keep all copies of certificates and testimonials, appointment forms and any other relevant documents in respect of all staff employed for inspection as and when required.

Qualifications for various grades of staff

56. Qualifications required for eligibility for employment as staff in an aided special school are shown at Appendix 4.

Preference to be given to persons possessing professional qualifications

57. The School Management Committee shall, in considering the appointment of teaching staff, seek to give preference to persons who, in addition to the minimum qualification for employment, possess a professional qualification in special education.

Temporary employment of unqualified persons as teachers

58. (a) Subject to the approval of the Permanent Secretary, the School Management Committee may, if a qualified person is not available to fill a vacant teaching post, temporarily employ an unqualified person as a teacher. The salary for such an unqualified teacher shall be as shown at Appendix 3.
- (b) Notwithstanding (a), no person shall be employed to teach in a workshop unless qualified to teach technical subjects.

Contract of service; letter of appointment

59. (a) A teacher shall, on appointment to an aided special school, be furnished with a contract of service and, in addition, or alternatively, a letter of appointment. Such contract of service or letter of appointment shall be signed by the Supervisor of the school and shall be countersigned by the teacher on appointment.
- (b) Such contract of service or letter of appointment shall not be subject to annual renewal. Schools may make it clear in the contract that, subject to the agreement between the teacher concerned and the School Management Committee, the contract may be renewed at regular intervals.
- (c) Such contract of service or letter of appointment shall specify:
- (i) the name of the special school and of the employer, this being the School Management Committee or, if any school has only one manager, that manager;
 - (ii) the date from which the appointment is to have effect;
 - (iii) requirements, if any, relating to probation;
 - (iv) the conditions of service and, if applicable, any specific language proficiency requirements;
 - (v) the salary to be paid on commencement of the appointment, and any salary scale relating to the post, including the annual incremental date;
 - (vi) whether such teacher is to contribute to a provident fund; and if so, what such contribution shall be;
 - (vii) the entitlement of such teacher to paid sick leave, maternity leave or paternity leave; (*updated on 1 September 2016*)

- (viii) conditions of termination of appointment and the minimum period of notice of termination of the contract to be given by either party wishing to terminate such contract as specified under Section 61;
- (ix) the conditions relating to payment of salary on the resignation or dismissal of such teacher as specified under Section 61;
- (x) that such teacher shall act in accordance with the terms of the Education Ordinance and of subsidiary legislation made under that Ordinance, of this Code of Aid and of such instructions as the Permanent Secretary may from time to time issue regarding the conduct of aided special schools.

Appointment to be initially on probation

60. A teacher on first appointment to an aided special school shall serve a probationary period of two years, after which the employment of such teacher shall be permanent, subject to such provisions regarding termination of employment as may be contained in such teacher's contract of service or letter of appointment.

Termination of employment

61. (a) The employment of a teacher who is serving a period of probation shall be terminable by the giving of one month's notice either by the School Management Committee at which such teacher is employed, or by the teacher.
- (b) The employment of an unqualified teacher under the terms of Section 58 of this Code of Aid shall be terminable by the giving of one month's notice either by the School Management Committee or by the teacher, subject to such provisions regarding termination of employment as may be contained in such teacher's contract of service or letter of appointment.
- (c) The employment of a teacher who has satisfactorily completed a probationary period, shall be terminable by the giving of three months' notice in writing by the School Management Committee or by the teacher.
- (d) A teacher employed for a period of not less than two years as specified in a contract of service or letter of appointment shall, at least three months before the expiry of such specified period, inform the School Management Committee whether or not he wishes to seek a renewal of the contract of service. The School Management Committee shall similarly, at least three months before the expiry of such specified period, inform the teacher whether or not it intends to propose renewal of the contract of service relating to his employment.

- (e) A teacher who terminates his employment without having given such notice of intention so to terminate as may be required by the terms of this Code of Aid or of the contract of service or letter of appointment relating to his employment, shall be liable to pay an amount equivalent to the amount of salary of the number of insufficient days of notice, capped at the level of one month's salary, to be credited to the school's Salaries Grant Account. Nevertheless, the School Management Committee may waive the said payment if the teacher's explanation is justified and inform the Permanent Secretary of such a waiver and the reasons thereof.

(updated on 1 September 2025)

- (f) The School Management Committee may, subject to the provisions of the Employment Ordinance, suspend a teacher from his normal duties for a period of not exceeding 14 days under the following circumstances:
- (i) in cases where criminal proceedings of a serious nature have been, or are likely to be instituted;
 - (ii) in cases where the teacher's serious misconduct is under investigation and it would be against the interest of the school for him to continue to teach in the classroom.

In case of (i), where the criminal proceedings are not concluded within 14 days, the period of suspension on half pay may be extended till the end of such proceedings. The School Management Committee may decide whether or not to suspend the teacher on half pay and such payment of salaries shall be subject to the approval of the Permanent Secretary.

- (g) The School Management Committee shall only dismiss a teacher for good and sufficient reasons (see Appendices 7 and 8). A teacher shall be liable to summary dismissal if it appears to the School Management Committee that he has been convicted of a criminal offence or has committed a grave breach of duty.

Appointment of specialist staff and school executive officers

62. The appointment of specialist staff and school executive officers to aided special schools should follow the principles outlined in Sections 59-61, where applicable.

(updated on 1 September 2019)

Retirement

63. (a) All non-specialist staff employed from the Salaries Grant in accordance with the approved establishment and pay scales for these staff shall retire at the age of sixty, except in special cases and with the approval of the Permanent Secretary.
- (b) All other staff, including the Head, teachers, laboratory technicians, specialist staff and school executive officers of an aided special school, shall retire at the end of the school year in which he reaches the age of sixty. Under exceptional circumstances, the Permanent Secretary may on the recommendation of the School Management Committee and subject

to the submission of a satisfactory medical certificate as to fitness, permit such staff to continue in service for a period of one school year after the end of that in which he reaches the age of sixty, and for further periods each of one school year, up to the end of the school year in which he reaches the age of sixty-five.

Promotion and regrading

64. (a) Except for promotion to the post of the School Head and direct entry to a promotion post which shall be subject to the approval of the Permanent Secretary, the School Management Committee may approve promotion of all staff members and regrading of non-graduate teachers to take up a post of the graduate grade in accordance with the provisions in this Code of Aid.
- (b) The School Management Committee is required to put in place fair and open procedures in processing all cases of promotion and regrading in compliance with any such instructions as the Permanent Secretary may from time to time issue. The Supervisor shall inform the Education Bureau in a prescribed form of all cases of promotion and regrading.
65. The conditions under which teaching and other staff may become eligible for promotion to higher ranks of appointment are set out at Appendix 5. A teacher in service who becomes eligible for appointment to a higher grade by reason of the acquisition of further qualifications will be considered for appointment to the higher grade. However, a special school may not exceed the overall entitlement in respect of grades and ranks of appointment as shown at Appendix 2.

Acting appointments

66. (a) The School Management Committee may, in accordance with the rules set out at Appendix 5, approve the appointment of full-time graduate teachers to fill vacant promotion-grade posts in the rank of Senior Graduate Master/Mistress on an acting basis. Allowance for such acting appointment will be treated as salary for provident fund purposes.
- (b) The School Management Committee may also approve full-time regular teachers for acting appointments to approved functional posts when such posts are left vacant arising from approved leave or wastage. Acting allowance will only be granted if a teacher has taken up an acting appointment for 30 consecutive calendar days or more. The approved functional posts in aided secondary special schools or the secondary section of combined level special schools cover posts in the rank of Principal I, Principal II, Principal Graduate Master/Mistress, and Senior Graduate Master/Mistress; while those in aided primary special schools or the primary section of combined level special schools cover Headmaster/ Headmistress I, Headmaster/Headmistress II, Senior Primary School Master/Mistress, and Primary School Master/Mistress. Arrangements for acting appointments and allowances are set out at Appendix 3. Such acting allowances will be treated as salary for provident fund purposes. *(updated on 1 September 2019)*

Outside duties

67. Staff employed full-time in a special school administered under the terms of this Code of Aid shall not engage in outside duties except with the prior approval of the Supervisor, who must be satisfied that such duties contribute to the public good and are not such as to interfere with the efficient performance of the staff's normal duties. Records of such approval should be kept by the school.

Provident Fund

68. (a) A teacher in an aided special school who contributes to the Subsidised Schools Provident Fund is subject to the provisions of the Subsidised Schools Provident Fund Rules made under the Education Ordinance. The benefits which a teacher-contributor may receive from the Fund are briefly reproduced from the Rules at Appendix 13.
- (b) A teacher who does not contribute to the Subsidised Schools Provident Fund and who contributes to another provident or superannuation fund approved by the Permanent Secretary may on submission of original receipts in respect of his contribution to such fund, receive from the Government a donation in respect of 50% of his contribution to such fund or 5% of his basic salary in Hong Kong, whichever is the less.
- (c) Temporary teachers appointed for 60 days or more and new teachers over the age of 55 on first appointment are required to join the Mandatory Provident Fund scheme.
69. Unless specifically exempted under the Mandatory Provident Fund Scheme Ordinance or employed for less than 60 days, all laboratory technicians and non-teaching staff are required to contribute to a registered Mandatory Provident Fund scheme or a scheme registered under the Occupational Retirement Scheme Ordinance.

School Accounts

Supervisors to keep accounts

70. (a) The Supervisor of an aided special school shall be responsible for keeping proper books of accounts, which shall comprise:
- (i) cash book for government grants and cash book for school funds;
 - (ii) petty cash book for government funds and school funds;
 - (iii) attendance register and register of fees/subscriptions/other charges showing inter alia receipt number and amount of tuition fees, boarding fees, subscriptions and other charges, if any, against the name of each pupil;
 - (iv) revenue receipt counterfoil and Daily Collection Summary in respect of tuition fees, boarding fees, subscriptions, other charges and any other income;
 - (v) payment vouchers in respect of all expenditure;

- (vi) a register of capital assets;
 - (vii) a register of non-recurrent grants - building; and a register of non-recurrent grants - furniture and equipment;
 - (viii) a general ledger and subsidiary ledgers showing accounts in respect of all items of recurrent income and expenditure;
 - (ix) provident fund records for individual staff;
 - (x) register of hire of school accommodation;
 - (xi) register of donations; and
 - (xii) stock and sales records for exercise books, stationery, etc., if necessary.
- (b) All books of accounts, receipts, counterfoils and vouchers shall at all reasonable times be available for inspection by the Permanent Secretary or officers authorised by him in that behalf. Records of a permanent nature, e.g. annual accounts, inventories, records of capital expenditure and Government non-recurrent subsidies, records in connection with special school building funds/donations, etc., shall not be destroyed without prior approval of the Permanent Secretary. However, the following records may be destroyed after a certain period of retention, as specified below:
- (i) Minimum period of retention - 7 years:
Books of accounts, i.e. cash books, Ledgers, etc.
All types of vouchers, bank statements
 - (ii) Minimum period of retention - 2 years:
Quarterly returns (duplicates),
Paysheets (duplicates),
Fees receipts/school attendance registers,
Register of hire of school accommodation.
- (c) Separate books of accounts should be kept for the phasing-outing and the phasing-in schools under the reprovisioning programme.

Accounts not to include provision for depreciation

71. An aided special school shall not make any provision in its accounts for depreciation. Expenditure in respect of a capital asset shall be debited to the relevant capital asset account and shall not be debited to an income and expenditure account.

Supervisor to be responsible for bank account

72. (a) The Supervisor of an aided special school shall keep bank accounts in the name of the school, one of which accounts shall be kept solely in respect of moneys received from the Government.

- (b) All disbursements shall, as far as possible, be made by cheque, which shall be signed by the Supervisor and, where there are two or more registered managers, by one other registered manager in addition to the Supervisor.
- (c) The Supervisor may keep a reasonable cash balance as specified by the Permanent Secretary from time to time to meet small payments. Alternatively, a further account could be opened for this purpose with cheques signed by the Head and the Deputy Head of the school, duly authorised by the School Management Committee.

School funds to be kept separate

73. Tuition fees or subscriptions or other sums received by an aided special school from the Government or other sources shall not, in any circumstances, be paid into a bank account kept in the name of the Supervisor or other person or persons, whether or not such person or persons are members of the School Management Committee or teaching staff, but shall be paid into the bank account maintained in the name of the school.

Submission of accounts

74. (a) The Permanent Secretary may require the Supervisor of an aided special school to submit accounts at such times and in such manner as he may determine.
- (b) The accounts of an aided special school shall, unless the Permanent Secretary in writing otherwise permits, be audited by certified public accountants/public accountants registered under the Professional Accountants Ordinance; and the audit fee shall be charged against the school's School and Class Grant Account/Boarding Grant Account as appropriate.
- (c) The accounting year covered by the audited accounts shall be from the first day of September of one year to the thirty-first day of August of the next. Schools which are unable to prepare their annual accounts on this basis may apply in writing to the Permanent Secretary for following the traditional financial year basis.
- (d) For the purposes of this Code of Aid, the financial year shall be from the first day of April of one year to the thirty-first day of March of the next.

Permanent Secretary may withhold grant if accounts not submitted

75. The Permanent Secretary may, if a special school fails to submit annual accounts or delays the submission of such accounts without reasonable cause, temporarily withhold payment of such proportion of grant made monthly to the school as he shall determine.

Subscriptions used for development to be separately accounted for

76. (a) If the Permanent Secretary has permitted an aided special school, under the terms of paragraph (c) of Section 15 of this Code of Aid, to transfer Subscriptions to a fund separately kept by the sponsoring body for educational development or other purpose, an audited annual statement of accounts in respect of such fund shall be prepared. The accounting year, to which such accounts shall refer, shall be from the first day of September of one year to the thirty-first day of August of the next, except for financial year basis as approved by the Permanent Secretary.
- (b) The Supervisor of such special school, when submitting annual accounts of the school as required by the terms of Section 74 of this Code of Aid, shall attach thereto the audited accounts in respect of such fund; and these accounts shall refer to the same period of time as those of the school, to which they are attached.

Accounts relating to sections of special schools not subvented under this Code of Aid

77. (a) Where the School Management Committee operates a private section or a boarding section which does not receive financial assistance under this Code of Aid, the accounts of such private section or boarding section shall be kept separately from those of the aided section and audited; and shall specify any subvention received from departments of the Government other than the Education Bureau. The accounting year, to which such accounts shall refer, shall be from the first day of September of one year to the thirty-first day of August of the next, except for financial year basis as approved by the Permanent Secretary.
- (b) The Supervisor of an aided special school shall, when submitting accounts, also submit accounts relating to any private section or boarding section of such school; and these accounts shall refer to the same period of time as those of the aided special school.

Recurrent Grants to be refunded and accounts submitted, if special school ceases to be aided

78. The School Management Committee shall, in the event of that school's ceasing to be an aided school under the terms of this Code of Aid, forthwith repay to the Government any unexpended portion of recurrent grants made to the school, and submit a full set of duly audited accounts for the period up to and including the last day of operation of that school as an aided special school.

Outgoing Supervisor to hand over accounts

79. (a) If at any time for any cause the Supervisor of an aided special school ceases to act as such, he shall hand over all accounts and records relating to the school, together with any cash belonging to the school which may be in his charge, to such other person as the Permanent Secretary may approve as Supervisor, or pending the Permanent Secretary's approval of

such other person as Supervisor, to the School Management Committee.

- (b) The Supervisor of an aided special school, on ceasing to act as such, shall prepare a certificate listing all accounts and records relating to the school, and any cash belonging to the school which may have been in his charge. This certificate shall be signed by the outgoing Supervisor and by either such other person as the Permanent Secretary may approve as Supervisor, or pending the Permanent Secretary's approval of such other person as Supervisor, by a majority of the members of the School Management Committee. A copy of this certificate together with a certificate prepared by the bank at which the school's accounts are kept, and showing the state of such accounts on the date at which the outgoing Supervisor ceased to act as Supervisor, shall be submitted by the School Management Committee to the Permanent Secretary.
- (c) The Permanent Secretary may require the School Management Committee to submit, in such form and within such period of time as he shall prescribe, full accounts in respect of the period up to and including the day on which the outgoing Supervisor ceased to act as Supervisor.
- (d) In the event of the Permanent Secretary having required such accounts to be submitted, and the School Management Committee having failed to submit them, the Permanent Secretary may require the outgoing Supervisor and the members of the School Management Committee, or such of them as he shall determine, severally or jointly to refund to the Government such proportion of grants made to the special school during the period in which the outgoing Supervisor acted as Supervisor as he shall assess.

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- Appendix 19 School Assets and Settlement of Claims

Appendix 1**Administrative Guide****First Aid**

1. In every special school, except hospital schools, there shall be a first-aid box, the contents of which shall be periodically checked and replaced when necessary. The first-aid box should contain treatment materials including antiseptics, disposable plastic/vinyl gloves, forceps, sterilised dressings and bandages. In schools where there are science laboratories and workshops, first-aid boxes should also contain materials for giving immediate treatment to burns, scalds, acid/alkali burns, shock and other injuries. Pupils should not be allowed to perform dangerous practical experiments and all reasonable precautions should be taken to guard against accidents. Dangerous poisons should be kept in a locked cupboard.
2. At least two members of the staff of every special school should be trained in giving first-aid treatment.

Fire Precautions

3. All special schools except hospital schools, as required by the Director of Fire Services, shall be equipped with fire extinguishers kept in easily accessible places and janitor staff shall be trained in the use of the extinguishers. The School Head shall ensure that all fire service installation or equipment in the school premises is kept in good condition at all times. Laboratories shall in addition be supplied with buckets of sand and water. If there is no laboratory in the school, experiments involving the use of candles and spirit lamps should only be demonstrated by teachers in classrooms provided with fire extinguishers, fire blankets and first-aid boxes. The candles or spirit lamps so used should be placed in a metal tray away from any combustibles.
4. Fire drills, when all pupils and staff must leave the school building and the roll be called, shall be held at least once every six months, or otherwise as advised by the Director of Fire Services and shall be noted in the school log book or in the appropriate school record book.
5. The responsibility for sounding a fire alarm in a school should not be delegated to one individual. It should be the duty of any person discovering or suspecting an outbreak of fire to give the alarm.
6. Where a special school has more than one fire alarm bell or light, arrangements should be made to ensure that when an alarm is given on one, it is immediately relayed to all other alarm bells or lights.
7. Fire drills shall also be held for the boarding section.
8. No cooking or naked light is allowed on the school premises, except in specifically designed and constructed kitchens approved by the Director of Fire Services.

Correspondence with the Education Bureau

9. All correspondence should be addressed to the Permanent Secretary but may be sub-directed to the particular officer primarily concerned.
10. Members of the staff of an aided special school should normally correspond with the Education Bureau through the Head/Supervisor of the school.

Admission and Progression of Pupils

11. (a) The Permanent Secretary may require an aided special school to admit a child to fill an available vacant place.
- (b) Heads of special schools should ensure that children referred from other sources are genuinely in need of the type of special education provided by the school before admitting them. In doubtful cases, the Education Bureau should be consulted.
- (c) All special schools shall maintain a system of records giving details of each pupil in a form recognised by the Permanent Secretary. Such records shall give particulars of pupils entering and leaving the school.
- (d) Schools for children with hearing impairment, physical disability, intellectual developmental disorder, and visual impairment are provided with a pre-set quota to allow students to extend their years of study in these schools. In arranging students with such a need and valid reasons to extend their years of study, these schools are required to put in place a proper mechanism and exercise school-based professional judgment based on the objective criteria jointly set between the Education Bureau and the special school sector.
- (updated on 1 September 2022)*

Suspension and Expulsion of Pupils

12. (a) Pupils admitted into a course in an aided special school should normally be allowed to complete that school course. No pupil shall be dismissed under the age of 15 without proper warning and notice to parents and without the prior approval of the Permanent Secretary.
- (b) Pupils must not be expelled solely on the ground that they are academically weak.
- (updated on 1 September 2010)*
13. (a) No pupil shall be considered for expulsion except on the following grounds-
- (i) Deliberate non-payment of gazetted fees;
- (ii) A criminal or grave moral offence or serious breach of school discipline after reasonable measures to enlist the cooperation of parents have proved unsuccessful;
- (iii) Medical or other grounds accepted by the Permanent Secretary as sufficiently serious.

- (b) Where approved subscriptions and boarding fees are charged, the deliberate non-payment of such fees is an accepted ground for expulsion. Supervisors and Heads of schools will be expected to investigate the circumstances and, if they are convinced that non-payment is genuinely deliberate, to inform the Permanent Secretary accordingly before expelling the pupil. This applies to all pupils, whether they are subject to universal basic education or not.
 - (c) Exceptionally, if it is considered that there are other grounds of sufficient gravity to merit expulsion, the Permanent Secretary shall be consulted at an early stage before any formal action is taken.
 - (d) If a Head is contemplating the expulsion of a pupil, every effort must be made to interview the parents. A warning letter shall be sent to the parents or guardians, and a full report should be submitted to the Permanent Secretary for his consideration at the same time.
14. (a) Suspension from school is not an appropriate way to treat a misbehaved pupil. Under most circumstances, the pupil in question should be allowed to continue normal schooling, pending the outcome of any investigation into the cause of his misbehaviour by the school and, if necessary, he should be referred for professional advice.
- (b) The suspension of a pupil for a short period of time may be ordered on grounds of unsatisfactory conduct after a suitable warning letter has been given to the parents or guardians. In exceptionally serious cases, suspension may be effected immediately, provided that the parents or guardians are so advised. The Permanent Secretary shall be informed of all cases of suspension from school for more than three school days.
- (c) All special schools shall keep a record of all suspensions and expulsions showing the reason in each and including, in expulsion cases, a record of the prior approval of the Permanent Secretary.

Attendance, Terms and Holidays

15. An attendance register shall be kept for each class and shall be made up within one hour of the commencement of each school session, except for hospital schools which shall complete the attendance procedure before the end of the school day.
16. The Head of an aided special school shall keep a daily summary showing the attendance of each class.
17. Special schools shall normally operate whole-day sessions.
18. The school hours shall be as approved by the Permanent Secretary. If the time devoted to religious knowledge and other religious observances exceeds 1.5 hours per week, such excess time shall be additional to the normal school hours.
19. No pupil shall be compelled to attend religious instruction or to participate in any religious observances and separate provision shall be made for all pupils not wishing to attend such activities. All pupils shall be informed of this requirement at the commencement of each school year.

20. The number of school holidays, which should include public holidays, shall be 90 days a year, with three additional discretionary holidays. The school holidays should primarily be holidays for the children. Teachers may also enjoy these holidays but they may be required to carry out extra-curricular duties or assist in performing school administrative duties during these holidays at the school's discretion. *(updated on 1 September 2024)*

21. The Supervisor shall, in accordance with regulation 79 of the Education Regulations, send to the Permanent Secretary before 15 August in each year notice of all holidays intended to give in the coming school year, including any special holidays given in honour of any particular event, and of all dates on which the usual work of the school will be suspended.

22. The Permanent Secretary may, in accordance with regulation 82 of the Education Regulations, by notice in writing to the Supervisor of any special school require that a holiday shall be given on any day specified in such notice and the Supervisor shall ensure that such holiday is given accordingly.

23. Schools may set aside not more than three days per school year for teachers to take part in school-based staff development and school planning work, during which pupils do not need to attend school.

Curriculum and Time-table

24. The Head of an aided special school shall forward to the Permanent Secretary a notification of any changes in the course of study for the coming school year, not later than the first of September each year. The Permanent Secretary may withhold his approval of the whole course or any portion thereof, and the Head shall thereupon modify it accordingly. *(updated on 1 September 2010)*

25. All pupils in Secondary VI pursuing the ordinary curriculum should normally be presented for the Hong Kong Diploma of Secondary Education Examination but Heads of special schools may exercise their discretion in exceptional cases with prior approval from the Permanent Secretary. *(updated on 1 September 2010)*

26. In every aided special school, there shall be a time-table showing:

- (a) the time at which each daily session begins and ends; and
- (b) the time of the instruction given for each subject of the curriculum.

Copies of the class and teachers' time-tables and time allocation table shall be forwarded to the Permanent Secretary on the date specified in relevant circulars issued each year.

27. In selecting textbooks for use by pupils, schools should observe the guidelines on the selection of textbooks and learning materials contained in the relevant circular issued by the Education Bureau. Textbooks should not be changed unnecessarily as this may impose an undue financial burden upon parents. Changes should be made only if textbooks currently in use are found to be unsuitable. Where changes are deemed necessary, there ought to be good educational reasons for such changes. Where a series of graded books is to be replaced, the new series should be introduced gradually, beginning at the lowest level and not at all levels throughout the school at any one time except in the event of the implementation of a new syllabus.

Any proposal to replace a book on the Recommended List by a book which is not selected from the Recommended List must be supported by good educational reasons. The school should be prepared to supply such reasons if required to do so.

28. Each school should have a homework policy for which the Head of the school carries responsibility in order to exercise proper control over the homework being set. Such a policy should be worked out in consultation with teaching staff and, wherever possible, explained carefully to parents. The guiding principle in setting homework is that it should be planned and chosen to complement and reinforce the work being done in the classroom and that due recognition should be given at all times to the age and abilities of pupils.

Closing of Special Schools or Suspension of Classes in Event of Storms and Heavy Persistent Rain

29. (a) Schools for children with physical disability and intellectual developmental disorder should be closed in the event of the hoisting of any typhoon signal No. 3 or higher. Other special schools should be closed in the event of typhoon or storm signal higher than No. 3 being hoisted. However, for special schools with boarding sections and hospital schools, Supervisors of schools may permit certain classes to continue their sessions. Notwithstanding the above, special schools shall be closed in other circumstances as instructed by the Permanent Secretary.
- (b) In the event of tropical cyclones, heavy persistent rain and thunderstorms, Heads of special schools should make necessary arrangements in accordance with relevant Education Bureau Circular in force.
- (c) In exceptional circumstances, the Permanent Secretary may announce the closing of schools or the suspension of classes in one or more districts. Pupils living in such districts need not go to school even if their schools are located elsewhere.
- (d) If local weather, road, slope or transport conditions warrant the closing of a particular school, and announcement has not been made by the Permanent Secretary to close schools generally, the Head of the school may close the school and notify the respective Senior School Development Officers as soon as possible afterwards.
- (e) Heads of schools are advised to draw up a contingency plan to deal with the closing of schools or suspension of classes due to deteriorating weather and parents should be informed of the arrangements through a circular letter, which should also remind parents of the use of their discretion in deciding whether or not to send their children back to school in the event of heavy persistent rain or deteriorating weather, having regard in particular to local weather, road, slope or transport conditions.
- (f) School heads are advised to take appropriate means to ensure the safety of their pupils in school.

Inventories and Stock-books

30. Schools need to keep registers for fixed assets and books. School Heads shall keep Inventories of all permanent furniture and equipment giving date of acquisition and date and reason of any writing off. Separate Inventories shall be kept for furniture, Gymnastic Equipment, etc.

Communication between School Management Committee and Teaching Staff

31. The Supervisor of an aided special school shall be responsible for making arrangements satisfactory to the Permanent Secretary for consultation between the School Management Committee and the teaching staff.

Sale of School Textbooks, Exercise Books, School Uniforms and Miscellaneous Items including "Tuck Shop" Items

32. No trading operation of any kind is allowed in the school except with the prior approval in writing by the Permanent Secretary. Any profits so derived should be reflected in the school's account.

33. The Head of an aided special school shall be responsible for ensuring that the provisions in the guidelines on conducting trading operations which the Permanent Secretary may from time to time issue are fully complied with.

34. Comprehensive price lists of all commodities for sale to pupils must be displayed prominently in the school.

Appendix 2

For the abbreviation in this Appendix, please refer to “List of Abbreviation” at the end.

Staff Establishment**A. SCHOOL SECTION****1. Teaching Staff Establishment****(a) Staffing Ratios¹****Basic Provision for secondary classes**

- (i) The staffing ratio for junior secondary classes is 1.8 teachers per class; the staffing ratio for senior secondary classes is 2.0 teachers per class, and the staffing ratio for senior secondary classes of special schools offering the ordinary curriculum is 2.1 teachers per class. The above teacher-to-class (T/C) ratios include additional teaching posts led by the increase in T/C ratio by 0.1 teacher per class starting from the 2017/18 school year. With effect from the 2020/21 school year, the post(s) is/are included in calculating promotion posts.

(updated on 1 September 2023)

Basic Provision for primary classes

- (ii) The staffing ratio for primary classes is 1.8 teachers per class, including additional teaching posts led by the increase in T/C ratio by 0.1 teacher per class starting from the 2017/18 school year. Starting from the 2022/23 school year, the additional teaching post(s) generated from the 0.1 increase in T/C ratio as from the 2017/18 school year is/are included in the calculation of promotion posts.

(updated on 1 September 2022)

- (iii) The number of teachers will be calculated separately for the primary and secondary sections. Any decimal teacher entitlement arising from the calculation of the foregoing staffing ratios will be provided as Graduate Master/Mistress (GM) and Assistant Primary School Master/Mistress (APSM) in the secondary and primary sections respectively. Schools may keep the fractional teacher posts, which will not be counted towards the calculation of promotion posts, in the teaching staff establishment. Alternatively, schools may opt for encashing the fractional teacher posts calculated at the mid-point salary of GM and APSM respectively.

(updated on 1 September 2020)

¹ *The teacher-to-class ratios have embedded the Additional Teachers for All Special Schools that include Resource Teacher for Supportive Educational Programmes, Teacher Librarian and teacher for split-class teaching. (updated on 1 September 2022)*

(b) Head of School

In schools with more than 3 classes, the calculation is exclusive of the post of the Head of the school. For grading of the Head of School, please refer to Attachment A.

(c) Vice-principals / Deputy Heads of School

In a special school with both primary and secondary sections and with 11 equivalent ordinary secondary classes or less, 1 Primary School Master/Mistress (PSM) post will be re-ranked to the Senior Primary School Master/Mistress (SPSM) rank for the deputy head at its primary section. In a special school with both primary and secondary sections and with 12 - 23 equivalent ordinary secondary classes, 1 Senior Graduate Master/Mistress (SGM) post will be re-ranked to the Principal Graduate Master/Mistress (PGM) rank for the vice-principal at its secondary section and 1 PSM post will be re-ranked to the SPSM rank for the deputy head at its primary section. In a special school with both primary and secondary sections and with 24 equivalent ordinary secondary classes or more, 1 SGM post will be re-ranked to the PGM rank for the vice-principal at its secondary section and 1 PSM post will be re-ranked to the SPSM rank for the deputy head at its primary section. For the third deputy head, they are allowed to opt for the provision of vice-principal / deputy head either at the secondary section or the primary section.

In a secondary special school with 12 - 23 equivalent ordinary secondary classes, 2 SGM posts will be re-ranked to the PGM rank for vice-principals; and in a secondary special school with 24 equivalent ordinary secondary classes or more, 3 SGM posts will be re-ranked to the PGM rank for vice-principals.

In a primary special school with 12 - 17 equivalent ordinary primary classes, 1 PSM post will be re-ranked to the SPSM rank for the deputy head; in a primary special school with 18 - 23 equivalent ordinary primary classes, 2 PSM posts will be re-ranked to the SPSM rank for deputy heads; and in a primary special school with 24 equivalent ordinary primary classes or more, 3 PSM posts will be re-ranked to the SPSM rank for deputy heads.

(updated on 1 September 2020)

(d) Part-time Teachers

To determine the appropriate fraction for a part-time teacher, the following formula should be used:

$$1.5 \quad \times \quad \frac{\text{Number of periods taught by teacher per week}}{\text{Total number of periods taught per week}}$$

(e) Teachers Assisting in Speech Therapy (TAST)

A school for children with hearing impairment (HI) may appoint TASTs at the ratio of 1 for 3 classes of which one post must be offset by a speech therapist.

The number of TASTs should be calculated for the school as a whole. Where fractional staff results, this will be rounded up when it reaches 0.5, otherwise it will be rounded down. The resulting number will then be apportioned between the primary and secondary sections of the special school in accordance with the number of classes in each section, in such a way that no fractional staff for either section will result. TASTs will form part of the teaching establishment of the school.

Remark: All the TAST posts should be phased out by natural wastage and replaced by speech therapists.

(updated on 1 September 2021)

(f) Mobility Instructors

A school for children with visual impairment (VI) or school for children with visual impairment cum intellectual developmental disorder (VI cum IDD) may appoint 0.5 mobility instructor per class. Mobility instructors will be calculated in accordance with the number of classes in each of the primary and secondary section and be included in the calculation of the teaching establishment for the relevant section. Mobility Instructors will be reckoned as members of the teaching establishment of the school.

(updated on 1 September 2020)

(g) Resource Teachers (RTs)

(i) Resource Teachers for Children with Visual Impairment

Schools for children with VI offering the Resource Support Programme (RSP) may appoint RTs to teach students with VI who are registered under the RSP and attending ordinary schools or special schools other than those for children with VI, at the ratio of 0.5 RT to 3 students (braille users) and 0.5 RT to 5 students (non-braille users).

RTs for students of ordinary secondary schools and for students in the secondary section of special schools will be reckoned as members of the teaching establishment of the secondary section while those for students of ordinary primary schools and for students in the primary section of the special schools will be reckoned as members of the teaching establishment of the primary section.

The number of RTs under the RSP included in the staff entitlement is capped. Any additional RTs incurred on top of the capped entitlement would be provided in form of cash grant, i.e. the Staff Encashment Grant. The Education Bureau may

review the cap as and when required. Schools should refer to relevant circular letter currently in force for the entitlement of the RTs and the amount of the Staff Encashment Grant incurred.
(updated on 1 September 2021)

(ii) Resource Teachers for Children comorbid with Autism Spectrum Disorder (ASD)

Schools for children with intellectual developmental disorder (IDD), schools for children with VI, a school for children with HI, schools for children with physical disability (PD) and schools for social development may appoint additional RT for children comorbid with ASD, at the following provision ratio:

<u>No. of children comorbid with ASD</u>	<u>#No. of RTs provided</u>
Every 6 requiring remedial teaching programme	0.5

The additional teaching post is approved on the understanding that the operation of remedial teaching programme for children comorbid with ASD is justified by the actual enrolment of students comorbid with ASD in the school. The post will be clawed back when it is no longer justified.

Starting from the 2024/25 school year, the total number of RT posts that a school entitles will be allocated equally, in units of 0.5, to the primary section and the secondary section. The remaining 0.5 RT post, if any, will be allocated to the section with more students comorbid with ASD. In the case that both sections are having the same number of students comorbid with ASD, the remaining RT post will be allocated to the primary section. The number of RT post(s) in the staff entitlement, along with other regular posts that can be used for calculation of promotion posts, will be counted towards the calculation of promotion post entitlement in the primary section and the secondary section.

(updated on 1 September 2024)

(iii) Resource Teachers for Enhanced Support Service (ESS) for Students with Hearing Impairment

A school for children with HI may appoint:

- additional RT in its primary section to provide support to students with HI who are attending ordinary primary schools and in need of additional support, at the ratio of 1 teacher for 1 unit. The size of a unit is 1 - 25 students.
- additional RT in its secondary section to provide support to students with HI who are attending ordinary secondary schools and in need of additional support, at the ratio of 1 teacher for 1 unit. The size of a unit is 1 - 20 students.
- additional RT in its primary section and secondary section to provide support to students with HI who are attending aided special schools and in need of additional support, at the ratio of 1 teacher for 1 unit. The size of a unit is 1 - 50

students.

(updated on 1 September 2019)

- (d) 1 senior teacher at Senior Graduate Master/Mistress (SGM) rank to undertake the duties of planning, development and monitoring of ESS for ordinary and special schools, which mainly include -
- planning, developing and implementing the support services for ESS students;
 - overseeing the professional advice, counselling and guidance, and training for teachers and parents in centre-based and/or school-based support services;
 - enhancing the support of ESS students in need of sign language to assist communication and learning, and providing support for teaching staff in ordinary schools the ESS students enrolled; and
 - planning and coordinating the professional development for RTs.

The number of RTs under the ESS included in the staff entitlement is capped. Any additional RTs incurred on top of the capped entitlement would be provided in form of cash grant, i.e. the Staff Encashment Grant. The Education Bureau may review the cap as and when required. School should refer to relevant circular letter currently in force for the entitlement of the RTs and the amount of the Staff Encashment Grant incurred.

(updated on 1 September 2018)

(h) Low-vision Training Teacher

A school for children with VI or school for children with VI cum IDD may, subject to the needs identified, appoint not more than 1 additional teacher in its primary section for delivering low-vision training programme. The school may be entitled to 0.5 or 1 additional teacher should the workload of the low-vision training service be below or over 50% of the workload of a full-time teacher respectively. *(updated on 1 September 2019)*

(i) Additional Senior Teacher Posts of English

An additional Senior Teacher post, to be offset by a post in the rank of APSM, is provided to each primary special school/special school with primary section that operates 6 or more primary classes and adopts the ordinary school curriculum to provide curriculum leadership in the teaching of English to improve co-ordination, planning and methodology. The conditions for appointment to the additional post are at Appendix 5.

(updated on 1 September 2019)

(j) Primary School Curriculum Leader

With effect from the 2020/21 school year, each special school with a primary section, regardless of the number of approved classes, is entitled to the provision of a Primary School Curriculum

Leader post at the PSM rank. *(updated on 1 September 2020)*

(k) Additional Posts from the Senior Secondary Curriculum Support Grant (SSCSG) and/or the Career and Life Planning Grant (CLPG)

With effect from the 2016/17 school year, schools are allowed to turn the SSCSG and/or CLPG into regular teaching posts to provide more stable teacher manpower for schools to enhance the implementation of senior secondary curriculum and strengthen the development of life planning education and related guidance services. Upon conversion of SSCSG, each school would be provided with 0.1 GM per senior secondary class. As for conversion of CLPG into post, each school operating senior secondary class(es) would be provided with 1 GM. Starting from the 2019/20 school year, the regular teaching posts converted from the 2 grants will be counted towards the calculation of promotion post entitlement. The 2 grants are to be converted into regular teaching posts across the board before the 2022/23 school year. *(updated on 1 September 2019)*

(l) Expansion of Graduate Posts in Special Schools

Starting from the 2019/20 school year, all teaching posts on the approved establishment of aided schools are graduate teacher posts with the full implementation of the all graduate teaching force policy. *(updated on 1 September 2019)*

(m) Graded Posts within the Establishment

The number of posts in each rank shall be determined by making reference to the following attachments:

Attachment B Teaching Staff Establishment for Primary Section of Special Schools

Attachment C Teaching Staff Establishment for Secondary Section of Special Schools

(updated on 1 September 2022)

2. Laboratory Technicians (LTs)

- (a) LT II/III for science laboratories may be appointed on the following scale:

<u>Number of Laboratories</u>	<u>Number of LTs</u>
1	1
2	2
3	3

- (b) In schools for children with HI with up to 17 classes, an additional LT II/III may be appointed for the maintenance of audiological equipment and hearing aids. A second additional LT may be appointed in schools for children with HI with 18 classes or more.
- (c) In special schools with 5 or more laboratories in the secondary section, one of the LTs may be appointed at the LT I level.
- (d) In a school for children with HI with more than 17 classes, one of the LTs appointed for the maintenance of audiological equipment and hearing aids may be appointed at the LT I level.
- (e) In a school for children with VI (school for children with VI cum IDD excluded), a LT II/III may be appointed for the maintenance of special equipment/technical aids, and for providing technical assistance in setting up and operating the equipment.

3. School Social Workers

- (a) Special schools with 60 or fewer approved capacity will be provided with 1 school social worker, and subsequently 0.5 school social worker for every 30 students. However, where a sponsor operates 2 or more special schools, the ratio of provision may be applied to the combined capacity of the schools as if they were a single school.
(updated on 1 September 2018)
- (b) School social workers should, in general, be ranked at the Senior Social Work Assistant (SSWA) level.
- (c) Social workers in the following categories of special schools should be ranked at the Assistant Social Work Officer (ASWO) level, if graduate social workers are employed; or at the SSWA level if the posts are filled by non-graduate social workers;
- (i) schools for social development (SSD);
 - (ii) schools with senior secondary classes; or
 - (iii) schools where there are 3 or more professional disciplines (e.g. speech therapists, physiotherapists, occupational therapists and nurses) in addition to teachers and social workers, and where the social workers are given the additional responsibilities of a rehabilitation co-ordinator.

4. Speech Therapists (ST)

- (a) Schools for children with VI, schools for children with HI, schools for children with VI cum IDD, schools for children with PD, and schools for children with IDD as well as SSD may appoint STs on the following scale:

Type of School	No. of Classes	No. of ST
(i) VI cum IDD, PD, MiIDD, MoIDD, Combined MiIDD and MoIDD, Combined MoIDD and SIDD, and Combined MiIDD, MoIDD and SIDD	1 - 5	1
	6 - 10	2
	11 - 15	3
	16 - 20	4
	21 - 25	5
	26 - 30	6
(ii) SIDD	1 - 5	1
	6 - 10	2
	11 - 15	2.5
	16 - 20	3
(iii) HI	1 ST by offsetting 1 of the TAST posts	
(iv) VI and SSD	1 ST	

(updated on 1 September 2020)

- (b) School for children with HI may appoint additional ST under the ESS for students with HI attending ordinary schools on the following scale:

<u>No. of units in ESS*</u>	<u>No. of ST</u>
1 - 4	1
5 and above	2

- * The number of approved units in the ESS for students with HI attending ordinary primary schools and ordinary secondary schools. The size of a unit is 1 - 25 students for ESS for primary schools and 1 - 20 students for ESS for secondary schools.

(updated on 1 September 2018)

5. Physiotherapists (PT) and Artisans

(a) Schools for children with PD, schools for children with SIDD and the school for children with VI cum IDD may appoint 0.5 PT for every 15 students and one artisan to support every 2 PTs.
(updated on 1 September 2020)

(b) The Staff Structure for PTs should be as follows:

No. of PTs entitled	Ranking of staff	
	SPT	PT I
1		1
1.5		1.5
2		2
2.5		2.5
3		3
3.5		3.5
4		4
4.5		4.5
5		5
5.5		5.5
6	1	5
6.5	1	5.5
7	1	6
7.5	1	6.5
8	1	7
8.5	1	7.5
9	1	8
9.5	1	8.5
10	1	9

(updated on 1 September 2021)

Note: Starting from the 2021/22 school year, PT II posts within the approved establishment of special schools are upgraded to PT I posts. Serving PT II will be accommodated until natural wastage or promoted to PT I. *(updated on 1 September 2021)*

6. Occupational Therapists (OT) and Occupational Therapy Assistants (OTA)

(a) Schools for children with PD, #schools for children with SIDD and the school for children with VI cum IDD may appoint 0.5 OT and 0.5 OTA for every 15 students.
Also applicable to SIDD classes in other schools for children with IDD.
(updated on 1 September 2020)

(b) The Staff Structure for OTs should be as follows:

No. of OTs entitled	Ranking of staff	
	SOT	OT I
1		1
1.5		1.5
2		2
2.5		2.5
3		3
3.5		3.5
4		4
4.5		4.5
5		5
5.5		5.5
6	1	5
6.5	1	5.5
7	1	6
7.5	1	6.5
8	1	7
8.5	1	7.5
9	1	8
9.5	1	8.5
10	1	9

(updated on 1 September 2021)

(c) Starting from the 2017/18 s.y., #schools for children with MiIDD, # schools for children with MoIDD, the school for children with VI and the school for children with HI may appoint OTs and OTA on the following scale.

Also applicable to MiIDD and MoIDD classes in other schools for children with IDD.

Type of School	No. of Classes	No. of OT I	No. of OTA
(i) MiIDD, MoIDD, VI and HI	6 or more	1	1
(ii) Combined MiIDD and MoIDD, Combined MoIDD and SIDD, Combined MiIDD, MoIDD and SIDD	6 or more (MiIDD classes and MoIDD classes will be counted separately)	1	1

(updated on 1 September 2021)

Note: Starting from the 2021/22 school year, OT II posts within the approved establishment of special schools are upgraded to OT I posts. Serving OT II will be accommodated until natural wastage or promoted to OT I. (updated on 1 September 2021)

7. Educational Psychologists (EPs)

- (a) Sponsoring bodies operating a minimum of 30 special school classes (except hospital school) may appoint school-based EPs. While each EP may serve more than 1 special school under a particular sponsor, he/she will be employed by and stationed at one of the schools and considered as a member of the non-teaching specialist staff of that school. Provision ratios for EP to be employed by special schools are as follows:

<u>No. of Classes Operated by the Same Sponsor</u>	<u>Provisions of EP(s)</u>
30 - 59	1
60 - 99	2
100 - 139	3
140 - 179	4
180 - 219	5

(updated on 1 September 2020)

- (b) Special schools under different sponsoring bodies that could not benefit from the above EP provision may be allowed to group together and employ school-based EP by a school in the group in accordance with the provision ratios stipulated in the above paragraph 7(a). Each appointed school-based EP will serve all the schools in the group.

(updated on 1 September 2017)

- (c) The EP posts created in aided special schools are combined establishment, with the ranks of EP I and II. Candidates having fully met the entry requirements for EP I, with at least 3 years of satisfactory service as an EP II, can be considered for direct appointment to EP I. Candidates not fully meeting the above criteria may be appointed as EP II, should they meet the entry requirements for this rank. Guides to appointment of EP I and II are stipulated in Attachments J(i) and J(ii) of Appendix 4, and conditions for promotion of EP are stipulated in Appendix 5. *(updated on 13 June 2013)*

8. School Nurses

- (a) Schools for children with PD, schools for children with IDD, school for children with HI, school for children with VI and school for children with VI cum IDD may appoint full-time Registered Nurse(s) (RN) on the following scale:

<u>Type of School</u>	<u>No. of Pupils</u>	<u>No. of RN(s)</u>
(i) PD, SIDD, Combined MoIDD and SIDD, or Combined MiIDD, MoIDD and SIDD	40 - 129	2
	130 or more	3
(ii) MiIDD, MoIDD, Combined MiIDD and MoIDD, or VI cum IDD	40 or more	2
(iii) VI or HI	40 or more	1

(updated on 1 September 2021)

(b) Registered Nurse (Psychiatric)

Starting from the 2021/22 school year, for special schools with a total of two or more RNs on the approved establishment of both the school and boarding sections, when a vacancy for RN arises, they may, having regard to students’ needs, flexibly recruit not more than one Registered Nurse with psychiatric nursing training, i.e. Registered Nurse (Psychiatric), to fill the vacant post in the school section or the boarding section.

(updated on 1 September 2021)

(c) Nursing Officer (NO)

Starting from the 2021/22 school year, for special schools with a total of four or more RNs on the approved establishment of both the school and boarding sections, one in every four of these RN posts is upgraded to the rank of NO in the school section and/or the boarding section.

(updated on 1 September 2021)

9. Clerical Staff

Special schools may appoint clerical staff on the following scale, which shall also apply in calculating the amount of the Administration Grant payable to it:

<u>Capacity at Full Development</u>	<u>No. of Clerical Staff</u>
up to 49	1 Clerical Assistant
50 - 99	1 Clerk Class II / Assistant Clerical Officer
100 - 149	1 Clerk Class II / Assistant Clerical Officer and 1 Clerical Assistant
150 or more	2 Clerk Class II / Assistant Clerical Officers

10. Braille Staff

Schools for children with VI operating RSP for students with VI may appoint braille staff at the ratio of:

<u>No. of Students with VI (Braille Users) registered under the RSP</u>	<u>Provision of Braille Staff</u>
9	2

The number of Braille Staff under the RSP included in the staff entitlement is capped. Any additional Braille Staff incurred on top of the capped entitlement would be provided in form of cash grant, i.e. the Staff Encashment Grant. The Education Bureau may review the cap as and when required. School should refer to relevant circular letter currently in force for the entitlement of the Braille Staff and the amount of the Staff Encashment Grant incurred.

(updated on 1 September 2018)

11. Workshop Attendants

Special schools may appoint 1 workshop attendant for each approved workshop.

12. Janitor Staff

The following scale shall apply in calculating the amount of the Administration Grant or the Revised Administration Grant payable to the school:

- (a) One third janitor staff may be allowed for every operating class and approved special room.
- (b) In schools for children with PD and schools for children with SIDD, 0.75 janitor staff may be allowed for every operating class and 0.5 for every approved special room.
- (c) In schools for children with MoIDD and SIDD, schools for children with MiIDD, MoIDD and SIDD, one third janitor staff may be allowed for every operating MiIDD or MoIDD class, 0.75 janitor staff may be allowed for every operating SIDD class and 0.5 for every approved special room.
(updated on 1 September 2020)

Fractional staff will be rounded up after summation.

13. Drivers

- (a) Schools for children with VI, schools for children with PD, schools for children with IDD, a school for children with HI and SSD may appoint one driver for each registered school bus, subject to the number of students in need of the service.
- (b) Drivers in special schools will be ranked at Special Drivers.

(updated on 1 September 2021)

14. Teacher Assistants (TAs)

- (a) TAs may be appointed in the following categories of special schools at the ratio of 1 TA per class:
 - (i) schools for children with SIDD;
 - (ii) #schools for children with MoIDD and SIDD;
 - (iii) #schools for children with MiIDD, MoIDD and SIDD;
 - (iv) school for children with VI cum IDD;
 - (v) schools for children with PD; and
 - (vi) psychiatric units in hospital schools.

Only SIDD classes will be counted for the provision of TA.

(b) TAs may be appointed in the following categories of special schools at the ratio of 1 TA per 2 RTs for children comorbid with ASD. When fractional staff results, it will be rounded down to the nearest 0.5:

- (i) schools for children with MiIDD;
- (ii) schools for children with MoIDD;
- (iii) schools for children with MiIDD and MoIDD;
- (iv) schools for children with MoIDD and SIDD; and
- (v) schools for children with MiIDD, MoIDD and SIDD.

(updated on 1 September 2020)

15. School Executive Officers

The Education Bureau creates the School Executive Officer posts in the approved non-teaching staff establishment in aided schools and invite schools to opt for creating these posts starting from the 2019/20 school year. Guides to appointment of School Executive Officer are stipulated in Attachment L of Appendix 4.

(updated on 1 September 2019)

B. BOARDING SECTION

All special schools with an approved boarding section subvented by the Education Bureau may be provided with the following staff:

1. Wardens

- (a) Special schools may appoint one warden for the boarding section.
- (b) The warden should, in general, be ranked at the Social Work Officer (SWO) level for a boarding section with a capacity of 40 boarders and above, or the ASWO level for a boarding section with a capacity of less than 40 boarders.
- (c) As an alternative rank for the warden grade, the post can be filled by non-graduate social workers at the Chief Social Work Assistant (CSWA) level for a boarding section with a capacity of 40 boarders and above, or the SSWA level for a boarding section with a capacity of less than 40 boarders.

(updated on 1 September 2020)

2. Assistant Wardens

Assistant warden(s) may be appointed among the approved establishment of houseparents and programme workers. 2 assistant wardens may be appointed at the ASWO level for a boarding section with a capacity of 40 boarders and above. As an alternative rank, the post can be filled by non-graduate social workers at the SSWA level. For a boarding section with a capacity of less than 40 boarders, 1 assistant warden may be appointed at the Social Work Assistant (SWA) level.

(updated on 1 September 2020)

3. Houseparents-in-charge

For a boarding section with a capacity of 40 boarders and above, a houseparent-in-charge may be appointed amongst every 4 posts of houseparent. The houseparent-in-charge should be ranked at the SWA level. (updated on 1 September 2020)

4. Houseparents*

Houseparents at SWA level may be appointed on the following scale:

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Saturday & Sunday ratio (in addition to the week-day provision)</u>
HI or VI	2 for 15 boarders	2 for 15 boarders
MoIDD	2 for 12 boarders	2 for 12 boarders
PD, SIDD, or VI cum IDD	2 for 8 boarders	2 for 8 boarders

(updated on 1 September 2020)

5. Programme Workers*

Programme workers at SWA level may be appointed on the following scale:

<u>Number of boarders</u>	<u>For week-days</u>	<u>For Saturdays & Sundays (in addition to the week-day provision)</u>
60 or less	1	1
61 - 120	2	2
121 or more	3	3

(updated on 1 September 2020)

6. Nurses

Nurses may be appointed on the following scale:

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Saturday & Sunday ratio (in addition to the week-day provision)</u>
HI, VI or MoIDD	1 RN for 20 or more boarders	1 RN for 20 or more boarders
PD, SIDD, or VI cum IDD	1 RN or EN for 25 boarders	1 RN or EN for 25 boarders

Where fractional staff results, this will be rounded up to the next whole number.

For boarding sections of schools for children with MoIDD, schools for children with SIDD, schools for children with PD or schools for children with VI cum IDD, the minimum provision will be 1 nurse at any one time

during the operational hours of the boarding section irrespective of its size.
 (updated on 1 September 2020)

Starting from the 2021/22 school year, for special schools with a total of two or more RNs on the approved establishment of both the school and boarding sections, when a vacancy for RN arises, they may, having regard to students’ needs, flexibly recruit not more than one Registered Nurse with psychiatric nursing training, i.e. Registered Nurse (Psychiatric), to fill the vacant post in the school section or the boarding section.
 (updated on 1 September 2021)

Starting from the 2021/22 school year, for special schools with a total of four or more RNs on the approved establishment of both the school and boarding sections, one in every four of these RN posts is upgraded to the rank of NO in the school section and/or boarding section.
 (updated on 1 September 2021)

7. Clerical Assistants (CAs)

1 CA may be appointed for each boarding section. This shall also apply in calculating the amount of the Administration Grant payable to the school.

8. Cooks

Cooks may be appointed on the following scale:

<u>Number of boarders</u>	<u>For week-days</u>	<u>For Saturdays & Sundays (in addition to the week-day provision)</u>
39 or less	2	2
40 - 79	3	3
80 or more	4	4

(updated on 1 September 2020)

9. Watchmen

4 Watchmen may be appointed for each boarding section offering 7-day boarding service. 2 Watchmen may be appointed for each boarding section offering 5-day boarding service only.
 (updated on 1 September 2020)

10. Janitor Staff*

The following scale shall apply in calculating the amount of the Administration Grant or the Revised Administration Grant payable to the school:

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Saturday & Sunday ratio (in addition to the week-day provision)</u>
HI	1 for 20 or fewer boarders	1 for 20 or fewer boarders
VI or MoIDD	1 for 15 or fewer boarders	1 for 15 or fewer boarders
PD, SIDD, or VI cum IDD	1 for 10 or fewer boarders	1 for 10 or fewer boarders

(updated on 1 September 2020)

- * In calculating the number of staff for houseparents, programme workers and janitor staff, individual fractions of these 3 grades will be added together and the fraction resulting, if any, will be rounded up to the next whole number. Posts created after summation and rounding up of the fraction may be appointed as houseparent/programme worker/janitor staff at the discretion of the school to meet operational needs.

Appendix 2/Attachment A**Ranking of Heads of Special Schools**A. Special schools with combined levels or secondary special schools

1. The ranking of Heads of aided special schools with combined levels or secondary special schools is determined on the basis of the number of equivalent ordinary secondary classes worked out according to the following weighting system and relativity ratio:

(a) Weighting system

1 primary, junior secondary or senior secondary class in special schools
= 1 equivalent special class

(b) Relativity of headship ranking between special schools and ordinary schools:

A school with 18 equivalent special classes
= A school with 24 ordinary secondary classes
(updated on 1 September 2020)

2. The converted number of equivalent ordinary secondary classes, with fractional numbers rounded off, will determine the headship rank for a special school in accordance with the following scale:

<u>Number of equivalent ordinary secondary classes</u>	<u>Headship rank</u>
18 or more	Principal II (Pr II) / ** Principal I (Pr I)
12 to 17	Principal II (Pr II)
11 or less	Principal Graduate Master/Mistress (PGM)

Where fractional class results, this will be rounded off.

** Pr I post will only be provided for special schools operating senior secondary class(es) with 18 or more equivalent ordinary secondary classes.

(updated on 1 September 2020)

B. Primary special schools

1. The ranking of Heads of aided primary special schools is determined by the number of equivalent ordinary primary classes worked out according to the following relativity ratio:

A school with 18 special classes
 = A school with 24 ordinary primary classes

2. The converted number of equivalent ordinary primary classes, with fractional numbers rounded off, will determine the headship rank for a special school in accordance with the following scale:

(updated on 1 September 2020)

<u>Number of equivalent ordinary primary classes</u>	<u>Headship rank</u>
24 or more	Headmaster/Headmistress I (HM I)
12 to 23	Headmaster/Headmistress II (HM II)
11 or less*	Senior Primary School Master/Mistress (SPSM) <i>(updated on 1 September 2008)</i>

- * The teaching establishment is inclusive of the Head of the school (SPSM level) with 4 equivalent ordinary primary classes.

Appendix 2/Attachment B**Teaching Staff Establishment for
Primary Section of Special Schools***(updated on 1 September 2022)*

[The total teaching staff entitlement in the table below includes teachers provided according to the teacher-to-class ratios as specified in Appendix 2 Section A Part 1 (i.e. Basic Provision) and the additional teaching posts counted towards promotion posts.]

Total Teaching Staff Entitlement (Excluding Head)	Number of Posts in Each Rank	
	PSM	APSM
1	-	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6
10	3	7
11	4	7
12	4	8
13	4	9
14	5	9
15	5	10
16	5	11
17	6	11
18	6	12
19	6	13
20	7	13
21	7	14
22	7	15
23	8	15
24	8	16
25	8	17
26	9	17
27	9	18
28	9	19
29	10	19
30	10	20
31	10	21
32	11	21
33	11	22

Total Teaching Staff Entitlement (Excluding Head)	Number of Posts in Each Rank	
	PSM	APSM
34	11	23
35	12	23
36	12	24
37	12	25
38	13	25
39	13	26
40	13	27
41	14	27
42	14	28
43	14	29
44	15	29
45	15	30
46	15	31
47	16	31
48	16	32

- Note: 1. Please refer to Appendix 2 Section A Part 1(c) for the deputy head in a primary special school or special school with both primary and secondary sections.
(updated on 1 September 2020)
2. Starting from the 2022/23 school year, the additional teaching posts generated from the 0.1 increase in teacher-to-class ratio as from the 2017/18 school year are included in the calculation of promotion posts. The provision of senior teacher posts in the primary section of special schools is improved from 1 senior teacher post for every 4 teacher posts to 1 senior teacher post for every 3 teacher posts.
(updated on 1 September 2022)

Appendix 2/Attachment C**Teaching Staff Establishment for Secondary Section of Special Schools***(updated on 1 September 2022)*

[The total teaching staff entitlement in the table below includes teachers provided according to the teacher-to-class ratios as specified in Appendix 2 Section A Part 1, (i.e. Basic Provision.) and the additional teaching posts counted towards promotion posts.]

Total Teaching Staff Entitlement (Excluding Head)	Number of Posts in Each Rank	
	SGM	GM
1	0	1
2	1	1
3	1	2
4	2	2
5	2	3
6	2	4
7	3	4
8	3	5
9	4	5
10	4	6
11	5	6
12	5	7
13	5	8
14	6	8
15	6	9
16	7	9
17	7	10
18	7	11
19	8	11
20	8	12
21	9	12
22	9	13
23	10	13
24	10	14
25	10	15
26	11	15
27	11	16
28	12	16
29	12	17
30	12	18
31	13	18
32	13	19
33	14	19
34	14	20
35	15	20
36	15	21
37	15	22
38	16	22
39	16	23
40	17	23
41	17	24
42	17	25

Total Teaching Staff Entitlement (Excluding Head)	Number of Posts in Each Rank	
	SGM	GM
43	18	25
44	18	26
45	19	26
46	19	27
47	20	27
48	20	28
49	20	29
50	21	29
51	21	30
52	22	30
53	22	31
54	22	32
55	23	32
56	23	33
57	24	33
58	24	34
59	25	34
60	25	35
61	25	36
62	26	36
63	26	37
64	27	37
65	27	38
66	27	39
67	28	39
68	28	40
69	29	40
70	29	41
71	30	41
72	30	42
73	30	43
74	31	43
75	31	44
76	32	44
77	32	45
78	32	46
79	33	46
80	33	47
81	34	47
82	34	48
83	35	48
84	35	49
85	35	50
86	36	50
87	36	51
88	37	51
89	37	52
90	37	53

Note:

1. Please refer to Appendix 2 Section A Part 1(c) for the vice-principal in a secondary special school or special school with both primary and secondary sections.
(updated on 1 September 2020)
2. 1 post in the rank of GM is upgraded to SGM in an aided special school operating 15 or more equivalent ordinary secondary classes*.
3. Among the graduate teaching posts, the proportion of SGM and PGM posts should not exceed five-twelfths. This proportion excludes 1 GM post upgraded to SGM in an aided special school operating 15 or more equivalent ordinary secondary classes*.

* The respective weighting system:

- 1 primary, junior secondary or senior secondary class in special schools = 1 equivalent special class
- A school with 18 equivalent special classes = A school with 24 ordinary secondary classes

(updated on 1 September 2023)

List of Abbreviation in Appendix 2

Certificated Master/Mistress	CM
Assistant Master/Mistress	AM
Senior Assistant Master/Mistress	SAM
Principal Assistant Master/Mistress	PAM
Assistant Primary School Master/Mistress	APSM
Primary School Master/Mistress	PSM
Senior Primary School Master/Mistress	SPSM
Headmaster/Headmistress II	HM II
Headmaster/Headmistress I	HM I
Graduate Master/Mistress	GM
Senior Graduate Master/Mistress	SGM
Principal Graduate Master/Mistress	PGM
Principal II	Pr II
Principal I	Pr I
Chief Social Work Assistant	CSWA
Senior Social Work Assistant	SSWA
Social Work Assistant	SWA
Social Work Officer	SWO
Assistant Social Work Officer	ASWO
Enrolled Nurse	EN
Registered Nurses	RN
Registered Nurses (Psychiatric)	RN(Psy)
Nursing Officer	NO
School Executive Officer	Sch ExO
Autism Spectrum Disorder	ASD
Visual Impairment	VI
Hearing Impairment	HI
Intellectual Developmental Disorder	IDD ²
Mild Intellectual Developmental Disorder	MiIDD
Moderate Intellectual Developmental Disorder	MoIDD
Severe Intellectual Developmental Disorder	SIDD
Physical Disability	PD
Schools for Social Development	SSD
Resource Support Programme	RSP
Enhanced Support Service	ESS

² The term “intellectual developmental disorder (IDD)” has replaced “intellectual disability (ID)” to align with the latest international and professional practice. (updated on 1 September 2025)

Appendix 3**Salary Scales and Allowances**

This Appendix should be read in conjunction with Appendix 4.

I. SALARY SCALES (updated on 1 September 2010)A. School Section

<u>Grade/Rank</u>	<u>Salary Scale (Points on the MPS)</u>
1. Principal I (Pr I)	45 - 49
2. Principal II (Pr II)	40 - 44
3. Principal Graduate Master/Mistress (PGM)	38 - 41
4. Senior Graduate Master/Mistress (SGM)	34 - 39
5. Graduate Master/Mistress (GM)	17 - 33 if appointed before 1.4.2000 12 - 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 17 - 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive) 15 - 33 if appointed on/after 1.10.2010

A GM will not be allowed to proceed beyond the salary bar specified below without acquiring a Post-Graduate Certificate in Education or an equivalent qualification acceptable to the Permanent Secretary:

<u>Date appointed</u>	<u>Salary Bar</u>
Between 5.12.1980 and 31.8.1997 (both dates inclusive)	Point 27
Between 1.9.1997 and 31.3.2000 (both dates inclusive)	Point 22
Between 1.4.2000 and 31.7.2007 (both dates inclusive)	Point 17
Between 1.8.2007 and 30.9.2010 (both dates inclusive)	Point 22
On or after 1.10.2010	Point 20

Remarks: With effect from 1.8.2007, the salary bar would be set at 5 pay points above the prevailing starting salary and would be adjusted automatically whenever there is a change in the starting salary in the future. A serving untrained GM without a break in service is subject to the adjusted salary bar or the highest salary bar point he/she has ever experienced in the appointment as GM, whichever is the higher.

6.	(a) Principal Assistant Master/Mistress (PAM)#@	34 - 36
	(b) Headmaster/Headmistress I (HM I) <i>(updated on 1 September 2022)</i>	43 - 46
7.	(a) Senior Assistant Master/Mistress (SAM)#@	30 - 33
	(b) Headmaster/Headmistress II (HM II) <i>(updated on 1 September 2022)</i>	40 - 43
8.	Senior Primary School Master/Mistress (SPSM) <i>(updated on 1 September 2022)</i>	34 - 39
9.	(a) Assistant Master/Mistress (AM)#@	25 - 29
	(b) Primary School Master/Mistress (PSM)	30 - 33
10.	(a) Certificated Master/Mistress (CM)@	14 - 24 if appointed before 1.4.2000 12 - 24 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 14 - 24 if appointed on/after 1.8.2007

Untrained teachers will not be allowed to proceed beyond the salary bar as shown below:

<u>Date appointed</u>	<u>Salary Bar</u>
Between 1.1.1991 and 31.3.2000 (both dates inclusive)	Point 19
Between 1.4.2000 and 31.7.2007 (both dates inclusive)	Point 17
On or after 1.8.2007	Point 19

Remarks: With effect from 1.8.2007, the salary bar would be set at 5 pay points above the prevailing starting salary and would be adjusted automatically whenever there is a change in the starting salary in the future. A serving untrained CM without a break in service is subject to the adjusted salary bar or the highest salary bar point he/she has ever experienced in the appointment as CM, whichever is the higher.

(b) Assistant Primary School Master/Mistress (APSM)	17 - 29 if appointed before 1.4.2000
	12 - 29 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
	17 - 29 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive)
	15 - 29 if appointed on/after 1.10.2010

Untrained teachers will not be allowed to proceed beyond the salary bar as shown below:

<u>Date appointed</u>	<u>Salary Bar</u>
Before 1.4.2000	Point 27
Between 1.4.2000 and 30.9.2010 (both dates inclusive)	Point 22
On or after 1.10.2010	Point 20

Remarks : With effect from 1.8.2007, the salary bar would be set at 5 pay points above the prevailing starting salary and would be adjusted automatically whenever there is a change in the starting salary in the future. A serving untrained APSM without a break in service is subject to the adjusted salary bar or the highest salary bar point he/she has ever experienced in the appointment as APSM, whichever is the higher.

11. Unqualified Teacher (UQT)

4

- # No non-degree holders should be appointed as new primary special school heads. Serving heads at AM, SAM and PAM rank who are non-degree holders will be accommodated until natural wastage.
(updated on 1 September 2008)
- @ With the full implementation of the all-graduate teaching force policy starting from the 2019/20 school year, no newly-joined teachers should be appointed as CM, or directly appointed as or promoted to AM, SAM or PAM upon the phasing out of the non-graduate grade. Serving non-graduate teachers at CM, AM, SAM and PAM rank will be accommodated in their current post until natural wastage or regraded to the graduate grade.
(updated on 1 September 2019)

12. School Social Worker

- | | |
|--|--|
| (a) Senior Social Work Assistant (SSWA) | 23 - 29 |
| (b) Assistant Social Work Officer (ASWO) | 18 - 33 if appointed before
1.4.2000 |
| | 13 - 33 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive) |
| | 18 - 33 if appointed between
1.8.2007 and 30.9.2010
(both dates inclusive) |
| | 16 - 33 if appointed
on/after 1.10.2010 |

(Note: with omitted points at Point 20, 24 and 30)

13. Speech Therapist (ST)

- | | |
|--|--|
| | 18 - 33 if appointed before
1.4.2000 |
| | 13 - 33 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive) |
| | 18 - 33 if appointed between
1.8.2007 and 30.9.2010
(both dates inclusive) |
| | 16 - 33 if appointed
on/after 1.10.2010 |

14. Senior Physiotherapist (SPT)

34 - 39

15. Physiotherapist I (PT I)

25 - 34
(with omitted point at Point 30)

16. Physiotherapist II (PT II)

- | | |
|--|--|
| | 14 - 24 if appointed before
1.4.2000 |
| | 12 - 24 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive) |
| | 14 - 24 if appointed
on/after 1.8.2007 |

17. Senior Occupational Therapist (SOT)

34 - 39

18. Occupational Therapist I (OT I)

25 - 34

19. Occupational Therapist II (OT II)

- | | |
|--|--|
| | 14 - 24 if appointed before
1.4.2000 |
| | 12 - 24 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive) |
| | 14 - 24 if appointed
on/after 1.8.2007 |

(Note: with omitted points at Point 16)

20. Occupational Therapy Assistant (OTA)	7 - 15
21. Educational Psychologist I (EP I)	34 - 44
22. Educational Psychologist II (EP II)	25 - 33 if appointed before 1.4.2000
	20 - 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
	25 - 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive)
	23 - 33 if appointed on/after 1.10.2010
23. Registered Nurse (RN)	15 - 25 if appointed before 1.4.2000
	13 - 25 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
	15 - 25 if appointed on/after 1.8.2007 (with omitted point at Point 17 & 21)

(Note: with omitted points at Point 17 and 21)

24. Registered Nurses (Psychiatric) <i>(updated on 1 September 2021)</i>	17 - 26
25. Nursing Officer (NO) <i>(updated on 1 September 2021)</i>	26 - 34
26. Laboratory Technician I (LT I)	22 - 28
27. Laboratory Technician II (LT II)	10 - 21 if appointed before 1.4.2000
	6 - 21 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
	8 - 21 if appointed on/after 1.8.2007

(Note: LT III appointed before 1.8.2007 will, upon promotion to LT II without a break of service, be paid the starting pay point at MPS Point 8)

28. Braille Staff	8 - 15 if appointed before 1.4.2000
	4 - 15 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
	6 - 15 if appointed on/after 1.8.2007

-
- | | |
|---|--|
| 29. Clerk Class II/Assistant Clerical Officer (ACO) | 3 - 15 if appointed before
1.4.2000
2 - 15 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive)
3 - 15 if appointed
on/after 1.8.2007 |
| 30. Clerical Assistant (CA) | 1 - 10 if appointed before
1.4.2000
0 - 10 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive)
1 - 10 if appointed
on/after 1.8.2007 |
| 31. Artisan | 6 - 8 if appointed before
1.4.2000
5 - 8 if appointed
on/after 1.4.2000 |
| 32. Special Driver | 9 - 10 if appointed before
1.4.2000
8 - 10 if appointed
on/after 1.4.2000 |
| 33. Motor Driver | 6 - 8 if appointed before
1.4.2000
5 - 8 if appointed
on/after 1.4.2000

<u>(Points on the TPS)</u> |
| 34. Laboratory Technician III (LT III) | 4 - 6 if appointed before
1.4.2000
3 - 6 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive)
4 - 6 if appointed
on/after 1.8.2007

<u>(Points on Model Scale I)</u> |
| 35. Workshop Attendant (WA) | 4 - 8 if appointed before
1.4.2000
3 - 13 if appointed
on/after 1.4.2000 |

(Points on Model Scale I)

36. Teacher Assistant

1 - 3 if appointed before
1.4.2000

0 - 8 if appointed
on/after 1.4.2000

37. School Executive Officer (Sch ExO)
(updated on 1 September 2019)

15 -27

Supply Teachers

Appointment

- (a) Secondary Section
 - Graduate
 - Non-graduate
 - Unqualified teacher

- (b) Primary Section
 - Qualified Teacher
 - Unqualified Teacher

Salary per Working Day

Refer to the relevant circulars on
Revised Daily Rates Pay for
Supply Teachers currently in force

B. Boarding Section

<u>Grade</u>	<u>Salary Scale (Points on the MPS)</u>
1. Warden	
(a) Social Work Officer (SWO)	34 - 39
(b) Assistant Social Work Officer (ASWO)	18 - 33 if appointed before 1.4.2000
	13 - 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
	18 - 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive)
	16 - 33 if appointed on/after 1.10.2010
(Note: with omitted points at Point 20, 24 and 30)	
(c) Chief Social Work Assistant (CSWA)	30 - 33
(d) Senior Social Work Assistant (SSWA)	23 - 29
2. Assistant Warden	
(a) Assistant Social Work Officer (ASWO)	18 - 33 if appointed before 1.4.2000
	13 - 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
	18 - 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive)
	16 - 33 if appointed on/after 1.10.2010
(b) Senior Social Work Assistant (SSWA)	23 - 29
(c) Social Work Assistant (SWA)	11 - 22 if appointed before 1.4.2000
	7 - 22 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
	9 - 22 if appointed on/after 1.8.2007
(Note: with omitted points at Point 13)	
3. Houseparent-in-charge	11 - 22 if appointed before 1.4.2000
	7 - 22 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
	9 - 22 if appointed on/after 1.8.2007
(Note: with omitted points at Point 13)	

- | | |
|--|--|
| 4. Houseparent | 11 - 22 if appointed before
1.4.2000

7 - 22 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive)

9 - 22 if appointed
on/after 1.8.2007 |
| (Note: with omitted points at Point 13) | |
| 5. Programme Worker | 11 - 22 if appointed before
1.4.2000

7 - 22 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive)

9 - 22 if appointed
on/after 1.8.2007 |
| (Note: with omitted points at Point 13) | |
| 6. Registered Nurse (RN) | 15 - 25 if appointed before
1.4.2000

13 - 25 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive)

15 - 25 if appointed
on/after 1.8.2007 |
| (Note: with omitted points at Point 17 and 21) | |
| 7. Registered Nurses (Psychiatric)
<i>(updated on 1 September 2021)</i> | 17 - 26 |
| 8. Nursing Officer (NO)
<i>(updated on 1 September 2021)</i> | 26 - 34 |
| 9. Enrolled Nurse (EN) | 9 - 21 if appointed before
1.4.2000

5 - 21 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive)

7 - 21 if appointed
on/after 1.8.2007 |
| (Note: with omitted points at Point 11 and 15) | |
| 10. Clerical Assistant (CA) | 1 - 10 if appointed before
1.4.2000

0 - 10 if appointed between
1.4.2000 and 31.7.2007
(both dates inclusive)

1 - 10 if appointed
on/after 1.8.2007 |

- | | |
|----------------------------------|---|
| 11. Cook | 6 - 8 if appointed before
1.4.2000

5 - 8 if appointed
on/after 1.4.2000 |
| <u>(Points on Model Scale I)</u> | |
| 12. Watchman | 4 - 8 if appointed before
1.4.2000

3 - 13 if appointed
on/after 1.4.2000 |

Supply Staff and Relief Workers

<u>Appointment</u>	<u>Salary per Working Day</u>
Registered Nurse	} Refer to the relevant circulars on Revised Daily Rates Pay for Supply Staff currently in force
Enrolled Nurse	
Houseparent	
Cook	
Clerk Class II/Assistant Clerical Officer	
Clerical Assistant	
Special Driver	
Motor Driver	
Teacher Assistant	

II. ALLOWANCES

A. Head's Responsibility Allowance: Boarding Section

(i) Prior to 1 September 2003

In recognition of the additional responsibility undertaken by the Head of a special school with an approved boarding section, the Supervisor may recommend that the Head should receive a special allowance equivalent to 15% of the mid-point of the salary scale for SSWA.

(ii) On or after 1 September 2003

The responsibility allowance will be payable to the Head of a special school with an approved boarding section on condition that he/she should not be paid other job-related allowance. The allowance should be equivalent to 15% of the mid-point of the salary scale for SSWA.

B. Boarding Staff's Responsibility Allowance

(i) A responsibility allowance will be payable to assistant wardens at SWA rank of aided special schools at the rate of 2 increments above their substantive pay.

(ii) A responsibility allowance will be payable to houseparents-in-charge at SWA rank of aided special schools at the rate of 2 increments above their substantive pay.

C. Special Education Allowance

(i) Prior to 1 September 2003

(a) A special education allowance (SEA) may be awarded to staff in the ranks of CM/AM/SAM/PAM / GM/SGM/PGM / Pr II/Pr I / APSM/PSM/ HM II/HM I, while serving in such capacity in a special school, who have successfully completed a recognised course of training in special education run by the Hong Kong Institute of Education, or a course recognised by the Permanent Secretary as an equivalent. The allowance will be at a rate equivalent to 2 increments next on the Master Pay Scale above the level of their substantive pay.

(b) For Heads of aided special schools holding a Pr I post, their substantive salary plus SEA should not exceed the top of the Master Pay Scale, that is, Master Pay Scale Point 49.

(c) Staff in the above ranks appointed as temporary replacements will be eligible for the SEA if they have completed special education training recognised by the Permanent Secretary.

- (d) Part-time staff in the above ranks will be eligible for the SEA on a pro-rata basis if they have completed special education training recognised by the Permanent Secretary.

(ii) On or after 1 September 2003

The SEA will cease to be payable to new recruits and existing teaching staff who have not yet commenced their recognised special education training in the 2002/03 school year. As for the existing teaching staff of special schools, who are in receipt of the SEA or pursuing their studies in recognised special education courses, the following arrangements will apply:

- (a) Teaching staff of special schools, including Pr I, who are in receipt of the SEA will retain an SEA of one salary point above their substantive salary, provided that the sum of their substantive salary and the SEA should not exceed their maximum pay point on their respective pay scale regardless of their existing pay point, except in the circumstances specified in sub-paragraph (b) below.
- (b) Teaching staff of special schools who have already reached the maximum pay point in the 2002/03 school year will be allowed to retain an SEA of one salary point above the maximum pay point.
- (c) Teaching staff of special schools who are pursuing their studies in recognised special education courses in the 2002/03 school year are, in principle, allowed to be paid an SEA of one salary point above their substantive salary with effect from September of the following school year on successful completion of the recognised special education courses, provided that they remain as teaching staff of special schools. However, the sum of their substantive salaries and the SEA should not exceed their maximum pay point on their respective pay scales.
- (d) Teaching staff of special schools who are in receipt of other responsibility allowance are not allowed to retain the SEA.
- (e) The above arrangements will also be applicable to the existing teaching staff of special education on transfer to another aided special school without a break of service, provided that the posts they fill
- (i) have been created in the 2002/03 school year; or
- (ii) are created after the 2002/03 school year due to expansion of classes or with explicit permission of the Education Bureau for the post-holders to retain their SEA.

Teaching staff of special education refers to teachers of special classes, intensive remedial teaching programmes, integrated education programmes, aided special schools, practical schools and skills opportunity schools.

D. Acting Allowance (updated on 1 September 2008)

A full-time PGM/SGM/GM of the secondary section and HM II, SPSM, PSM or APSM of the primary section of the school who has been recommended and approved to take up the functional duties of a higher office in the rank of Pr I/Pr II/PGM/SGM/ HM I/ HM II/SPSM or PSM as appropriate on an acting basis for a qualifying period of not less than 30 calendar days will be entitled to draw an acting allowance for the period concerned as follows:
(updated on 1 September 2019)

- (i) In the case of acting-up with replacement (this involves acting in a functional post which carries a higher maximum salary point than that of the teacher's substantive rank) - 90% of the difference between the teacher's substantive salary and the minimum salary of the higher rank in which he is acting; or at a rate equivalent to 90% of the increment next on the rank-scale of the acting post above the level of the teacher's substantive salary if it is the same or more than the minimum salary of the acting post. The rate will be revised to 100% of the difference after the first 180 calendar days of acting. (Note 11) (updated on 1 November 2012)
- (ii) In the case of doubling-up without replacement provided (this involves acting in a headship post which carries a higher maximum salary point than that of the teacher's substantive rank in addition to undertaking his own duties) - 23% of the minimum salary of the higher rank or 100% of the difference in pay between the teacher's substantive salary and the minimum salary of the higher rank in which he/she is acting, whichever is the more. (Note 11) (updated on 1 November 2012)

- Note:
1. A full-time AM in the primary section of the school who has been recommended and approved to take up the functional duties of SPSM will be entitled to draw an acting allowance as mentioned above.
(updated on 1 September 2019)
 2. With the full implementation of the all-graduate teaching force policy from the 2019/20 school year, the promotion mechanism for the non-graduate grade will cease to operate. In other words, no CM, AM or SAM could be approved to acting up a promotion post in the non-graduate grade through promotion/selection exercise starting from 2019/20 school year.
(updated on 1 September 2019)

3. The minimum 30-calendar-day qualifying period shall include intervening Sundays and public holidays, and Sundays and public holidays immediately preceding and following the acting period. However, Sundays and public holidays immediately preceding and following the acting period will not be included in calculating the acting allowance.
4. School holidays can be counted as qualifying period and attract acting allowances provided that the teachers concerned are required to perform duties of the acting posts during the holidays. Such qualifying period should be recognised and properly recorded by school.
5. The qualifying period may include up to a maximum of 3 consecutive days' leave or absence in total (excluding sick leave and absences for authorised training and duty) taken during the acting period. Leave and absences in excess of 3 days will not be counted as part of the qualifying period.
6. Leave exceeding 3 consecutive working days involves the forfeiture of acting allowance for the whole period of the acting staff's leave (i.e. leave and intervening public holidays and Sundays). *(updated on 1 November 2012)*
7. When a teacher acts in different ranks consecutively, each acting appointment should be counted individually and separately and cannot be aggregated for the purpose of meeting the minimum qualifying period for acting allowances.
8. A teacher shall only draw one acting allowance at any one time and schools should not make concurrent multiple acting appointments.
9. Acting appointments can be made on operational grounds even if no acting allowance is payable.
10. Acting allowances will be treated as salary for provident fund purposes.
11. The rate of acting allowance takes effect on 1 September 2004.

Appendix 4**Qualifications Required for Grades of Appointments in Aided Special Schools****A. Teaching Staff**

1. Pr I / Pr II / PGM / SGM / GM / PAM / SAM / AM / CM / HM I / HM II / SPSM / PSM / APSM

The guides to appointment in respect of the grades and ranks, Principal I, Principal II, Principal Graduate Master/Mistress, Senior Graduate Master/Mistress, Graduate Master/Mistress, Principal Assistant Master/Mistress, Senior Assistant Master/Mistress, Assistant Master/Mistress, Certificated Master/Mistress, Headmaster/Headmistress I, Headmaster/Headmistress II, Senior Primary School Master/Mistress, Primary School Master/Mistress and Assistant Primary School Master/Mistress are at Attachments A to I. *(updated on 1 September 2017)*

With effect from the 2004/05 school year, aspiring Principals are required to attain Certification for Principalship in addition to complying with the appointment conditions in force at the time before they could be considered for their appointment to principalship.

With effect from the 2019/20 school year, all teaching posts on the approved establishment of aided schools are graduate teacher posts, including additional teaching posts that are provided for schools under various measures. Newly-joined teachers (including those with a break of service exceeding one year) should possess a local bachelor's degree (or equivalent) and satisfy all the entry requirements and standing conditions in force at the time before they could be considered for appointment to the graduate teacher posts. Serving non-graduate teachers at CM, AM, SAM and PAM rank will be accommodated in their current posts until natural wastage or regraded to the corresponding rank in the graduate grade. *(updated on 1 September 2019)*

Starting from the 2022/23 school year, newly-appointed regular teachers and monthly-paid temporary teachers in public sector schools are required to pass the Basic Law Test in order to be considered for appointment. Starting from the 2023/24 school year, the test covers the Basic Law and the National Security Law. Apart from regular teachers, newly-appointed teachers remunerated with cash grant are also required to obtain a pass in the Basic Law and National Security Law Test. The requirement applies to all ranks of the teacher grade (including principals).

The requirement is not applicable to teachers such as daily-rated supply teachers and teachers employed under the Native-speaking English Teacher Scheme in public sector schools.

(updated on 1 September 2023)

2. Teacher Assisting in Speech Therapy (TAST) *(updated on 1 September 2022)*

2.1 To be eligible for appointment as TASTs in schools for children with hearing impairment, candidates must:

- (a) meet the qualifications for appointment as a Graduate Master/Mistress or an Assistant Primary School Master/Mistress as appropriate; *(updated on 1 September 2019)*
- (b) be assessed to have normal hearing and be free from speech and language impairment; and
- (c) be fluent in Cantonese.

2.2 The duties of a TAST are as follows:

- (a) to provide evaluation of the speech and language abilities, and individual and group training to students with speech and language impairment as prescribed by speech therapist(s);
- (b) to work in collaboration with speech therapists and classroom teachers on speech/language support programmes; and
- (c) to perform such other duties as may be required.

3. Mobility Instructor

3.1 To be eligible for appointment as Mobility Instructors, candidates must:

- (a) meet the qualifications for appointment as a Graduate Master/Mistress or an Assistant Primary School Master/Mistress as appropriate; *(updated on 1 September 2019)*
- (b) be fluent in Cantonese; and
- (c) have completed or be prepared to undergo a training course for mobility instructors recognised by the Permanent Secretary.

3.2 The duties of a Mobility Instructor are as follows:

- (a) to provide training in orientation and mobility instruction to pupils with visual impairment; and
- (b) to perform such other duties as may be required.

4. Resource Teacher *(updated on 1 September 2010)*

4.1 Resource Teacher for Children with Visual Impairment

- (a) To be eligible for appointment as resource teachers for children with visual impairment, candidates must meet the qualifications for appointment as a Graduate Master/Mistress or an Assistant Primary School Master/Mistress as appropriate. *(updated on 1 September 2019)*
- (b) The duties of a resource teacher for children with visual impairment are as follows:
 - (i) to provide remedial teaching and resource support to the children with visual impairment studying in ordinary schools and special schools other than those for the children with visual impairment; and
 - (ii) to perform such other duties as may be required.

4.2 Resource Teacher for Children comorbid with Autism Spectrum Disorder

- (a) To be eligible for appointment as resource teachers for children comorbid with autism spectrum disorder, candidates must meet the qualifications for appointment as a Graduate Master/Mistress or an Assistant Primary School Master/Mistress as appropriate.
- (b) The duties of a resource teacher for children comorbid with autism spectrum disorder are as follows:
 - (i) to provide remedial support to children comorbid with autism spectrum disorder assessed to have such a need in schools for children with IDD, schools for children with VI, a school for children with HI, schools for children with PD and schools for social development; and
 - (ii) to perform such other duties as may be required.

(updated on 1 September 2024)

4.3 Resource Teachers for Enhanced Support Service (ESS) for Students with Hearing Impairment

- (a) To be eligible for appointment as resource teachers for Enhanced Support Service, candidates must meet the qualifications for appointment as an Assistant Primary School Master/Mistress or a Graduate Master/Mistress.
- (b) The duties of a resource teacher for Enhanced Support Service are as follows:
 - (i) to provide remedial support to children with hearing impairment admitted in ordinary and special schools other than the school for children with hearing impairment; and
 - (ii) to perform such other duties as may be required.

(updated on 1 September 2022)

5. Low-vision Training Teacher

5.1 To be eligible for appointment as low-vision training teachers, candidates must:

- (a) meet the qualifications for appointment as an Assistant Primary School Master/Mistress; *(updated on 1 September 2019)*
- (b) be fluent in Cantonese; and
- (c) have completed or be prepared to undergo a training course on low-vision.

5.2 The duties of a low-vision training teacher are as follows:

- (a) to provide low-vision training for children with visual impairment; and
- (b) to perform such other duties as may be required.

B. Laboratory Technicians

1. Laboratory Technician III

To be eligible for appointment to the grade of Laboratory Technician III, a candidate must have:

- (a) Level 2 or above attained in 5 subjects, including English Language and 2 science education subjects (i.e. Physics, Chemistry, Biology or Combined Science ^{Note 1}) in the Hong Kong Diploma of Secondary Education Examination (HKDSEE), or equivalent; or
- (b) Level 2^{Note 2} / Grade E or above attained in 5 subjects, including English Language and 2 science subjects (e.g. Physics, Chemistry or Biology) in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent.

Notes:

1. For the purpose of appointment of Laboratory Technicians in aided schools, Level 2 or above in both components of the Combined Science subject in the HKDSEE can be counted as 2 science subjects. Applicants should also possess 4 other subjects at Level 2 or above, or equivalent.
2. For the purpose of appointment of Laboratory Technicians in aided schools, Grade C and Grade E in Chinese Language and English Language (Syllabus B) in the HKCEE before 2007 are accepted administratively as comparable to Level 3 and Level 2 respectively in Chinese Language and English Language in the 2007 HKCEE and henceforth.

(updated on 1 September 2017)

2. Laboratory Technician II

This is a promotion post for Laboratory Technician III. The conditions for promotion are set out at Appendix 5.

3. Laboratory Technician I

This is a promotion post for Laboratory Technician II. Such posts will only be established, however, in large special schools and in a school for children with hearing impairment with more than 17 classes at the discretion of the Permanent Secretary. The conditions for promotion are set out at Appendix 5.

C. Non-teaching Staff

Specialist Staff

1. School Social Worker

1.1 To be eligible for appointment to the grade of school social worker ranked at the Senior Social Work Assistant level, a candidate must have:

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b)
 - (i) a Diploma in Social Work awarded by the Hong Kong Polytechnic/Polytechnic University, or equivalent; or
 - (ii) a Certificate in Social Work awarded by the Academic Board of the Institute for Social Work Training, Hong Kong; or
 - (iii) a Diploma in Social Work awarded by a recognised post-secondary college issued after the date of its registration, or equivalent;
- (c)
 - (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note1 & 2];
- (d) 5 years' recognised post-qualification experience in social work; and
- (e) the ability to speak fluent Cantonese.

- 1.2 To be eligible for appointment to the grade of school social worker ranked at the Assistant Social Work Officer level, a candidate must have:
- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
 - (b)
 - (i) a local degree in Social Science majoring in Social Work, or equivalent; or
 - (ii) a local degree, or equivalent, and has successfully completed a one-year post-graduate course in Social Work at an approved institution; or
 - (iii) a local degree, or equivalent, and has successfully completed an approved two-year post-graduate course in social study/social work; or
 - (iv) a local degree, or equivalent, and a Master degree in Social Work obtained at an approved institution;
 - (c)
 - (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note 1 & 2]; and
 - (d) the ability to speak fluent Cantonese.

2. Educational Psychologist I and II

The guides to appointment in respect of the grade of Educational Psychologist I and II are at Attachments J(i) and J(ii).

3. Speech Therapist

The guides to appointment in respect of the grade of Speech Therapist is at Attachment K. *(updated on 1 September 2019)*

4. Physiotherapist I

The guide to appointment in respect of the grade of Physiotherapist I is at Attachment M.
(updated on 1 September 2021)

5. Senior Physiotherapist

Promotion rank for Physiotherapist I.

6. Occupational Therapist I

The guide to appointment in respect of the grade of Occupational Therapist I is at Attachment N.

(updated on 1 September 2021)

7. Senior Occupational Therapist

Promotion rank for Occupational Therapist I.

8. Occupational Therapy Assistant

To be eligible for appointment to the grade of Occupational Therapy Assistant; a candidate must:

- (a) have completed an apprenticeship or a course of study in an appropriate trade, or be able to furnish evidence that he has had at least 5 years' experience in an area of work acceptable to the Permanent Secretary, e.g.

(i) Carpentry

General techniques, with knowledge of cabinet-making;

(ii) General

Skills or activities which may be applied as treatment media, with knowledge of handicrafts;

(iii) Metal Work

General techniques, with knowledge of electrical welding and use of bench latches;

(iv) Rattan-work

With knowledge of light and heavy rattan-work, including furniture making;

- (b) preferably have teaching experience in the appropriate field; and

- (c) be able to speak fluent Cantonese and write Chinese.

9. Registered Nurse

To be eligible for appointment to the grade of Registered Nurse, a candidate must:

- (a) have the Certificate of Registration (Part I) issued by the Nursing Council of Hong Kong or equivalent;

- (b) have a valid Practising Certificate issued by the Nursing Council of Hong Kong;
- (c) (i) have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note 1 & 2]; and
- (d) be fluent in Cantonese.

10. Registered Nurse (Psychiatric)

To be eligible for appointment to the grade of Registered Nurse (Psychiatric), a candidate must:

- (a) have the Certificate of Registration (Part II) issued by the Nursing Council of Hong Kong or equivalent;
- (b) have a valid Practising Certificate issued by the Nursing Council of Hong Kong;
- (c) (i) have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note 1 & 2]; and
- (d) be fluent in Cantonese.

(updated on 1 September 2021)

11. Nursing Officer

The guide to appointment in respect of the grade of Nursing Officer is at Attachment O.

(updated on 1 September 2021)

12. Enrolled Nurse

To be eligible for appointment to the grade of Enrolled Nurse, a candidate must:

- (a) have the Certificate of Enrolment (Part I) issued by the Nursing Council of Hong Kong or equivalent; and

- (b) have a valid Practising Certificate issued by the Nursing Council of Hong Kong;
- (c) have a knowledge of both Chinese language and English language at Secondary 4 level; and
- (d) be fluent in Cantonese.

13. Warden

13.1 To be eligible for appointment to the grade of Warden ranked at the Social Work Officer level, a candidate must have:

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b)
 - (i) a local degree in Social Science majoring in Social Work, or equivalent; or
 - (ii) a local degree, or equivalent, and has successfully completed a one-year post-graduate course in Social Work at an approved institution; or
 - (iii) a local degree, or equivalent, and has successfully completed an approved 2-year post-graduate course in social study/social work; or
 - (iv) a local degree, or equivalent, and a Master degree in Social Work obtained at an approved institution;
- (c)
 - (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note 1 & 2]; and
- (d) at least 5 years' experience at the ASWO rank;
- (e) 3 years' experience in residential care; and
- (f) the ability to speak fluent Cantonese.

13.2 To be eligible for appointment to the grade of Warden ranked at the Assistant Social Work Officer level, a candidate must have:

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b)
 - (i) a local degree in Social Science majoring in Social Work, or equivalent; or

- (ii) a local degree, or equivalent, and has successfully completed a one-year post-graduate course in Social Work at an approved institution; or
 - (iii) a local degree, or equivalent, and has successfully completed an approved two-year post-graduate course in social study/social work; or
 - (iv) a local degree, or equivalent, and a Master degree in Social Work obtained at an approved institution;
- (c) (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
- (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note1 & 2]; and
- (d) 3 years' experience in residential care; and
- (e) the ability to speak fluent Cantonese.
- 13.3 To be eligible for appointment to the grade of Warden ranked at the Chief Social Work Assistant level, a candidate must have:
- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
 - (b) a recognised social work diploma or certificate in social work;
 - (c) at least 5 years' experience at the SSWA rank;
 - (d) (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note1 & 2]; and
 - (e) the ability to speak fluent Cantonese.
- 13.4 To be eligible for appointment to the grade of Warden ranked at the Senior Social Work Assistant level, a candidate must have:
- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
 - (b) (i) a Diploma in Social Work awarded by the Hong Kong Polytechnic/Polytechnic University, or equivalent; or

- (ii) a Certificate in Social Work awarded by the Academic Board of the Institute for Social Work Training, Hong Kong; or
 - (iii) a Diploma in Social Work awarded by a recognised post-secondary college issued after the date of its registration, or equivalent;
- (c) (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
- (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note 1 & 2];
- (d) 5 years' recognised post-qualification experience in social work; and
- (e) the ability to speak fluent Cantonese.

14. Assistant Warden

14.1 To be eligible for appointment to the grade of Assistant Warden ranked at the Assistant Social Work Officer level, a candidate must have:

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
 - (b) (i) a local degree in Social Science majoring in Social Work, or equivalent; or
 - (ii) a local degree, or equivalent, and has successfully completed a 1-year post-graduate course in Social Work at an approved institution; or
 - (iii) a local degree, or equivalent, and has successfully completed an approved 2-year post-graduate course in social study/social work; or
 - (iv) a local degree, or equivalent, and a Master degree in Social Work obtained at an approved institution;
- (c) (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
- (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note 1 & 2]; and
- (d) the ability to speak fluent Cantonese.

14.2 To be eligible for appointment to the grade of Assistant Warden ranked at the Senior Social Work Assistant level, a candidate must have:

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b)
 - (i) a Diploma in Social Work awarded by the Hong Kong Polytechnic/Polytechnic University, or equivalent; or
 - (ii) a Certificate in Social Work awarded by the Academic Board of the Institute for Social Work Training, Hong Kong; or
 - (iii) a Diploma in Social Work awarded by a recognised post-secondary college issued after the date of its registration, or equivalent;
- (c)
 - (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note 1 & 2];
- (d) 5 years' recognised post-qualification experience in social work; and
- (e) the ability to speak fluent Cantonese.

14.3 To be eligible for appointment to the grade of Assistant Warden ranked at the Social Work Assistant level, a candidate must have:

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b)
 - (i) a Diploma in Social Work awarded by the Hong Kong polytechnic/polytechnic university; or equivalent; or
 - (ii) a Certificate in Social Work awarded by the Academic Board of the Institute for Social Work Training, Hong Kong; or
 - (iii) a Diploma in Social Work awarded by a registered post-secondary college issued after the date of its registration, or equivalent;
- (c)
 - (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note 1 & 2]; and
- (d) the ability to speak fluent Cantonese.

15. Houseparent-in-charge

To be eligible for appointment to the grade of Houseparent-in-charge, a candidate must have:

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b)
 - (i) a Diploma in Social Work awarded by the Hong Kong polytechnic/polytechnic university; or equivalent; or
 - (ii) a Certificate in Social Work awarded by the Academic Board of the Institute for Social Work Training, Hong Kong; or
 - (iii) a Diploma in Social Work awarded by a registered post-secondary college issued after the date of its registration, or equivalent;
- (c)
 - (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note 1 & 2]; and
- (d) the ability to speak fluent Cantonese.

16. Houseparent/Programme Worker

To be eligible for appointment to the grade of Houseparent/Programme Worker (ranked at the Social Work Assistant level), a candidate must have:

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b)
 - (i) a Diploma in Social Work awarded by the Hong Kong Polytechnic/Polytechnic University; or equivalent; or
 - (ii) a Certificate in Social Work awarded by the Academic Board of the Institute for Social Work Training, Hong Kong; or
 - (iii) a Diploma in Social Work awarded by a registered post-secondary college issued after the date of its registration, or equivalent;
- (c)
 - (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note 1 & 2]; and
- (d) the ability to speak fluent Cantonese.

17. Braille Staff

17.1 To be eligible for appointment to the grade of Braille Staff, a candidate must:

- (a) (i) have 5 subjects, including Chinese Language, English Language and Mathematics at Level 2 or above in the Hong Kong Diploma of Secondary Education Examination (HKDSEE), or equivalent; or
- (ii) have 5 subjects, including Chinese Language, English Language (Syllabus B) and Mathematics at Level 2^{Note} / Grade E or above in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent; and
- (b) have completed an appropriate course of training in braille.

Note: For the purpose of appointment of Braille Staff in aided special schools, Grade E in Chinese Language, English Language (Syllabus B) and Mathematics in the HKCEE before 2007 are accepted administratively as comparable to Level 2 respectively in Chinese Language, English Language and Mathematics in the 2007 HKCEE and henceforth.

(updated on 1 September 2022)

17.2 The duties of a Braille staff for the resource support programme for pupils with visual impairment attending ordinary schools and special schools other than those for the visually impaired are as follows:

- (a) Braille, printing and binding of notes, supplementary learning materials and examination papers;
- (b) Transcription of the pupils' assignments, homework, papers etc. into normal writing/print;
- (c) Embossing ink diagrams into tactile diagrams;
- (d) Repair of books; and
- (e) Performing such other duties as may be required.

[Note 1]: A candidate attaining "Grade E" in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE) before 2007 are accepted administratively as comparable to "Level 2" in English Language and Chinese Language in the 2007 HKCEE and henceforth.

(updated on 1 September 2022)

[Note 2]: The school may conduct the language proficiency test for those suitable candidates who do not possess the language qualifications. Provided that the school is satisfied with the candidates' language ability for carrying out the required duties, appointment can be offered.

D. Non-specialist Staff1. Clerk

To be eligible for appointment to the grade of Clerk Class II/Assistant Clerical Officer paid out of the Salaries Grant, a candidate must have either:

- (a) Either 5 subjects, including English Language at Level 2 or above in the Hong Kong Diploma of Secondary Education Examination or 4 subjects, including English Language, one of which must be at Level 2 or above and the others at Level 3 or above or equivalent; or
(updated on 1 September 2017)
- (b) 5 subjects, including English Language (Syllabus B) at Grade E or above in the Hong Kong Certificate of Education Examination or 4 subjects, including English Language (Syllabus B), one of which must be at Grade E or above and the others at Grade C or above; or
- (c) a Grade C or above in English Language (Syllabus A) in the Hong Kong Certificate of Education Examination, together with either 4 other subjects at Grade E or above or 3 other subjects at Grade C or above or equivalent; or
- (d) 5 subjects, including English, at Grade E or above in the Hong Kong Certificate of Education Examination (English) or 4 subjects, including English, one of which must be at Grade E or above and the other at Grade C or above (awarded before 1974); or
- (e) a Grade C or above in English in the Hong Kong Certificate of Education Examination (Chinese) together with either 4 other subjects at Grade E or above or 3 other subjects at Grade C or above (awarded before 1974); or
- (f) a Hong Kong English School Certificate (awarded before 1968) with a pass in English; or
- (g) a Hong Kong Chinese School Certificate (awarded before 1968) with a credit in English.

Note: For the purpose of appointment of clerical staff in aided schools, Grade C and Grade E in Chinese Language and English Language (Syllabus B) in previous HKCEE are accepted administratively as comparable to Level 3 and Level 2 respectively in Chinese Language and English Language in the HKCEE 2007 and after.

(updated on 1 September 2017)

2. Clerical Assistant

To be eligible for appointment to the grade of Clerical Assistant paid out of the Salaries Grant, a candidate must:

- (a) have completed Secondary IV (all subjects) in a registered school; and
- (b) be fluent in Cantonese and have a good working knowledge of English.

3. Special Driver

To be eligible for appointment to the grade of Special Driver, a candidate must:

- (a) have an appropriate valid driving licence to drive a registered school bus with 30 or more seats; and
- (b) have acceptable driving experience, preferably not less than 5 years.

4. Motor Driver

To be eligible for appointment to the grade of Motor Driver, a candidate must:

- (a) have an appropriate valid driving licence; and
- (b) have acceptable driving experience, preferably not less than 5 years.

Note: Starting from the 2021/22 school year, all newly joined drivers in special schools should be ranked at Special Driver. Serving Motor Driver will be accommodated until natural wastage or appointed to Special Driver upon meeting the corresponding requirements.

(updated on 1 September 2021)

5. Artisan II

To be eligible for appointment to the grade of Artisan II, a candidate must:

- (a) have knowledge and ability to work as a physiotherapy attendant; and
- (b) be fluent in Cantonese and be able to write Chinese and have some knowledge of English.

6. Workshop Attendant, Watchman and Cook

For the appointment to the grades of Workshop Attendant, Watchman and Cook, no special qualifications are required.

7. Teacher Assistant

To be eligible for appointment to the grade of Teacher Assistant, a candidate must:

- (a) have completed Secondary V (all subjects) in a registered school; and
- (b) be fluent in Cantonese.

8. School Executive Officer

The guides to appointment in respect of the grade of School Executive Officer is at Attachment L.

(updated on 1 September 2019)

Appendix 4/Attachment A**Guides to Appointment
Aided Special Schools****Principal I**

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:**
 - (a) **Normally - Promotion**
 Promotion rank for Principals II or Principal Graduate Masters/Mistresses or Senior Graduate Masters/Mistresses or Senior Primary School Master/Mistress in the primary section of aided special schools.
(updated on 1 September 2022)
 - (b) **Exceptionally - Direct Entry**
 Candidates should have fulfilled all requirements for normal promotion to this rank and have successfully completed a course of training in special education recognised by the Permanent Secretary. The Permanent Secretary may require the School Management Committee to submit justifications for the exceptional nature of the proposed promotion/appointment for which the Permanent Secretary will have discretion either to approve or reject having regard to the special circumstances.
(updated on 1 September 2021)
2. **Duties:** Principal of a special school operating Secondary I-VI and with 18 or more equivalent ordinary secondary classes.
(updated on 1 September 2020)
3. **Salary Scale:** MPS Point 45 - Point 49
4. **Promotion Prospects:** Nil
5. **Any Other Remarks:** With effect from the 2002/03 school year, a School Head appointed by direct appointment to a head post in another aided school at the same substantive rank of his/her former head post without a break in service is allowed to retain the salary pay point he/she received in the former post; if there is a break in service, he/she should be remunerated at the minimum point of the pay scale.

Appendix 4/Attachment B**Guides to Appointment
Aided Special Schools****Principal II**

(For information: This document is not part of any agreement of service)

1. Qualifications and Experience for Appointment:
 - (a) Normally - Promotion
Promotion rank for Principal Graduate Masters/Mistresses or Senior Graduate Masters/Mistresses or Senior Primary School Master/Mistress in the primary section of aided special schools.
(updated on 1 September 2022)
 - (b) Exceptionally - Direct Entry
Candidates should have fulfilled all requirements for normal promotion to this rank and have successfully completed a course of training in special education recognised by the Permanent Secretary. The Permanent Secretary may require the School Management Committee to submit justifications for the exceptional nature of the proposed promotion/appointment for which the Permanent Secretary will have discretion either to approve or reject having regard to the special circumstances.
(updated on 1 September 2021)
2. Duties: Principal of a special school operating secondary classes and with 12 to 17 equivalent ordinary secondary classes.
(updated on 1 September 2020)
3. Salary Scale: MPS Point 40 - Point 44
4. Promotion Prospects: Principal I
5. Any Other Remarks: With effect from the 2002/03 school year, a School Head appointed by direct appointment to a head post in another aided school at the same substantive rank of his/her former head post without a break in service is allowed to retain the salary pay point he/she received in the former post; if there is a break in service, he/she should be remunerated at the minimum point of the pay scale.

Appendix 4/Attachment C**Guides to Appointment
Aided Special Schools****Principal Graduate Master/Mistress**

(For information: This document is not part of any agreement of service)

1. Qualifications and Experience for Appointment:
 - (a) Normally - Promotion
Promotion rank for
 - (i) Senior Graduate Masters/Mistresses; or
 - (ii) Senior Primary School Masters/Mistresses in the primary section of aided special schools solely for the case of Principal Graduate Masters/Mistresses serving as heads of special schools with both primary and secondary sections.
(updated on 1 September 2022)
 - (b) Exceptionally - Direct Entry
Candidates should have fulfilled all requirements for normal promotion to this rank and have successfully completed a course of training in special education recognised by the Permanent Secretary. The Permanent Secretary may require the School Management Committee to submit justifications for the exceptional nature of the proposed promotion/appointment for which the Permanent Secretary will have discretion either to approve or reject having regard to the special circumstances.
(updated on 1 September 2021)
2. Duties:
 - (a) Head of a special school operating secondary classes and with 11 or fewer equivalent ordinary secondary classes; or
 - (b) Deputy Head of a special school operating secondary classes and with 12 or more equivalent ordinary secondary classes.
(updated on 1 September 2020)
3. Salary Scale: MPS Point 38 - Point 41
4. Promotion Prospects: Principal I/II
With effect from the 2004/05 school year, aspiring principals are required to attain the Certification for

Principalship in addition to complying with the appointment conditions in force at the time before they could be considered for appointment to principalship. Candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary.

(updated on 1 September 2021)

5. Any Other Remarks:

In the case of promotion to Principal II, as the salary scale of a Principal Graduate Master/Mistress overlaps that of a Principal II (MPS Pt 40 - 44), the promotees' salary scale and incremental date will be determined as follows:

- (a) if their pay before promotion is less than the minimum of the pay scale of the new higher office by more than one point, they will enter at the minimum and their new incremental date will be determined by the date of their promotion;
- (b) if their pay before promotion is less than the minimum of the pay scale of the new higher office by not more than one point, they will enter at the minimum and retain their existing incremental date;
- (c) if their pay before promotion is not less than the minimum of the pay scale of the new higher office and subject to the maximum point of the new scale not being exceeded, they will enter the new scale at the point which is next above their pay and retain their existing incremental date; and
- (d) if the promotees are already receiving the maximum pay of their former office at the date of promotion, they will enter the new scale at the point next above their pay and their new incremental date will be determined by the date of promotion.
- (e) With effect from the 2002/03 school year, a School Head appointed by direct appointment to a head post in another aided school at the same substantive rank of his/her former head post without a break in service is allowed to retain the salary pay point he/she received in the former post; if there is a break in service, he/she should be remunerated at the minimum point of the pay scale.

Appendix 4/Attachment D**Guides to Appointment
Aided Special Schools****Senior Graduate Master/Mistress**

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:**
 - (a) **Normally - Promotion/Regrading**
 - (i) Promotion - Promotion rank for Graduate Masters/Mistresses.
 - (ii) Regrading - A Principal Assistant Master/Mistress with a local first degree plus teacher training qualifications (or equivalent) is eligible for consideration for regrading in his/her serving school as Senior Graduate Master/Mistress. Candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021)*
 - (b) **Exceptionally - Direct Entry**

Candidates should have fulfilled all requirements for normal promotion to this rank and have successfully completed a course of training in special education recognised by the Permanent Secretary. The Permanent Secretary may require the School Management Committee to submit justifications for the exceptional nature of the proposed appointment for which the Permanent Secretary will have discretion either to approve or reject having regard to the special circumstances.
(updated on 1 September 2021)
2. **Duties:**
 - (a) Assist the principal and vice-principal in guiding the work in various functional areas in order to take forward education initiatives in the secondary section of a special school;
 - (b) Take the lead in diversified professional duties;
 - (c) Undertake class teaching up to Secondary 6 level in a special school; and
 - (d) Perform other related duties as assigned by the school.
(updated on 1 September 2019)
3. **Salary Scale:** MPS Point 34 - Point 39

4. Promotion Prospects: Principal Graduate Master/Mistress/Principal II / Principal I

Senior Graduate Masters/Mistresses will be eligible for consideration for promotion to Principal Graduate Masters/Mistresses/Principals II/Principals I after they have had at least 3 years of acceptable secondary school experience in the post in the secondary section of an aided special school with proven ability to take charge of an academic subject or to perform other duties of special responsibility; have undertaken training course(s) specified by or acceptable to the Permanent Secretary and have successfully completed a course of training in special education recognised by the Permanent Secretary. With effect from the 2004/05 school year, aspiring principals are required to attain the Certification for Principalship in addition to complying with the appointment conditions in force at the time before they could be considered for appointment to principalship.

(updated on 1 September 2021)

5. Any Other Remarks:
- (a) In the case of promotion to Principal Graduate Master/Mistress, as the salary scale of a Senior Graduate Master/Mistress overlaps that of a Principal Graduate Master/Mistress (MPS Point 38 - Point 41), the promotees' salary scale and incremental date will be determined as follows:
- (i) if their pay before promotion is less than the minimum of the pay scale of the new higher office by more than one point, they will enter at the minimum and their new incremental date will be determined by the date of their promotion;
- (ii) if their pay before promotion is less than the minimum of the pay scale of the new higher office by not more than one point, they will enter at the minimum and retain their existing incremental date;
- (iii) if their pay before promotion is not less than the minimum of the pay scale of the new higher office and subject to the maximum point of the new scale not being exceeded, they will enter the new scale at the point which is next above their pay and retain their existing incremental date; and

- (iv) if the promotees are already receiving the maximum pay of their former office at the date of promotion, they will enter the new scale at the point next above their pay and their new incremental date will be determined by the date of promotion.
- (b) The salary scale and incremental date of a Senior Graduate Master/Mistress regraded from the rank of Principal Assistant Master/Mistress will be determined as follows:
- (i) If immediately before regrading, his/her pay is less than the minimum of the pay scale of the new office, he/she will enter at the minimum and the incremental date will be determined by the date of regrading.
 - (ii) If his/her pay is the same or more than the minimum of the pay scale and not more than the maximum of the pay scale of the new office, he/she will continue to receive his/her existing pay in the former post. The new incremental date will be determined by the date of regrading;
 - (iii) If he/she is regraded on his/her incremental date, for the purpose of these rules, his/her pay before regrading will be taken to be the pay he/she would have received on that date had he/she not been regraded; and
 - (iv) If the date of regrading falls on or between the 1st and the 15th day of the month, the incremental date will be taken to be the first day of that month. If the date of regrading falls on or between the 16th day and the end of the month, the incremental date will be taken to be the first day of the following month.

(updated on 1 September 2008)

Appendix 4/Attachment E**Guides to Appointment
Aided Special Schools****Graduate Master/Mistress**

(For information: This document is not part of any agreement of service)

1. Qualifications and Experience for Appointment:
 - (a) New Recruitment
A degree from a local university, or equivalent (the degree means a Bachelor degree); or

Note: Preference will be given to candidates with a Post-Graduate Certificate in Education or an equivalent qualification acceptable to the Permanent Secretary.
 - (b) Regrading
A Certificate Master/Mistress, Assistant Master/Mistress or Senior Assistant Master/Mistress with a local first degree or equivalent is eligible for consideration for regrading in his/her serving school as Graduate Master/Mistress. *(updated on 1 September 2008)*
2. Duties:
 - (a) Coordinate and discharge diversified professional duties;
 - (b) Undertake class teaching in the secondary section of a special school;
 - (c) Resource teacher for special programmes; and
 - (d) Perform other related duties as assigned by the school.

(updated on 1 September 2019)
3. Salary Scale:
 - (a) MPS Point 17 - Point 33 for those appointed before 1.4.2000.
 - (b) MPS Point 12 - Point 33 for those appointed between 1.4.2000 and 31.7.2007 (both dates inclusive).
 - (c) MPS Point 17 - Point 33 for those appointed between 1.8.2007 and 30.9.2010 (both dates inclusive).
 - (d) MPS Point 15 - Point 33 for those appointed on or after 1.10.2010.

Note: Graduate Masters/Mistresses will not be allowed to proceed beyond the salary bar specified below without acquiring a Post-Graduate Certificate in Education or an equivalent qualification acceptable to the Permanent Secretary:

- (a) Bar at MPS Point 27 for those appointed between 5.12.1980 and 31.8.1997 (both dates inclusive)
- (b) Bar at MPS Point 22 for those appointed between 1.9.1997 and 31.3.2000 (both dates inclusive)
- (c) Bar at MPS Point 17 for those appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
- (d) Bar at MPS Point 22 for those appointed between 1.8.2007 and 30.9.2010 (both dates inclusive)
- (e) Bar at MPS Point 20 for those appointed on or after 1.10.2010

With effect from 1.8.2007, the salary bar would be set at 5 pay points above the prevailing starting salary and would be adjusted automatically whenever there is a change in the starting salary in the future. A serving untrained GM without a break in service is subject to the adjusted salary bar or the highest salary bar point he/she has ever experienced in the appointment as GM, whichever is the higher.

(updated on 1 September 2010)

4. Period of Probation: 2 years

5. Promotion Prospects: Senior Graduate Master/Mistress

Graduate Masters/Mistresses will be eligible for consideration for promotion to Senior Graduate Masters/Mistresses provided they have obtained a Post-Graduate Certificate in Education, or an equivalent qualification acceptable to the Permanent Secretary, have successfully completed a course of training in special education recognised by the Permanent Secretary; and have had 5 years of acceptable secondary school experience in a graduate post in a government or an aided or Direct Subsidy Scheme or assisted private secondary school or, since 1 September 1990, in a caput or bought-place school bound by contract, and have clearly shown ability to take charge of an academic/cultural/practical subject or to perform other duties of special responsibility in a secondary school; and have undertaken training course(s) specified by or acceptable to the Permanent Secretary.

6. Any Other Remarks:
- (a) Direct entrants with a Degree but no Post-Graduate Certificate in Education or Teacher's Certificate or an equivalent qualification acceptable to the Permanent Secretary, will enter at the minimum of the salary scale;
 - (b) Direct entrants with a Degree plus an appropriate Post-Graduate Certificate in Education or Teacher's Certificate or an equivalent qualification acceptable to the Permanent Secretary, will enter at the third point in the salary scale;
 - (c) With effect from 1.9.1995, holders of a non-local degree with an appropriate Post-Graduate Certificate in Education obtained from a local university will enter at the third point in the salary scale, irrespective of whether the non-local degree is equivalent to a local degree;
 - (d) Entrants having teaching experience acceptable to the Permanent Secretary will be awarded increments in the salary scale;
 - (e) Serving Graduate Masters/Mistresses who acquire an appropriate Post-Graduate Certificate in Education or an equivalent qualification acceptable to the Permanent Secretary after pursuing a full-time or part-time course will be awarded 2 additional increments if they entered at the first point in accordance with paragraph 6(a) or have not been previously awarded additional increments on the strength of such, provided that the maximum of the salary scale is not exceeded;
 - (f) Graduate Masters/Mistresses not possessing an appropriate Post-Graduate Certificate in Education or an equivalent qualification acceptable to the Permanent Secretary but appointed prior to 1 September 1978 will be eligible for consideration for promotion to Senior Graduate Masters/Mistresses provided that they have completed training as specified by or acceptable to the Permanent Secretary.
 - (g) With effect from 1 September 2003, an untrained teacher regraded from a non-graduate rank to Graduate Master/Mistress, who subsequently acquires acceptable teacher training qualification, will:

- (i) be eligible for the award of 2 additional increments if, other than through possession of recognised experience, he/she entered at the minimum point of the Graduate Master/Mistress pay scale prevailing at the time he/she was regraded, provided that the maximum of the pay scale is not exceeded; or
- (ii) be eligible for the award of 1 additional increment if, other than through possession of recognised experience, he/she entered at 1 point above the minimum point of the Graduate Master/Mistress pay scale prevailing at the time he/she was regraded, provided that the maximum of the pay scale is not exceeded; or
- (iii) not be eligible for the award of any additional increment if, other than through possession of recognised experience, he/she entered at 2 or more points above the minimum point of the Graduate Master/Mistress pay scale prevailing at the time he/she was regraded.

(updated on 1 January 2014)

- (h) The salary scale and incremental date of a Graduate Master/Mistress regraded from the rank of Senior Assistant Master/Mistress, Assistant Master/Mistress or Certificated Master/Mistress will be determined as follows:
 - (i) If immediately before regrading, his/her pay is less than the minimum of the pay scale of the new office, he/she will enter at the minimum, and the new incremental date will be determined by the date of regrading.
 - (ii) If his/her pay is the same or more than the minimum and not more than the maximum of the pay scale of the new office, he/she will continue to receive his/her existing pay in the former post. The new incremental date will be determined by the date of regrading;

- (iii) If he/she is regraded on his/her incremental date, for the purpose of these rules, his/her pay before regrading will be taken to be the pay he/she would have received on that date had he/she not been regraded; and
- (iv) If the date of regrading falls on or between the 1st and the 15th day of the month, the incremental date will be taken to be the first day of that month. If the date of regrading falls on or between the 16th day and the end of the month, the incremental date will be taken to be the first day of the following month.

(updated on 1 September 2010)

Appendix 4/Attachment F(i)**Guides to Appointment
Aided Special Schools****Principal Assistant Master/Mistress**

(For information: This document is not part of any agreement of service)

- | | |
|--|--|
| 1. <u>Qualifications and Experience for Appointment:</u> | <p>(a) <u>Normally - Promotion</u>
Promotion rank for Senior Assistant Masters/Mistresses. (Please refer to 5. Any Other Remarks.)</p> <p>(b) <u>Exceptionally - Direct Entry</u>
N.A.

(Note: Starting from the 2019/20 school year, teachers cannot be directly appointed to fill a non-graduate post at the promotion rank, except for the redeployment of teachers from one school to another under the same school sponsoring body.) <i>(updated on 1 September 2019)</i></p> |
| 2. <u>Duties:</u> | <p>(a) Coordinating pastoral care and extra curricular activities and attending to special needs of pupils in junior forms in addition to teaching duties in the secondary section of a special school.</p> <p>(b) Performing duties of special responsibility in the capacity of Deputy Head of a special school operating a secondary section.</p> |
| 3. <u>Salary Scale:</u> | MPS Point 34 - Point 36 |
| 4. <u>Promotion Prospects:</u> | Nil |
| 5. <u>Any Other Remarks:</u> | Starting from the 2008/09 school year, Principal Assistant Masters/Mistresses with a recognised degree plus teacher training (or equivalent) may apply for regrading to Senior Graduate Masters/Mistresses in his/her serving school to fill up new Senior Graduate Master/Mistress posts created under the enhanced graduate teacher ratio. Candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. <i>(updated on 1 September 2021)</i> |

- (a) Upon successful regrading or natural wastage of a serving Principal Assistant Master/Mistress, the practice of upgrading a Senior Assistant Master/Mistress post to a Principal Assistant Master/Mistress post will cease with immediate effect. The respective proportions of SAM, AM and CM posts as stipulated in this Code of Aid will not be affected by the cessation of this practice.
- (b) If a serving Principal Assistant Master/Mistress does not apply for regrading to Senior Graduate Master/Mistress, he/she can continue to be accommodated in his/her existing rank of Principal Assistant Master/Mistress to hold against a Senior Graduate Master/Mistress post created under the enhanced graduate teacher ratio accordingly.

(updated on 1 September 2008)

Appendix 4/Attachment F(ii)**Guide to Appointment
Aided Primary Special Schools****Headmaster/Headmistress I**

(For information: This document is not part of any agreement of service)

1. Qualifications and Experience for Appointment:
 - (a) Normally - Promotion/Regrading
 - (i) Promotion - promotion rank for Headmasters/Headmistresses II.
 - (ii) Regrading - A Principal Assistant Master/Mistress# serving in the nominating primary special school with a recognised local first degree or equivalent is eligible for consideration for regrading as Headmaster/Headmistress I. Candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021)*
 - (b) Exceptionally - Direct Entry
 - (i) Candidates should have fulfilled all requirements for normal promotion to this rank and have successfully completed a course of training in special education recognised by the Permanent Secretary. The School Management Committee must submit justifications for the exceptional nature of the proposed appointment for which the Permanent Secretary will have discretion either to approve or reject having regard to the special circumstances. *(updated on 1 September 2021)*
 - (ii) Starting from the 2000/01 school year, new School Heads should be limited to candidates holding a recognised local first degree plus teacher training in primary education and special education, or equivalent qualifications.

2. Duties: Head of a primary special school with 24 or more equivalent ordinary primary classes.
3. Salary Scale: MPS Point 43 - Point 46 (*updated on 1 September 2022*)
4. Period of Probation: 2 years for direct entrants
5. Promotion Prospects: Nil
6. Any Other Remarks:
 - (a) The salary scale and incremental date of a Headmaster/Headmistress I regraded from the rank of Principal Assistant Master/Mistress will be determined as follows:
 - (i) If immediately before regrading, their pay is less than the minimum of the pay scale of the new office, they will enter at the minimum and the new incremental date will be determined by the date of regrading;
 - (ii) If their pay is the same or more than the minimum and not more than the maximum of the pay scale of the new office, they will receive the salary point which is equivalent to their existing substantive salary. The new incremental date will be determined by the date of regrading;
 - (iii) If they are regraded on their incremental date, for the purpose of these rules, their pay before regrading will be taken to be the pay they would have received on that date had they not been regraded; and
 - (iv) If the date of regrading falls on or between the 1st and the 15th day of the month, the incremental date will be taken to be the first day of that month. If the resultant date falls on or between the 16th day and the end of the month, the incremental date will be taken to be the first day of the following month.
 - (b) With effect from the 2002/03 school year, a School Head appointed by direct appointment to a head post in another aided school at the same substantive rank of his/her former head post without a break in service is allowed to retain the salary pay point he/she received in the former post; if there is a break in service, he/she should be remunerated at the minimum point of the pay scale for the rank.

#The PAM rank in primary special school will be phased out through natural wastage.
(*updated on 1 September 2008*)

Appendix 4/Attachment G(i)**Guides to Appointment
Aided Special Schools****Senior Assistant Master/Mistress**

(For information: This document is not part of any agreement of service)

1. Qualifications and Experience for Appointment:
 - (a) Normally - Promotion
Promotion rank for Assistant Masters/Mistresses.

(Note: Starting from the 2019/20 school year, no Assistant Masters/Mistresses should be promoted to Senior Assistant Master/Mistress, except those who have been selected for acting up the post through a promotion exercise before the 2019/20 school year. Serving Senior Assistant Master/Mistress will be accommodated until natural wastage or regraded to the graduate grade.)
(updated on 1 September 2019)
 - (b) Exceptionally - Direct Entry

N.A.

(Note: Starting from the 2019/20 school year, teachers cannot be directly appointed to fill a non-graduate post at the promotion rank, except for the redeployment of teachers from one school to another under the same school sponsoring body.)
(updated on 1 September 2019)
2. Duties: Class teaching up to Secondary VI in the secondary section of a special school or performing duties of special responsibility.
3. Salary Scale: MPS Point 30 - Point 33
4. Promotion Prospects: Nil *(updated on 1 September 2008)*
5. Any Other Remarks:
 - (a) Starting from the 2008/09 school year, Principal Assistant Masters/Mistresses with a recognised degree plus teacher training (or equivalent) may apply for regrading to Senior Graduate Masters/Mistresses in his/her serving school to fill

up new Senior Graduate Master/Mistress posts created under the enhanced graduate teacher ratio. Candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. Upon successful regrading or natural wastage of a serving Principal Assistant master/Mistress, the practice of upgrading a Senior Assistant Master/Mistress post to a Principal Assistant Master/Mistress post will cease with immediate effect.

(updated on 1 September 2021)

Appendix 4/Attachment G(ii)**Guide to Appointment
Aided Primary Special Schools****Headmaster/Headmistress II**

(For information: This document is not part of any agreement of service)

1. Qualifications and Experience for Appointment:
 - (a) Normally - Promotion/Regrading
 - (i) Promotion - promotion rank for Senior Primary School Master/Mistress or Primary School Master/Mistress. *(updated on 1 September 2008)*
 - (ii) Regrading - A Senior Assistant Master/Mistress# serving in the nominating primary special school with a recognised local first degree or equivalent is eligible for consideration for regrading as Headmaster/Headmistress II. Candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021)*
 - (b) Exceptionally - Direct Entry
 - (i) Candidates should have fulfilled all requirements for normal promotion to this rank and have successfully completed a course of training in special education recognised by the Permanent Secretary. The School Management Committee must submit justifications for the exceptional nature of the proposed appointment for which the Permanent Secretary will have discretion either to approve or reject having regard to the special circumstances. *(updated on 1 September 2021)*
 - (ii) Starting from the 2000/01 school year, new School Heads should be limited to candidates holding a recognised local first degree plus teacher training in primary education and special education, or equivalent qualifications.

2. Duties: Head of a primary special school with 12 to 23 equivalent ordinary primary classes.
3. Salary Scale: MPS Point 40 - Point 43 (*updated on 1 September 2022*)
4. Period of Probation: 2 years for direct entrants
5. Promotion Prospects: Headmaster/Headmistress I
- A Headmaster/Headmistress II will be eligible for consideration for promotion to Headmaster/Headmistress I after he/she has served successfully as follows in a primary special school for at least 3 years:
- Either
- (i) as a Headmaster/Headmistress II;
- or
- (ii) as a Senior Assistant Master/Mistress and then as a Headmaster/Headmistress II.
(*updated on 1 September 2016*)
6. Any Other Remarks:
- (a) In the case of promotion to Headmaster/Headmistress I, as the salary scale of a Headmaster/Headmistress II overlaps that of a Headmaster/Headmistress I (MPS Pt 43 - 46), the promotees' salary scale and incremental date will be determined as follows:
- (i) if their pay before promotion is less than the minimum of the pay scale of the new higher office by more than 1 point, they will enter at the minimum and their new incremental date will be determined by the date of their promotion;
- (ii) if their pay before promotion is less than the minimum of the pay scale of the new higher office by not more than one point, they will enter at the minimum and retain their existing incremental date; and
- (iii) if the promotees are already receiving the maximum pay of their former office at the date of promotion, they will enter the new scale at the point next above their pay and their new incremental date will be determined by the date of promotion.

(*updated on 1 September 2022*)

- (b) The salary scale and incremental date of Headmaster/Headmistress II regraded from the rank of Senior Assistant Master/Mistress will be determined as follows:
 - (i) If immediately before regrading, their pay is less than the minimum of the pay scale of the new office, they will enter at the minimum and the new incremental date will be determined by the date of regrading;
 - (ii) If their pay is the same or more than the minimum and not more than the maximum of the pay scale of the new office, they will receive the salary point which is equivalent to their existing substantive salary. The new incremental date will be determined by the date of regrading;
 - (iii) If they are regraded on their incremental date, for the purpose of these rules, their pay before regrading will be taken to be the pay they would have received on that date had they not been regraded; and
 - (iv) If the date of regrading falls on or between the 1st and the 15th day of the month, the incremental date will be taken to be the first day of that month. If the resultant date falls on or between the 16th day and the end of the month, the incremental date will be taken to be the first day of the following month.
- (c) With effect from the 2002/03 school year, a School Head appointed by direct appointment to a head post in another aided school at the same substantive rank of his/her former head post without a break in service is allowed to retain the salary pay point he/she received in the former post; if there is a break in service, he/she should be remunerated at the minimum point of the pay scale.

The SAM rank in primary special schools will be phased out through natural wastage.
(updated on 1 September 2011)

Appendix 4/Attachment H(i)**Guides to Appointment
Aided Special Schools****Assistant Master/Mistress**

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:**
 - (a) **Normally - Promotion**
Promotion rank for Certificated Masters/Mistresses.

(Note: Starting from the 2019/20 school year, no Assistant Masters/Mistresses should be promoted to Senior Assistant Master/Mistress, except those who have been selected for acting up the post through a promotion exercise before the 2019/20 school year. Serving Senior Assistant Master/Mistress will be accommodated until natural wastage or regraded to the graduate grade.)
(updated on 1 September 2019)
 - (b) **Exceptionally - Direct Entry**

N.A.
(Note: Starting from the 2019/20 school year, teachers cannot be directly appointed to fill a non-graduate post at the promotion rank, except for the redeployment of teachers from one school to another under the same school sponsoring body.)
(updated on 1 September 2019)
2. **Duties:**
 - (a) Senior Teacher in the primary section of a special school with duties in addition to class teaching; or
 - (b) Class teaching up to Secondary IV level in the secondary section of a special school.
3. **Salary Scale:** MPS Point 25 - Point 29
4. **Period of probation:** 2 years for direct entrants

5. Promotion Prospects: (a) Senior Assistant Master/Mistress

Assistant Masters/Mistresses will be eligible for consideration for promotion to Senior Assistant Masters/Mistresses after they have demonstrated their ability to undertake more responsible duties by serving satisfactorily for:

(i) 3 years regularly teaching an academic subject at Secondary V level in a special school;

or

(ii) 2 years performing duties of special responsibility in the secondary section of a special school;

and have undertaken training course(s) specified by or acceptable to the Permanent Secretary and have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021).*

(Note: Starting from the 2019/20 school year, the promotion mechanism for the non-graduate grade would cease to operate, except those who have been selected for acting up a higher rank through a promotion exercise before the 2019/20 school year.)
(updated on 1 September 2019)

(b) Senior Primary School Master/Mistress

An Assistant Master/Mistress with a local first degree or equivalent will be eligible for consideration for promotion to Senior Primary School Master/Mistress after he/she has served successfully as an Assistant Master/Mistress in a primary special school or the primary section of a special school for at least 2 years, undertaken training course(s) specified by or acceptable to the Permanent Secretary, and have successfully completed a course of training in special education recognised by the Permanent Secretary.
(updated on 1 September 2021)

Appendix 4/Attachment H(ii)**Guide to Appointment
Aided Primary Special Schools and
Special Schools with Primary Section****Primary School Master/Mistress**

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:**
 - (a) **Normally - Promotion/Regrading**
 - (i) Promotion - promotion rank for Assistant Primary School Masters/Mistresses.
 - (ii) Regrading - An Assistant Master/Mistress with a recognised local first degree or equivalent is eligible for consideration for regrading as Primary School Master/Mistress. Candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021)*
 - (b) **Exceptionally - Direct Entry**

Candidates should possess a local first degree plus teacher training in primary education, or equivalent qualifications, and have successfully completed a course of training in special education recognised by the Permanent Secretary. They should also meet the teaching experience requirement and complete training course(s) specified by or acceptable to the Permanent Secretary set for normal promotion to this rank. The School Management Committee must submit justifications for the exceptional nature of the proposed appointment for which the Permanent Secretary will have discretion either to approve or reject having regard to the special circumstances.
2. **Duties:**
 - (a) Assist the principal and vice-principal in guiding the work in various functional areas in order to take forward education initiatives in the primary section of a special school;
 - (b) Take the lead in diversified professional duties;
 - (c) Undertake class teaching in the primary section of special school; and
 - (d) Perform other related duties as assigned by the school.

(updated on 1 September 2019)

3. Salary Scale: MPS Point 30 - Point 33
4. Period of Probation: 2 years for direct entrants
5. Promotion Prospects: Senior Primary School Master / Mistress Headmaster / Headmistress II

(a) Senior Primary School Master/Mistress

A Primary School Master/Mistress will be eligible for consideration for promotion to Senior Primary School Master/Mistress after he/she has served successfully as a Primary School Master/Mistress in a primary special school or the primary section of a special school for at least 2 years, undertaken training course(s) specified by or acceptable to the Permanent Secretary and have successfully completed a course of training in special education recognised by the Permanent Secretary.

(updated on 1 September 2021)

(b) Headmaster/Headmistress II

A Primary School Master/Mistress will be eligible for consideration for promotion to Headmaster/Headmistress II after he/she has successfully completed a course of training in special education recognised by the Permanent Secretary and has served successfully as follows in a primary special school or the primary section of a special school for at least 5 years:

Either

- (i) as a Primary School Master/Mistress; or
- (ii) as an Assistant Master/Mistress and then as a Primary School Master/ Mistress

(updated on 1 September 2021)

With effect from the 2004/05 school year, aspiring principals are required to attain the Certification for Principalship in addition to complying with the appointment conditions in force at the time before they could be considered for appointment to principalship.

6. Any Other Remarks: Primary School Masters/Mistresses regraded from the rank of Assistant Master/Mistress will enter at the minimum of the Primary School Master/Mistress pay scale with their new incremental date determined by the date of their regrading. If the date of regrading falls on or between the 1st and the 15th day of the month, the incremental date will be taken to be the first day of that month. If the date of regrading falls on or between the 16th day and the end of the month, the incremental date will be taken to be the first day of the following month.

Appendix 4/Attachment H(iii)**Guide to Appointment
Aided Primary Special Schools and
Special Schools with Primary Section****Senior Primary School Master/Mistress****Head and Deputy Head**

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:**
 - (a) **Normally - Promotion**

Promotion rank for

 - (i) Primary School Masters/Mistresses; and
 - (ii) Assistant Master/Mistress with a local first degree or equivalent.
 - (b) **Exceptionally - Direct Entry**
 - (i) Candidates should possess a local first degree plus teacher training in primary education, or equivalent qualifications, and have successfully completed a course of training in special education recognised by the Permanent Secretary. They should also meet the teaching experience requirement and complete training course(s) specified by or acceptable to the Permanent Secretary set for normal promotion to this rank. The School Management Committee must submit justifications for the exceptional nature of the proposed appointment for which the Permanent Secretary will have discretion either to approve or reject having regard to the special circumstances.
 - (ii) Starting from the 2000/01 school year, new school heads and deputy heads should be limited to candidates holding a local first degree plus teacher training in primary education and special education, or equivalent qualifications.

2. Duties: (a) Head of a primary special school with 11 equivalent ordinary primary classes or less; or
(b) Deputy head of a primary special school with 12 equivalent ordinary primary classes or more, or deputy head of the primary section of a special school with both primary and secondary sections, in addition to class teaching.
(updated on 1 September 2020)
3. Salary Scale: MPS Point 34 - Point 39 *(updated on 1 September 2022)*
4. Period of Probation: 2 years for direct entrants
5. Promotion Prospects: (a) Headmaster/Headmistress II in Primary Special School; or
(b) Principal Graduate Master/Mistress serving as head of the special school with both primary and secondary sections; or
Principal II of a special school with both primary and secondary sections; or
Principal I of a special school with both primary and secondary sections.
(updated on 1 September 2022)

A Senior Primary School Master/Mistress will be eligible for consideration for promotion to Headmaster/ Headmistress II after he/she has successfully completed a course of training in special education recognised by the Permanent Secretary and served successfully as follows in a primary special school or the primary section of a special school for at least 5 years:

Either

- (i) as a Senior Primary School Master/Mistress; or
(ii) as an Assistant Master/Mistress/Primary School Master/Mistress and then as a Senior Primary School Master/Mistress.

(updated on 1 September 2021)

A Senior Primary School Master/Mistress will be eligible for consideration for promotion to Principal Graduate Masters/Mistresses (Head)/ Principals II / Principals I after they have had at least 3 years of acceptable school experience in the post in an aided special school with proven ability to take charge of an academic subject or to perform other duties of special responsibility; have undertaken training course(s) specified by or acceptable to the Permanent Secretary and have successfully completed a course of training in special education recognised by the Permanent Secretary.

(updated on 1 September 2022)

6. Any other remarks: With effect from the 2004/05 school year, aspiring principals are required to attain the Certification for Principalship, in addition to complying with the appointment conditions in force at the time, before they could be considered for appointment to principalship.

Appendix 4/Attachment I(i)**Guides to Appointment
Aided Special Schools****Certificated Master/Mistress**

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:**
 - (a) Certificate in Primary/Secondary Education from the Hong Kong Institute of Education/Teacher's Certificate from a College of Education in Hong Kong obtained after a three-year full-time training course or a two-year full-time training course (acquired in or after 1982), or an equivalent qualification; or
 - (b) Technical Teacher's Certificate obtained after a three-year full-time technical teacher training course, or an equivalent qualification; or
 - (c) Higher Diploma/Certificate*, or equivalent qualification, plus 1 year's relevant post-qualification working experience; or
 - (d) Diploma* or equivalent qualification, plus either:
 - (i) 1 year's relevant post-qualification working experience and 1 year of full-time (or 2 years of part-time) technical teacher training; or
 - (ii) 2 years' relevant post-qualification working experience; or
 - (e) Secretarial or commercial certificate*, or equivalent qualification, plus either:
 - (i) 1 year's relevant post-qualification working experience and 1 year of full-time (or 2 years of part-time) technical teacher training; or
 - (ii) 2 years' relevant post-qualification working experience.

* Obtained from a local university or a technical institute

 - (f) (i) An Assessment Certificate (Primary level) from the Education Bureau obtained after having passed Part I and Part II of the Non-graduate Teacher Qualifications Assessment (NGTQA); or

- (ii) An Assessment Certificate (Primary level) from the Education Bureau obtained after having passed Part I, Part II and Part III of the Non-graduate Teacher Qualifications Assessment (NGTQA)
- (g) A qualification other than (a) to (f) above, acceptable to the Permanent Secretary.

Notes:

- (i) Starting from the 2019/20 school year, all newly-joined teachers should possess a local bachelor's degree (or equivalent). No non-degree holders could be appointed as new teachers.
- (ii) Serving Certificated Master/Mistress will be accommodated until natural wastage or regraded to the graduate grade.

(updated on 1 September 2019)

2. Duties:

- (a) Class teacher in the primary classes or lower secondary classes of a special school; or
- (b) Resource teacher for special programmes; and
- (c) Where necessary, other related duties as considered appropriate.

3. Salary Scale:

Basic scale

- (i) MPS Point 14 - Point 24 for those appointed before 1.4.2000.
- (ii) MPS Point 12 - Point 24 for those appointed between 1.4.2000 and 31.7.2007 (both dates inclusive).
- (iii) MPS Point 14 - Point 24 for those appointed on or after 1.8.2007.

Notes: Untrained teachers will not be allowed to proceed beyond the salary bar specified below:

- (a) Bar at MPS Point 19 for those appointed between 1.1.1991 and 31.3.2000 (both dates inclusive)
- (b) Bar at MPS Point 17 for those appointed between 1.4.2000 and 31.7.2007 (both dates inclusive).
- (c) Bar at MPS Point 19 for those appointed on or after 1.8.2007.

With effect from 1.8.2007, the salary bar would be set at 5 pay points above the prevailing starting salary and would be adjusted automatically whenever there is a change in the starting salary in the future. A serving untrained CM without a break in service is subject to the adjusted salary bar or the highest salary bar point he/she has ever experienced in the appointment as CM, whichever is the higher.

4. Period of Probation: 2 years
5. Promotion Prospects: Assistant Master/Mistress
Certificated Masters/Mistresses possessing a Teacher's Certificate or an equivalent qualification and who have successfully completed a course of training in special education recognised by the Permanent Secretary will be eligible for consideration for promotion to Assistant Masters/Mistresses if they have:
 - (i) in a secondary special school or the secondary section of a special school:
 - (i) 5 years satisfactory and acceptable experience as a teacher or headmaster/headmistress in a government or aided secondary school or since 1 January 1966 in an assisted private secondary school; or since 1 September 1990, in a caput or bought-place school bound by contract; or
 - (ii) 5 years satisfactory and acceptable experience as a teacher or headmaster/headmistress in a government or aided secondary or primary school, or since 1 January 1966, in an assisted private secondary school, or since 1 September 1990, in a caput or bought-place school bound by contract, of which the last 2 years must be in the secondary section of the nominating special school; and
 - (ii) in a primary special school or the primary section of a special school:
 - (i) 5 years satisfactory and acceptable experience as a teacher in a government or an aided primary school with a Teacher's Certificate; or

- (ii) 5 years satisfactory and acceptable experience as a teacher in a government or an aided primary school with the status of qualified teacher awarded after successful completion of In-service Course of Training for Teachers; or
- (iii) 5 years satisfactory and acceptable experience as a teacher in a government or an aided primary school with the status of qualified teacher awarded after passing the Non-Graduate Teachers Qualifications Assessment and successful completion of In-service Course of Training for Teachers; or a period of supervised teaching for at least 1 year;

and have undertaken training course(s) specified by or acceptable to the Permanent Secretary.

(Note: Starting from the 2019/20 school year, the promotion mechanism for the non-graduate grade would cease to operate, except those who have been selected for acting up a higher rank through a promotion exercise before the 2019/20 school year.)

(updated on 1 September 2019)

6. Any Other Remarks:
- (a) Direct entrants who have completed 2 years of continuous full-time teacher training (acquired prior to 1982) at a College of Education/Hong Kong Technical Teachers' College will enter the scale at the sub-point.
 - (b) Direct entrants with the qualifications at 1(d)(i) will enter the scale at the second point.
 - (c) Direct entrants with acceptable qualifications under 1(g) will be appointed to a point, or sub-point, of the scale considered appropriate by the Permanent Secretary.
 - (d) Direct entrants having approved teaching/relevant practical experience in excess of that required for appointment may be awarded increments in the basic scale at the discretion of the Permanent Secretary.
 - (e) Serving Certificated Masters/Mistresses who are appointed under 1(c), 1(d)(ii) or 1(e)(ii) and who have successfully undertaken a two-year part-time technical teacher training course at the Hong Kong Institute of Education or a Technical Institute may be awarded an additional increment if they are not already at the top of the basic scale.

- (f) Serving Certificated Masters/Mistresses who are appointed under 1(g) at a sub-point of the scale without teacher training and who have successfully undertaken an appropriate In-service Course of Teacher Training or Post-Graduate Certificate in Education may be awarded an additional increment if they are not already at the top of the basic scale.
- (g) Certificated Masters/Mistresses not possessing teacher training or an equivalent qualification but appointed prior to 1 January 1991 will be eligible for consideration for promotion to Assistant Masters/Mistresses provided that they have undertaken training course(s) specified by or acceptable to the Permanent Secretary.
- (h) Direct entrants with non-standard qualifications under 1(f) will enter at MPS Point 12 if appointed before 1.4.2000 or after 31.7.2007. For those appointed between 1.4.2000 and 31.7.2007 (both dates inclusive), the MPS Point is 10.
- (i) Serving Certificated Master/Mistresses who are appointed under 1(f)(i) shall be allowed to proceed beyond the salary bar after having successfully completed the In-service Course of Teacher Training. No additional increment will be awarded for the successful completion of the In-service Course of Teacher Training. For those appointed between 1.4.2000 and 31.7.2007 (both dates inclusive), the salary bar is at MPS Point 17. For those appointed before 1.4.2000 or after 31.7.2007, the salary bar is at MPS Point 19.
- (j) Serving Certificated Masters/Mistresses who are appointed under 1(f)(ii) shall be allowed to proceed beyond the salary bar and will be awarded an additional in 1 increment after having successfully completed a period of supervised teaching for at least 1 year in a primary school or a primary special school. No additional increment will be awarded to such teachers for subsequent completion of an In-service Course of Teacher Training. For those appointed between 1.4.2000 and 31.7.2007 (both dates inclusive), the salary bar is at MPS Point 17. For those appointed before 1.4.2000 or after 31.7.2008, the salary bar is at MPS Point 19.

- (k) With effect from 1.9.2006, untrained teachers with specified non-standard qualifications (such as Approved Post-secondary Secondary College diplomas) will not be accepted for new appointment or reappointment as CM at aided primary schools after a break in service. Untrained teachers with specified non-standard qualifications may be accepted for appointment as CM at aided secondary schools only for subjects in demand (e.g. technical/practical/vocational subjects). Priority should still be given to teachers with standard qualifications.

(updated on 1 September 2010)

Appendix 4/Attachment I(ii)

**Guide to Appointment
Aided Primary Special Schools and
Special Schools with Primary Section**

Assistant Primary School Master/Mistress

(For information: This document is not part of any agreement of service)

1. Qualifications and Experience for Appointment:
 - (a) New Recruitment
Candidates should possess a recognised local first degree plus teacher training in primary education or equivalent qualifications.
 - (b) Regrading
A Certificated Master/Mistress serving in the nominating primary special school or the primary section of a special school with a recognised local first degree or equivalent is eligible for consideration for regrading as Assistant Primary School Master/Mistress.

2. Duties:
Mainly deployed to perform the following duties:
 - (a) Coordinate and discharge diversified professional duties;
 - (b) Undertake class teaching; and
 - (c) Perform other related duties as assigned by the school.

(updated on 1 September 2019)

3. Salary Scale:
before 1.4.2000
 - (a) MPS Point 17 - Point 29 for those appointed
 - (b) MPS Point 12 - Point 29 for those appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
 - (c) MPS Point 17 - Point 29 for those appointed between 1.8.2007 and 30.9.2010 (both dates inclusive)
 - (d) MPS Point 15 - Point 29 for those appointed on or after 1.10.2010

Note: Untrained teachers will not be allowed to proceed beyond a salary bar specified below:

- (a) Bar at MPS Point 27 for those appointed before 1.4.2000.
- (b) Bar at MPS Point 22 for those appointed between 1.4.2000 and 30.9.2010 (both dates inclusive)
- (c) Bar at MPS Point 20 for those appointed on or after 1.10.2010

With effect from 1.8.2007, the salary bar would be set at 5 pay points above the prevailing starting salary and would be adjusted automatically whenever there is a change in the starting salary in the future. A serving untrained APSM without a break in service is subject to the adjusted salary bar or the highest salary bar point he/she has ever experienced in the appointment as APSM, whichever is the higher.

- 4. Period of Probation: 2 years for new entrants

- 5. Promotion Prospects: Primary School Master/Mistress
 Assistant Primary School Masters/Mistresses possessing a Post-graduate Diploma/Certificate in Education, or a Teacher's Certificate from a local College of Education/the Hong Kong Institute of Education, or equivalent and who have successfully completed a course of training in special education recognised by the Permanent Secretary will be eligible for consideration for promotion to Primary School Masters/Mistresses after they have served successfully as follows in a government or an aided or Direct Subsidy Scheme primary school for at least 5 years and undertaken training course(s) specified by or acceptable to the Permanent Secretary:

Either

- (i) as an Assistant Primary School Master/Mistress;
- or
- (ii) as a Certificated Master/Mistress and then as an Assistant Primary School Master/Mistress

(updated on 1 September 2024)

6. Any Other Remarks:
- (a) Candidates without a Post-graduate Diploma/Certificate in Education, or a Teacher's Certificate from a local College of Education/the Hong Kong Institute of Education, or equivalent will enter at the minimum of the pay scale on appointment.
 - (b) Candidates who also possess an appropriate Post-graduate Diploma/Certificate in Education, or a Teacher's Certificate from a local College of Education/the Hong Kong Institute of Education, or equivalent will enter at the third point in the pay scale on appointment.
 - (c) Starting from 21.2.2002, the arrangement for the salary bar of serving untrained teachers upon their regrading from a non-graduate rank to the rank of Assistant Primary School Master/Mistress, is as follows:
 - (i) If the pay point of the teachers concerned on the appointment to the rank of Assistant Primary School Master/Mistress is below the prevailing salary bar of their new post, they can progress along the respective pay scale to the new salary bar point. Subject to the acquisition of acceptable teacher training qualification, they can proceed beyond the appropriate salary bar point to the maximum of the respective pay scale; and
 - (ii) If the pay point of the teachers concerned on appointment to the rank of Assistant Primary School Master/Mistress is at or above the prevailing salary bar of their new post (due to, for example, the retention of their existing pay in the former non-graduate post under the special pay on appointment arrangements), their salary will be frozen at that pay point. Progression beyond the frozen pay point is subject to their acquisition of acceptable teacher training qualification, provided that the maximum of the respective pay scale is not exceeded.

- (d) Serving Assistant Primary School Masters/Mistresses who acquire a Post-graduate Diploma/Certificate in Education, or a Teacher's Certificate from a local College of Education/the Hong Kong Institute of Education, or equivalent after pursuing a full-time or part-time course will be awarded 2 additional increments if they entered at the first point in accordance with paragraph 6(a) or have not been previously awarded additional increments on the strength of such, provided that the maximum of the salary scale is not exceeded. However, with effect from 1 September 2003, untrained teachers regraded from Certificated Master/Mistress to Assistant Primary School Master/Mistress, who subsequently acquire acceptable teacher training qualification, will:
- (i) be eligible for the award of 2 additional increments if, other than through possession of recognised experience, they entered at the minimum point of the Assistant Primary School Master/Mistress pay scale prevailing at the time they were regraded, provided that the maximum of the pay scale is not exceeded; or
 - (ii) be eligible for the award of 1 additional increment, other than through possession of recognised experience, if they entered at 1 point above the minimum point of the Assistant Primary School Master/Mistress pay scale prevailing at the time they were regraded, provided that the maximum of the pay scale is not exceeded; or
 - (iii) not be eligible for the award of any additional increment if, other than through possession of recognised experience, they entered at 2 or more points above the minimum point of the Assistant Primary School Master/Mistress pay scale prevailing at the time they were regraded.

(updated on 1 January 2014)

- (e) The salary scale and incremental date of Assistant Primary School Masters/Mistresses regraded from the rank of Certificated Master/Mistress will be determined as follows:
- (i) If immediately before regrading, their pay is less than the minimum of the pay scale of the new office, they will enter at the minimum and the new incremental date will be determined by the date of regrading;
 - (ii) If their pay is the same or more than the minimum and not more than the maximum of the pay scale of the new office, they will continue to receive their existing pay in the former post. The new incremental date will be determined by the date of regrading;
 - (iii) If they are regraded on their incremental date, for the purpose of these rules, their pay before regrading will be taken to be the pay they would have received on that date had they not been regraded; and
 - (iv) If the date of regrading falls on or between the 1st and the 15th day of the month, the incremental date will be taken to be the first day of that month. If the date of regrading falls on or between the 16th day and the end of the month, the incremental date will be taken to be the first day of the following month. *(updated on 1 September 2010)*

Appendix 4/Attachment J(i)**Guides to Appointment
Aided Special Schools****Educational Psychologist I**

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:**

Candidates should have:

 - (i) a first degree in Psychology from a local university or equivalent;
 - (ii) a Master's or Doctoral degree in Educational Psychology (Professional Practice) from a local university or equivalent;
(updated on 1 September 2018)
 - (iii) a Post Graduate Certificate in Education from a local university or equivalent;
 - (iv) obtained full membership of the Division of Educational Psychology of the Hong Kong Psychological Society or an equivalent status in an internationally recognised professional organization of Educational Psychology (applicable to those appointed on or after 1 September 2012);
 - (v) a minimum of 6 years' relevant post-degree experience of which at least 3 years should be as an Educational Psychologist;
 - (vi) good command of Cantonese and written Chinese; and
 - (vii) good command of spoken and written English.

2. **Duties:**

Educational Psychologists provide comprehensive services to schools at the following target levels:

 - (a) Student support level
 - To provide assessment, counseling and guidance services for students;
 - To provide intervention or behavioural guidance programmes for students directly and/or in collaboration with school personnel such as teachers, school social workers and/or speech therapists, etc.; and
 - To promote home-school co-operation in child management and deliver parent training programmes in collaboration with school personnel.

(b) Teacher support level

- To support teachers in the early identification of at risk students as well as the planning and implementation of appropriate intervention measures for them;
- To advise teachers on measures to enhance learning and teaching effectiveness as well as behaviour support, including the formulation of individual education plans for the students;
- To advise teachers and school social workers in planning and implementing school-based psycho-educational programmes for students;
- To support teachers in school-based action research related to the domains of student support as well as learning and teaching; and
- To conduct staff development training to equip school personnel with the necessary professional knowledge and skills to meet the personal, social and special educational needs of students.

(c) School system level

- To support schools in developing whole-school policies to cater for student diversity;
- To support schools in developing effective mechanism to meet the diverse educational needs of their students;
- To support schools in developing policy and mechanism on crisis management and to render crisis management service to schools whenever necessary.

Educational Psychologist I also leads the planning, execution, management and evaluation of the Educational Psychology Service as well as provides support to Educational Psychologist II, where appropriate.

3. Salary Scale: MPS Point 34 - Point 44
4. Period of Probation: 2 years for direct entrants
5. Promotion Prospects: Nil

6. Any Other Remarks:
- (a) Holders of degrees other than those from a local university or equivalent may apply, but should attach copies of transcripts of studies to their applications.
 - (b) The candidate must be eligible for graduate membership of the Hong Kong Psychological Society or the British Psychological Society or equivalent. The Master's or Doctoral Degree in Educational Psychology (Professional Practice) obtained must be one which can prepare the candidate for independent professional work as an educational psychologist.
 - (c) The requirement for a candidate to obtain full membership of the Division of Educational Psychology of the Hong Kong Psychological Society or an equivalent status in an internationally recognised professional organization of Educational Psychology in Para 1(d) is also applicable to the existing educational psychologist incumbents who take up a new appointment in another school as Educational Psychologist I on or after 1 September 2012.
(updated on 1 September 2018)

Appendix 4/Attachment J(ii)**Guides to Appointment
Aided Special Schools****Educational Psychologist II**

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:**

Candidates should have:

 - (a) a first degree in Psychology from a local university or equivalent;
 - (b) a Master's or Doctoral degree in Educational Psychology (Professional Practice) from a local university or equivalent;
(updated on 1 September 2018)
 - (c) obtained full membership of the Division of Educational Psychology of the Hong Kong Psychological Society or an equivalent status in an internationally recognised professional organization of Educational Psychology or been eligible for such membership. Candidate so eligible shall obtain such full membership within 9 months after appointment*. (This requirement is applicable to those appointed as Educational Psychologist II on or after 1 September 2012 and the existing educational psychologist incumbents who take up a new appointment in another school as Educational Psychologist II on or after 1 September 2012);
 - (d) good command of Cantonese and written Chinese; and
 - (e) good command of spoken and written English.

2. **Duties:**

Educational Psychologists provide comprehensive services to schools at the following target levels:

 - (a) Student support level
 - To provide assessment, counseling and guidance services for students;
 - To provide intervention or behavioural guidance programmes for students directly and/or in collaboration with school personnel such as teachers, school social workers and/or speech therapists, etc.; and

* Schools should add a clause in the employment contracts for new appointees that if the appointees cannot obtain the above required full membership within 9 months after the appointment, their contracts will be terminated.

- To promote home-school co-operation in child management and deliver parent training programmes in collaboration with school personnel.

(b) Teacher support level

- To support teachers in the early identification of at risk students as well as the planning and implementation of appropriate intervention measures for them;
- To advise teachers on measures to enhance learning and teaching effectiveness as well as behaviour support, including the formulation of individual education plans for the students;
- To advise teachers and school social workers in planning and implementing school-based psycho-educational programmes for students;
- To support teachers in school-based action research related to the domains of student support as well as learning and teaching; and
- To conduct staff development training to equip school personnel with the necessary professional knowledge and skills to meet the personal, social and special educational needs of students.

(c) School system level

- To support schools in developing whole-school policies to cater for student diversity;
- To support schools in developing effective mechanism to meet the diverse educational needs of their students; and
- To support schools in developing policy and mechanism on crisis management and to render crisis management service to schools whenever necessary.

3. Salary Scale:

- (a) MPS Point 25 - Point 33 for those appointed before 1.4.2000
- (b) MPS Point 20 - Point 33 for those appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)

- (c) MPS Point 25 - Point 33 for those appointed between 1.8.2007 and 30.9.2010 (both dates inclusive)
- (d) MPS Point 23 - Point 33 for those appointed on or after 1.10.2010
4. Period of Probation: 2 years
5. Promotion Prospects: Educational Psychologist I
- Educational Psychologist II will be eligible for consideration for promotion to Educational Psychologist I if they have obtained:
- (a) A Post Graduate Certificate in Education from a local university or equivalent; and
- (b) 6 years' relevant post-degree experience of which at least 3 years should be as an Educational Psychologist II; and
- (c) Full membership of the Division of Educational Psychology of the Hong Kong Psychological Society or an equivalent status in an internationally recognised professional organization of Educational Psychology; and
- (d) Satisfactory service as Educational Psychologist II. School should take into account the work performance, professional expertise, and other personal attributes, such as leadership, commitment, interpersonal skills, judgment, planning and organization abilities, etc. of the candidate when considering promotion. *(updated on 1 November 2013)*
6. Any Other Remarks:
- (a) Holders of degrees other than those from a local university or equivalent may apply, but should attach copies of transcripts of studies to their applications.
- (b) The candidate must be eligible for graduate membership of the Hong Kong Psychological Society or the British Psychological Society or equivalent. The Master's or Doctoral Degree in Educational Psychology (Professional Practice) obtained must be one which can prepare the candidate for independent professional work as an educational psychologist. *(updated on 1 September 2018)*

Appendix 4/Attachment K**Guides to Appointment
Aided Special Schools****Speech Therapist**

(updated on 1 September 2023)

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:**

Candidates should:

 - (a) have a degree in Speech-Language Pathology from a local university, or equivalent;
 - (b)
 - (i) have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent[Note] ; and
 - (c) be able to speak fluent English and Cantonese, and write fluent English and Chinese.

2. **Duties:**

School-based speech therapists should work with the school in establishing clear aims of the school-based speech therapy services. The services should cover the domain of prevention, remediation and enhancement, assist the school, teachers and parents in supporting students. For example:

 - To assess and evaluate the educational needs of students in the areas of speech, language, communication, social and swallowing;
 - To provide school-based speech therapy services according to the needs of students and school, taking into account school policies, measures and cultures in the development and implementation of services;
 - To collaborate with school personnel such as teachers, school social workers and/or specialist staff, etc. in supporting the students;
 - To strengthen home-school cooperation / collaboration by adopting diversified support strategies according to the needs of the students.

3. Salary Scale:
 - (a) MPS Point 18 - Point 33 for those appointed before 1.4.2000
 - (b) MPS Point 13 - Point 33 for those appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)
 - (c) MPS Point 18 - Point 33 for those appointed between 1.8.2007 and 30.9.2010 (both dates inclusive)
 - (d) MPS Point 16 - Point 33 for those appointed on or after 1.10.2010

4. Period of Probation: 2 years

5. Promotion Prospects: Nil

6. Any Other Remarks: Nil

[Note]: A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth.

The school may conduct the language proficiency test for those suitable candidates who do not possess the language qualifications. Provided that the school is satisfied with the candidates’ language ability for carrying out the required duties, appointment can be offered.

Appendix 4/Attachment L**Guides to Appointment
Aided Special Schools****School Executive Officer**
(updated on 1 September 2019)

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:** Candidates should have a local bachelor's degree (or equivalent).
2. **Duties:** To assist in supervising, coordinating and handling school administrative matters, with a view to strengthen the administration capabilities of the school and the school management committee.
3. **Salary Scale:** MPS Point 15 - Point 27
4. **Promotion Prospects:** Nil
5. **Period of Probation:** 2 years
6. **Any Other Remarks:** Nil

Appendix 4/Attachment M**Guide to Appointment
Aided Special Schools****Physiotherapist I***(updated on 1 September 2022)*

(For information: This document is not part of any agreement of service)

- | | |
|---|---|
| 1. <u>Qualifications and Experience for Appointment:</u> | <p>Candidates must:</p> <ul style="list-style-type: none"> • have a professional Degree/Diploma in Physiotherapy issued by the Hong Kong Polytechnic/Polytechnic University, or equivalent; • be registered in Hong Kong as a Physiotherapist in Part Ia of the Register of Physiotherapists under the Supplementary Medical Professions Ordinance (Cap. 359); • have a valid Practising Certificate issued by the Physiotherapist Board of Hong Kong; • (i) have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
(ii) have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note]; • be able to write fluent English and Chinese, and can speak fluent English and Cantonese; and • have at least 2 years of service as Physiotherapist II in aided special schools, or equivalent*. <p style="text-align: center;"><i>* such as experience acquired during service in Hospital Authority or Department of Health. Experience acquired in non-governmental organisations may be considered subject to the availability of valid documentary proof including Certificate of Service, and the respective job duties, etc.</i></p> |
| 2. <u>Duties:</u> | Services of Physiotherapist I should cover professional and administrative aspects. Physiotherapist I should work with the school in establishing clear aims of physiotherapy services, and assist the school, teachers and parents in supporting students. |
| 3. <u>Salary Scale:</u> | MPS Point 25 - Point 34 |
| 4. <u>Period of Probation:</u> | 2 years |
| 5. <u>Promotion Prospects:</u> | Senior Physiotherapist |

6. Any Other Remarks: Starting from 1 September 2021, all Physiotherapist II posts within the approved establishment of aided special schools are upgraded to Physiotherapist I posts. Serving Physiotherapist II within the approved establishment appointed before aforementioned enhancement is still eligible for consideration for promotion/appointment to Physiotherapist I if he/she has met the requirements laid down in paragraph 1 above.

(updated on 19 June 2024)

[Note]: A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE) before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth.

The school may conduct the language proficiency test for those suitable candidates who do not possess the language qualifications. Provided that the school is satisfied with the candidates’ language ability for carrying out the required duties, appointment can be offered.

Appendix 4/Attachment N**Guides to Appointment
Aided Special Schools****Occupational Therapist I***(updated on 1 September 2022)*

(For information: This document is not part of any agreement of service)

- | | |
|--|---|
| 1. <u>Qualifications and Experience for Appointment:</u> | <p>Candidates must:</p> <ul style="list-style-type: none"> • have a professional Degree/Diploma in Occupational Therapy issued by the Hong Kong Polytechnic/Polytechnic University, or equivalent; • be registered in Hong Kong as an Occupational Therapist in Part I of the Register of Occupational Therapists under the Supplementary Medical Professions Ordinance (Cap. 359); • have a valid Practising Certificate issued by the Occupational Therapists Board of Hong Kong; • (i) have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
(ii) have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note]; • be able to write fluent English and Chinese, and can speak fluent English and Cantonese; and • have at least 2 years of service as Occupational Therapist II in aided special schools, or equivalent*. <p style="text-align: center;"><i>*such as experience acquired during service in Hospital Authority or Department of Health. Experience acquired in non-governmental organisations may be considered subject to the availability of valid documentary proof including Certificate of Service, and the respective job duties, etc..</i></p> |
| 2. <u>Duties:</u> | Services of Occupational Therapist I should cover professional and administrative aspects. Occupational Therapist I should work with the school in establishing clear aims of occupational therapy services, and assist the school, teachers and parents in supporting students. |
| 3. <u>Salary Scale:</u> | MPS Point 25 - Point 34 |
| 4. <u>Period of Probation:</u> | 2 years |
| 5. <u>Promotion Prospects:</u> | Senior Occupational Therapist |

6. Any Other Remarks: Starting from 1 September 2021, all Occupational Therapist II posts within the approved establishment of aided special schools are upgraded to Occupational Therapist I posts. Serving Occupational Therapist II within the approved establishment appointed before aforementioned enhancement is still eligible for consideration for promotion/appointment to Occupational Therapist I if he/she has met the requirements laid down in paragraph 1 above.

(updated on 19 June 2024)

[Note]: A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE) before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth.

The school may conduct the language proficiency test for those suitable candidates who do not possess the language qualifications. Provided that the school is satisfied with the candidates’ language ability for carrying out the required duties, appointment can be offered.

Appendix 4/Attachment O**Guide to Appointment
Aided Special Schools
Nursing Officer***(updated on 1 September 2022)*

(For information: This document is not part of any agreement of service)

1. **Qualifications and Experience for Appointment:**
 - (a) Normally - Promotion
Promotion rank for Registered Nurse/Registered Nurse (Psychiatric)
 - (b) Exceptionally - Direct Entry:
Candidates must:
 - have a Certificate of Registration (Part I or Part II) and a valid Practising Certificate issued by the Nursing Council of Hong Kong;
 - have one of the following qualifications or equivalent:
 - (i) a certificate of nursing (awarded by the Hong Kong Government);
 - (ii) a diploma in nursing (awarded by the Hong Kong Government);
 - (iii) a degree in bachelor of nursing (awarded by an approved post-secondary institution in Hong Kong);
 - (iv) a degree in master of nursing (awarded by an approved post-secondary institution in Hong Kong); and
 - have five years of experience as a practising registered nurse (including at least two years of service in aided special school(s))
 - (i) have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
(ii) have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note]; and
 - be able to write fluent English and Chinese, and can speak fluent English and Cantonese.
2. **Duties:** Nursing Officer has to assist the school head in leading the nurse team in the school section and the boarding section (if applicable) to cater for the needs of students (in particular students and boarders with medical complexity).
3. **Salary Scale:** MPS Point 26 - Point 34
4. **Period of Probation:** 2 years for direct entrants
5. **Promotion Prospects:** Nil

6. Any Other Remarks: In the case of promotion from Registered Nurse (Psychiatric) to Nursing Officer, as the salary scale of a Registered Nurse (Psychiatric) (MPS Pt 17 - 26) overlaps that of a Nursing Officer (MPS Pt 26 - 34), the promotees' salary scale and incremental date will be determined as follows:
- (i) if their pay before promotion is less than the minimum of the pay scale of the new higher office by more than one point, they will enter at the minimum and their new incremental date will be determined by the date of their promotion;
 - (ii) if their pay before promotion is less than the minimum of the pay scale of the new higher office by not more than one point, they will enter at the minimum and retain their existing incremental date;
 - (iii) if the promotees are already receiving the maximum pay of their former office at the date of promotion, they will enter the new scale at the point next above their pay and their new incremental date will be determined by the date of promotion.

[Note]: A candidate attaining "Grade E" in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE) before 2007 are accepted administratively as comparable to "Level 2" in English Language and Chinese Language in the 2007 HKCEE and henceforth.

The school may conduct the language proficiency test for those suitable candidates who do not possess the language qualifications. Provided that the school is satisfied with the candidates' language ability for carrying out the required duties, appointment can be offered.

Appendix 5**Conditions for Promotion and Acting Appointment****A. PROMOTION****1. General**

All promotions are subject to the following common conditions as appropriate:

- (a) With the exception of the ranks of Laboratory Technician III and II and Educational Psychologist II and I which have a combined establishment, a vacancy must exist in the higher rank to which a candidate is recommended for promotion.
- (b) All eligible candidates must be assessed by a board the School Management Committee appointed for the selection exercise. The selection board shall recommend a suitable candidate, if available, for the consideration and approval of the School Management Committee. However, the approval of the Permanent Secretary is required for cases of promotion and acting appointment to the post of School Head, and direct entry to promotion posts. For such cases, the application must be endorsed by the School Management Committee before submission to the Permanent Secretary for consideration.
- (c) The candidate must have undertaken training(s) specified by or acceptable to the Permanent Secretary and successfully completed a course of training in special education recognised by the Permanent Secretary in order to be eligible for substantive promotion. Schools are advised to refer to the relevant circular(s) currently in force for details of the training requirements for promotion.
(updated on 1 September 2021)
- (d) Teachers who have met all other promotion requirements except the specific training may be allowed to act in the promotion posts. The teachers may be confirmed to the promotion ranks with retrospective effect from the date of the approved acting appointment provided that they complete/acquire the specific training in the same academic year. If a teacher acting in the promotion post fails to successfully complete/acquire the required training within the prescribed period and with no acceptable reasons, the School Management Committee should make an alternative appointment for the promotion post.

2. Conditions for Promotion/Direct Appointment to the Additional Senior Teacher Post of English and the English Panel Chair Post

(a) To be eligible for consideration for promotion/direct appointment to the post of the additional senior teacher of English (STE) in primary special schools/ primary section of special schools, a teacher should fulfil the appointment requirements laid down in the Guides to Appointment for PSM at Appendix 4.

(b) For a teacher appointed as STE in primary special schools/primary section of special schools, or as English Panel Chair (EPC) in secondary special schools/secondary section of special schools, he/she should have attained the following Language Proficiency Requirement (LPR) –

(i) Attaining an average proficiency at Level 4 of the English LPR (LP4) which means that he/she has met both of the following criteria:

- attained at least Level 3 in all the 5 papers in the Language Proficiency Assessment (LPA). Specifically, he/she has to attain ‘3’ or above in Reading and Listening. For Writing, Speaking and Classroom Language Assessment (CLA), the teacher has to attain, in 1 sitting, ‘3’ or above in all the scales of the respective papers; AND
- attained at Level 4 or above for 3 papers at least. For Writing, Speaking and CLA, Level 4 is deemed to have been attained if more than half of the scales of the respective papers are scored, in 1 sitting, at ‘4’ or above (i.e. having attained Level 4 in 3 or more scales in Writing and CLA and 4 or more scales in Speaking); or

(ii) Meeting the enhanced LPR for English teachers with effect from the 2024/25 school year as follows:

- attained an overall band score of 8.0 or above with no individual band scores (i.e. the Listening, Reading, Writing, and Speaking band scores) below 7.5 in the same Test Report Form in the Academic Module of the International English Language Testing System (IELTS), which remains valid up to two years after the test date/when taking up teaching the English Language subject; AND
- obtained the “attained with merit” result in the CLA (i.e. within the same sitting of the CLA, attain at least Level 4 or above on three out of the four scales and Level 3 or above on the remaining one scale).

(updated on 1 September 2024)

(c) A teacher will not be affected by the LP4 requirement if:

- (i) he/she had already taken up an EPC post on or before 18.10.2001; or he/she was an existing STE appointed before 1.9.2001; or
 - (ii) he/she had already taken up an EPC post and was deployed to take up an EPC post, or was an existing STE on transfer to take up an existing STE post, without break of service in another school under the same sponsoring body within the aided school sector on or before 18.10.2001; or
 - (iii) he/she was given an offer of promotion/direct appointment on or before 18.10.2001 to an EPC post, or to an existing STE post, which was to take effect in the 2001/02 school year.
- (d) Under the enhanced LPR, a teacher who has attained LP4 through attending authorised language proficiency training courses or taking the LPA by September 2024 will continue to be recognised, fulfilling the requirement for taking up an EPC/a STE post in the serving school or new school. *(updated on 1 September 2024)*
- (e) However, whenever an EPC/a STE post is vacated, the school should accord priority to LP4 qualified candidates as stated in paragraph (2)(b)(i) or those meeting the English LPR as stated in paragraph (2)(b)(ii) in filling the post. If a suitable candidate meeting the English LPR as stated in paragraph (2)(b) is not available, the school may employ a teacher who has met the basic LPR. EPCs/STEs who have not met the English LPR as stated in paragraph (2)(b) are encouraged to acquire the said qualification through the IELTS and CLA. *(updated on 1 September 2024)*
3. Conditions for Promotion of Staff to the next higher rank
(updated on 1 September 2022)
- (a) Assistant Primary School Master/Mistress to Primary School Master/Mistress

Please see Guides to Appointment. [Appendix4/Attachment I(ii)]
 - (b) Primary School Master/Mistress to Senior Primary School Master/Mistress or Headmaster/Headmistress II

Please see Guides to Appointment. [Appendix 4/Attachment H(ii)]
 - (c) Senior Primary School Master/Mistress to Headmaster/Headmistress II or Principal Graduate Master/Mistress serving as Head/Principal II/Principal I of a special school with both primary and secondary sections

Please see Guides to Appointment. [Appendix 4/Attachment H(iii)]
 - (d) Headmaster/Headmistress II to Headmaster/Headmistress I

Please see Guides to Appointment. [Appendix 4/Attachment G(ii)]

- (e) Graduate Master/Mistress to Senior Graduate Master/Mistress

Please see Guides to Appointment. [Appendix 4/Attachment E]

- (f) Senior Graduate Master/Mistress to Principal Graduate Master/Mistress/
Principal II/Principal I

Please see Guides to Appointment. [Appendix 4/Attachment D]

- (g) Principal Graduate Master/Mistress to Principal II/Principal I

Please see Guides to Appointment. [Appendix 4/Attachment C]

- (h) Educational Psychologist II to Educational Psychologist I

Educational Psychologists II will be eligible for consideration for promotion to Educational Psychologists I on having:

- (i) met the promotion requirements as stipulated in the Guides to Appointment in Attachment J(ii) of Appendix 4; and
- (ii) satisfactory service as Educational Psychologist II. School should take into account the work performance, professional expertise, and other personal attributes, such as leadership, commitment, interpersonal skills, judgment, planning and organization abilities, etc. of the candidate when considering promotion. *(updated on 13 June 2013)*

- (i) Laboratory Technician III to Laboratory Technician II

Laboratory Technicians III will be eligible for consideration for promotion to Laboratory Technician II on having:

- (i) been confirmed to the permanent establishment and completed 3 years' satisfactory service;
- (ii) served for 1 year on the 3rd point of the salary scale;
- (iii) obtained an approved Laboratory Technician Certificate or equivalent;
- (iv) obtained a valid and approved First Aid Certificate, if the Certificate in (c) above does not contain first aid training as one of its course components.

- (j) Laboratory Technician II to Laboratory Technician I

Laboratory Technicians II will be eligible for consideration for promotion / direct appointment to Laboratory Technicians I provided that they have at least 5 years of satisfactory service as Laboratory Technicians II. It should be noted, however, that posts of Laboratory Technicians I will only be established in secondary special schools

with 5 or more laboratories or in a school for children with hearing impairment with more than 17 classes, and at the discretion of the Permanent Secretary. *(updated on 21 July 2023)*

(k) Physiotherapist I to Senior Physiotherapist

Physiotherapists I will be eligible for consideration for promotion/direct appointment to Senior Physiotherapists, if they have at least 5 years of satisfactory service as Physiotherapists I.

(l) Occupational Therapists I to Senior Occupational Therapist

Occupational Therapists I will be eligible for consideration for promotion/direct appointment to Senior Occupational Therapists, if they have at least 3 years of satisfactory service as Occupational Therapists I.

(m) Registered Nurse/Registered Nurse (Psychiatric) to Nursing Officer

Please see the qualifications and experience required for appointment to the post of Nursing Officer. (Appendix 4/Attachment O)

(n) Assistant Warden to Warden

Please see the qualifications and experience required for appointment to the post of Warden. (Paragraph 13 Section C of Appendix 4)

(o) Houseparent/Programme Worker to Assistant Warden

Houseparents and Programme Workers with 5 years' recognised post-qualification experience may be considered for promotion to Assistant Wardens at the Senior Social Work Assistant level) for boarding sections with a capacity of 40 or more boarders. For boarding sections with a capacity of less than 40 boarders, one of the Houseparents or Programme Workers may be assigned as Assistant Warden at the Social Work Assistant level and be granted a responsibility allowance equivalent to the 2 additional increments above the substantive pay of the Assistant Warden on the Social Work Assistant scale.

B. ACTING APPOINTMENTS

1. Full-time Graduate Masters/Mistresses may be recommended for appointment to vacant promotion grade posts in the rank of Senior Graduate Masters/Mistresses on an acting basis and the following rules will apply to all acting appointments:
2. The periods of acting will normally be for 1 year, or until the teacher becomes fully qualified, whichever is the longer;
3. Before the end of an acting period, the teacher should normally be recommended either for substantive promotion to the higher post or for reversion to his former post;
4. Shorter periods of acting (not less than 6 months) and longer periods of acting (not more than 2 years) may be recommended, where there are good reasons for doing so, and will be considered. However, extensions of acting beyond 2 years will not normally be approved unless there are very special circumstances to warrant such an extension (for example, that the teacher is still not fully qualified).

Note:

Teaching experience in schools in the Direct Subsidy Scheme will be recognised for promotion purposes.

Appendix 6**Terms of Employment for Laboratory Technicians**1. School's entering into a Contract with a Laboratory Technician on Appointment

The School Management Committee, on the appointment of a laboratory technician, should enter into a contract of service with him.

2. School's entering into a Contract with a Laboratory Technician immediately after Probation

The School Management Committee should enter into a contract with a laboratory technician immediately after his 2 years of probationary period, which shall not be subject to annual renewal.

3. Terms of Employment to be mentioned in the Contract of Service for the Laboratory Technician(a) Probationary Period

The duration of probation for a laboratory technician shall be 2 years or on completion of an approved Laboratory Technician Certificate Course or an approved appropriate course of training, whichever is the longer.

(b) Termination of Appointment during and after Probationary Period(i) During probationary Period

The appointment of a laboratory technician who is serving a period of probation shall be terminable by the School Management Committee or the laboratory technician giving 1 month's notice in writing.

(ii) After Probationary Period

The appointment of a laboratory technician who has satisfactorily completed a probationary period, shall be terminable by the School Management Committee or the laboratory technician giving 3 months' notice in writing.

(c) Duties

- (i) To take charge of the operation and maintenance of the laboratories and assist teachers and students in performing science experiments and other science-related activities;
- (ii) Where necessary, other related duties as considered appropriate.

(updated on 1 September 2017)

4. Working Experience counted for Incremental Purpose

Relevant laboratory technician experience in the universities and polytechnic, and in a caput or assisted private or bought-place school bound by contract since 1 September 1990, shall be accepted as recognised experience for incremental purpose in aided schools ^{Note}.

5. Signing of an Undertaking by the Laboratory Technician recommended to attend an Approved Laboratory Technician Certificate Course or an Approved Appropriate Course of Training

The laboratory technician who has been recommended to attend an approved Laboratory Technician Certificate Course or an approved appropriate course of training shall sign an undertaking with the school by which he agrees to serve in the school for at least 1 year after completion of the course.

6. Direct appointment of Laboratory Technician I

Candidates should have fulfilled all requirements for normal promotion to Laboratory Technician I. The decision of direct appointment of Laboratory Technician II to promotion rank must be supported by the majority of members of the School Management Committee and is fully justifiable.

(updated on 21 July 2023)

7. Direct Appointment of Laboratory Technician II

Should there be a vacancy, it is permissible for the school to offer direct appointment of Laboratory Technician II to the appropriate applicant who is serving/has served as Laboratory Technician II in a government secondary school or in another aided school even under a different sponsor^{Note}. In the case of laboratory technicians for the maintenance of audiological equipment in schools for the hearing impaired, candidates with the appropriate training and 3 years of relevant experience may also be considered for direct appointment as Laboratory Technician II. *(updated on 1 September 2017)*

Note:

The working experience of a laboratory technician in a DSS school operating local science curricula can be considered as equivalent to that in an aided secondary school.
(updated on 1 September 2017)

Appendix 7**Teaching Staff's Contracts**1. School's entering into a contract with a teacher immediately after probation

The School Management Committee should enter into a contract with a teacher immediately after his 2 years of probationary period. The contract shall not be subject to annual renewal.

2. Dismissal/Termination of Appointment of a teacher after probation

The procedures relating to Dismissal or Termination of Appointment of a teacher as spelt out at Appendix 8 of this Code of Aid should be observed strictly.

3. Dismissal/Termination of Appointment of a teacher in the middle of the academic year during probationary period

The procedures relating to Dismissal or Termination of Appointment of a teacher as spelt out at Appendix 8 of this Code of Aid should be observed strictly.

4. Dismissal/Termination of Appointment of a teacher at the end of the first and second academic year during probationary period

If a teacher is still found by the School Management Committee to be performing his duties in an unsatisfactory manner (including personality, character and philosophy of education), and showing no improvement in his work after being advised, the School Management Committee can opt for any one of the following 3 measures:

Either (a) To follow the procedures with regard to Dismissal or Termination of Appointment of a teacher as spelt out at Appendix 8 of this Code of Aid.

- or (b) A verbal warning can be given to the teacher by the School Head. The content of the warning should be noted down in the school record for future reference. The teacher, to whom the warning is given, may note down the content of the warning for his own reference and improvement.
- or (c) After informing verbally the teacher of his shortcomings, the School Head may serve the teacher a written letter, listing the weaknesses mentioned in their discussion, and may ask the teacher to sign in acknowledgement of the letter.

For the School Management Committee opting for (b) or (c), the following points should be observed:

- (i) It is not necessary for the School Management Committee to notify the Permanent Secretary of such verbal warning(s). However, the record(s) should be made available for inspection by the officers of the Education Bureau, if and when required.
- (ii) The written letter should be copied to the Education Bureau for record purposes. The Permanent Secretary may investigate at the request of the teacher concerned.
- (iii) If the teacher concerned takes no notice of the verbal warning(s), the School Management Committee may terminate the appointment of the teacher by giving 1 month's notice at the end of the school year.

Appendix 8**Procedure to be followed in Case of Dismissal
or Termination of Appointment of a Teacher**

The procedure to be followed by the School Management Committee should be as follows:

- (a) The teacher concerned should be given a warning, or warnings that his work is unsatisfactory. This should be recorded in the school files.
- (b) If no improvement in the teacher's work is noticeable after an appropriate period then a formal written warning embodying relevant criticisms should be given to the teacher, and a copy of this letter should be forwarded to the Permanent Secretary for information. This should be recorded in the school files.
- (c) On receipt of this letter the Permanent Secretary shall investigate the circumstances.
- (d) If the teacher after receiving the warning letter still shows no improvement after an appropriate period, normally not less than 1 month, and the School Management Committee intends to dismiss him or not to renew his contract after the date of expiry, the Supervisor shall so inform the Permanent Secretary.
- (e) In each case of dismissal of a teacher, a sufficient period of notice of termination of employment must be given in accordance with Section 61.

Appendix 9**Payment of Salaries on Appointment, Resignation,
Retirement or Termination of Appointment**

1. (a) A teacher with 1 academic year's service or more without break whose appointment terminates no earlier than the beginning of
 - (i) the major school holidays, i.e., Christmas, Chinese New Year and Easter Holidays will be paid to the end of the school holidays;
 - (ii) the Summer Vacation will be paid to the end of August.
 - (b) A teacher with service of less than 1 academic year but more than 59 days whose appointment terminates no earlier than the beginning of
 - (i) the major school holidays, i.e., Christmas, Chinese New Year and Easter Holidays will be paid to the end of the school holidays;
 - (ii) the Summer Vacation will be paid to the end of July.
 - (c) A teacher with service of 59 days or less shall be paid up to and including the last day of the performance of full duties.
 - (d) A teacher who resigns from one aided school to take up a new appointment in another aided school on the commencement day of a new school year and without break in teaching service, other than such break as the Permanent Secretary may approve, will be paid by the school he leaves for the period up to and including the last day of performance of full duties in that school, and by the school to which he is newly appointed from the day following his last day of performance of full duties in the former school.
2. In a newly-opened special school, the date of assumption of full duties shall normally be deemed to be the date of commencement of classes. The Permanent Secretary may approve, for purposes of grant, the appointment of staff who are required for essential preliminary planning of new special schools in advance of the date of commencement of classes, and in the case of reprovisioned special schools he may approve the continued payment of the salaries of staff of the original school should the completion of the building be delayed beyond the scheduled date.

Appendix 10**Grant of Sick Leave, Special Tuberculosis Leave and Paternity Leave****I. SICK LEAVE****1. Teachers, Laboratory Technicians, Specialist Staff and School Executive Officers**

- (a) Full-time monthly-paid teachers including temporary monthly-paid teachers may be granted up to 28 days paid sick leave in their first year of service in aided schools. On completion of each succeeding year of service in aided schools a further 48 days in total would be granted. Paid sick leave can be accumulated up to a maximum of 168 days. The calculation of leave entitlement for part-time monthly-paid staff should be the same as the full-time monthly-paid staff. However, with effect from 1 September 2006, a teacher with a break of service of more than 1 year will forfeit his/her sick leave balance. *(updated on 16 November 2006)*
- (b) Laboratory technicians, specialist staff and school executive officers shall enjoy such benefits as teachers with regard to sick leave, except that a laboratory technician, a specialist and a school executive officer with a break of service of more than 45 days will forfeit his/her sick leave balance. *(updated on 1 September 2019)*
- (c) Daily-rated supply teachers, laboratory technicians and specialist staff who have worked under a continuous contract for not less than 4 weeks are eligible for sickness allowance at the rate of 2 paid sickness days for each completed month of employment in accordance with the Employment Ordinance.
- (d) Sick leave exceeding 2 days should be supported by a valid medical certificate issued by a registered medical practitioner, a registered dentist or a registered Chinese medicine practitioner*. *(updated on 29 January 2007)*
- (e) No-pay sick leave may be granted if a member of staff's leave balance/entitlement has been exhausted.

2. Non-teaching non-specialist Staff

Subject to the provisions of the Employment Ordinance,

- (a) Full paid sick leave may be granted to non-teaching non-specialist staff paid out of the Salaries Grant in an aided special school.
- (b) The entitlement to sick leave is at the rate of 2 paid sickness days for each completed month of service during the first 12 months of employment and 4 paid sickness days for each month of service thereafter.
- (c) The maximum sick leave balance which may be accumulated shall be 120 days.

- (d) Paid sickness days are divided into 2 categories. Category 1 is made up of paid sickness days accumulated each month up to a total number of 36 days. Category 2 is made up of paid sickness days in excess of 36 days which cannot be entered in category 1, but the total number of paid sickness days in this category cannot at any time exceed 84 days. Paid sickness days accumulated in Category 1 can be taken upon the production of a valid medical certificate issued by a registered medical practitioner, a registered dentist or a registered Chinese medicine practitioner*. Where the number of paid sickness days taken exceeds the total number of paid sickness days in Category 1, the excess days shall be deducted from the total number of paid sickness days accumulated in Category 2. In this case, the member of staff can be required to produce a medical certificate issued by a hospital registered medical practitioner, registered dentist or registered Chinese medicine practitioner*. (*updated on 29 January 2007*)

(“Hospital” in this context includes all government hospitals and specialist clinics and private hospitals registered under the Hospitals, Nursing Homes and Maternity Homes Registered Ordinance.)

- (e) No-pay sick leave may be granted if a member of staff’s leave balance/entitlement has been exhausted.

Note: Sick leave of School Executive Officers should be referred to Section I(1) of this Appendix.

II. SPECIAL TUBERCULOSIS LEAVE

1. Teachers, Laboratory Technicians, Specialist Staff and School Executive Officers who are suffering from tuberculosis may be granted special tuberculosis leave with full pay with the support of a valid medical certificate issued by a registered medical practitioner or a registered Chinese medicine practitioner* on the following terms:
 - (a) those with more than 1 but less than 4 years of service may be granted up to 3 months leave on full pay;
 - (b) those with 4 or more but less than 8 years of service may be granted up to 6 months leave on full pay;
 - (c) those with 8 or more than 8 years of service may be granted up to 6 months leave on full pay plus 2 weeks additional sick leave in respect of each additional year of service over 8 years up to a maximum of 12 months leave on full pay.

Service under all these provisions means service deemed to be continuous by the Permanent Secretary.
(*updated on 1 September 2019*)

2. Upon exhaustion of special tuberculosis leave balance and sick leave balance, the staff will be granted no-pay special tuberculosis leave.

III. PATERNITY LEAVE

Staff with not less than 40 weeks' continuous service immediately before taking the paternity leave are eligible for full-pay paternity leave up to 5 working days. Schools are required to follow the administration arrangements of paternity leave as set out in the prevailing circular available on the Education Bureau homepage.

(updated on 1 September 2016)

- * *The arrangement for the recognition of sick leave certificates issued by registered Chinese medicine practitioners for sick leave with effect from 1 December 2006 is not applicable to sick leave for injury on duty/occupational disease unless and until the Employees' Compensation Ordinance is amended to this effect.*

Appendix 11**Grant of Maternity Leave**

1. Female staff who have completed 40 weeks of resident service prior to the commencement of scheduled maternity leave may be granted 14 weeks full-pay maternity leave. There is no limitation on the number of surviving children that a female staff may have in order to be qualified for maternity leave pay. *(updated on 1 January 2019)*

2. Female staff employed under a continuous contract but with less than 40 weeks of resident service may be granted maternity leave without pay. The calculation of leave entitlement for part-time monthly-paid staff should be the same as the full-time monthly-paid staff.

3. Maternity leave shall be the aggregate of:

(a) a continuous period of 14 weeks from and inclusive of -

(i) the date of commencement of maternity leave as determined under section 12AA of the Employment Ordinance (see below); or

(ii) the actual date of confinement, if confinement occurs before the date of commencement mentioned in subparagraph (i);

(b) a further period equal to the number of days, if any, beginning on the day after the expected date of confinement up to and including the actual date of confinement; such further period of leave is to be taken immediately following the period of leave under paragraph (a); and

(c) a further period, not exceeding 4 weeks, on grounds of illness or disability arising out of the pregnancy or confinement.

Under section 12AA of the Employment Ordinance, a pregnant employee may, with the agreement of the employer, decide on the date of commencement of her maternity leave, provided that such date is within a period of not less than 2 weeks before, and not more than 4 weeks before, the expected date of confinement. If the employee does not exercise her option to decide on the date of commencement, or if she fails to secure her employer's agreement to her proposed leave schedule, the date of commencement of maternity leave shall be 4 weeks immediately before the expected date of confinement.

(updated on 1 January 2019)

4. The entitlement to pay is, however, limited to the period of 14 weeks. An accurate record of any maternity leave granted shall be kept by the school. *(updated on 1 January 2019)*

5. When more absence is recommended by a registered medical practitioner or a registered Chinese medicine practitioner, additional maternity leave may be granted as no-pay leave to bring the total absence up to 6 months. Further leave without pay on the same terms may be granted. *(updated on 29 January 2007)*

6. The following categories of teachers / laboratory technicians / specialist staff / school executive officers will also be eligible for full pay for any part of the maternity leave which falls within a major school holiday, i.e. Christmas, Chinese New Year, Easter and Summer Vacation :

- (a) Female staff whose maternity leave exceeds 14 weeks as provided in paragraph 3(a) and the excess portion of maternity leave as provided in paragraph 3(b) and/or 3(c) falls wholly or partly within a major school holiday; and
- (b) Female staff who are employed under a continuous contract but have less than 40 weeks' resident service to qualify for full pay maternity leave and whose maternity leave as provided in paragraph 3 falls wholly or partly within a major school holiday.

(updated on 1 January 2019)

7. Maternity leave is not counted as sick leave.

8. A female staff is not entitled to maternity leave whilst absent from duty for other reasons.

9. A female staff has to serve notice of pregnancy and of her intention to take maternity leave to her employer after her pregnancy has been confirmed by a valid medical certificate issued by a registered medical practitioner, a registered midwife or a registered Chinese medicine practitioner (except for the certificate of the actual date of confinement). If required by the employer, the female staff has to produce a medical certificate which specifies the expected date of confinement for the 14 weeks of maternity leave under subparagraph 3 (a)(i) or a medical certificate which specifies the date of confinement for the 14 weeks of maternity leave under subparagraph 3 (a)(ii). A female staff who may take any period of maternity leave under paragraph 3 (b) shall, if so required by her employer, produce a medical certificate specifying the date of confinement. *(updated on 1 January 2019)*

10. A pregnant female staff may, on producing a medical certificate issued by a registered medical practitioner or a registered Chinese medicine practitioner with an opinion as to her unfitness to handle heavy materials, work in places where gas injurious to pregnancy is generated, or do other work injurious to pregnancy as specified in the medical certificate, request her employer to refrain from giving her such work during her pregnancy period. *(updated on 29 January 2007)*

Appendix 12**Annual Leave****1. Teaching Staff**

For the sake of smooth operation and operational need of a school, the annual leave of teachers is subsumed under the major school holidays, which are 90 days a year including public holidays and are primarily holidays for pupils. Teachers may also enjoy these school holidays but they may be required to carry out extra-curricular duties or assist in performing school administrative duties during these holidays at the schools' discretion.

2. Non-teaching Staff

- (a) Non-teaching staff paid out of the *Salaries Grant* appointed on/after 1 June 2000, who do not enjoy school holidays, may be granted paid leave on an annual basis, preferably during major school holidays subject to mutual agreement between the school and the staff, as follows:

<u>Salary point (Master Pay Scale)</u>	<u>Less than 10 years of service</u>	<u>10 years of service and over</u>
0 - 13 or equivalent and Model Scale I	14 days	18 days
14 and above	18 days	22 days

- (b) For non-teaching staff paid out of the *Salaries Grant* offered appointments before 1 June 2000*, their entitlement to annual leave with pay is as follows:

<u>Post</u>	<u>Paid leave entitlement per annum</u>	
Laboratory technicians and specialist staff	Not less than 22 days irrespective of number of years of service	
Others	Not more than 10 years' service	14 days
	More than 10 years' service	22 days

- * Staff members should be regarded as appointed before 1 June 2000 so long as -
- (i) they remain in their present rank or get promoted to a higher rank in the same grade in their school; or
 - (ii) they are deployed to the same rank from one aided school to another under the same sponsoring body; or
 - (iii) they transfer to the same rank without a break in service within the aided school sector. Transfer within a period of 45 days will not be taken as break in service.

- (c) No replacement will be granted for non-teaching staff on such leave.

(updated on 1 September 2017)

Appendix 13**Subsidised Schools Provident Fund**

Teachers joining the Subsidised Schools Provident Fund are subject to the Rules of the Fund which are statutory rules made under the Education Ordinance. The following are extracts of certain main features for easy reference only.

1. With effect from 1 September 1980, Government's subsidies towards the employers' contribution in respect of the Subsidised Schools Provident Fund shall be made in accordance with the following scale:

<u>Length of continuous contributory service</u>	<u>Employers' contribution (percentage of employees' salary)</u>
Less than 10 years	5%
Not less than 10 years) but less than 15 years)	10%
Not less than 15 years	15%

2. Employees' contribution shall remain at 5%.
3. Every teacher who is not over the age of 55 upon his first appointment to a school on or after 24 June 1982 is required to contribute to the Fund. A part-time teacher employed on a regular basis may at his option contribute to the provident fund.
4. An annual dividend to each contributor of 5 per cent of his account is guaranteed and any shortfall in funds for the purpose of the guaranteed dividend is to be met by a loan (repayable without interest) made by the Government to the Funds. No supplementary dividend may be declared if there is an outstanding loan.
5. Benefits to contributors are increased on the following sliding scale according to length of continuous contributory service on withdrawal from the Funds in normal circumstances:

Benefits on Withdrawal

<u>Length of continuous contributory service</u>		<u>Contributor's own contribution plus dividends declared thereon</u>	<u>Government's donation plus dividends declared thereon</u>
Less than 5 years		100%	Nil
Not less than 5 years but less than 6 years	) )	100%	50%
Not less than 6 years but less than 7 years	) )	100%	60%
Not less than 7 years but less than 8 years	) )	100%	70%
Not less than 8 years but less than 9 years	) )	100%	80%
Not less than 9 years but less than 10 years	) )	100%	90%
Not less than 10 years		100%	100%

Appendix 14**Operating Expenses Block Grant**Structure

1. The Operating Expenses Block Grant (OEBG) covers various non-salary recurrent grants with the exception of grants disbursed on an actual claim or reimbursement basis. The Grant comprises a General and a Special Domain as follows:

- (a) General Domain

Schools are free to decide the amount to be spent on individual constituent grants under this domain. If surpluses are available, schools may use such funds to top up expenditure on items in the Special Domain. Surplus of the General Domain can also be used on items chargeable to other government subsidies outside the OEBG.

- (b) Special Domain

This covers grants which are allocated for achieving specific policy objectives. Each grant under the Special Domain is separate and no transfer among the grants will be allowed. To ensure that schools will deploy the funds for the specified purposes, funds in this domain cannot be transferred out either, but they may be topped up with surpluses from the General Domain.

2. The Permanent Secretary may review the rates, the grouping of the constituent grants and virement arrangement when required. Schools are advised to refer to the relevant circular currently in force.

Principles & Rules on Usage

3. The OEBG provides schools with greater flexibility in the use of resources. In this regard, schools are allowed to set their own spending priorities and allocations, having regard to the objectives and policies laid down by their School Management Committees (SMCs).
4. In exercising the flexibility, schools should always bear in mind that the interest of students comes first. They should also ensure that the expenditure incurred is reasonable and necessary for educational purposes. Thus, for instance, schools should keep expenditure on purchase of flower-baskets for ceremonial activities to a minimum. In addition, schools should ensure that any recurrent consequences arising from exercising funding flexibility will be absorbed within the OEBG or met by schools' own funds.
5. In incurring expenditure, schools should observe the ambit of the constituent grants of the OEBG, as set out in the Code of Aid and in circulars issued by the Education Bureau from time to time. In addition, schools should ensure that the total spending should be kept within the amount of the OEBG, i.e. no topping up of the OEBG will be given.

6. Subsidy will continue to be provided for provident fund (PF) contributions in respect of clerical and janitor staff employed within the provision allocated for the Administration Grant or the Revised Administration Grant. For staff employed with funds under other constituent grants of the OEBG, schools should meet the PF contributions with surplus funds under the OEBG or their own funds.
7. On the basis of the principles and rules stated above, the following items of expenditure shall not be charged to the OEBG:
 - (a) entertainment expenses such as lunch/dinner for staff not related to their discharge of duties;
 - (b) fringe benefits/welfare for staff, including housing benefits, provision of food or food allowance, medical expenses, travelling expenses etc.;
 - (c) penalty charges, fines and interest payments;
 - (d) loans to staff or third parties;
 - (e) subscription to staff associations and professional bodies;
 - (f) write-offs e.g. overpayments;
 - (g) administrative and management expenses, including salaries of staff, of the headquarters or other service units of the sponsoring organisation; and
 - (h) donations.

The above list is not exhaustive. The Education Bureau will revise the list and inform schools of the changes as and when appropriate.

(updated on 1 September 2017)

Rates of the OEBG

8. When first introduced in the 2000/01 school year, the OEBG had the rates set on the basis of the rates approved for the 1999/2000 school year. The OEBG rates will be revised annually in accordance with the movement of the Composite Consumer Price Index. The Education Bureau will also review the need to revise in real terms the rates of individual grants as and when required.

Surplus Retention

9. To give schools greater flexibility, schools are allowed to retain surplus balance up to 12 months' provision of the OEBG. Applications for accumulation of surpluses in excess of 12 months' provision will only be considered in exceptional circumstances.
10. Schools should ascertain the surplus balances of grants under the General Domain and the Special Domain respectively. The surpluses should be totalled and if this total exceeds the 12 months' provision of the prevailing level of the OEBG, schools should return the excess to the Education Bureau.

11. When the surplus exceeds the 12 months' provision, schools are free to decide from which constituent grant the excess may be clawed back by the Education Bureau.

Expenditure Control & Accountability

12. To ensure that the OEBG funds are spent properly and cost-effectively, schools should obtain directives from their SMCs regarding the scope, criteria and rules for allocating funds. Schools should ensure that the approved budget is followed in incurring expenditure. To cope with urgent or unforeseeable circumstances, schools may consider seeking delegation of the authority from SMCs for making changes to the budget up to a certain financial limit.
13. Schools should ensure that the total expenditure is kept within the amount of the OEBG. Any deficit will have to be met by the schools' own funds. Also, if expenditure is found improperly incurred or charged to the OEBG funds, the school should make good such expenditure by charging it to its own funds.

Accounting and Reporting Requirements

14. Schools should continue to maintain separate ledger accounts for each constituent grant of the OEBG. In addition, schools should keep a General Domain Control Account and a Special Domain Control Account for the purpose of recording and monitoring the surpluses. Schools should also report periodically to their SMCs the expenditure position of the OEBG.
15. Schools should submit audited annual accounts and such other financial statements in accordance with the format as required by the Education Bureau. The auditors should certify that the OEBG funds have been used in accordance with the ambit and rules as promulgated in the Code of Aid and in circulars issued by the Education Bureau from time to time.

Appendix 15**Composite Furniture and Equipment Grant****Ambit**

1. The Composite Furniture and Equipment Grant (CFEG) covers -
 - (a) Furniture & Equipment (F&E) items to meet the needs of school and students;
 - (b) maintenance/repairs fees for F&E items; and
 - (c) insurance premium for non-standard F&E items for school portions.

Schools may make reference to the F&E lists for standard design schools issued by the Education Bureau.

Principles and Rules on Usage

2. The CFEG provides schools with greater flexibility in the use of resources. Schools should set their spending priorities and allocations in line with the objectives and policies laid down by their School Management Committees (SMCs). In exercising the flexibility, schools should always bear in mind that the interest of students should come first. They should ensure that the expenditure incurred is reasonable and necessary for educational purposes and that the procured F&E items are properly recorded, managed and protected from loss or damage. In addition, schools should ensure that the CFEG is able to cover all the expenditures.

Grant Rate

3. The rate will be adjusted annually in accordance with the movement of the Composite Consumer Price Index.

Procurement, Financial and Accounting Arrangements

4. Procurement and Financial Arrangements

Within the amount of the CFEG available in school, there is no financial limit for F&E items to be purchased. Schools should adhere to the guidelines on tendering and purchasing procedures and any guidelines the Permanent Secretary may issue.

5. Accounting Arrangements

Schools should maintain a separate account named “Composite Furniture and Equipment Grant Account” to record the income and expenditure of the CFEG. The cost of the procured F&E should be captured in the Balance Sheet under the headings of “Fixed Assets for Furniture and Equipment” and “Composite Furniture and Equipment Grant Utilised”. In addition, schools are required to record the items procured in the Fixed Assets Register.

6. Expenditure Control

- (a) To ensure that the CFEG funds are spent properly and effectively, schools should obtain directives from their SMCs regarding the scope, criteria and rules of allocating funds. Schools should devise their own budget on how to use the CFEG funds and seek the approval of their SMCs of the budget and make the approved budget transparent to parents and teachers.
- (b) Schools should ensure that the total expenditure is kept within the amount of the CFEG. Also, if any expenditure is found improperly incurred or charged to the CFEG funds, schools are required to make good such expenditure by non-government funds.

Accountability

7. Schools have to account for the proper utilization of the CFEG by

- (a) ensuring that they have suitable F&E items for the delivery of educational services and that such F&E items are properly recorded, managed and protected from loss or damage;
- (b) developing accountable school-based procedures for F&E acquisition/replacement, monitoring and evaluation;

- (c) relating the school budget, including the budget for F&E, to the annual school plan;
- (d) keeping a separate account named “Composite Furniture and Equipment Grant Account” to record the income and expenditure of the CFEG; and
- (e) making available the school report with a financial statement for stakeholders and the Education Bureau. *(with eff on 1 September 2017)*

Separate F&E Subsidy outside the CFEG (Appendix 16 is relevant)

8. Separate F&E subsidy will continue to be provided to schools by the Education Bureau for
 - (a) School Administration and Management System, education television and information technology in education projects;
 - (b) replacing standard F&E items lost in natural disaster, burglary, theft, fire etc.; and
 - (c) new initiatives. (However, expenditures on replacement of these F&E items have to be met by the CFEG.)

Appendix 16**Non-recurrent Grants (Furniture and Equipment)****Provision for furniture and equipment items not covered by the Composite Furniture and Equipment Grant (CFEG)**

1. Separate non-recurrent subsidy will be provided for furniture and equipment (F&E) items costing \$3,000 or above not covered by the CFEG for:
 - (a) School Administration and Management System;
 - (b) replacing standard F&E items lost in natural disaster, burglary, theft, fire etc.;
 - (c) reprovisioning or redevelopment of and extension to an existing school administered under the terms of this Code of Aid; and
 - (d) new initiatives.
2. Schools will be notified individually in writing by the responsible Section of the Education Bureau of the grant(s) that has/have been approved, the amount of provision and the due date for requesting the payment/reimbursement of the F&E subsidy. Schools should then proceed with the procurement exercise as soon as possible, following the procurement procedures in the prevailing circular(s)/ circular memorandum(s) in force and the Guidelines on Procurement Procedures in Aided Schools available on the Education Bureau homepage.

(updated on 1 September 2016)

Principles of Procurement (also applicable for procurement charged to the CFEG)

3. For single purchases exceeding \$200,000, tenders from at least 5 suppliers should be obtained.
4. For single purchases not exceeding \$200,000, purchases may be arranged by obtaining 2 or more quotations (i.e. above \$5,000 to \$50,000, by at least 2 oral quotations and above \$50,000 to \$200,000, by at least 5 written quotations) with the lowest offer to specification being accepted. Where the total value of the purchase of any stores and services does not exceed \$5,000, schools are not required to conduct any competitive bidding, subject to minor purchase of store and services being made to meet immediate needs and the school staff at the appropriate level being satisfied that such purchases are essential and his/her certifying that the prices are fair and reasonable and such records being properly kept by schools.

Tender Opening and Vetting Committee (TOVC)

5. The Principal should appoint a TOVC at least 3 working days before the tender opening date. The TOVC will be responsible for opening, vetting and referring tender documents to the appropriate subject teacher(s) and administrative staff for evaluation and recommendation before the tender documents are referred to the Tender Approving Committee for consideration.
6. A TOVC should comprise no less than 2 staff members, one with the salary point not lower than Master Pay Scale Point 25 and the other of a rank not lower than a Clerical Assistant or equivalent.

Approving Authority for Procurement of Stores and Services

7. Purchase of store and services not exceeding \$5,000 and oral quotations above \$5,000 to \$50,000 shall be approved by the Principal/Deputy Head. For schools without Deputy Head, the approving authority rests with the Principal.
8. Written quotations above \$50,000 to \$200,000 shall be approved by the Principal.
9. Tenders above \$200,000 shall be approved by a Tender Approving Committee comprising the School Supervisor/Manager, the Principal, a teacher and a representative of the Parent-Teacher Association or a parent manager.
10. The School Management Committee should ensure that:
 - (a) the procurement procedures laid down by the Education Bureau are complied with;
 - (b) the designated purpose(s) of each grant is/are met;
 - (c) proper records of the quotations and tenders are available for inspection by the Education Bureau; and
 - (d) a separate section on the set-up fund for furniture and equipment should be included in new schools' audited annual account with details by items and subjects.

Payment and Accounting Arrangements

11. The arrangements for payment/reimbursement of approved non-recurrent F&E subsidy to aided schools are set out in the respective approval letters to individual schools.

12. Schools should record the income and expenditure separately for the non-recurrent subsidy under F&E Account for individual projects in accordance with the approval letter. The F&E items purchased should be recorded in the Fixed Assets Register. Schools should observe the requirements laid down in the relevant Circular Memorandum on Annual Accounts of Aided Schools.

(updated on 1 September 2017)

Appendix 17**Non-recurrent Grants (Major Repairs and projects of \$50 million and below)**

(with effect from 22 January 2021)

Major Repairs Grants for items costing at or above the specified threshold

(updated on 1 September 2024)

I. For estate schools

1. Requests for subsidy towards the cost of items in respect of internal/external/structural repair works costing at or above a specified threshold must be submitted to the Education Bureau via the appropriate channel as detailed in the call circular issued annually to schools. The completed applications should reach the Education Bureau not later than the specified date. With effect from 1 September 2025, the threshold for repair item is adjusted to \$10,000 for special schools. The threshold is subject to review and adjustment by the Education Bureau from time to time. (Remarks: The threshold in 2024/25 school year was \$6,000 for special schools.) *(updated on 1 September 2025)*
2. In making their application of works, schools will have to specify the location and details of works to be done without giving the estimated costs and state the reasons why the work requests are needed.
3. Applications will be vetted by the term consultants appointed by the Education Bureau. The term consultants will conduct technical vetting of schools' applications, i.e. categorizing the work type, providing recommendations on the estimated costs and providing comments as necessary on the technical aspects of the works proposed by the schools to the Architectural Services Department (for external/structural repairs works) and Education Bureau (for internal repairs works) for considerations. *(updated on 1 September 2024)*
4. Subject to the availability of funds, the Education Bureau will inform schools of the approved projects.
5. For schools with approval given, the term consultants appointed by the Education Bureau will liaise with individual schools to arrange for the works programme. All repairs works will be carried out by contractors supervised by the term consultants appointed by the Education Bureau. All approved works are expected to be completed within the same major repairs cycle (i.e. completed before the next round of application in the following year) and schools should take all necessary measures to facilitate the contractors and term consultants appointed by the Education Bureau to take forward the approved projects. *(updated on 1 September 2024)*

6. Requests for subsidy in respect of major repairs which have not been included in the Estimates will not normally be considered unless they are of an emergency or unforeseen nature. *(updated on 1 September 2024)*
7. For items involving works in a non-school portion, the school should state clearly when submitting the application. Normally, the term consultants will not be responsible for any works on non-school portion which is separately identifiable from the school portion. The term consultants will only undertake works in a non-school portion when it is inseparable from the school portion at which approved repair works are to be carried out. Prior to commencement of works in the non-school portion, the school is required to agree in writing the scope of works and to pay the necessary costs with an on cost at prevailing rate charged for the works in the non-school portion.

Note

All School Management Committees, as building tenants, should be responsible for the safety and soundness of their buildings. The term consultant appointed by the Education Bureau, acting in its role as works agent, would be responsible only for the sufficiency of the actual repair work projects undertaken by them.

(updated on 1 September 2016)

II. For non-estate schools

1. Requests for subsidy towards the cost of items in respect of internal/external/structural repair works costing at or above a specified threshold must be submitted to the Education Bureau via the appropriate channel as detailed in the call circular issued annually to schools. The completed applications should reach the Education Bureau not later than the specified date. With effect from 1 September 2025, the threshold for repair item is adjusted to \$10,000 for special schools. The threshold is subject to review and adjustment by the Education Bureau from time to time. (Remarks: The threshold in 2024/25 school year was \$6,000 for special schools.) *(updated on 1 September 2025)*
2. In making their application of works, schools will have to specify the scope of works to be done without giving the estimated costs and state the reasons why the work requests are needed.
3. Applications will be vetted by the term consultants appointed by the Education Bureau. The term consultants will conduct technical vetting of schools' applications, i.e. categorizing the work type, providing recommendations on the estimated costs and providing comments as necessary on the technical aspects of the works proposed by the schools to the Education Bureau for considerations. *(updated on 1 September 2024)*

4. Subject to the availability of funds, the Education Bureau will inform schools of the approved projects.
5. For schools with approval given, the term consultants appointed by the Education Bureau will liaise with individual schools to arrange for the works programme. All repairs works will be carried out by contractors supervised by the term consultants appointed by the Education Bureau. All approved works are expected to be completed within the same major repairs cycle (i.e. completed before the next round of application in the following year) and schools should take all necessary measures to facilitate the contractors and term consultants appointed by the Education Bureau to take forward the approved projects.
(updated on 1 September 2024)

(Remarks: For projects of estimated cost exceeding \$2 million each approved before 1 April 2019, the professional officers of the Architectural Services Department will continue to deliver the projects and arrange contractors to carry out the repair works.)

(with effect from 1 April 2019)

6. Requests for subsidy in respect of major repairs which have not been included in the Estimates will not normally be considered unless they are of an emergency or unforeseen nature. *(updated on 1 September 2024)*
7. For items involving works in a non-school portion, the school should state clearly when submitting the application. Normally, the term consultants / Architectural Services Department will not be responsible for any works in non-school portion which is separately identifiable from the school portion. The team consultants / Architectural Services Department will only undertake works in a non-school portion when it is inseparable from the school portion at which approved repair works are to be carried out. Prior to commencement of works in the non-school portion, the school is required to agree in writing the scope of work and to pay the necessary costs with an on cost at prevailing rate charged for the works in the non-school portion.
(updated on 1 September 2016)

Deed of Covenant

8. Where capital works exceeding \$0.5 million is to be carried out in school buildings erected on private land, the trustees or legal representatives of the sponsor must execute under seal and register by Memorial in the Lands Department a Deed of Covenant which shall contain such provisions as the Permanent Secretary may require, and shall in particular provide the following:
 - (a) That the premises will be used solely for approved educational purposes or

other purposes approved by the Permanent Secretary.

- (b) That the school will be managed in accordance with the Education Ordinance and its subsidiary legislation and the Code of Aid for Special Schools.
- (c) That if the sponsor should at any time desire to be released from the foregoing obligations, or if for any reason the school ceases to be accepted by the Permanent Secretary as an aided school, the sponsor may be required to repay the whole amount of grant to the Government or an equitable proportion of such grant as assessed by the Government.
- (d) That in the event of any breach or non-performance of any of the terms, covenants and conditions contained in the Deed of Covenant, it shall be lawful for the Government to re-enter upon the lot and the school without the payment of any compensation whatsoever.

Appendix 18**Notes on Grant for Capital Cost for Building****(for Projects exceeding \$50 million)**

(with effect from 22 January 2021)

Procedures Concerning Application for the Non-recurrent Grant for Capital Cost for Building

1. Subject to funding and policy, the Permanent Secretary may approve non-recurrent grant towards the capital cost for the extension or redevelopment of existing school premises. *(updated on 1 September 2016)*
2. The application for the grant for capital cost for building by the School Management Committee (the Applicant) should give full justification for the proposal, including the proposed scope, the estimated cost, and the amount the Applicant will contribute. In addition the Applicant must state in its application whether it intends to carry out the project by private contract under government subvention. The Applicant should state whether a grant of site is required from the Government or whether the proposed project is to be built on land already available. For a proposed project on private land, the Applicant should check with the relevant District Lands Office that the lease conditions of the land will permit the proposed development. A statement regarding the land title, signed by the trustee or the legal representative of the grantee should be forwarded with the proposal to the Permanent Secretary for consideration. This statement should show the location, lot number of the areas to be used. All expenditure prior to notification in writing by the Permanent Secretary of the approval of the non-recurrent grant will be the sole liability of the Applicant. *(updated on 1 September 2016)*
3. Consideration and approval for non-recurrent grant is subject to the conditions set out by the Permanent Secretary. Funding consideration is subject to resource allocation and the Finance Committee of the Legislative Council. The proposed project should be carried out in accordance with the requirements of the prevailing subvention policy and conditions set out by the Permanent Secretary.
4. “Non-subvented” portion if required by the Applicant may be included in the project subject to approval of the Permanent Secretary even when the full cost required, including consultancy and construction, etc., for the non-subvented portion is borne by the Applicant. Such non-subvented portion and the related cost will not be eligible for recurrent or non-recurrent subsidy from the Government.

5. Subject to justification for the proposal, the Permanent Secretary will issue a project definition statement to the Works Agent for feasibility study and follow up action. The Permanent Secretary will issue the project definition statement direct to the Applicant opted to carry out the project under private contract. Under this self-delivery mode, the Applicant will be responsible for preparing a Technical Feasibility Statement for submission to the Education Bureau for comment and approval.
6. Upon written approval of the Technical Feasibility Statement and confirmation to proceed with the pre-tender works, the Applicant can obtain technical and fee proposals for architectural and associated consultancy services and quantity surveying consultancy services. Only registered consultants should be invited for tender and the invitation documents should be forwarded to the Permanent Secretary for comment.
7. The Applicant should submit recommendations for appointment of consultants to the Permanent Secretary for approval on the recommendations of the Architectural Services Department (ArchSD). The technical proposal and fee proposal are to be kept distinctly separated. Any opening of fee proposals prior to the Education Bureau/ArchSD examination of the technical marking will immediately invalidate the tender or disqualify the tender from subvention. The recommended technical and fee proposals should not be accepted until written approval is given by the Permanent Secretary. The Applicant should also submit tender documents for various pre-tender works like site investigation for approval before commissioning the contracts.
8. The Applicant should only proceed into the post-contract stage upon the written notification of the Finance Committee's funding approval. Prior to issue of tender for construction work, the Applicant should forward a list of proposed tenderers together with the draft tender documents for the ArchSD's comment and the Education Bureau's approval.
9. For post-contract works, a minimum of 10 tenderers should be invited to tender. The Applicant should require the tenderers to deposit their tenders into the Public Works Tender Board's (PWTB) Tender Box. In this regard, the Applicant should give advance notice to the Secretary of the PWTB of the works and the tender closing date. The tender closing date and time must be set at noon on a Friday not being a public holiday. Upon receipt of tenders, the Applicant will be informed by PWTB for collection of tenders.

10. The Applicant should submit the tender recommendation to the Education Bureau for approval. It should be noted that without exceptionally valid justifications, the Applicant is required to accept the lowest complying tenders. The Applicant must not accept any tender unless there is prior approval from the Permanent Secretary. The school shall be liable for the consequences of accepting tenders in excess of the approved project estimates without prior approval from the Education Bureau.
11. Any financial commitment accepted without the prior approval of the Permanent Secretary shall be the sole responsibility of the sponsor. After the Permanent Secretary has given approval for the recommended tender, the Applicant may arrange for the signing of the contract and the commencement of construction work in accordance with the terms of the contract. A copy of the signed contract should be submitted to the Permanent Secretary for record.
12. When a project is not fully financed through the capital subvention, the school should use up its agreed contribution or any other payment arrangement as referred to in the Letter of Approval (excluding contribution to provide furniture and equipment, if applicable) before requesting payment of the subvention. If the total tender price is higher than the estimated construction cost of the school as referred to in the Letter of Approval, the school should also absorb the difference according to the payment arrangement as stated in the Letter of Approval.
13. Where the new building or extension is to be erected on private land, the trustees or legal representatives of the sponsor must execute under seal and register by Memorial in the Lands Department a Deed of Covenant which shall contain such provision as the Permanent Secretary may require, and shall in particular provide the following:
 - (a) That the premises will be used solely for approved educational purposes or other purposes approved by the Permanent Secretary.
 - (b) That the school will be managed in accordance with the Education Ordinance and its subsidiary legislation and the Code of Aid for Special Schools.
 - (c) That if the sponsor should at any time desire to be released from the foregoing obligations, or if for any reason the school ceases to be accepted by the Permanent Secretary as an aided school, the sponsor may be required to repay the whole amount of grant to the Government or an equitable proportion of such grant as assessed by the Government.
 - (d) That in the event of any breach or non-performance of any of the terms, covenants and conditions contained in the Deed of Covenant, it shall be lawful for the Government to re-enter upon the lot and the school without the payment of any compensation whatsoever.

14. Payment of capital subvention to a school is subject to the conditions stated in the Letter of Approval issued by the Permanent Secretary to the school receiving the subvention. Interim payment of building grant may be requested after the agreed contribution of the school towards the building cost has been fully expended. Requests for payment by the Applicant must be supported by properly receipted bills and where an architect is employed, by the architect's certificate to the effect that the work for which payment is claimed, has been satisfactorily completed. Where circumstances justify e.g. the original receipts, invoices or certificates submitted are found not acceptable, the Permanent Secretary could cease to make payment of subvention to the school and the school will repay partly or fully the subvention received if required by the Permanent Secretary.
15. The final submission of original invoices and receipts for works should be made to the Permanent Secretary within the Period of Final Measurement as stated in the building contract (usually 12 months from the date of practical completion of the project). Under normal circumstances, the account of the project should be closed as soon as possible and in any event within 3 years from the handover of the completed school building.
16. Current consultancy guidelines mandate Bills of Quantities. It should also be noted that all materials and workmanship for any works must be in accordance with the latest edition of the "General Specification for Buildings" published by the ArchSD.
17. For projects of \$50 million and below, please refer to Appendix 17.
(with effect from 22 January 2021)

The above serves the purpose of a general guide which will be revised from time to time in accordance with the prevailing policy and practice.

Appendix 19**School Assets and Settlement of Claims****(A) Procedures for Assessment and Settlement of Claims for Damage or Destruction of Standard Items Caused by Fire, Natural Disaster or Perils**

1. When there is a fire or natural disaster or an occurrence of the perils as described in Section 47(a) in an aided school, the Supervisor/Head of the school, apart from reporting the incident immediately to the relevant government departments such as the Hong Kong Police Force and the Fire Services Department, must also report the matter immediately to the respective Senior School Development Officer who will arrange a joint inspection with the Senior Supplies Officer of the Education Bureau and officers of other relevant government departments such as the Architectural Services Department, Water Supplies Department etc. to conduct a preliminary investigation at the earliest opportunity. The purpose of the visit is to identify the extent of damage caused. In the case of fire, a report from the Fire Services Department on the incident will also be necessary.

2. Based on the report of the school, the estimated cost of replacement of furniture and equipment and repairs to the school premises will be assessed, which will form the basis for determining the amount of subsidy to be paid to the school by the Government.

3. The full cost of damage or loss caused by fire or natural disaster or resulting from the described perils in Section 47(a) will be paid to schools on the basis of the approved tendered cost or the actual cost, whichever is lower.

4. Once the amount of subsidy is determined and approved, the school Supervisor will be advised to proceed with the purchase of furniture and equipment for replacement in accordance with the standard tendering procedures. As regards the damage to school buildings, all repairs will be treated as emergency repairs and the standard procedures as stipulated at Appendix 17 should be followed.

(B) Procedures for Assessment and Settlement of Claims for Losses of Standard Furniture and Equipment Caused by Theft and Burglary

5. When there is a loss of standard items in an aided school, the Supervisor/Head of the school must report the loss immediately to the nearest police station of the Hong Kong Police Force and make a preliminary report to the respective Senior School Development Officer who will arrange a joint inspection with the Senior Supplies Officer of the Education Bureau to conduct a preliminary investigation at the earliest opportunity. The purpose of the visit is to identify any security problems. An investigation report from the Hong Kong Police Force on the incident will be required.

6. The Supervisor/Head of the aided school will then proceed to investigate the loss fully and as soon as practicable, forward his detailed report with the following information, together with copies of other relevant documents, e.g. police reports, to the respective Senior School Development Officer:

- (a) details of the occurrence, including date, time, detailed description and cost (original/replacement) of furniture/equipment found lost;
- (b) progress of internal investigation; and
- (c) recommendations for clearing the loss and any action considered necessary to prevent a similar occurrence.

7. The Supervisor/Head of an aided school is required to certify in each case that no fraud, suspected fraud, negligence or violation of an important point of principle is involved.

8. Based on the reports of the school and the result of investigation by the Police and officers concerned, the estimated cost of replacement of furniture and equipment lost will be assessed, with the recommendation of the relevant officer, which will form the basis for determining the amount of subsidy to be paid to the school by the Government.

9. The full cost of loss will be paid to the school on the basis of the approved tendered cost or the actual cost, whichever is lower.

10. However, once the amount of subsidy is determined and approved, the school Supervisor will be advised to proceed with the purchase of furniture and equipment for replacement in accordance with the standard tendering procedures.

Security Measures

11. Supervisors of aided schools should take necessary security measures to protect the schools' assets against all perils mentioned above. Special attention should be paid to security measures against theft, burglary or robbery, particularly for movable assets such as cash and equipment.

12. Supervisors are reminded that petty cash (Government portion and school portion, if any) kept in schools should not exceed the limits prescribed in the relevant circular currently in force. In case there is a claim of loss in petty cash caused by the aforesaid perils, the amount of claim should be the actual amount lost (Government portion) or the prescribed limit, whichever is lower. It is also advisable that collections and payments should be made through bank accounts as far as possible to minimise the risk of cash losses. Cash collections, if any, should be banked as soon as practicable to reduce the risk of keeping or transporting cash in large sums.

13. When it is necessary to transport cash, the following security measures are suggested:

- (a) If the amount exceeds \$5,000 but is less than \$10,000, 2 persons are required to escort the cash.
- (b) If the amount exceeds \$10,000, commercial security guards should be hired.

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