

**COMPENDIUM
TO
CODE OF AID
FOR
AIDED SCHOOLS**

(Release 1.3, August 2007)

Education Bureau

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Section 1**Calculation of Staff Establishment**

1. This Section provides details about the criteria and basis for calculating the staff establishment of aided secondary, aided primary and aided special schools as follows:

Section 1A – Staff Establishment of Aided Secondary Schools

Attachment A	Teaching Staff Establishment
Attachment B	Language Improvement Measures
Attachment C	Manning Scale of Laboratory Technicians

Section 1B – Staff Establishment of Aided Primary Schools

Attachment A	Teaching Staff Establishment in Schools Operating Bi-sessional Classes
Attachment B	Teaching Staff Establishment in Whole-day Schools

Section 1C – Staff Establishment of Aided Special Schools

Attachment A	Ranking of Principal of Special Schools
Attachment B	Teaching Staff Establishment for Primary Classes
Attachment C	Teaching Staff Establishment for Secondary Classes in Schools without Senior Secondary Classes
Attachment D	Teaching Staff Establishment for Secondary Classes in Schools Operating Secondary 1-5

2. Schools operating combined levels of classes i.e. both secondary and primary classes such as “through-train” school, or combined session i.e. both whole-day and bi-sessional classes such as “mixed-mode” school, should refer to the relevant Sections and Attachments in calculating the staff entitlement of the school.
3. “Through-train” primary and secondary schools, though are considered as separate entities with respect to staffing establishment, can flexibly deploy teachers among the linked schools provided that the teachers concerned are kept within the approved establishment of their respective schools.
4. For a school that operates combined levels or sessions of classes where each of the level or session is entitled to a separate headship post in accordance with the calculation of teaching staff establishment, only one of the headship posts should serve as “Principal” as defined in the Education Ordinance, if the school is under one school registration.

Section 1A**Staff Establishment of Aided Secondary Schools****(I) Teaching Staff Establishment**

The calculation of teaching staff establishment detailed in the following paragraphs is pending revision in accordance with the implementation of the 3+3 Academic Structure:

1. Overall Establishment

The staffing ratios are 1.3 teachers per class for Secondary 1 - 5 and 2 teachers per class for Secondary 6 - 7. The teaching staff entitlement of each school, according to its class organisation, is calculated as follows:

Principal	1	
Secondary 6-7	2	teachers for each class
Secondary 1-5	1.3	teachers for each class

Teachers for split classes for:

(a) Subjects involving	}	
practical/equipment-based ¹	}	
instruction and specialised	X }	
learning in S1-S5	}	(Variables, to be calculated to meet each
(b) Advanced and Advanced	}	school's requirements)
Supplementary Level	Y }	
subjects in S6-S7	}	

Total:	Z	(If the total includes a fraction, it will be rounded up to the next whole number.)

The overall teaching staff entitlement of a school includes the additional teachers of appropriate grades as provided and specified in sub-paragraphs 5 and 6 below for the school library, language teaching and other services.

2. Graded Post within the Establishment

The number of posts in each grade should be determined by making reference to Attachment A.

3. Teachers for Split Classes

At the request of the Principal, the Permanent Secretary may approve the provision for additional teaching staff under the terms of the Salaries Grant to cover staffing needs in respect of approved additional class periods for split classes for subjects involving practical/equipment-based instruction, specialist teaching, and sixth form subjects in secondary schools. Split class teachers will only be approved for the teaching of:

- (a) one additional second language (if the number of students at any level

¹ Subjects involving equipment-based learning and teaching are those entailing the use of a special venue as well as a variety of tools and equipment for the design and processing of materials for students to master the relevant knowledge and skills.

- is 20 or above); or
- (b) Technology Education subjects in S1-3, such as Home Economics, Design and Technology, Computer Literacy and Business Fundamentals where proper facilities have been provided and where workshops are designed to accommodate fewer than 40 students; or
 - (c) an integrated study of two or more practical/equipment-based subjects in junior secondary classes; or
 - (d) Computer and Information Technology, Visual Arts (formerly known as Art & Design) and Music at senior secondary level provided that the school offers these subjects in public examinations; or
 - (e) Advanced and Advanced Supplementary Level subjects in Secondary 6 and 7.

Split class teachers will not be approved for the teaching of technical subjects where workshops are designed to accommodate 40 students and where workshop teachers are provided under the provisions of paragraph 9 below.

4. School Librarian

A school having 18 classes or more is provided with a non-graduate teacher to be in charge of the school library on a full-time basis. For a school with less than 18 operating classes, a 0.5 school librarian may be appointed. The non-graduate school librarian should have a minimum of two years' post-qualification teaching experience, and service as a school librarian will count as teaching experience for promotion purpose. All these school librarians are required to attend a two-year part-time day-release training course on first appointment. However, subject to the availability of a graduate post within the approved establishment, a school may employ a suitable qualified teacher librarian for appointment to the graduate post.

5. Additional Teacher

- (a) For schools with less than 18 classes, an additional 0.5 non-graduate teacher of Chinese is provided to strengthen the teaching of Chinese. Such provision when combined with the 0.5 school librarian post in these schools will result in the provision of one additional non-graduate teaching post in the schools.
For schools with 18 classes or more, one additional graduate teacher of Chinese is provided to improve the quality of Chinese Language teaching.
- (b) Additional teachers of English are provided to individual schools which adopt Chinese as the medium of instruction for subjects other than language subjects, practical and technical subjects, Chinese History, Chinese Literature and English Literature. The purpose of the additional teachers is to help schools that adopt Chinese as the medium of instruction to strengthen the teaching of English. The eligibility for additional teachers of English is determined in accordance with the amount of Chinese language instruction offered. Details concerning the calculation of additional teachers of English

are in Attachment B.

- (c) Additional graduate and non-graduate teachers are also provided to enable schools to strengthen the following services -
- (i) remedial teaching in Chinese, English and other subjects in Secondary 1-3;
 - (ii) student counseling and guidance, including career advice; and
 - (iii) community involvement and extra-curricular activities which complement and reinforce the formal curriculum.

The additional teachers are provided in accordance with the following scale-

<u>No. of Secondary 1-5 Classes</u>	<u>No. of Graduate Teachers entitled</u>	<u>No. of Non-graduate Teachers entitled</u>	<u>Total No. of Teachers entitled</u>
3-9	1	-	1
10-14	2	-	2
15-19	2	1	3
20-24	3	1	4
25-28	3	2	5
29-35	4	2	6
36-38	5	2	7
39-42	5	3	8
43-48	6	3	9
49-50	6	4	10

- (d) One additional non-graduate teaching post is provided to a school with 30 classes or less and two non-graduate teaching posts to a school with more than 30 classes for higher teaching standard and additional services such as the whole-school approach to guidance and school-based induction programmes.
- (e) Enhanced Native-speaking English Teacher (NET) Scheme
NETs will be provided as additional English teachers regardless of the choice of medium of instruction (MOI), in the following scale –

<u>Total no. of Operating Classes</u>	<u>No. of additional NET</u>
Below 40	1
40 or above	2

Schools adopting Chinese as the MOI may employ one more NET to fill one of the additional English teacher posts at GM rank allocated to them in accordance with Attachment B.

6. Expansion of Graduate Post in Secondary Schools

For higher teaching standard, a secondary school may upgrade a maximum of four non-graduate teaching posts to graduate teaching posts provided that no serving teacher's service may be terminated for the purpose of taking advantage of this provision. Schools should create the graduate post by offsetting a non-graduate post arising from natural wastage or new vacancy in the school.

7. Graduate Post for Practical, Technical or Cultural Subjects

Subject to the provision of graduate posts by phases for teachers in charge

of practical, technical or cultural subjects at the senior secondary level, a school may be allowed to appoint a teacher who has obtained a recognised relevant degree as a Graduate Master/Mistress for the post. The graduate posts so approved will be offset by the deletion of an equivalent number of existing non-graduate posts in the school.

8. Flexibility in Staff Structure

In view of the variety of curricula and of class organisations within the aided sector, the Incorporated Management Committee and the Principal of a school may propose for the approval of the Permanent Secretary a staff-structure for the school with a higher number of non-graduate posts than the standard manning scale subject to the following conditions -

- (a) (i) Among the graduate teaching posts, the proportion of Senior Graduate Master/Mistress (SGM) and Principal Graduate Master/Mistress (PGM) posts should not exceed five-twelfths. This proportion excludes one Graduate Master/Mistress (GM) post upgraded to SGM in a secondary school with 15 or more classes with effect from 1 September 1994.
 - (ii) Among the non-graduate teaching posts, the proportion of Senior Assistant Master/Mistress (SAM) posts should not exceed one-quarter; and the combined proportion of SAM and Assistant Master/Mistress (AM) posts should not exceed one-half. For a secondary school with 24 or more classes, one of the posts in the rank of SAM is upgraded to the Principal Assistant Master/Mistress (PAM) as from 1 September 1991.
 - (iii) The proportion of graduate teaching posts should not exceed seven-tenths of the teaching staff entitlement, calculated according to the approved class-to-teacher ratios and the provision for split-class teaching, if any. This proportion excludes the additional graduate and non-graduate teaching posts provided in paragraphs 5 to 6 and the upgrading of non-graduate teaching posts to graduate teaching posts provided in paragraph 7 to 8 above.
 - (iv) In calculating the proportions of promotion posts, posts provided for the Principal and NETs should be excluded, but posts provided for split-class teaching, the school librarian and additional teachers should be included.
- (b) No serving teacher's service may be terminated for the purpose of taking advantage of this provision.
 - (c) When a staff structure of a school has been approved and implemented which involves a greater proportion of non-graduate teachers and additional AM or SAM posts beyond those provided on the above basis, the proportion of graduates should be raised as and when AM and SAM posts fall vacant. The Permanent Secretary may, however, approve the school to replace a departing Certificated Master/Mistress with a Graduate Master/Mistress to meet a demand for graduate teachers on justifiable grounds, subjects to no overall

increase in the number of promotion posts.

9. Workshop Teacher

In schools with workshops designed to accommodate 40 students, one workshop Certificated Master/Mistress (Workshop Teacher) may be appointed per workshop and one Assistant Master/Mistress (Workshop Teacher) post is provided for every 4 approved workshops. In schools with workshops designed to accommodate fewer than 40 students, split class teachers may be appointed.

(II) Non-teaching Staff Establishment

A. Laboratory Technician

The manning scale of Laboratory Technician is shown in Attachment C.

B. Staff for Boarding Section (applicable to schools with an approved boarding section)

An aided secondary school with an approved boarding section subvented by the Education Bureau may be provided with the following staff:

1. Warden

One warden at the rank of:

- (a) Social Work Officer for a boarding section with a capacity of more than 120 boarders; or
- (b) Chief Social Work Assistant or Assistant Social Work Officer for a boarding section with a capacity of 120 or fewer boarders.

2. Assistant Warden

An assistant warden at the rank of:

- (a) Assistant Social Work Officer for a boarding section with a capacity of more than 120 boarders; or
- (b) Senior Social Work Assistant for a boarding section with 60-120 boarders; or
- (c) Social Work Assistant for a boarding section with less than 60 boarders.

3. Boarding Service Master/Mistress I *

Boarding Service Masters/Mistresses I to be appointed on the following scale:

<u>Week-day ratio</u>	<u>Week-end & Sunday ratio (in addition to the week-day provision)</u>
1 for 60 boarders	0.5 for 60 or fewer boarders
	1 for 61-120 boarders
	1.5 for 121 or more boarders

4. Boarding Service Master/Mistress II *

Boarding Service Masters/Mistresses II to be appointed on the

following scale:

<u>Week-day ratio</u>	<u>Week-end & Sunday ratio (in addition to the week-day provision)</u>
2 for 60 boarders	1 for 60 boarders

5. Clerical Staff

One clerical assistant to be appointed for each boarding section for the calculation of the amount of Administration Grant or the Revised Administration Grant as appropriate payable to it².

6. Cook

Cooks to be appointed on the following scale:

<u>Number of boarders</u>	<u>Number of cooks</u>
39 or less	2
40 – 79	3
80 or more	4

7. Watchman

Two watchmen for each boarding section.

8. Janitor Staff*

Janitor staff to be appointed on the following scale for the calculation of the amount of Administration Grant or the Revised Administration Grant as appropriate payable to it²:

<u>Week-day ratio</u>	<u>Week-end & Sunday ratio (in addition to the week-day provision)</u>
1 for 100 boarders	0.6 for 100 or fewer boarders

- * Guidelines in calculating the number of staff of Boarding Service Masters/Mistresses I, Boarding Service Masters/Mistresses II and Janitor Staff -

- Individual fractions of these three grades will be added together and the fraction resulting, if any, will be rounded up to the next whole number;
- When fraction arises in either rank of boarding service master/mistress I and boarding service master/mistress II, it will be rounded up to the next whole number of boarding service master/mistress I; when fractions arise in both ranks of boarding service master/mistress I and boarding service master/mistress II, the fraction in boarding service master/mistress I will be rounded up and the fraction in boarding service master/mistress II will be rounded down.
- The difference between the total number of the three grades calculated as per paragraph (a) above and the total number of boarding service master/mistress I and boarding service master/mistress II calculated as per paragraph (b) above is to be appointed as janitor staff.

² Schools that opt for the Administration Grant for their boarding section will pay the salaries of their clerical and janitor staff through the Administration Grant, and those that opt for the Revised Administration Grant will pay the salaries of their janitor staff through the Revised Administration Grant and the actual salaries of the other staff through the Salaries Grant.

Section 1A /Attachment A**Teaching Staff Establishment in Aided Secondary Schools**

(The number of posts in the table below excludes the additional teachers and school librarian.)

<u>Total Staff Entitlement</u>	<u>No. of posts in each rank</u>							
	<u>Graduates</u>				<u>Non-graduates</u>			
	<u>Principal</u>	<u>S.G.M.</u>	<u>G.M.</u>	<u>Total</u>	<u>S.A.M.</u>	<u>A.M.</u>	<u>C.M.</u>	<u>Total</u>
7	1	2	2	4	0	1	1	2
8	1	2	3	5	0	1	1	2
9	1	2	4	6	0	1	1	2
10	1	2	4	6	0	1	2	3
11	1	3	4	7	0	1	2	3
12	1	3	5	8	0	1	2	3
13	1	3	5	8	1	1	2	4
14	1	4	5	9	1	1	2	4
15	1	4	6	10	1	1	2	4
16	1	4	6	10	1	1	3	5
17	1	5	6	11	1	1	3	5
18	1	5	7	12	1	1	3	5
19	1	5	8	13	1	1	3	5
20	1	5	8	13	1	2	3	6
21	1	6	8	14	1	2	3	6
22	1	6	9	15	1	2	3	6
23	1	6	9	15	1	2	4	7
24	1	7	9	16	1	2	4	7
25	1	7	10	17	1	2	4	7
26	1	7	10	17	2	2	4	8
27	1	7	11	18	2	2	4	8
28	1	8	11	19	2	2	4	8
29	1	8	12	20	2	2	4	8
30	1	8	12	20	2	2	5	9
31	1	9	12	21	2	2	5	9
32	1	9	13	22	2	2	5	9
33	1	9	13	22	2	3	5	10
34	1	10	13	23	2	3	5	10
35	1	10	14	24	2	3	5	10
36	1	10	14	24	2	3	6	11
37	1	10	15	25	2	3	6	11
38	1	11	15	26	2	3	6	11
39	1	11	16	27	2	3	6	11
40	1	11	16	27	3	3	6	12
41	1	12	16	28	3	3	6	12
42	1	12	17	29	3	3	6	12
43	1	12	17	29	3	3	7	13

<u>Total Staff Entitlement</u>	<u>No. of posts in each rank</u>							
	<u>Graduates</u>				<u>Non-graduates</u>			
	<u>Principal</u>	<u>S.G.M.</u>	<u>G.M.</u>	<u>Total</u>	<u>S.A.M.</u>	<u>A.M.</u>	<u>C.M.</u>	<u>Total</u>
44	1	12	18	30	3	3	7	13
45	1	13	18	31	3	3	7	13
46	1	13	18	31	3	4	7	14
47	1	13	19	32	3	4	7	14
48	1	14	19	33	3	4	7	14
49	1	14	20	34	3	4	7	14
50	1	14	20	34	3	4	8	15
51	1	15	20	35	3	4	8	15
52	1	15	21	36	3	4	8	15
53	1	15	21	36	4	4	8	16
54	1	15	22	37	4	4	8	16
55	1	16	22	38	4	4	8	16
56	1	16	22	38	4	4	9	17
57	1	16	23	39	4	4	9	17
58	1	17	23	40	4	4	9	17
59	1	17	24	41	4	4	9	17
60	1	17	24	41	4	5	9	18
61	1	17	25	42	4	5	9	18
62	1	18	25	43	4	5	9	18
63	1	18	25	43	4	5	10	19
64	1	18	26	44	4	5	10	19
65	1	19	26	45	4	5	10	19

Note:(a) Ranking of Principal

The ranking of Principal of an aided secondary school is determined by the number of classes of the school in accordance with the following scale:

Number of ClassesRanking of Principal

24 or more

Principal I

15 to 23

Principal II

14 or fewer classes

Principal Graduate Master/Mistress

- (b) Two posts in the rank of Principal Graduate Master/Mistress (PGM) are provided in an aided secondary school with 15 or more operating classes to be offset by an equivalent number of Senior Graduate Master/Mistress (SGM) posts.
- (c) One post in the rank of Senior Assistant Master/Mistress (SAM) has been upgraded to Principal Assistant Master/Mistress (PAM) for an aided secondary school with 24 or more classes.
- (d) One post in the rank of Graduate Master/Mistress (GM) is upgraded to SGM for an aided secondary school with 15 or more operating classes.

Section 1A /Attachment B**Language Improvement Measures**

Major items of the improvement measures, which are designed to discriminate positively in favour of the use of Chinese as the medium of instruction, and at the same time strengthen the teaching of English and Chinese, are as follows: -

1. Additional Teacher of English(a) Secondary 1 to 3

Additional teachers of English are provided to secondary schools in which full use is made of Chinese as the medium of instruction (MOI) in Secondary 1 to 3 to strengthen the teaching of English. The allocation of additional teachers of English to individual schools will be based on the following scale-

<u>Total no. of Secondary 1-3 classes</u>	<u>No. of additional teachers of English</u>
14 or below	1 (1 graduate)
15-23	2 (1 non-graduate, 1 graduate)*
24-29	3 (1 non-graduate, 2 graduates)
30-35	4 (2 non-graduates, 2 graduates)

* See Attachment B1 for principles of calculation

(b) Secondary 4 to 5

(i) To strengthen the teaching of English in senior forms, schools under the following categories are provided with an additional graduate teacher of English -

- Schools with a total of four or more Secondary 4 to 5 classes and their C to T ratio is equal to or larger than 0.25; or
- Schools with less than four Secondary 4 and 5 classes and their C to T ratio is equal to or larger than 0.5,

where T = Total number of teaching periods in subjects other than language subjects (i.e. Chinese, English, French, Chinese Literature, English Literature, Putonghua, etc.), practical and technical subjects (i.e. Visual Arts [formerly known as Art and Design], Home Economics, Design and Technology, Computer and Information Technology, Physical Education, Music, etc.) and Chinese History in Secondary 4 and 5.

C = Total number of teaching periods in subjects other than language subjects (i.e. Chinese, English, French, Chinese Literature, English Literature, Putonghua, etc.), practical and technical subjects (i.e. Visual Arts (formerly known as Art and Design), Home Economics, Design and Technology, Computer and Information Technology, Physical Education, Music, etc.) and Chinese History in Secondary 4 and 5 in which Chinese is used as the MOI.

- (ii) A subject or class will be considered as being taught in Chinese only if all related textbooks, school examinations and tests materials in that subject are also conducted in Chinese.
- (c) Principals are reminded that additional teachers of English are provided in order to improve students' language ability. This provision must not be exploited to reduce the number of periods taught by any teacher in any subject.

2. Additional Teaching Spaces

- (a) To enable split-class English Language teaching to be carried out in junior secondary forms, extra accommodation is provided. As the split classes are smaller in size, they can be accommodated in half-sized classrooms. Hence schools eligible for one or more additional teachers of English will be allowed to partition some of their existing classrooms to create the additional rooms required. Individual schools will be informed of the maximum number of classrooms to be partitioned and converted into smaller rooms for split classes in English in accordance with the maximum number of additional teachers of English provided for such classes.
- (b) The partitioning can either be of a fixed or movable type, depending on the preference of schools. Individual eligible schools will be invited to make application to the Permanent Secretary to carry out the work as a major repairs project.

3. Additional Teaching Aids

To further support the teaching of English, schools which are eligible for one or more additional teachers of English will be provided with a one-off library grant for the purchase of additional reading materials in English as well as other teaching/learning aids.

Section 1A /Attachment B1**Principles of Calculation of Additional Teachers of English**

A standard-sized secondary school (6664422) in which full use is made of Chinese as the medium of instruction in Secondary 1 to 3 will be provided with two additional teachers of English to enable English classes in at least Secondary 1-2 to be split for more effective teaching. The requirement for two additional English teachers is calculated as follows:

- (a) No. of Secondary 1-2 classes: $6 \times 2 = 12$.
- (b) No. of English periods per class per week (Curriculum Development Committee recommendation): 7
- (c) No. of additional English periods necessary for split classes in Secondary 1-2:
 $12 \times 7 = 84$.
- (d) Normal 5-day weekly teaching load per English teacher: 30
- (e) Total no. of additional English teachers required: $84 \div 30 = 3$ (rounded up).
- (f) No. of additional English teachers already approved in September 1982 for remedial teaching in English: 1
- (g) Therefore no. of additional English teachers to be provided: $3 - 1 = 2$.

With a total of three additional teachers of English, a school should be able to split all the English classes in Secondary 1 and 2 for small-group teaching and have six periods of remedial teaching in Secondary 3.

Section 1A /Attachment C**Manning Scale of Laboratory Technicians**

1. The manning scale of Laboratory Technicians is based on the number of practical periods in the whole school in accordance with the number of operating classes and the type of syllabuses adopted and calculated as follows:

$$\text{No. of Laboratory Technicians} = \frac{\text{No. of practical periods per week for the whole school}^*}{54}$$

* For schools operating 6-day or 7-day cycles, the number of practical periods per cycle needs to be converted into number per week by multiplying it with 5/X, where X represents the number of days per cycle.

2. The following rules will also apply in the above manning scale:
- any fraction of a post of Laboratory Technician of half or above will be considered as one post;
 - for a developing school where less than two Laboratory Technician posts are justified, any fraction derived will be considered as one post; and
 - the maximum number of Laboratory Technicians should not, in any case, be greater than the number of laboratories in the school.
3. In the calculation of the number of practical periods per week, the following standard numbers of practical periods for different types of syllabuses in each class are to be used:

Level \ Subject	S1	S2	S3	S4	S5	S6 ASL	S6 AL	S7 ASL	S7 AL
Integrated Science/ Science (S1-3)	4	4	4	-	-	-	-	-	-
Human Biology	-	-	-	3	3	-	-	-	-
Biology	1	1	2	3	3	3	6	3	6
Chemistry	1	1	2	3	3	3	6	3	6
Physics	1	1	2	3	3	3	6	3	6
Engineering Science	-	-	-	3	3	-	6	-	6
Science and Technology	-	-	-	3	3	-	-	-	-

Where schools are assigning less than the standard numbers of practical periods per week to any class, the actual number should be used in working out the entitlement.

4. (a) One of the Laboratory Technician posts provided will be ranked at Laboratory Technician I in a school where there are four or more laboratories and three or more Laboratory Technicians; and
- (b) One Laboratory Technician I post will be provided at the initial stage for a developing school planned to have four or more laboratories and three or more Laboratory Technicians by the third year of its operation.

5. Where a school is operating Secondary 6 and 7 and has one or more demonstration rooms, one demonstration room only should be counted as a laboratory for staffing purposes.

Section 1B**Staff Establishment of Aided Primary Schools****A. Teaching Staff Establishment****1. Staffing Ratio**

- (a) The teaching establishment of an aided bi-sessional or whole-day primary school is calculated respectively on the basis of 1.3 or 1.4 teachers per class. In order to avoid the use of fractions of a teacher, the number of teachers resulting from the application of the 1.3:1 or 1.4:1 formula should be rounded up to the nearest whole number. The only exception to the general rule is that schools operating only one class will be staffed with 1.5 teachers.
- (b) In schools with 6 or more classes, the calculation is exclusive of the post of the Principal of the school.
- (c) Aided primary schools are staffed with teachers at the grades of Certificated Master/Mistress (for non-graduate teachers) and Primary School Master/Mistress (for graduate teachers).
- (d) Each primary school is entitled to have 35% of its teaching staff in the graduate grade, and should put in place a reasonable grade structure.

2. Recommended Grade Structure

The recommended grade structure is as follows:

- (a) The headship and the deputy headship posts should be at the graduate level;
- (b) 35% of the senior teacher posts should be graduate teacher posts; and
- (c) The remaining graduate posts should be allocated to the basic rank teacher level.

3. Alternative Grade Structure

Notwithstanding (2) above, a school has the flexibility to determine an alternative grade structure, and the following should apply:

- (a) Grade structure with the number of Primary School Master/Mistress posts not exceeding 50% of the total number of senior teacher posts:
 - (i) The sponsor/Incorporated Management Committee should draw up a school-based grade structure after consulting the teaching staff.
 - (ii) The headship and the deputy headship posts should remain at the graduate level.
 - (iii) Flexibility may be allowed in determining the percentage of graduate posts in the senior teacher rank and the basic rank, subject to:
 - The number of senior teachers at the graduate rank does not exceed the 50% limit; and
 - The total number of senior teacher posts, graduate teacher posts and the staff entitlement in each school are not exceeded.

- (iv) The sponsor/Incorporated Management Committee should inform the Education Bureau of the grade structure and the reasons for adopting the structure. Any subsequent changes should be made six months before implementation, and the Education Bureau should also be informed accordingly.
- (b) Grade structure with the number of Primary School Master/Mistress posts exceeding 50% of the senior teacher posts:
 - (i) The sponsor/Incorporated Management Committee should consult all the teaching staff and obtain their consensus before determining the grade structure.
 - (ii) The headship and the deputy headship posts should remain at the graduate level.
 - (iii) Flexibility may be allowed in determining the percentage of graduate posts in the senior teacher rank and the basic rank, subject to the total number of senior teacher posts, graduate teacher posts and the staff entitlement in each school not being exceeded.
 - (iv) The sponsor/Incorporated Management Committee should forward the proposed grade structure with justifications to the Education Bureau for endorsement. It should also consult all the teaching staff and obtain their consensus before proposing any subsequent changes to the grade structure adopted six months in advance. Prior consent from the Education Bureau should be obtained before implementation.

4. Ranking of Teaching Staff

(a) Principal of School

- (i) The ranking of Principal for a bi-sessional/whole-day school is shown in Attachment A/Attachment B respectively.
- (ii) In bi-sessional schools with 25 classes or more where each session is considered as a separate school in the calculation of teaching staff establishment, two headship posts will be provided, one of which will serve as “Principal” as defined in the Education Ordinance if the bi-sessional school is under one school registration.

(b) Senior Teacher

The provision of senior teachers is included in the manning scale in Attachment A for primary schools operating bi-sessional classes at the ratio of one senior teacher for every four classes and Attachment B for whole-day primary schools at the ratio of one senior teacher for every three classes. The rank of a senior teacher will be Primary School Master/Mistress (PSM) or Assistant Master/Mistress (AM) as appropriate. Senior teachers are required to undertake specific duties in addition to class teaching. The Incorporated Management Committee or Principal of a school may exercise discretion in the allocation of duties of senior teachers as well as the re-distribution of their duties in the light of the school's entitlement of senior teachers.

In a primary school with 12 or more classes, one of the senior teachers will serve as the Deputy Head.

(c) Class Teacher

The rank of class teachers is Assistant Primary School Master/Mistress (APSM) or Certificated Master/Mistress (CM) as appropriate. The provision of class teachers is included in the manning scale in Attachment A for primary schools operating bi-sessional classes and Attachment B for primary schools operating whole-day classes.

5. Additional Teacher

(a) Student Guidance Teacher

For schools without the student guidance service grant or not being served by Student Guidance Officer, an additional post of the PSM or AM rank for Student Guidance Teacher (SGT) is provided to a school with 24 or more classes or shared by 2 schools each with 23 or less classes under the same sponsoring body. In connection with the target of 35% of primary teaching posts to be upgraded to the graduate level –

- (i) for a sponsoring body entitling to one SGT only for the schools under it, the SGT post is included in the teaching staff entitlement of the base school for working out the 35% graduate post entitlement of that school; and
- (ii) for a sponsoring body entitling to two or more SGTs, the following options are given –
 - The SGT post be included in the teaching staff entitlement of each individual base school for working out the 35% graduate post entitlement of the school and the SGT be considered together with other teachers in the base school for re-grading; or
 - A graduate post entitlement equivalent to 35% of the SGT posts entitled be provided to the sponsoring body and the appointment of SGTs in the PSM grade be considered separately under the same sponsoring body.

For (ii) above, the option, once made, is irrevocable under normal circumstances.

(b) Teacher-librarian

A school meeting one of the following conditions is entitled to the provision of one additional CM post for undertaking the duties of a teacher-librarian –

- (i) each whole-day primary school with three or more ordinary classes
- (ii) each bi-sessional primary school with 12 or more ordinary classes
- (iii) two bi-sessional primary schools housed in the same premises with a total of 12 or more ordinary classes (i.e. the number of a.m. ordinary classes plus the number of p.m. ordinary classes)

This teacher-librarian post is a regular post in addition to the normal teaching establishment of a school calculated under paragraph 1 (a) and (b) above. The service of a teacher-librarian is counted as teaching experience for promotion purposes in aided primary schools. A school, upon the provision of this additional post, may deploy a teacher at the AM/PSM rank to fill the teacher-librarian post. For appointment as a teacher-librarian, a teacher should have a minimum of two years' teaching experience and preferably the relevant professional qualification in librarianship. Upon appointment a teacher-librarian is required, where appropriate, to complete a part-time day-release training course or other professional training course organised by the Education Bureau.

(c) Additional Senior Teacher Post of English

An additional senior teacher post, to be offset by a post in the rank of CM or APSM as appropriate, is provided to each school that operates six or more classes to provide curriculum leadership in the teaching of English to improve co-ordination, planning and methodology. In an aided bi-sessional primary school with a total of 25 classes or more for both sessions, each session is considered as a separate school. The conditions for promotion/appointment to the additional post are at Section 5.

B. Non-teaching Staff Entitlement

The following scales should apply in determining the clerical and janitor staff entitlements of a school for the purpose of calculating the amount of Administration Grant or the Revised Administration Grant as appropriate payable to it³:

1. Clerical staff

(a) Bi-sessional schools

<u>No. of classes</u>	<u>Rank and no. of clerical staff entitled</u>
1 to 3	Nil
4 to 11	1 Clerical Assistant
12 to 23	1 Assistant Clerical Officer
24 or more	1 Assistant Clerical Officer + 1 Clerical Assistant

In bi-sessional schools with 25 classes or more, each session will be considered as a separate school in the calculation of the clerical staff establishment.

(b) Whole-day schools

<u>No. of classes</u>	<u>Rank and no. of clerical staff entitled</u>
1 to 3	Nil
4 to 11	1 Clerical Assistant

³ Schools that opt for the Administration Grant will pay the salaries of their clerical and janitor staff through the Administration Grant, and those that opt for the Revised Administration Grant will pay the salaries of their janitor staff through the Revised Administration Grant and the actual salaries of the clerical staff through the Salaries Grant.

<u>No. of classes</u>	<u>Rank and no. of clerical staff entitled</u>
12 to 23	1 Assistant Clerical Officer + 1 Clerical Assistant
24 or more	1 Assistant Clerical Officer + 2 Clerical Assistants

2. Janitor staff

One janitor staff may be allowed for every four or fraction of four classes and special purpose rooms in use for the AM or whole-day session and one janitor staff may be allowed for every eight or fraction of eight classes and special purpose rooms in use for the PM session. If the total includes a fraction of 0.5 or above, it will be rounded up to next whole number.

Section 1B/Attachment A

**Teaching Staff Establishment in Aided Primary Schools
Operating Bi-sessional Classes under the 1.3:1 teacher-to-class ratio
and a ratio of one Senior Teacher for every four classes**

No. of classes *	Rank of Principal *	Rank of Deputy Head @	No. of Senior Teachers # (excluding Deputy Head, if entitled)	No. of Class Teachers #	Total No. of Staff (including Principal)
1	PSM	--	0	0.5	1.5
2	PSM	--	0	2	3
3	PSM	--	0	3	4
4	PSM	--	1	4	6
5	PSM	--	1	5	7
6	PSM	--	1	7	9
7	PSM	--	1	9	11
8	PSM	--	2	9	12
9	PSM	--	2	10	13
10	PSM	--	2	11	14
11	PSM	--	2	13	16
12	HMII	PSM	2	13	17
13	HMII	PSM	2	14	18
14	HMII	PSM	2	16	20
15	HMII	PSM	2	17	21
16	HMII	PSM	3	17	22
17	HMII	PSM	3	19	24
18	HMII	PSM	3	20	25
19	HMII	PSM	3	21	26
20	HMII	PSM	4	21	27
21	HMII	PSM	4	23	29
22	HMII	PSM	4	24	30
23	HMII	PSM	4	25	31
24	HMI	PSM	5	26	33
25	HMI	PSM	5	27	34
26	HMI	PSM	5	28	35
27	HMI	PSM	5	30	37
28	HMI	PSM	6	30	38
29	HMI	PSM	6	31	39
30	HMI	PSM	6	32	40
31	HMI	PSM	6	34	42
32	HMI	PSM	7	34	43
33	HMI	PSM	7	35	44
34	HMI	PSM	7	37	46
35	HMI	PSM	7	38	47
36	HMI	PSM	8	38	48

- * In a bi-sessional school with 25 classes or more where each session is considered as a separate school in the calculation of teaching staff establishment, two headship posts will be provided, one of which will serve as “Principal” as defined in the Education Ordinance if the bi-sessional school is under one school registration.
- @ In a primary school with 12 or more classes, one of the senior teachers will serve as the Deputy Head.
- # The respective numbers of senior teachers (excluding the Deputy Head) and class teachers by rank (i.e. by PSM, AM, APSM and CM) entitled by a school should be determined in accordance with the grade structure it has adopted or as endorsed by the Education Bureau as appropriate, subject to the total number of graduate teacher posts in the school not exceeding 35% of its teaching staff establishment.

Section 1B/Attachment B

**Teaching Staff Establishment in Whole-day Aided Primary Schools
under the 1.4:1 teacher-to-class ratio
and a ratio of one Senior Teacher for every three classes**

No. of classes	Rank of Principal	Rank of Deputy Head @	No. of Senior Teachers # (excluding Deputy Head, if entitled)	No. of Class Teachers #	Total No. of Staff (including Principal)
1	PSM	--	0	0.5	1.5
2	PSM	--	0	2	3
3	PSM	--	1	3	5
4	PSM	--	1	4	6
5	PSM	--	1	5	7
6	PSM	--	2	7	10
7	PSM	--	2	8	11
8	PSM	--	2	10	13
9	PSM	--	3	10	14
10	PSM	--	3	11	15
11	PSM	--	3	13	17
12	HMII	PSM	3	13	18
13	HMII	PSM	3	15	20
14	HMII	PSM	3	16	21
15	HMII	PSM	4	16	22
16	HMII	PSM	4	18	24
17	HMII	PSM	4	19	25
18	HMII	PSM	5	20	27
19	HMII	PSM	5	21	28
20	HMII	PSM	5	22	29
21	HMII	PSM	6	23	31
22	HMII	PSM	6	24	32
23	HMII	PSM	6	26	34
24	HMI	PSM	7	26	35
25	HMI	PSM	7	27	36
26	HMI	PSM	7	29	38
27	HMI	PSM	8	29	39
28	HMI	PSM	8	31	41
29	HMI	PSM	8	32	42
30	HMI	PSM	9	32	43
31	HMI	PSM	9	34	45
32	HMI	PSM	9	35	46
33	HMI	PSM	10	36	48
34	HMI	PSM	10	37	49
35	HMI	PSM	10	38	50
36	HMI	PSM	11	39	52

- ④ In a primary school with 12 or more classes, one of the senior teachers will serve as the Deputy Head.
- # The respective numbers of senior teachers (excluding the Deputy Head) and class teachers by rank (i.e. by PSM, AM, APSM and CM) entitled by a school should be determined in accordance with the grade structure it has adopted or as endorsed by the Education Bureau as appropriate, subject to the total number of graduate teacher posts in the school not exceeding 35% of its teaching staff establishment.

Section 1C**Staff Establishment of Aided Special Schools****SCHOOL SECTION****A. Teaching Staff Establishment****1. Staffing Ratio**

The staffing ratio for all levels is 1.5 teachers per class. The number of teachers will be calculated separately for the primary and secondary sections. In order to avoid the use of fractions of a teacher, where 0.5 of a teacher results from the application of this ratio, it will be rounded up to the nearest whole number, except where 0.5 of a teacher results for both sections. In this case, the 0.5 will be rounded up in the section with the minority number of classes, and the 0.5 in the section with the majority number of classes will be rounded down. Teachers for split classes and mobility instructors, where approved, will be included in the calculation of the teaching establishment for the relevant section before the rounding up or down of fractional staff.

2. Ranking of Teaching Staff**(a) Principal of School**

In schools with more than 3 classes, the calculation is exclusive of the post of the Principal of the school. The ranking of Principal is shown in Attachment A.

(b) Senior Teacher

Senior teachers for the primary section are included in the teaching establishment. The rank of a senior teacher should be Assistant Master/Mistress or Primary School Master/Mistress. Senior teachers are required to undertake specific duties in addition to class teaching. In a primary special school with 12 or more equivalent ordinary classes, one of the senior teachers in the rank of Assistant Master/Mistress or Primary School Master/Mistress will serve as the Deputy Head.

(c) Teacher for Split Classes

At the request of the Principal of the school, the Permanent Secretary may approve the provision for additional teaching staff under the terms of the Salaries Grant to cover staffing needs in respect of approved additional class periods for split classes for subjects involving practical/equipment-based⁴ instruction and specialist teaching requirements in special schools.

(d) Teacher Assisting in Speech Therapy (TAST)

Special schools for children with hearing impairment may appoint TASTs at the ratio of 1 for 3 classes of which one post must be offset

⁴ Subjects involving equipment-based learning and teaching are those entailing the use of a special venue as well as a variety of tools and equipment for the design and processing of materials for students to master the relevant knowledge and skills.

by a speech therapist.

The number of TASTs is 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 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 form part of the non-graduate teaching establishment of the school.

(e) Mobility Instructor

A special school for the visually impaired or the visually impaired with intellectual disability may appoint 0.5 mobility instructor per class. Mobility instructors will be apportioned between the primary and secondary sections of the schools in accordance with the number of classes in each section and be included in the calculation of the teaching staff establishment for the relevant section before the rounding up or down of fractional staff. Mobility instructors are reckoned as members of the non-graduate teaching establishment of the school.

(f) Resource Teacher

(i) Resource Teacher for Children with Visual Impairment

A special school for the visually impaired may appoint resource teachers to teach children with visual impairment (those with total blindness, severe low vision or moderate low vision) who register with the school for the visually impaired for resource support and attend ordinary schools and special schools other than those for the visually impaired, at the ratio of 0.5 teacher for 1-4 students. Such teachers for secondary students of ordinary schools will be reckoned as members of the graduate teaching establishment of the secondary section while those for students of primary classes of ordinary schools and special schools will be reckoned as members of the non-graduate teaching establishment of the primary section. In calculating the number of resource teachers for children with visual impairment at Graduate Master/Mistress and Certificated Master/Mistress ranks, when dividing both numbers of target students by 4 leaves 2 remainders and the sum of the remainders does not exceed 4, the remainders should be added together for the calculation of resource teacher establishment at the Graduate Master/Mistress rank.

(ii) Resource Teacher for Autistic Children

A special school for children with mild and/or moderate intellectual disability may appoint 1 additional non-graduate resource teacher in its primary section for children with autistic disorder, taking into account their needs for varying degree of remedial support at the following provision ratio:

<u>No. of children with autistic disorder</u>	<u>No. of teachers provided</u>
Every 8 requiring intensive remedial teaching programme	1
Every 16 requiring less intensive remedial teaching programme	1

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

(iii) Resource Teacher for Supportive Educational Programmes

Special schools operating secondary classes may appoint additional non-graduate teachers in accordance with the following ratios to strengthen the support for library service, computer education, civic education, sex education and school leavers' programme:

<u>Size of school (with secondary classes)</u>	<u>Provision of additional teachers</u>
Less than 6 classes	0
6 - 9 classes	0.5 #
10 classes or above	1

The resource teacher should be included in the establishment of the non-graduate teachers of the secondary section as net additional provision and will not be rounded up if 0.5 additional teacher is provided.

For combined grades special schools for the intellectually disabled, the provision applies to each section separately.

To be provided only when there is no rounding up of the non-graduate teaching establishment of the school.

(iv) Resource Teacher for Supportive Remedial Service

- A special school for children with hearing impairment may appoint 1 additional non-graduate resource teacher in its primary section to provide remedial teaching support to students with hearing impairment who are attending ordinary primary schools and are identified to be backward academically, at the ratio of 1 teacher for 1 unit. The size of a unit is 1-20 students.
- A special school for children with hearing impairment may appoint 1 additional resource teacher at Graduate Master/Mistress grade in its secondary section to provide remedial teaching support to students with hearing

impairment who are at junior secondary level in ordinary schools, at the ratio of 1 teacher for 1 unit. The size of a unit is 1-10 students.

(g) Low-vision Training Teacher

A special school for the visually impaired or the visually impaired with intellectual disability may, subject to the needs identified, appoint not more than 1 additional non-graduate teacher in its primary section for delivering low-vision training programme. The school is entitled to 0.5 or 1 additional non-graduate teacher if the workload of the low-vision training service is below or over 50% of the workload of a full-time teacher respectively.

(h) Teacher Librarian

A teacher librarian post at the Certificated Master/Mistress rank will be provided to aided special schools with six classes or more. The teacher librarian post is an additional regular post not included in the normal teaching staff establishment of the schools.

(i) Additional Senior Teacher Post of English

An additional senior teacher post, to be offset by a post in the rank of Certificated Master/Mistress or Assistant Primary School Master/Mistress as appropriate, is provided to each primary special school/special school with primary section that operates six 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 Section 5.

(j) Expansion of Graduate Post in Special Schools with a Secondary Section

For higher teaching standards, a special school with a secondary section may upgrade a maximum of four non-graduate teaching posts to graduate teaching posts provided that no serving teacher's service may be terminated for the purpose of taking advantage of this provision.

(k) Graded Post within the Establishment

The number of posts in each grade is determined by making reference to the following attachments:

Attachment B	Teaching Staff Establishment for Primary Classes in Special Schools
Attachment C	Teaching Staff Establishment for Secondary Classes in Special Schools without Senior Secondary Classes
Attachment D	Teaching Staff Establishment for Secondary Classes in Special Schools Operating Secondary 1-5

(l) Flexibility in Teaching Staff Structure

In view of the varying needs of different categories of special schools, Principals and the Incorporated Management Committee may propose, for the approval of the Permanent Secretary, teaching staff structures for the secondary sections of their schools with a higher proportion of non-graduate posts than in the standard manning scales, subject to the following conditions:

- (i) No serving teacher's service may be terminated for the purpose of taking advantage of this provision; and
- (ii) When a teaching staff structure of a school has been approved and implemented which involves additional Assistant Master/Mistress (AM) or Senior Assistant Master/Mistress (SAM) posts, it will only be possible to raise the proportion of graduate posts when AM and SAM posts fall vacant. It will not then be possible to replace a departing Certificated Master/Mistress with a Graduate Master/Mistress.

(m) Workshop Teacher

- (i) In special schools with workshops in the secondary section, one Certificated Master/Mistress (Workshop Teacher) may be appointed per approved workshop.
- (ii) In special schools with workshops in the secondary section, one Assistant Master/Mistress (Workshop Teacher) may be appointed for every 4 approved workshops.

B. Non-teaching Staff Establishment1. Laboratory Technician

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

<u>Number of Laboratories</u>	<u>Number of Laboratory Technicians</u>
1	1
2	2
3	3

- (b) In special schools for the hearing impaired with up to 17 classes, an additional Laboratory Technician II/III may be appointed for the maintenance of audiological equipment and hearing aids. A second additional laboratory technician may be appointed in schools for the hearing impaired with 18 classes or more.
- (c) In special schools with five or more laboratories in the secondary section, one of the laboratory technicians may be appointed at the Laboratory Technician I level.
- (d) In a special school for the hearing impaired with more than 17 classes,

one of the laboratory technicians appointed for the maintenance of audiological equipment and hearing aids may be appointed at the Laboratory Technician I level.

- (e) In a special school for the visually impaired (special school for the visually impaired with intellectual disability excluded), a Laboratory Technician 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.

2. Special School Social Worker

- (a) Special schools may appoint 0.5 special school social worker for every 35 students. However, where a sponsor operates two 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.
- (b) Special school social workers should, in general, be ranked at the Senior Social Work Assistant level.
- (c) Social workers in the following categories of special schools should be ranked at the Assistant Social Work Officer level, if graduate social workers are employed; or at the Senior Social Work Assistant level if the posts are filled by non-graduate social workers;
- (i) schools for social development;
 - (ii) schools with senior secondary classes; or
 - (iii) schools where there are three 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 coordinator.

3. Speech Therapist (ST)

Special schools for the hearing impaired, for the visually impaired with intellectual disability, for the physically disabled, and for the intellectually disabled may appoint STs on the following scale:

Type of School	No. of Classes	No. of ST
(i) Visual impairment with intellectual disability, Physical disability, Mild intellectual disability, Moderate intellectual disability, and Combined mild and moderate intellectual disability	1 - 5	1
	6 - 10	2
	11 - 15	3
	16 – 20	4
(ii) Severe intellectual disability	1 - 5	1
	6 - 10	2
	11 - 15	2.5
	16 - 20	3

Type of School	No. of Classes	No. of ST
(iii) Hearing impairment	1 ST by offsetting 1 of the TAST posts	

4. Physiotherapist and Artisan

- (a) Special schools for children with physical disability and severe intellectual disability may appoint 0.5 physiotherapist for every 15 students and one artisan to support every two physiotherapists.
- (b) The Staff Structure for Physiotherapist (PT) should be as follows:

No. of PTs entitled	Ranking of staff		
	SPT	PT I	PT II
1		1	-
1.5		1	0.5
2		1	1
2.5		1	1.5
3		1	2
3.5		1	2.5
4		2	2
4.5		2	2.5
5		2	3
5.5		2	3.5
6	1	2	3

5. Occupational Therapist and Occupational Therapy Assistant

- (a) Special schools for children with physical disability and severe intellectual disability may appoint 0.5 occupational therapist and 0.5 occupational therapy assistant for every 15 students.
- (b) The Staff Structure for Occupational Therapist (OT) should be as follows:

No. of OTs entitled	Ranking of staff		
	SOT	OT I	OT II
1		1	-
1.5		1	0.5
2		1	1
2.5		1	1.5
3		1	2
3.5		1	2.5
4		2	2
4.5		2	2.5
5		2	3
5.5		2	3.5
6	1	2	3

6. Educational Psychologist

- (a) Sponsoring bodies operating a minimum of 30 special school classes (except hospital schools) may appoint school-based educational psychologists. While each educational psychologist may serve more than one special school under a particular sponsor, he 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 educational psychologists to be employed by special schools are as follows:

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

- (b) School-based educational psychologists should, in general, be ranked at Educational Psychologist I level. When fully qualified educational psychologists are not available in the job market, a candidate without a Post Graduate Certificate in Education and 6 years' relevant experience may be appointed as Educational Psychologist II, should he meet the entry requirements for this rank.

7. School Nurse

Special schools for children with physical disability, intellectual disability and for the visually impaired with intellectual disability may appoint full-time registered nurses on the following scale:

<u>Type of School</u>	<u>No. of Students</u>	<u>No. of School Nurses</u>
Physical disability or Severe intellectual disability	40 – 129	1
	130 or more	2
Mild intellectual disability, Moderate intellectual disability, Combined mild and moderate intellectual disability, or Visual impairment with intellectual disability	40 or more	1

8. Clerical Staff

Special schools may appoint clerical staff on the following scale for the calculation of the amount of Administration Grant or the Revised Administration Grant as appropriate payable to it⁵:

<u>Student Capacity at Full Development</u>	<u>No. of Clerical Staff</u>
up to 49	1 Clerical Assistant

⁵ Schools that opt for the Administration Grant for their school section will pay the salaries of their clerical and janitor staff through the Administration Grant, and those that opt for the Revised Administration Grant will pay the salaries of their janitor staff through the Revised Administration Grant and the actual salaries of the other staff through the Salaries Grant.

<u>Student Capacity at Full Development</u>	<u>No. of Clerical Staff</u>
50 - 99	1 Assistant Clerical Officer
100 - 149	1 Assistant Clerical Officer and 1 Clerical Assistant
150 or more	2 Assistant Clerical Officers

9. Brailling Staff

Special schools for the visually impaired operating resource support programme for students with visual impairment may appoint brailling staff at the following scale:

<u>No. of Students with Visual Impairment Registered under the Resource Support Programme</u>	<u>Provision of Brailling Staff</u>
8	0.5
16	1

10. Workshop Attendant

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

11. Janitor Staff

Special schools may appoint janitor staff on the following scale for the calculation of the amount of Administration Grant or the Revised Administration Grant as appropriate payable to it⁶:

One-third janitor staff may be allowed for every operating class and approved special room. In schools for children with physical disability and severe intellectual disability, 0.75 janitor staff may be allowed for every operating class and 0.5 for every approved special room. Fractional staff will be rounded up after summation.

12. Motor Driver

- (a) Special schools for children with visual impairment, physical disability, moderate intellectual disability and severe intellectual disability, hearing impairment and schools for social development may appoint motor drivers for registered special school buses.
- (b) Drivers who are required to drive a registered school bus with 30 or more seats will be appointed as Special Drivers. Those who are assigned to drive registered school buses with fewer than 30 seats will be appointed as Motor Drivers.

13. Teacher Assistant

Teacher Assistants may be appointed in the following categories of special schools at the ratio of 0.5 teacher assistant per class:

⁶ Schools that opt for the Administration Grant for their school section will pay the salaries of their clerical and janitor staff through the Administration Grant, and those that opt for the Revised Administration Grant will pay the salaries of their janitor staff through the Revised Administration Grant and the actual salaries of the other staff through the Salaries Grant.

- (a) schools for the severely intellectually disabled;
- (b) schools for the visually impaired with intellectual disability;
- (c) schools for children with physical disability; and
- (d) psychiatric units in hospital schools.

BOARDING SECTION

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

1. Warden

- (a) One warden may be appointed for the boarding section.
- (b) The warden should, in general, be ranked at the Assistant Social Work Officer level.
- (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 level for a boarding section with a capacity of 50 boarders and above, or the Senior Social Work Assistant level for a boarding section with a capacity of less than 50 boarders.

2. Assistant Warden

An assistant warden may be appointed among the approved establishment of houseparents and programme workers. The assistant warden should be ranked at the Senior Social Work Assistant level for a boarding section with a capacity of 50 boarders and above, and at the Social Work Assistant level for a boarding section with a capacity of less than 50 boarders.

3. Houseparent-in-charge

For a boarding section with a capacity of 50 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 Social Work Assistant level.

4. Houseparent *

Houseparents at Social Work Assistant level may be appointed on the following scale:

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Week-end & Sunday ratio (in addition to the week-day provision)</u>
Hearing impairment or Visual impairment	2 for 15 boarders	1.2 for 15 boarders
Moderate intellectual disability	2 for 12 boarders	1.2 for 12 boarders
Physical disability, Severe intellectual disability, or Visual impairment with intellectual disability	2 for 8 boarders	1.2 for 8 boarders

5. Programme Worker *

Programme workers at Social Work Assistant level may be appointed on the following scale:

<u>Number of boarders</u>	<u>For week-days</u>	<u>For week-ends & Sundays (in addition to the week-day provision)</u>
60 or less	1	0.5
61 to 120	2	1.0
121 or more	3	1.5

6. Nurse

Nurses may be appointed on the following scale:

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Week-end & Sunday ratio (in addition to the week-day provision)</u>
Hearing impairment, Visual impairment or Moderate intellectual disability	1 Enrolled Nurse for 20 or more boarders	0.6 Enrolled Nurse for 20 or more boarders
Physical disability, Severe intellectual disability, or Visual impairment with intellectual disability	1 Registered Nurse or Enrolled Nurse for 25 boarders	0.6 Registered Nurse or Enrolled Nurse for 25 boarders

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

For boarding sections of special schools for the moderately intellectually disabled, the severely intellectually disabled, the physically disabled or for the visually impaired with intellectual disability, the minimum provision will be one nurse at any one time during the operational hours of the boarding section irrespective of its size.

7. Clerical Staff

One clerical assistant may be appointed for each boarding section for the calculation of the amount of Administration Grant or the Revised Administration Grant as appropriate payable to it⁷.

8. Cook

Cooks may be appointed on the following scale:

<u>Number of boarders</u>	<u>Number of cooks</u>
39 or less	2
40 – 79	3
80 or more	4

9. Watchman

⁷ Schools that opt for the Administration Grant for their boarding section will pay the salaries of their clerical and janitor staff through the Administration Grant, and those that opt for the Revised Administration Grant will pay the salaries of their janitor staff through the Revised Administration Grant and the actual salaries of the other staff through the Salaries Grant.

Two watchmen may be appointed for each boarding section.

10. Janitor Staff*

Janitor staff may be allowed on the following scale for the calculation of the amount of Administration Grant or the Revised Administration Grant as appropriate payable to the school's boarding section⁸:

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Week-end & Sunday ratio (in addition to the week-day provision)</u>
Hearing impairment	One for 20 or fewer boarders	0.6 for 20 or fewer boarders
Visual impairment or Moderate intellectual disability	One for 15 or fewer boarders	0.6 for 15 or fewer boarders
Physical disability, Severe intellectual disability, or Visual impairment with intellectual disability	One for 10 or fewer boarders	0.6 for 10 or fewer boarders

- * In calculating the number of staff for houseparents, programme workers and janitor staff, individual fractions of these three 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.

⁸ Schools that opt for the Administration Grant for their boarding section will pay the salaries of their clerical and janitor staff through the Administration Grant, and those that opt for the Revised Administration Grant will pay the salaries of their janitor staff through the Revised Administration Grant and the actual salaries of the other staff through the Salaries Grant.

Section 1C/Attachment A**Ranking of Principal of Special Schools****A. Special Schools with Combined Levels or Secondary Classes Only**

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

(a) Weighting system

1 special primary class = 0.6 full-streamed special secondary class

1 special junior secondary class = 0.8 full-streamed special secondary class

1 special senior secondary class = 1 full-streamed special secondary class

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

A school with 18 equivalent full-streamed special secondary classes = a school with 24 ordinary secondary classes

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

<u>Number of equivalent full-streamed ordinary secondary classes</u>	<u>Ranking of Principal</u>
24 or more	Principal II (Pr II)** Principal I (Pr I)
15 to 23	Principal II (Pr II)
14 or less	Principal Graduate Master/Mistress (PGM)

Where fractional class results, this will be rounded down.

** Principal I (Pr I) post will only be provided for special schools operating senior secondary class(es) with 24 or more equivalent full-streamed ordinary secondary classes.

B. Primary Special Schools

1. The ranking of Principals 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 primary classes = a school with 24 ordinary primary classes

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

Number of equivalent
ordinary primary classes

24 or more

12 to 23

* 4 to 11

Ranking of Principal

Principal Assistant Master/Mistress (PAM)

or

Headmaster/Headmistress I (HM I)

Senior Assistant Master/Mistress (SAM)

or

Headmaster/Headmistress II (HM II)

Assistant Master/Mistress (AM)

or

Primary School Master/Mistress (PSM)

- * The teaching staff establishment is inclusive of the Principal of a school (Assistant Master/Mistress or Primary School Master/Mistress level) with four equivalent ordinary primary classes.

Section 1C/Attachment B**Teaching Staff Establishment for Primary Classes in Special Schools**

Total Staff Entitlement (Excluding Principal)	# Number of Posts in Each Rank	
	* AM	CM
1	-	1
2	-	2
3	1	2
4	1	3
5	1	4
6	1	5
7	2	5
8	2	6
9	2	7
10	2	8
11	3	8
12	3	9
13	3	10
14	3	11
15	4	11
16	4	12
17	4	13
18	4	14
19	5	14
20	5	15
21	5	16
22	5	17
23	6	17
24	6	18
25	6	19
26	6	20
27	7	20
28	7	21
29	7	22
30	7	23
31	8	23
32	8	24
33	8	25
34	8	26
35	9	26
36	9	27
37	9	28
38	9	29
39	10	29
40	10	30
41	10	31
42	10	32
43	11	32
44	11	33
45	11	34
46	11	35
47	12	35
48	12	36

Note:

- # The respective numbers of senior teachers and teachers by rank (i.e. by PSM, AM, APSM and CM) entitled by a school should be determined in accordance with the grade structure it has adopted or as endorsed by the Education Bureau as appropriate, subject to the total number of graduate teacher posts in the school not exceeding 35% of its teaching staff establishment.
 - * One of the senior teachers in the rank of Assistant Master/Mistress or Primary School Master/Mistress of a primary special school with 12 or more equivalent ordinary primary classes will serve as the Deputy Head.
1. The recommended grade structure is as follows:
 - (a) The headship and deputy headship posts should be at the graduate level;
 - (b) 35% of the senior teacher posts should be graduate teacher posts; and
 - (c) The remaining graduate posts should be allocated to the basic rank teacher level.
 2. Notwithstanding (1) above, a school has the flexibility to determine an alternative grade structure, and the following should apply:
 - (a) Grade structure with the number of PSM posts not exceeding 50% of the total number of senior teacher posts
 - (i) The sponsor/Incorporated Management Committee should draw up a school-based grade structure after consulting the teaching staff.
 - (ii) The headship and the deputy headship posts should remain at the graduate level.
 - (iii) Flexibility may be allowed in determining the percentage of graduate posts in the senior teacher rank and the basic rank, subject to:
 - The number of senior teachers at the graduate rank does not exceed the 50% limit; and
 - The total number of senior teacher posts, graduate teacher posts and the staff entitlement in each school are not exceeded.
 - (iv) The sponsor/Incorporated Management Committee should inform the Education Bureau of the grade structure and the reasons for adopting the structure. Any subsequent changes should be made six months before implementation, and the Education Bureau should also be informed accordingly.
 - (b) Grade structure with the number of PSM posts exceeding 50% of the senior teacher posts:
 - (i) The sponsor/Incorporated Management Committee should consult all the teaching staff and obtain their consensus before determining the grade structure.
 - (ii) The headship and the deputy headship posts should remain at the graduate level.
 - (iii) Flexibility may be allowed in determining the percentage of graduate posts in the senior teacher rank and the basic rank, subject to the total number of senior teacher posts, graduate teacher posts and the staff entitlement in each school not being exceeded.
 - (iv) The sponsor/Incorporated Management Committee should forward

the proposed grade structure with justifications to the Education Bureau for endorsement. It should also consult all the teaching staff and obtain their consensus before proposing any subsequent changes to the grade structure adopted six months in advance. Prior consent from the Education Bureau should be obtained before implementation.

Section 1C/Attachment C**Teaching Staff Establishment for Secondary Classes in
Special Schools without Senior Secondary Classes**

Total Staff Entitlement (Excluding Principal)	No. of Posts in Each Rank						
	Graduates			Non-graduates			
	SGM	GM	Sub-total	SAM	AM	CM	Sub-total
1	-	-	-	-	-	1	1
2	-	-	-	-	1	1	2
3	-	-	-	1	1	1	3
4	-	1	1	1	1	1	3
5	-	1	1	1	1	2	4
6	-	1	1	1	1	3	5
7	1	1	2	1	1	3	5
8	1	1	2	1	2	3	6
9	1	1	2	2	2	3	7
10	1	2	3	2	2	3	7
11	1	2	3	2	2	4	8
12	1	2	3	2	2	5	9
13	1	2	3	2	3	5	10
14	2	2	4	2	3	5	10
15	2	2	4	3	3	5	11
16	2	2	4	3	3	6	12
17	2	3	5	3	3	6	12
18	2	3	5	3	3	7	13
19	2	3	5	3	4	7	14
20	2	4	6	3	4	7	14
21	2	4	6	4	4	7	15
22	2	4	6	4	4	8	16
23	2	4	6	4	4	9	17
24	3	4	7	4	4	9	17
25	3	4	7	4	5	9	18
26	3	4	7	5	5	9	19
27	3	5	8	5	5	9	19
28	3	5	8	5	5	10	20
29	3	5	8	5	5	11	21
30	4	5	9	5	5	11	21
31	4	5	9	5	6	11	22
32	4	5	9	6	6	11	23
33	4	5	9	6	6	12	24
34	4	6	10	6	6	12	24
35	4	6	10	6	6	13	25

Note:

1. (a) A special school operating a secondary section and with 15 or more equivalent

full-streamed ordinary secondary classes is entitled to two deputy heads at Principal Graduate Master/Mistress (PGM) rank. One PGM post will be provided for every two Senior Graduate Master/Mistress (SGM) posts, offset by the deletion of one SGM post.

- (b) If the number of SGM posts is insufficient to allow the provision of PGM posts to the maximum number entitled, one PAM post will be provided to serve as deputy head for every two SAM posts, offset by the deletion of one SAM post.
- 2. One post in the rank of SAM is upgraded to PAM for a special school operating a secondary section and with 24 or more equivalent full-streamed secondary classes with the functional duties of coordinating pastoral care and extra-curricular activities, and attending to the special needs of the students.
- 3. One post in the rank of Graduate Master/Mistress (GM) is upgraded to Senior Graduate Master/Mistress (SGM) in an aided special school operating 15 or more equivalent full-streamed ordinary secondary classes.

Section 1C/Attachment D**Teaching Staff Establishment for Secondary Classes
in Special Schools Operating Secondary 1 - 5**

Total Staff Entitlement (Excluding Principal)	No. of Posts in Each Rank						
	Graduates			Non-graduates			
	SGM	GM	Sub-total	SAM	AM	CM	Sub-total
2	-	1	1	-	-	1	1
3	1	1	2	-	-	1	1
4	1	1	2	-	1	1	2
5	1	2	3	-	1	1	2
6	2	2	4	-	1	1	2
7	2	2	4	1	1	1	3
8	2	3	5	1	1	1	3
9	2	4	6	1	1	1	3
10	3	4	7	1	1	1	3
11	3	4	7	1	1	2	4
12	3	5	8	1	1	2	4
13	4	5	9	1	1	2	4
14	4	5	9	1	1	3	5
15	4	6	10	1	1	3	5
16	5	6	11	1	1	3	5
17	5	6	11	1	2	3	6
18	5	7	12	1	2	3	6
19	5	8	13	1	2	3	6
20	6	8	14	1	2	3	6
21	6	8	14	2	2	3	7
22	6	9	15	2	2	3	7
23	7	9	16	2	2	3	7
24	7	9	16	2	2	4	8
25	7	10	17	2	2	4	8
26	7	11	18	2	2	4	8
27	7	11	18	2	2	5	9
28	8	11	19	2	2	5	9
29	8	12	20	2	2	5	9
30	9	12	21	2	2	5	9
31	9	12	21	2	3	5	10
32	9	13	22	2	3	5	10
33	10	13	23	2	3	5	10
34	10	13	23	3	3	5	11
35	10	14	24	3	3	5	11

Note:

1. (a) A special school operating a secondary section and with 15 or more equivalent full-streamed ordinary secondary classes is entitled to two deputy heads at Principal Graduate Master/Mistress (PGM) rank. One PGM post will be

provided for every two Senior Graduate Master/Mistress (SGM) posts, offset by the deletion of one SGM post.

- (b) If the number of SGM posts is insufficient to allow the provision of PGM posts to the maximum number entitled, one PAM post will be provided to serve as deputy head for every two SAM posts, offset by the deletion of one SAM post.
- 2. One post in the rank of SAM is upgraded to PAM for a special school operating a secondary section and with 24 or more equivalent full-streamed secondary classes with the functional duties of coordinating pastoral care and extra-curricular activities, and attending to the special needs of the students.
- 3. Secondary schools offering specified subjects i.e. Design and Technology, Visual Arts (formerly known as Art and Design), Home Economics, Physical Education & Music at senior secondary level are allowed to appoint a teacher possessing a recognised relevant degree as a Graduate Master/Mistress in charge of the subject with a maximum of 4 such appointments in each standard size school. The allocation of such additional graduate posts will be determined by the Permanent Secretary. The new posts created will be offset by the deletion of an equivalent number of existing non-graduate posts in the schools concerned.
- 4. One post in the rank of Graduate Master/Mistress (GM) is upgraded to Senior Graduate Master/Mistress (SGM) in an aided special school operating 15 or more equivalent full-streamed ordinary secondary classes.

Section 2**Salary Scales**

(This Section should be read in conjunction with Section 4.)

A. Teaching staff

<u>Grade/Rank</u>	<u>Salary Scale</u> <u>(Points on the Master Pay Scale)</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)	- before 1.4.2000: 17 - 33 - 1.4.2000 – 31.7.2007 (both dates inclusive): 12 - 33 - on or after 1.8.2007: 17 - 33

Note:

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
On or after 1.8.2007	Point 17 (under review)
6. Headmaster/Headmistress I (HM I)	38 - 41
7. Headmaster/Headmistress II (HM II)	34 - 39
8. Primary School Master/Mistress (PSM)	30 - 33
9. Assistant Primary School Master/Mistress (APSM)	- before 1.4.2000: 17 - 29 - 1.4.2000 – 31.7.2007 (both dates inclusive): 12 - 29 - on or after 1.8.2007: 17 - 29

Note:

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

<u>Date appointed</u>	<u>Salary Bar</u>
On or before 31.3.2000	Point 27
Between 1.4.2000 and 31.7.2007 (both dates inclusive)	Point 22
On or after 1.8.2007	Point 22 (under review)

<u>Grade/Rank</u>	<u>Salary Scale</u> <u>(Points on the Master Pay Scale)</u>
10. Principal Assistant Master/Mistress (PAM)	34 - 36 (for secondary and special schools) 34 - 39 (#Bar at 36) (for primary schools)
# Passage requires acquisition of a Bachelor of Arts Degree in Primary Education, or equivalent.	
11. Senior Assistant Master/Mistress (SAM)	30 - 33 (for secondary schools) 30 - 33C (*Bar at 33) (for primary and special schools)
* Primary schools – Passage requires acquisition of a Bachelor of Arts Degree in Primary Education, or equivalent. Special schools – Passage requires acquisition of a Bachelor of Arts Degree in Primary Education, or equivalent, and holding a headship post in a primary special school.	
12. Assistant Master/Mistress (AM) & Assistant Master/Mistress (Workshop Teacher) (AM(WT))	25 - 29
13. Certificated Master/Mistress (CM) & Certificated Master/Mistress (Workshop Teacher) (CM(WT))	- before 1.4.2000: 14 - 24 - 1.4.2000 – 31.7.2007 (both dates inclusive): 12 - 24 - on or after 1.8.2007: 14 - 24
<u>Note:</u> Untrained CM will not be allowed to proceed beyond the salary bar as shown below:	
<u>Date appointed</u> Between 1.1.1991 and 31.3.2000 (both dates inclusive) Between 1.4.2000 to 31.7.2007 (both dates inclusive) On or after 1.8.2007	<u>Salary Bar</u> Point 19 Point 17 Point 17 (under review)
14. Workshop Instructor I (WI I)	24 - 28
15. Workshop Instructor II (WI II)	14 - 23
<u>Note:</u> The Workshop Instructor scales apply to persons appointed before 1 September 1993; and the Workshop Teacher scales apply to persons appointed thereafter and to those Workshop Instructors I or II who were regraded to CM(WT) or AM(WT) on 1 September 1993 upon successful completion of the conversion course at the Hong Kong Technical Teachers' College. Workshop Instructor experience will not be counted for the purpose of increments for appointment as Certificated Master/Mistress of non-workshop stream.	
16. Unqualified Teacher (UQT)	4

B. Non-teaching staff

<u>Grade/Rank</u>	<u>Salary Scale</u> <u>(Points on the Master Pay Scale)</u>
17. Laboratory Technician	
(a) Laboratory Technician I (LT I)	22 - 28
(b) Laboratory Technician II (LT II)	- before 1.4.2000: 10 - 21 - 1.4.2000 – 31.7.2007 (both dates inclusive): 6 - 21 - on or after 1.8.2007: 8 - 21
(c) Laboratory Technician III (LT III)	- before 1.4.2000: TPS 4 - 6 - 1.4.2000 – 31.7.2007 (both dates inclusive) TPS 3 - 6 - on or after 1.8.2007 TPS 4 - 6
<u>Note:</u> LT III appointed before 1.4.2000 will, upon promotion to LT II without a break in service, be paid the starting pay point at MPS Point 10 on the adjusted pay scale.	
18. Educational Psychologist	
(a) Educational Psychologist I (EP I)	34 - 44
(b) Educational Psychologist II (EP II)	- before 1.4.2000: 25 - 33 - 1.4.2000 – 31.7.2007 (both dates inclusive): 20 - 33 - on or after 1.8.2007: 25 - 33
19. Speech Therapist (ST)	- before 1.4.2000: 18 - 33 - 1.4.2000 – 31.7.2007 (both dates inclusive): 13 - 33 - on or after 1.8.2007: 18 - 33
20. Physiotherapist	
(a) Senior Physiotherapist (SPT)	34 - 39
(b) Physiotherapist I (PT I)	25 - 34
<u>Note:</u> Omitted point at Pt. 30	
(c) Physiotherapist II (PT II)	- before 1.4.2000: 14 - 24 - 1.4.2000 – 31.7.2007 (both dates inclusive): 12 - 24 - on or after 1.8.2007: 14 - 24
21. Occupational Therapist	
(a) Senior Occupational Therapist (SOT)	34 - 39
(b) Occupational Therapist I (OT I)	25 - 34

<u>Grade/Rank</u>	<u>Salary Scale</u> <u>(Points on the Master Pay Scale)</u>
(c) Occupational Therapist II (OT II)	- before 1.4.2000: 14 - 24 - 1.4.2000 – 31.7.2007 (both dates inclusive): 12 – 24 - on or after 1.8.2007: 14 - 24
<u>Note:</u> Omitted point at Pt. 16	
(d) Occupational Therapy Assistant (OTA)	7 - 15
22. Special School Social Worker	
(a) Senior Social Work Assistant (SSWA)	23 - 29
(b) Assistant Social Work Officer (ASWO)	- before 1.4.2000: 18 - 33 - 1.4.2000 – 31.7.2007 (both dates inclusive): 13 - 33 - on or after 1.8.2007: 18 - 33
<u>Note:</u> Omitted points at Pt. 20, 24 and 30	
23. Warden	
(a) Social Work Officer (SWO)	34 - 39
(b) Assistant Social Work Officer (ASWO)	- before 1.4.2000: 18 - 33 - 1.4.2000 – 31.7.2007 (both dates inclusive): 13 - 33 - on or after 1.8.2007: 18 - 33
<u>Note:</u> Omitted points at Pt. 20, 24 and 30	
(c) Chief Social Work Assistant (CSWA)	30 - 33
(d) Senior Social Work Assistant (SSWA)	23 - 29
24. Assistant Warden	
(a) Assistant Social Work Officer (ASWO)	- before 1.4.2000: 18 - 33 - 1.4.2000 – 31.7.2007 (both dates inclusive): 13 - 33 - on or after 1.8.2007: 18 - 33
<u>Note:</u> Omitted points at Pt. 20, 24 and 30	
(b) Senior Social Work Assistant (SSWA)	23 - 29

<u>Grade/Rank</u>	<u>Salary Scale</u> <u>(Points on the Master Pay Scale)</u>
(c) Social Work Assistant (SWA)	11 - 22 before 1.4.2000 7 - 22 on/after 1.4.2000
<u>Note:</u> Omitted point at Pt. 13	
25. Boarding Service Master/Mistress I	<ul style="list-style-type: none"> - before 1.4.2000: 11 - 22 - 1.4.2000 – 31.7.2007 (both dates inclusive): 7 - 22 - on or after 1.8.2007: 9 - 22
<u>Note:</u> Omitted point at Pt. 13	
26. Boarding Service Master/Mistress II	<ul style="list-style-type: none"> - before 1.4.2000: 7 - 17 - 1.4.2000 – 31.7.2007 (both dates inclusive): 6 - 17 - on or after 1.8.2007: 7 - 17
27. Nurse	<ul style="list-style-type: none"> - before 1.4.2000: 15 - 25 - 1.4.2000 – 31.7.2007 (both dates inclusive): 13 - 25 - on or after 1.8.2007: 15 - 25
(a) Registered Nurse (RN)	
<u>Note:</u> Omitted points at Pt. 17 and 21	
(b) Enrolled Nurse (EN)	<ul style="list-style-type: none"> - before 1.4.2000: 9 - 21 - 1.4.2000 – 31.7.2007 (both dates inclusive): 5 - 21 - on or after 1.8.2007: 7 - 21
<u>Note:</u> Omitted points at Pt. 11 and 15	
28. Brailing Staff	<ul style="list-style-type: none"> - before 1.4.2000: 8 - 15 - 1.4.2000 – 31.7.2007 (both dates inclusive): 4 - 15 - on or after 1.8.2007: 6 - 15
29. Houseparent-in-charge	<ul style="list-style-type: none"> - before 1.4.2000: 11 - 22 - 1.4.2000 – 31.7.2007 (both dates inclusive): 7 - 22 - on or after 1.8.2007: 9 - 22

<u>Grade/Rank</u>		<u>Salary Scale</u> <u>(Points on the Master Pay Scale)</u>	
30.	Houseparent	- before 1.4.2000:	11 - 22
		- 1.4.2000 – 31.7.2007 (both dates inclusive):	7 - 22
		- on or after 1.8.2007:	9 - 22
	<u>Note:</u> Omitted point at Pt. 13		
31.	Programme Worker	- before 1.4.2000:	11 - 22
		- 1.4.2000 – 31.7.2007 (both dates inclusive):	7 - 22
		- on or after 1.8.2007:	9 - 22
	<u>Note:</u> Omitted point at Pt. 13		
32.	Clerical staff		
	(a) Assistant Clerical Officer (ACO)	- before 1.4.2000:	3 - 15
		- 1.4.2000 – 31.7.2007 (both dates inclusive):	2 - 15
		- on or after 1.8.2007:	3 - 15
	(b) Clerical Assistant (CA)	- before 1.4.2000:	1 - 10
		- 1.4.2000 – 31.7.2007 (both dates inclusive):	0 - 10
		- on or after 1.8.2007:	1 - 10
33.	Artisan	- before 1.4.2000:	6 - 8
		- on/after 1.4.2000:	5 - 8
34.	Driver		
	(a) Special Driver	- before 1.4.2000:	9 - 10
		- on/after 1.4.2000:	8 - 10
	(b) Motor Driver	- before 1.4.2000:	6 - 8
		- on/after 1.4.2000:	5 - 8
35.	Cook	- before 1.4.2000:	6 - 8
		- on/after 1.4.2000:	5 - 8
36.	Workshop Attendant (WA)	- before 1.4.2000:	MOD 4 - 8
		- on/after 1.4.2000:	MOD 3 - 13
37.	Teacher Assistant (for Special Schools)	- before 1.4.2000:	MOD 1 - 3
		- on/after 1.4.2000:	MOD 0 - 8
38.	Watchman	- before 1.4.2000:	MOD 4 - 8
		- on/after 1.4.2000:	MOD 3 - 13

Section 3

**Letter of Appointment or Contract of Service and
Payment of Salaries on Appointment, Resignation, Retirement
or Termination of Appointment**

(A) Letter of Appointment or Contract of Service

The letter of appointment or contract of service should specify:

1. the name of the school and of the employer, this being the Incorporated Management Committee;
2. the date from which the appointment is to have effect;
3. requirements, if any, relating to probation;
4. the conditions of service and, if applicable, any specific language proficiency requirements;
5. the salary to be paid on commencement of the appointment, and any salary scale relating to the post including the annual incremental date;
6. whether such teacher is to contribute to a provident fund; and if so, what such contribution shall be;
7. the entitlement of such teacher to paid sick leave or maternity leave;
8. 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 6 of this Compendium;
9. the conditions relating to payment of salary on the resignation or dismissal of such teacher as specified under Section 6 of this Compendium;
10. that such teacher should act in accordance with the terms of the Education Ordinance and of subsidiary legislation made under that Ordinance, of the Code of Aid and of such instructions as the Permanent Secretary may from time to time issue regarding the conduct of aided schools.

B. Payment of Salaries on Appointment, Resignation, Retirement or Termination of Appointment

1. (a) A teacher with one 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, subject to completion of duties as assigned by the school during the period concerned.
- (b) A teacher with service of less than one 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 will 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 aided school, the date of assumption of full duties should 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 schools in advance of the date of commencement of classes, and in the case of reprovisioned 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.

Section 4**Qualifications for New Recruits**

The guides to appointments in respect of the following grades/ranks are shown in sections 4.1 to 4.43.

Teaching Staff

- 4.1 Principal I (Pr I)
- 4.2 Principal II (Pr II)
- 4.3 Principal Graduate Master/Mistress (PGM)
- 4.4 Senior Graduate Master/Mistress (SGM)
- 4.5 Graduate Master/Mistress (GM)
- 4.6 Headmaster/Headmistress I (HMI)
- 4.7 Headmaster/Headmistress II (HMII)
- 4.8 Primary School Master/Mistress (PSM)
- 4.9 Primary School Master/Mistress (Student Guidance Teacher) (PSM(SGT))
- 4.10 Assistant Primary School Master/Mistress (APSM)
- 4.11 Principal Assistant Master/Mistress (PAM)
- 4.12 Senior Assistant Master/Mistress (SAM)
- 4.13 Assistant Master/Mistress (AM)
- 4.14 Assistant Master/Mistress (Student Guidance Teacher) (AM(SGT))
- 4.15 Assistant Master/Mistress (Workshop Teacher) (AM(WT))
- 4.16 Certificated Master/Mistress (CM)
- 4.17 Certificated Master/Mistress (Workshop Teacher) (CM(WT))
- 4.18 Teacher Assisting in Speech Therapy (TAST)
- 4.19 Mobility Instructor
- 4.20 Resource Teacher
- 4.21 Low-vision Training Teacher

Aspiring Principals are required to attain Certification for Principalship in addition to complying with the appointment conditions in force at the time before their appointment to principalship.

Non-teaching Staff

- 4.22 Laboratory Technician I, II, III (LT I, II, II)
- 4.23 Educational Psychologist I (EP I)
- 4.24 Educational Psychologist II (EP II)
- 4.25 Speech Therapist (ST)
- 4.26 Senior Physiotherapist (SPT), Physiotherapist I, II (PT I, II)
- 4.27 Senior Occupational Therapist (SOT), Occupational Therapist I, II (OT I, II)
- 4.28 Occupational Therapy Assistant (OTA)
- 4.29 Special School Social Worker
- 4.30 Warden

- 4.31 Assistant Warden
- 4.32 Boarding Service Master/Mistress I, II
- 4.33 Registered Nurse (RN)
- 4.34 Enrolled Nurse (EN)
- 4.35 Braille Staff
- 4.36 Houseparent-in-charge
- 4.37 Houseparent/Programme Worker
- 4.38 Assistant Clerical Officer (ACO)
- 4.39 Clerical Assistant (CA)
- 4.40 Artisan II
- 4.41 Special Driver
- 4.42 Motor Driver
- 4.43 Teacher Assistant (for Special Schools)

Workshop Attendant, Watchman and Cook

For the appointment to the grades of workshop attendant, watchman and cook, no special qualifications are required.

Section 4.1**Guide to Appointment****Principal I (Pr I)**

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

Appointment
Requirements:

(a) Promotion

Promotion rank for Principals II or Principal Graduate Masters/Mistresses or Senior Graduate Masters/Mistresses.

(b) Direct Appointment

Candidates should have fulfilled all requirements for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.

Type of Work:

Secondary Schools

Principal of a secondary school with 24 or more classes.

Special Schools

Principal of a special school operating Secondary 1-5 and with 24 or more equivalent full-streamed ordinary secondary classes.

Promotion Prospects:

N.A.

Any Other Remarks:

With effect from the 2002/03 school year, a school Principal appointed by direct appointment to a headship post in another aided school at the same substantive rank of his former headship post without a break in service is allowed to retain the salary pay point he received in the former post; if there is a break in service, he should be remunerated at the minimum point of the pay scale.

Section 4.2**Guide to Appointment****Principal II (Pr II)**

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

Appointment
Requirements:

- (a) Promotion
Promotion rank for Principal Graduate
Masters/Mistresses or Senior Graduate
Masters/Mistresses.
- (b) Direct Appointment
Candidates should have fulfilled all requirements for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.

Type of Work:

Secondary Schools

Principal of a secondary school with 15 to 23 classes.

Special Schools

Principal of a special school operating secondary classes and with 15 to 23 equivalent full-streamed ordinary secondary classes.

Promotion Prospects:

Principal I

Any Other Remarks:

With effect from the 2002/03 school year, a school Principal appointed by direct appointment to a headship post in another aided school at the same substantive rank of his former headship post without a break in service is allowed to retain the salary pay point he received in the former post; if there is a break in service, he should be remunerated at the minimum point of the pay scale.

Section 4.3**Guide to Appointment****Principal Graduate Master/Mistress (PGM)**

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

Appointment
Requirements:

- (a) Promotion
Promotion rank for Senior Graduate Masters/Mistresses.
- (b) Direct Appointment
Candidates should have fulfilled all requirements for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.

Type of Work:

Secondary Schools

- (a) Principal of a secondary school with 14 or fewer classes; or
- (b) Deputy Head of a secondary school with 15 or more classes in addition to class teaching up to Secondary 7.

Special Schools

- (a) Principal of a special school operating secondary classes and with 14 or fewer equivalent full-streamed ordinary secondary classes; or
- (b) Deputy Head of a special school operating secondary classes and with 15 or more equivalent full-streamed ordinary secondary classes.

Promotion Prospects:

Principal I/II

Principal Graduate Masters/Mistresses will be eligible for consideration for promotion to Principal I/II provided that they have undertaken training in secondary school administration/management specified by the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium.

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 Principal appointed by direct appointment to a headship post in another aided school at the same substantive rank of his/her former headship 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.

Section 4.4**Guide to Appointment****Senior Graduate Master/Mistress (SGM)**

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

Appointment
Requirements:

- (a) Promotion
Promotion rank for Graduate Masters/Mistresses.
- (b) Direct Appointment
Candidates should have fulfilled all requirements for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.

Type of Work:

Secondary Schools

- (a) In charge of an academic/cultural/practical subject up to HKCE Examination or HKASL/HKAL Examination level; or
- (b) Performing duties of special responsibility; or
- (c) Other related duties as considered appropriate in addition to class teaching up to Secondary 7 level in a secondary school.

Special Schools

- (a) In charge of an academic subject in the secondary section of a special school; or
- (b) Performing duties of special responsibility; or
- (c) Other related duties as considered appropriate in addition to class teaching up to Secondary 5 level in a special school.

Promotion Prospects:

Principal Graduate Master/Mistress, Principal II or Principal I

Senior Graduate Masters/Mistresses will be eligible for consideration for promotion to Principal Graduate Master/Mistress, Principal II or Principal I after they have had at least three years of acceptable secondary school experience in the post in a government or aided secondary or the secondary section of an aided special school or, since 1 September 1990, a caput or assisted private school or a bought-place school bound by contract with proven ability to take charge of an academic/cultural/practical subject or to perform other duties of special responsibility and have undertaken training course(s), including training in secondary school administration/management, specified by the Permanent Secretary or other equivalent training course(s)

acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium.

Any Other Remarks:

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 Pt 38- 41), 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.

Section 4.5**Guide to Appointment****Graduate Master/Mistress (GM)**

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

Appointment
Requirements:

A degree from a local university, or equivalent (the degree means a Bachelor degree).

Note: Preference will be given to candidates with a Post-Graduate Certificate in Education or an equivalent qualification acceptable to the Permanent Secretary.

Type of Work:

Secondary Schools

- (a) Class teacher in a secondary school, and
- (b) Other related duties as considered appropriate.

Special Schools

- (a) Class teacher in the secondary section of a special school; or
- (b) Resource teacher for special programmes; and
- (c) Other related duties as considered appropriate.

Promotion Prospects:

Senior Graduate Master/Mistress

Graduate Masters/Mistresses will be eligible for consideration for promotion to Senior Graduate Master/Mistress provided they have obtained a Post-Graduate Certificate in Education, or an equivalent qualification acceptable to the Permanent Secretary (and for special school, who have successfully completed a course of training in special education recognised by the Permanent Secretary); and have had five years of acceptable secondary school experience in a graduate post in a government or an aided 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 the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium.

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 the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium.

Any Other Remarks:

- (a) Untrained Graduate Masters/Mistresses will not be allowed to proceed beyond the salary bar specified below without acquiring an acceptable teacher training qualification:
 - (i) Bar at MPS point 27 for those appointed between 5 December 1980 and 31 August 1997 (both dates inclusive);
 - (ii) Bar at MPS point 22 for those appointed between 1 September 1997 and 31 March 2000 (both dates inclusive);
 - (iii) Bar at MPS point 17 for those appointed on or after 1 April 2000.
- (b) Direct entrants with a Degree, but no Post-Graduate Certificate in Education or Teacher's Certificate or equivalent teacher training qualification acceptable to the Permanent Secretary, will enter at the minimum of the salary scale;
- (c) Direct entrants with a Degree plus an appropriate Post-Graduate Certificate in Education or Teacher's Certificate or an equivalent teacher training qualification acceptable to the Permanent Secretary, will enter at the third point in the salary scale;
- (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 teacher training qualification acceptable to the Permanent Secretary after pursuing a full-time or part-time course will be awarded two additional increments if they entered at the first point in accordance with paragraph (b) under Any Other Remarks 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) With effect from 1 September 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.

- (g) With effect from 1 September 2003, an untrained teacher re-graded from a non-graduate rank to Graduate Master/Mistress, who subsequently acquires acceptable teacher training qualification, will:
- (i) be eligible for the award of two additional increments if he/she entered at the minimum point of the Graduate Master/Mistress pay scale prevailing at the time he/she was re-graded, provided that the maximum of the pay scale is not exceeded; or
 - (ii) be eligible for the award of one additional increment if he/she entered at one point above the minimum point of the Graduate Master/Mistress pay scale prevailing at the time he/she was re-graded, provided that the maximum of the pay scale is not exceeded; or
 - (iii) not be eligible for the award of any additional increment if he/she entered at two or more points above the minimum point of the Graduate Master/Mistress pay scale prevailing at the time he/she was re-graded.

Section 4.6**Guide to Appointment****Headmaster/Headmistress I (HMI)**

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

Appointment
Requirements:

- (a) Promotion/Re-grading
 - (i) Promotion - promotion rank for Headmasters/Headmistresses II.
 - (ii) Re-grading - A Principal Assistant Master/Mistress serving in the nominating primary/primary special school with a recognised local first degree or equivalent is eligible for consideration for re-grading as Headmaster/Headmistress I.
- (b) Direct Appointment
 - (i) Candidates should have fulfilled all requirements for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.
 - (ii) Starting from the 2000/01 school year, new recruits of school Principals by direct appointment should be limited to candidates holding a recognised local first degree plus teacher training in primary education (and special education in case of special schools), or equivalent qualifications.

Type of Work:

Primary Schools

Principal of a primary school with 24 or more classes.

Special Schools

Principal of a primary special school with 24 or more equivalent ordinary primary classes.

Promotion Prospects:

N.A.

Any Other Remarks:

- (a) The salary scale and incremental date of Headmaster/Headmistress I re-graded from the rank of Principal Assistant Master/Mistress will be determined as follows:
 - (i) If immediately before re-grading, their pay plus the responsibility allowance is less than the minimum of the new office, they will receive the minimum. The new incremental date will be determined by the date of re-grading;

- (ii) If their pay plus the responsibility allowance is the same or more than the minimum and not more than the maximum of the new office, they will receive the salary point which is equivalent to their existing substantive salary plus the responsibility allowance. The new incremental date will be determined by the date of re-grading;
 - (iii) If they are re-graded on their incremental date, for the purpose of these rules, their pay plus the responsibility allowance before re-grading will be taken to be the pay they would have received on that date had they not been re-graded; and
 - (iv) If the date of re-grading 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 Principal appointed by direct appointment to a headship post in another aided school at the same substantive rank of his/her former headship 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.

Section 4.7**Guide to Appointment****Headmaster/Headmistress II (HMI)**

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

Appointment
Requirements:

- (a) Promotion/Re-grading
 - (i) Promotion - promotion rank for Primary School Masters/Mistresses.
 - (ii) Re-grading – A Senior Assistant Master/Mistress serving in the nominating primary/primary special school with a recognised local first degree or equivalent is eligible for consideration for re-grading as Headmaster/Headmistress II.
- (b) Direct Appointment
 - (i) Candidates should have fulfilled all requirements for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.
 - (ii) Starting from the 2000/01 school year, new recruits of school Principals by direct appointment should be limited to candidates holding a recognised local first degree plus teacher training in primary education (and special education in case of special schools), or equivalent qualifications.

Type of Work:

Primary Schools

Principal of a primary school with 12 to 23 classes.

Special Schools

Principal of a primary special school with 12 to 23 equivalent ordinary primary classes.

Promotion Prospects:

Headmaster/Headmistress I

Headmasters/Headmistresses II will be eligible for consideration for promotion to Headmaster/Headmistress I after they have served successfully as follows in a primary/primary special school for at least 3 years, of which one year should be in the capacity as Principal of a primary/primary special school with more than 23 classes/equivalent ordinary primary classes, and undertaken training course(s) specified by the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the

criteria/guiding principles as prescribed in Section 5 of this Compendium:

Either

- (i) as a Headmaster/Headmistress II; or
- (ii) as a Senior Assistant Master/Mistress and then as a Headmaster/Headmistress II.

Any Other Remarks:

- (a) The salary scale and incremental date of Headmaster/Headmistress II re-graded from the rank of Senior Assistant Master/Mistress will be determined as follows:
 - (i) If immediately before re-grading, their pay plus the responsibility allowance is less than the minimum of the new office, they will receive the minimum. The new incremental date will be determined by the date of re-grading;
 - (ii) If their pay plus the responsibility allowance is the same or more than the minimum and not more than the maximum of the new office, they will receive the salary point which is equivalent to their existing substantive salary plus the responsibility allowance. The new incremental date will be determined by the date of re-grading;
 - (iii) If they are re-graded on their incremental date, for the purpose of these rules, their pay plus the responsibility allowance before re-grading will be taken to be the pay they would have received on that date had they not been re-graded; and
 - (iv) If the date of re-grading 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 Principal appointed by direct appointment to a headship post in another aided school at the same substantive rank of his/her former headship 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.

Section 4.8**Guide to Appointment****Primary School Master/Mistress (PSM) – as Principal or Senior Teacher**

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

Appointment
Requirements:

- (a) Promotion/Re-grading
 - (i) Promotion - promotion rank for Assistant Primary School Masters/Mistresses.
 - (ii) Re-grading - An Assistant Master/Mistress serving in the nominating primary/primary special school or the primary section of a special school with a recognised local first degree or equivalent is eligible for consideration for re-grading as Primary School Master/Mistress.
- (b) Direct Appointment
 - (i) Candidates should possess a local first degree plus teacher training in primary education, or equivalent qualifications (and for special schools, have successfully completed a course of training in special education recognised by the Permanent Secretary). They should also fulfill all the requirements set for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.
 - (ii) Starting from the 2000/01 school year, new recruits of school Principals and deputy heads by direct appointment should be limited to candidates holding a recognised local first degree plus teacher training in primary (and special education in the case of special schools), or equivalent qualifications.

Type of Work:

Primary Schools

Either as the Principal of a primary school with 11 or less classes, or as the deputy head of a primary school with 12 or more classes, or as a senior teacher.

Special Schools

Either as the Principal of a primary special school with 4-11 equivalent ordinary primary classes, or as the deputy head of a primary special school with 12 or more equivalent ordinary primary classes, or as a senior teacher in the primary section of a special school.

Promotion Prospects:

Headmaster/Headmistress II

Primary School Masters/Mistresses will be eligible for consideration for promotion to Headmaster/Headmistress II after they have served successfully as follows in a primary/primary special school or the primary section of a special school for at least 5 years, of which one year should be in the capacity as Principal of a primary/primary special school with more than 11 classes/equivalent ordinary primary classes, and undertaken training course(s) specified by the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria / guiding principles as prescribed in Section 5 of this Compendium:

Either

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

Any Other Remarks:

Primary School Masters/Mistresses re-graded 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 re-grading. If the date of re-grading 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 re-grading 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.

Section 4.9**Guide to Appointment****Primary School Master/Mistress – as Student Guidance Teacher (SGT)**

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

Appointment
Requirements:

- (a) Re-grading
A serving Assistant Master/Mistress (Student Guidance Teacher) with a local first degree or equivalent is eligible for consideration for re-grading as Primary School Master/Mistress (Student Guidance Teacher).
- (b) Direct Appointment
 - (i) Candidates should possess a local first degree plus teacher training in primary education, or equivalent qualifications. They should also have completed successfully the necessary training in student guidance and should possess no less than five years' experience in government/aided primary school(s), with at least two of which as Student Guidance Teachers. Necessary training refers to the Pre-service Training Course for Student Guidance Teachers conducted by the former Education Department, the former Education and Manpower Bureau or the Education Bureau, or the Certificate Course on Student Guidance for Teachers of Primary Schools conducted by a local tertiary institute or its equivalent.
 - (ii) The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.

Type of Work:

In addition to performing duties in his/her serving primary school(s), a Primary School Master/Mistress (Student Guidance Teacher) is expected to assist his/her sponsoring body in the following areas:

- (a) Overall coordination of student guidance service and the implementation of the Comprehensive Student Guidance Service;
- (b) Co-ordination of staff development for Student Guidance Teachers;
- (c) Mobilisation of community resources in the delivery of student guidance service among its primary schools;
- (d) Evaluation of the student guidance service;
- (e) Identification and sharing of good practices among

Student Guidance Teachers.

Promotion Prospects:

N.A.

Any Other Remarks:

A Primary School Master/Mistress (Student Guidance Teacher) re-graded from the rank of Assistant Master/Mistress (Student Guidance Teacher) will enter at the minimum of the Primary School Master/Mistress pay scale with his/her new incremental date determined by the date of re-grading. If the date of re-grading 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 re-grading 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.

Section 4.10**Guide to Appointment****Assistant Primary School Master/Mistress (APSM)**

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

AppointmentNew RecruitmentRequirements:

Candidates should possess a recognised local first degree plus teacher training in primary education, or equivalent qualifications.

Re-grading Serving Teachers

A Certificated Master/Mistress serving in the nominating primary/primary special school or the primary section of a special school with a recognised local first degree or equivalent is eligible for consideration for re-grading as Assistant Primary School Master/Mistress.

Type of Work:

Mainly deployed as teacher of senior primary classes.

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 for special schools, 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 Master/Mistress after they have served successfully as follows in a primary/primary special school or the primary section of a special school for at least 5 years and undertaken training course(s) specified by the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium:

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.

Any Other Remarks:

- (a) Untrained Assistant Primary School Masters/Mistresses will not be allowed to proceed beyond the salary bar as specified below without acquiring an acceptable teacher training qualification:
 - (i) Bar at MPS point 27 for those appointed between 1 January 1991 and 31 March 2000 (both dates inclusive);

- (ii) Bar at MPS point 22 for those appointed on or after 1 April 2000
- (b) 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 teacher training qualification will enter at the minimum of the pay scale on appointment.
- (c) Candidates who also possess 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 teacher training qualification will enter at MPS point 14 on appointment, or MPS point 19 if they are appointed prior to 1 April 2000.
- (d) Starting from 21 February 2002, the arrangement for the salary bar of serving untrained teachers appointed before 1 April 2000, upon their re-grading 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, i.e. MPS point 22, 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.
- (e) 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 teacher training qualification after pursuing a full-time or part-time course will be awarded two additional increments if they entered at the first point in accordance with paragraph (b) under Any Other Remarks 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 re-graded 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 two additional increments if they entered at the minimum point of the Assistant Primary School Master/Mistress pay scale prevailing at the time they were re-graded, provided that the maximum of the pay scale is not exceeded; or
 - (ii) be eligible for the award of one additional increment if they entered at one point above the minimum point of the Assistant Primary School Master/Mistress pay scale prevailing at the time they were re-graded, provided that the maximum of the pay scale is not exceeded; or
 - (iii) not be eligible for the award of any additional increment if they entered at two or more points above the minimum point of the Assistant Primary School Master/Mistress pay scale prevailing at the time they were regarded.
- (f) The salary scale and incremental date of Assistant Primary School Masters/Mistresses re-graded from the rank of Certificated Master/Mistress will be determined as follows:
- (i) If immediately before re-grading, their pay is less than the minimum of the new office, they will receive the minimum. The new incremental date will be determined by the date of re-grading.
 - (ii) If their pay is the same or more than the minimum and not more than the maximum 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 re-grading;
 - (iii) If they are re-graded on their incremental date, for the purpose of these rules, their pay before

re-grading will be taken to be the pay they would have received on that date had they not been re-graded; and

- (iv) If the date of re-grading 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 re-grading 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.

Section 4.11**Guide to Appointment****Principal Assistant Master/Mistress (PAM)**

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

Appointment
Requirements:

- (a) Promotion
Promotion rank for Senior Assistant Masters/Mistresses.
- (b) Direct Appointment
Candidates should have fulfilled all requirements for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.

Type of Work:

Secondary Schools

- (a) Class teaching of academic subjects up to Secondary 5 level and/or of cultural/technical/practical subjects up to Secondary 7 level in a secondary school; and
- (b) Coordinating pastoral care and extra-curricular activities and attending to special needs of students in junior forms.

Primary Schools

Principal of a primary school with 24 or more classes.

Special Schools

- (a) Principal of a special school with 24 or more equivalent ordinary primary classes;
- (b) Coordinating pastoral care and extra curricular activities and attending to special needs of students in junior forms in addition to teaching duties in the secondary section of a special school.
- (c) Performing duties of special responsibility in the capacity of Deputy Head of a special school operating a secondary section.

Promotion Prospects:

N.A.

Section 4.12**Guide to Appointment****Senior Assistant Master/Mistress (SAM)**

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

Appointment
Requirements:

- (a) Promotion
Promotion rank for Assistant Masters/Mistresses.
- (b) Direct Appointment
Candidates should have fulfilled all requirements for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.

Type of Work:

Secondary Schools

- (a) Class teaching of academic subjects up to Secondary 5 level and/or of cultural/technical/practical subjects up to Secondary 7 level in a secondary school; or
- (b) Performing duties of special responsibility in addition to class teaching in a secondary school.

Primary Schools

Principal of a primary school with 12 to 23 classes.

Special Schools

- (a) Principal of a primary special school with 12 to 23 equivalent ordinary primary classes; or
- (b) Class teaching up to Secondary 5 in the secondary section of a special school or performing duties of special responsibility.

Promotion Prospects:

Principal Assistant Master/Mistress

Senior Assistant Masters/Mistresses will be eligible for consideration for promotion to Principal Assistant Master/Mistress after they have:

- (a) served satisfactorily for at least 3 years as Senior Assistant Masters/Mistresses in a primary/primary special school of which one year should be in the capacity as Principal of a primary school with more than 23 classes/Principal of a primary special school with 12 to 23 equivalent ordinary primary classes respectively; or
- (b) served for at least two years in the post in a government or aided secondary or the secondary section of a special school or, since 1 September 1990, in a caput or assisted private school or

bought-place school bound by contract;
and have undertaken training course(s) specified by the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium.

Any Other Remarks:

Primary and Primary Special Schools

A serving Senior Assistant Master/Mistress is allowed to compete with Headmaster/Headmistress II for promotion to the next higher rank in the school or in schools operated by the same sponsoring body. A candidate without degree, if selected for promotion to the headship or the deputy headship posts, will be tolerated and accommodated in the post at the appropriate rank of the Certificated Master/Mistress grade, to be held against the post at the corresponding rank of the Primary School Master/Mistress grade.

Section 4.13**Guide to Appointment****Assistant Master/Mistress (AM)**

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

Appointment
Requirements:

- (a) Promotion
Promotion rank for Certificated Masters/Mistresses.
- (b) Direct Appointment
Candidates should have fulfilled all requirements for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.

Type of Work:

Secondary Schools

Class teaching up to Secondary 4 level in a secondary school.

Primary Schools

- (a) Principal of a primary school with 11 or less classes.
- (b) Deputy Head of a primary school with 12 or more classes and/or Senior Teacher in a primary school with duties in addition to class teaching.

Special Schools

- (a) Principal of a primary special school with up to 11 equivalent ordinary primary classes; or
- (b) Senior Teacher in the primary section of a special school with duties in addition to class teaching; or
- (c) Class teaching up to Secondary 4 level in the secondary section of a special school.

Promotion Prospects:

Senior Assistant Master/Mistress

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

Secondary Schools

- (a) three years regularly teaching an academic subject at Secondary 5 Level in a secondary school; or
- (b) two years performing duties of special responsibility in a secondary school,

Primary Schools

at least five years as an Assistant Master/Mistress in a primary school of which one year should be in the

capacity as Principal of a primary school with more than 11 classes,

Special Schools

- (a) three years regularly teaching an academic subject at Secondary 5 level in a special school; or
- (b) two years performing duties of special responsibility in the secondary section of a special school; or
- (c) 5 years as an Assistant Master/Mistress in a special school of which one year should be as Principal of a special school with more than 11 equivalent ordinary primary classes;

and have undertaken training course(s) specified by the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium.

Any Other Remarks:

Primary and Primary Special Schools

A serving Assistant Master/Mistress is allowed to compete with Primary School Master/Mistress for promotion to the next higher rank in the school or in schools operated by the same sponsoring body. A candidate without degree, if selected for promotion to the headship or the deputy headship posts, will be tolerated and accommodated in the post at the appropriate rank of the Certificated Master/Mistress grade, to be held against the post at the corresponding rank of the Primary School Master/Mistress grade.

Section 4.14**Guide to Appointment****Assistant Master/Mistress (Student Guidance Teacher) (AM(SGT))**(For information: This document is not part of any agreement of service.)Appointment
Requirements:(a) Acting

The Incorporated Management Committee may appoint an Assistant Master/Mistress (Student Guidance Teacher) on acting capacity. Candidates should be experienced qualified primary school teachers who have no less than three years' experience serving in government/aided primary school(s) and have completed the necessary training. Necessary training refers to the Pre-service Training Course for Student Guidance Teachers conducted by the former Education Department, the former Education and Manpower Bureau or the Education Bureau, or the Certificate Course on Student Guidance for Teachers of Primary Schools conducted by a local tertiary institute or its equivalent. The teacher would have to gain five years' experience, at least two of which as a Student Guidance Teacher, before being promoted.

(b) Direct Appointment

The Incorporated Management Committee may appoint a teacher with the necessary experience and training for direct appointment to Assistant Master/Mistress (Student Guidance Teacher). Candidates should be experienced qualified primary school teachers who have no less than five years' experience serving in government/aided primary school(s), and at least two of which as Student Guidance Teachers. The candidate should also have completed the necessary training when the appointment is offered. Necessary training refers to the Pre-service Training Course for Student Guidance Teachers conducted by the former Education Department, the former Education and Manpower Bureau or the Education Bureau, or the Certificate Course on Student Guidance for Teachers of Primary Schools conducted by a local tertiary institute or its equivalent.

Type of Work:

An Assistant Master/Mistress (Student Guidance Teacher) helps to coordinate the service of a school-based guidance team and to implement the Comprehensive Student

Guidance Service including formulating a student guidance policy, promoting the personal growth education, providing responsive service to students and supportive service to parents and teachers.

Any Other Remarks:

A serving Assistant Master/Mistress (Student Guidance Teacher) with a local first degree or equivalent is eligible for consideration for re-grading to Primary School Master/Mistress (Student Guidance Teacher).

A Primary School Master/Mistress (Student Guidance Teacher) re-graded from the rank of Assistant Master/Mistress (Student Guidance Teacher) will enter at the minimum of the Primary School Master/Mistress pay scale with his/her new incremental date determined by the date of re-grading. If the date of re-grading 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 re-grading 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.

Section 4.15**Guide to Appointment****Assistant Master/Mistress (Workshop Teacher) (AM(WT))**

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

Appointment
Requirements:

- (a) Promotion
Promotion rank for Certificated Masters/Mistresses (Workshop Teacher).
- (b) Direct Appointment
Candidates should have fulfilled all requirements for normal promotion to this rank. The decision of direct appointment of teachers to promotion rank must be supported by the majority of members of the Incorporated Management Committee and is fully justifiable.

Type of Work:

- (a) Workshop instruction and workshop management which include ensuring of safety in the workshops, maintenance of tools and equipment, preparation of materials, submission of annual estimates and keeping record of inventory and consumables;
- (b) Class teaching in a secondary school/special school with secondary classes; and
- (c) Where necessary, other related duties as considered appropriate.

Promotion Prospects:

N.A.

Section 4.16**Guide to Appointment****Certificated Master/Mistress (CM)**

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

Appointment
Requirements:

- (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 one year's relevant post-qualification working experience; or
 - (d) Diploma* or equivalent qualification, plus either:
 - (i) one year's relevant post-qualification working experience and one year of full-time (or two 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) one year's relevant post-qualification working experience and one year of full-time (or two years of part-time) technical teacher training; or
 - (ii) 2 years' relevant post-qualification working experience; or
- * Obtained from a local university or a technical institute.
- (f) A qualification other than (a) to (e) above, acceptable to the Permanent Secretary.

Type of Work:

Secondary Schools

- (a) Class teaching in lower forms of a secondary school, and
- (b) Where necessary, other related duties as considered appropriate.

Primary Schools

- (a) Class teaching in an aided primary school; and
- (b) Other duties as the Principal of the school may require.

Special Schools

- (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.

Promotion Prospects:

Assistant Master/Mistress

Certificated Masters/Mistresses possessing an appropriate Teacher's Certificate or an equivalent qualification (and for special schools, 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 Master/Mistress if they have:

- (a) in a secondary/secondary special school or the secondary section of a special school:
 - (i) five years satisfactory and acceptable experience as a teacher in a government or aided secondary or secondary section of a special 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) five years satisfactory and acceptable experience as a teacher 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 two years must be in the nominating aided secondary school/secondary section of the nominating special school; and
- (b) in a primary/primary special school or the primary section of a special school:

five years satisfactory and acceptable experience as a teacher in a government or an aided primary school;

and have undertaken training course(s) specified by the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium.

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 Master/Mistress provided that they have undertaken training course(s) specified by the Permanent Secretary or other equivalent training

course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium.

Any Other Remarks:

- (a) Untrained Certificated Master/Mistress will not be allowed to proceed beyond the salary bar as specified below without acquiring an acceptable teacher training qualification:
 - (i) Bar at MPS point 19 for those appointed between 1 January 1991 and 31 March 2000 (both dates inclusive);
 - (ii) Bar at MPS point 17 for those appointed on or after 1 April 2000.
- (b) Direct entrants who have completed two 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.
- (c) Direct entrants with the qualifications under Appointment Requirements (d)(i) will enter the scale at the second point.
- (d) Direct entrants with acceptable qualifications under Appointment Requirements (f) will enter at a point, or sub-point, of the scale considered appropriate by the Permanent Secretary.
- (e) 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.
- (f) Serving Certificated Masters/Mistresses who are appointed under Appointment Requirements (c), (d)(ii) or (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.
- (g) Serving Certificated Masters/Mistresses who are appointed under Appointment Requirements (f) 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.
- (h) Appointment of Certificated Master/Mistress with qualifications acquired through the Non-graduate

Teacher Qualifications Assessment (NGTQA)

- (i) For appointment as Certificated Master/Mistress in an aided primary school/primary special school/primary section of a special school, a holder of the following qualifications acquired through the NGTQA is regarded as having a non-standard qualification acceptable to the Permanent Secretary:
 - Type 1 - An Assessment Certificate (Primary Level) issued by the former Education and Manpower Bureau certifying the holder having passed Part I and Part II of the NGTQA; or
 - Type 2 - An Assessment Certificate (Primary Level) issued by the former Education and Manpower Bureau certifying the holder having passed Part I, Part II and Part III of the NGTQA.
- (ii) Direct entrants with the above non-standard qualifications will enter at MPS point 10, or MPS point 12 for those appointed prior to 1 April 2000.
- (iii) Holders of the above non-standard qualifications appointed under Type 1 will be allowed to proceed beyond MPS point 17 (or MPS point 19 for those appointed prior to 1 April 2000) 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.
- (iv) Holders of the above non-standard qualification appointed under Type 2 will be allowed to proceed beyond MPS point 17 (or MPS point 19 for those appointed prior to 1 April 2000) and be awarded an additional increment after having successfully completed a period of supervised teaching for at least one 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.
- (v) Certificated Masters/Mistresses with the above status of qualified teacher awarded after passing the NGTQA and successful completion of In-service Course of Training for Teachers in Primary Schools or a period of supervised

teaching for at least one year (and for special schools, 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 Master/Mistress in primary/primary special school/primary section of a special school if they have five years satisfactory and acceptable experience as a teacher in a government or an aided primary school and have undertaken training course(s) specified by the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium.

Section 4.17**Guide to Appointment****Certificated Master/Mistress (Workshop Teacher) (CM(WT))**

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

Appointment
Requirements:

- (a) Technical Teacher's Certificate obtained after a three-year full-time technical teacher training course, or an equivalent qualification; or
- (b) Higher Diploma/Certificate*, or equivalent qualification, plus one year's relevant practical post-qualification experience; or
- (c) Ordinary/Technician Diploma* or equivalent qualification, plus either:
 - (i) One year's relevant post-qualification practical experience and one year of full-time technical teacher training; or
 - (ii) 2 years' relevant post-qualification practical experience; or
- (d) Secretary or commercial certificate*, or equivalent qualification, plus either:
 - (i) one year's relevant post-qualification practical experience and one year of full-time technical teacher training; or
 - (ii) 2 years' relevant post-qualification practical experience.
- (e) A qualification other than (a) to (d) above, acceptable to the Permanent Secretary.

* Obtained from a local university or a technical institute.

Type of Work:

- (a) Workshop instruction and workshop management which include ensuring of safety in the workshop, maintenance of tools and equipment, preparation of materials, submission of annual estimates and keeping record of inventory and consumables;
- (b) Class teaching in a secondary school/special school with secondary classes;
- (c) Where necessary, other related duties as considered appropriate.

Promotion Prospects:

Assistant Master/Mistress (Workshop Teacher)

There is provision of one Assistant Master/Mistress (Workshop Teacher) post for every four workshops. Certificated Masters/Mistresses (Workshop Teacher) will be eligible for consideration for promotion to Assistant Master/Mistress (Workshop Teacher) if they have five years satisfactory and acceptable experience as a Certificated Master/Mistress (Workshop Teacher) or Workshop Instructor appointed before 1 September 1993

in an aided secondary school/special school with secondary classes of which the last two years must be in the nominating aided secondary/special schools and have undertaken training course(s) specified by the Permanent Secretary or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Section 5 of this Compendium and, in the case of special schools, have undertaken a course of training in special education recognised by the Permanent Secretary.

Any Other Remarks:

- (a) Direct entrants who have completed two years of continuous full-time teacher training (acquired prior to 1982) at the Hong Kong Technical Teachers' College will enter the scale at the sub-point.
- (b) Direct entrants with the qualifications at Appointment Requirement (c)(i) will enter the scale at the second point.
- (c) Direct entrants with acceptable qualifications under Appointment Requirement (e) will be appointed to the point, or sub-point, of the scale considered appropriate by the Permanent Secretary.
- (d) Direct entrants having approved relevant teaching/practical experience in excess of that required for appointment may be awarded increments in the basic scale at the discretion of the Permanent Secretary.

Section 4.18**Guide to Appointment****Teacher Assisting in Speech Therapy (TAST)**

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

Appointment
Requirements:

To be eligible for appointment as TASTs in schools for the hearing impaired, candidates must:

- (a) meet the qualifications for appointment as a Certificated Master/Mistress;
- (b) be assessed to have normal hearing and be free from speech impediments; and
- (c) be fluent in Cantonese.

Type of Work:

- (a) to provide informal assessment and individual and group therapy as prescribed by a speech therapist to school children with articulation defects and retarded speech and language development;
- (b) to work in close co-operation with speech therapists and classroom teachers on speech/language treatment programmes; and
- (c) to perform such other duties as may be required.

Section 4.19**Guide to Appointment****Mobility Instructor**

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

**Appointment
Requirements:**

To be eligible for appointment as Mobility Instructors, candidates must

- (a) meet the qualifications for appointment as a Certificated Master/Mistress;
- (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.

Type of Work:

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

Section 4.20**Guide to Appointment****Resource Teacher**

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

Appointment
Requirements:

To be eligible for appointment as resource teachers in special schools, candidates must meet the following qualifications for appointment:

For children with visual impairment

Certificated Master/Mistress for teaching students with visual impairment who register with a school for the visually impaired for resource support but attend special schools or primary classes of ordinary schools.

Graduate Master/Mistress for teaching secondary students with visual impairment who register with a school for the visually impaired for resource support but attend ordinary schools.

For autistic children

Certificated Master/Mistress for teaching children with autistic disorder in the primary section of a special school for children with mild and/or moderate intellectual disability.

For supportive educational programme

Certificated Master/Mistress for the secondary section of a special school.

For supportive remedial service

Certificated Master/Mistress for the primary section of a special school for children with hearing impairment who are attending ordinary primary schools.

Graduate Master/Mistress for the secondary section of a special school for children with hearing impairment who are at junior secondary level in ordinary schools.

Type of Work:

(a) For children with visual impairment

to provide remedial teaching and resource support to the visually-impaired studying in ordinary schools and special schools other than those for the visually impaired; and

For autistic children

to provide remedial support to autistic children assessed to have such a need in special schools for the mildly and/or moderately intellectually disabled; and

For supportive educational programme

to provide support for library service, computer

education, civic education, sex education and school leavers' programme in special schools; and

For supportive remedial service

to provide remedial support to children with hearing impairment admitted in ordinary schools; and

- (b) to perform such other duties as may be required.

Section 4.21**Guide to Appointment****Low-vision Training Teacher**

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

**Appointment
Requirements:**

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

- (a) meet the qualifications for appointment as a Certificated Master/Mistress;
- (b) be fluent in Cantonese; and
- (c) have completed or be prepared to undergo a training course on low-vision.

Type of Work:

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

Section 4.22**Guide to Appointment****Laboratory Technician I, II and III (LT I, II, III)**

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

Appointment
Requirements:

Laboratory Technician I

This is a promotion post for Laboratory Technician II. Such posts will only be established, however, in secondary special schools with five or more laboratories or in a school for the hearing impaired with more than 17 classes, and at the discretion of the Permanent Secretary.

Laboratory Technician II

This is a promotion post for Laboratory Technician III.

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 as Laboratory Technician II in another aided school even under a different sponsor. In the case of laboratory technicians for the maintenance of audiological equipment in schools for the hearing impaired, candidates with the appropriate training and three years of relevant experience may also be considered for direct appointment as Laboratory Technician II.

Laboratory Technician III

To be eligible for appointment to the grade of Laboratory Technician III, a candidate must have either five subjects, including English (Syllabus B) and two subjects relevant to the duties of the post, such as Physics, Chemistry or Biology, at Grade E or above in the Hong Kong Certificate of Education Examination, or an equivalent qualification.

Promotion Prospects:

Laboratory Technician I

Laboratory Technicians II will be eligible for consideration for promotion to Laboratory Technician I provided that they have at least five years of satisfactory service as Laboratory Technicians II.

Laboratory Technician II

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

(a) (i) Secondary Schools

completed three years' continuous and satisfactory

service in a laboratory technician post in a government or aided secondary school or, since 1 September 1990, in a caput or assisted private school or a bought-place school bound by contract, of which the last six months must be in the nominating aided secondary school;

(ii) Special Schools

been confirmed to the permanent establishment and completed 3 years' satisfactory service;

- (b) served for one year on the 3rd point of the salary scale;
- (c) obtained an approved Laboratory Technician Certificate or equivalent; and
- (d) 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.

Any Other Remarks:

- (a) The probationary period of a laboratory technician should normally be two years or on completion of an approved Laboratory Technician Certificate Course or an appropriate course of training, whichever is the longer.
- (b) The appointment of a laboratory technician may be terminable by the Incorporated Management Committee or the laboratory technician by giving one month's notice in writing if the laboratory technician is serving a period of probation or three months' notice in writing if the laboratory technician has satisfactorily completed a probationary period.
- (c) Relevant laboratory technician experience in the universities and polytechnics, and in a caput or an assisted private or a bought-place school bound by contract since 1 September 1990, shall be accepted as recognised experience for incremental purpose in aided schools.
- (d) The laboratory technician who has been recommended to attend an approved Laboratory Technician Certificate Course or an approved appropriate course of training is required to sign an undertaking with the school by which he agrees to serve in the school for at least one year after completion of the course.

Section 4.23**Guide to Appointment****Educational Psychologist I (EP I)**

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

Appointment
Requirements:

Candidates should have:

- (a) a first degree in Psychology from a local university or equivalent;
- (b) a Master degree in Educational Psychology (Professional Practice) from a local university or equivalent;
- (c) a Post Graduate Certificate in Education from a local university or equivalent;
- (d) a minimum of 6 years' relevant post-degree experience of which at least 3 years should be as an Educational Psychologist;
- (e) good command of Cantonese and written Chinese; and
- (f) good command of spoken and written English.

Type of Work:

- (a) assessment and review of progress of individual students, including baseline assessment after admission and assessment of school leavers for further training;
- (b) formulation of individualised educational programmes for individual children;
- (c) therapeutic intervention for students with emotional and adjustment problems;
- (d) parent training programmes;
- (e) consultation and staff development; and
- (f) conducting research and experimental projects on the special needs and problems of students in learning and social adjustment.

Promotion Prospects:

N.A.

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 Degree in Educational Psychology (Professional Practice) obtained must be one which can prepare the candidate for independent professional work as an educational psychologist.

Section 4.24**Guide to Appointment****Educational Psychologist II (EP II)**

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

Appointment
Requirements:

Candidates should have:

- (a) a first degree in Psychology from a local university or equivalent;
- (b) a Master degree in Educational Psychology (Professional Practice) from a local university or equivalent;
- (c) good command of Cantonese and written Chinese; and
- (d) good command of spoken and written English.

Type of Work:

- (a) assessment and review of progress of individual students, including baseline assessment after admission and assessment of school leavers for further training;
- (b) formulation of individualised educational programmes for individual children;
- (c) therapeutic intervention for students with emotional and adjustment problems;
- (d) parent training programmes;
- (e) consultation and staff development; and
- (f) conducting research and experimental projects on the special needs and problems of students in learning and social adjustment.

Promotion Prospects:

For promotion to Educational Psychologist I, Educational Psychologist II must have obtained:

- (a) a Post Graduate Certificate in Education from a local university or equivalent.
- (b) 6 years' relevant post-degree experience of which at least 3 years should be as an Educational Psychologist II.

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 Degree in Educational Psychology (Professional Practice) obtained must be one which can prepare the candidate for independent professional work as an educational psychologist.

Section 4.25**Guide to Appointment****Speech Therapist (ST)**

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

**Appointment
Requirements:**

To be eligible for appointment to the grade of Speech Therapist, a candidate must:

- (a) have a degree in Speech and Hearing Sciences from a local university, or equivalent;
- (b) have English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent [Note]; and
- (c) be able to write fluent English and Chinese, and can speak fluent English and Cantonese.

Note: 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.

Section 4.26**Guide to Appointment****Senior Physiotherapist (SPT), Physiotherapist I and II (PT I, II)**

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

Appointment
Requirements:

Senior Physiotherapist

Promotion rank for Physiotherapist I.

Physiotherapist I

Promotion rank for Physiotherapist II.

Physiotherapist II

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

- (a) (i) have a professional Degree/Diploma in Physiotherapy issued by the Hong Kong Polytechnic/Polytechnic University, or equivalent; or
- (ii) have a Certificate of Registration (Part Ia or Ib) and a valid Practising Certificate issued by the Physiotherapists Board, Hong Kong;
- (b) have English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent [Note]; and
- (c) speak fluent Cantonese.

Note: 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.

Promotion Prospects:Senior Physiotherapist

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

Physiotherapist I

Physiotherapists II will be eligible for consideration for promotion to Physiotherapist I, if they have at least two years of satisfactory service as Physiotherapists II.

Section 4.27**Guide to Appointment****Senior Occupational Therapist (SOT),****Occupational Therapist I and II (OT I, II)**

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

Appointment
Requirements:

Senior Occupational Therapist

Promotion rank for Occupational Therapist I.

Occupational Therapist I

Promotion rank for Occupational Therapist II.

Occupational Therapist II

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

- (a) (i) have a professional Degree/Diploma in Occupational Therapy issued by the Hong Kong Polytechnic/ Polytechnic University, or equivalent;
- (ii) be registered in Hong Kong in Part I or II of the Register of Occupational Therapists under the Register of the Supplementary Medical professions Ordinance Chapter 359;
- (iii) have a valid Practising Certificate issued by the Occupational Therapists Board;
- (b) have English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent [Note]; and
- (c) speak fluent Cantonese.

Note: 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.

Promotion Prospects:

Senior Occupational Therapist

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

Occupational Therapist I

Occupational Therapists II will be eligible for consideration for promotion to Occupational Therapist I, if they have at least two years of satisfactory service as Occupational Therapists II.

Section 4.28**Guide to Appointment****Occupational Therapy Assistant (OTA)**

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

**Appointment
Requirements:**

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.

Section 4.29**Guide to Appointment****Special School Social Worker**

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

Appointment
Requirements:

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

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b) English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent [Note];
- (c) the ability to speak fluent Cantonese; and

For Assistant Social Work Officer (ASWO)

- (d) (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.

For Senior Social Work Assistant (SSWA)

- (e) (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;
- (f) five years' recognised post-qualification experience in social work.

Note: 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.

Section 4.30**Guide to Appointment****Warden**

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

**Appointment
Requirements:**

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

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b) English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent [Note];
- (c) the ability to speak fluent Cantonese; and

For Social Work Officer (SWO)

- (d) at least five years' experience at the ASWO rank.
- (e) three years' recognised post-qualification experience in residential care (applicable to warden in secondary schools).

For Assistant Social Work Officer (ASWO)

- (f)
 - (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;
- (g) three years' experience in residential care (applicable to warden in special schools).

For Chief Social Work Assistant (CSWA)

- (h) a recognised social work diploma or certificate in social work;
- (i) at least five years' experience at the SSWA rank.

For Senior Social Work Assistant (SSWA)

- (j)
 - (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;
- (k) five years' recognised post-qualification experience in social work.

Note: 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.

Section 4.31**Guide to Appointment****Assistant Warden**

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

**Appointment
Requirements:**

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

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b) English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent [Note];
- (c) the ability to speak fluent Cantonese; and

For Assistant Social Work Officer (ASWO)

- (d) (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;

For Senior Social Work Assistant (SSWA)

- (e) (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;
- (f) five years' recognised post-qualification experience in social work.

For Social Work Assistant level (SWA)

- (g) (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.

Note: 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.

Promotion Prospects:

Warden

Secondary Schools

Assistant Wardens at the Assistant Social Work Officer level for boarding sections with a capacity of 120 or more boarders may be considered for promotion to Warden at the Social Work Officer level if they have three years' recognised post-qualification experience.

Assistant Wardens at the Senior Social Work Assistant level for boarding sections with 60-120 boarders may be considered for promotion to Warden at the Chief Social Work Assistant level if they have five years' recognised post-qualification experience.

Special Schools

Assistant Wardens at the Senior Social Work Assistant level for a boarding section with a capacity of 50 boarders and above may be considered for promotion to Warden at the Chief Social Work Assistant level if they have at least five years' experience at the Senior Social Work Assistant rank.

Assistant Wardens at the Social Work Assistant level for a boarding section with a capacity of less than 50 boarders may be considered for promotion to Warden at the Senior Social Work Assistant level if they have five years' recognised post-qualification experience in social work.

Section 4.32**Guide to Appointment****Boarding Service Master/Mistress I, II**

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

Appointment
Requirements:

Boarding Service Master/Mistress I

To be eligible for appointment to the grade of Boarding Service Master/Mistress I ranked at the Social Work Assistant level, a candidate must have:

- (a) registered under the Social Workers Registration Ordinance, Chapter 505;
- (b) English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent [Note];
- (c) the ability to speak fluent Cantonese; and
- (d) (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.

Boarding Service Master/Mistress II

To be eligible for appointment to the grade of Boarding Service Master/Mistress II ranked at the Welfare Worker level, a candidate must:

- (e) be at least 21 years of age;
- (f) have five subjects including English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent [Note]; and
- (g) be able to write Chinese and speak fluent Cantonese.

Note: 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.

Promotion Prospects:

Assistant Warden

Boarding Service Masters/Mistresses I with five years' recognised post-qualification experience may be considered for promotion to Assistant Warden at the Senior Social Work Assistant level for boarding sections

with a capacity of 60-120 boarders. For boarding sections with a capacity of less than 60 boarders, one of the Boarding Service Masters/Mistresses I may, with the approval of the Permanent Secretary, be assigned as Assistant Warden at the Social Work Assistant level and be granted a responsibility allowance equivalent to two additional increments above the substantive pay of the Assistant Warden on the Social Work Assistant scale.

Section 4.33**Guide to Appointment****Registered Nurse (RN)**

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

**Appointment
Requirements:**

To be eligible for appointment to the grade of School Nurse (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) have English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent [Note]; and
- (d) be fluent in Cantonese.

Note: 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.

Section 4.34**Guide to Appointment****Enrolled Nurse (EN)**

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

**Appointment
Requirements:**

To be eligible for appointment to the grade of School Nurse (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.

Section 4.35**Guide to Appointment****Brailling Staff**

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

**Appointment
Requirements:**

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

- (a) have 5 subjects, including Chinese Language, English Language (Syllabus B) and Mathematics at Grade E or above in the Hong Kong Certificate of Education Examination; and
- (b) have completed an appropriate course of training in braille.

Section 4.36**Guide to Appointment****Houseparent-in-charge**

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

**Appointment
Requirements:**

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) English Language (Syllabus B) and Chinese Language at Grade E or above in Hong Kong Certificate of Education Examination, or equivalent [Note]; and
- (d) the ability to speak fluent Cantonese.

Note: 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.

Section 4.37**Guide to Appointment****Houseparent/Programme Worker**

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

Appointment Requirements:

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) English Language (Syllabus B) and Chinese Language at Grade E or above in the Hong Kong Certificate of Education Examination, or equivalent [Note]; and
- (d) the ability to speak fluent Cantonese.

Note: 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.

Promotion Prospects:

Houseparents and Programme Workers with five years' recognised post-qualification experience may be considered for promotion to Assistant Warden at the Senior Social Work Assistant level for boarding sections with a capacity of 50 or more boarders. For boarding sections with a capacity of less than 50 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 two additional increments above the substantive pay of the Assistant Warden on the Social Work Assistant scale.

Section 4.38**Guide to Appointment****Assistant Clerical Officer (ACO)**

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

Appointment
Requirements:

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

- (a) 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
- (b) 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
- (c) 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
- (d) 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
- (e) a Hong Kong English School Certificate (awarded before 1968) with a pass in English; or
- (f) a Hong Kong Chinese School Certificate (awarded before 1968) with a credit in English.

Section 4.39**Guide to Appointment****Clerical Assistant (CA)**

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

Appointment
Requirements:

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

- (a) have completed Secondary 4 (all subjects) in a registered school ; and
- (b) be fluent in Cantonese and have a good working knowledge of English.

Section 4.40**Guide to Appointment****Artisan II**

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

**Appointment
Requirements:**

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.

Section 4.41**Guide to Appointment****Special Driver**

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

**Appointment
Requirements:**

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.

Section 4.42**Guide to Appointment****Motor Driver**

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

**Appointment
Requirements:**

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.

Section 4.43**Guide to Appointment****Teacher Assistant (for Special Schools)**

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

**Appointment
Requirements:**

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

- (a) have completed Secondary 5 (all subjects) in a registered school ; and
- (b) be fluent in Cantonese.

Section 5**Conditions for Promotion in Aided Schools****1. Common conditions**

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 Incorporated Management Committee appointed for the selection exercise. The selection board should recommend a suitable candidate, if available, for the consideration and approval of the Incorporated Management Committee. However, the approval of the Permanent Secretary is required for the promotion and acting appointment to the post of Principal. For such cases, the application must be endorsed by the Incorporated Management Committee before submission to the Permanent Secretary for consideration.
- (c) Requirements for appointment and promotion to the next higher rank for respective grades of staff are contained in the guides to appointments in Section 4 of this Compendium.

2. Training requirements for promotion of teachers

To be eligible for substantive promotion to a higher rank, the candidate must have undertaken training course(s) as stated in Attachment A of this Section, or other equivalent training course(s) acceptable to the Incorporated Management Committee based on the criteria/guiding principles as prescribed in Attachment A mentioned above. Those who have met all other promotion requirements except the specified 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 specified 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 Incorporated Management Committee should make an alternative appointment for the promotion post.

3. Other requirements for promotion/direct appointment to the English Panel Chair Post (in secondary schools) and the additional post of Senior Teacher of English (in primary schools)

- (a) To be eligible for consideration for promotion/direct appointment to the post of additional Senior Teacher of English (STE) in primary schools/eligible special schools, a teacher should fulfil the appointment requirements laid down in the guides to appointments for Primary School Master/Mistress (PSM) and Assistant Master/Mistress (AM) in Section 4 of this Compendium.

- (b) A teacher appointed as an English Panel Chair (EPC) in a secondary school/eligible special school, or as a STE in a primary school/eligible special school should have attained an average proficiency at Level 4 of the English Language Proficiency Requirement (LP4) which means that he has met both of the following criteria:
- (i) attained at least Level 3 in all the five papers in the Language Proficiency Requirement for English teachers. Specifically, he has to attain '3' or above in Reading and Listening. For Writing, Speaking and Classroom Language Assessment (CLA), the teacher has to attain, in one sitting, '3' or above in all the scales of the respective papers; AND
 - (ii) attained at Level 4 or above for three 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 one sitting, at '4' or above (i.e. having attained Level 4 in three or more scales in Writing and CLA and four or more scales in Speaking).
- (c) A teacher will not be affected by the LP4 requirement if:
- (i) he had already taken up an EPC post on or before 18.10.2001; or he was an existing STE appointed before 1.9.2001; or
 - (ii) he 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 in service in another school under the same sponsoring body within the aided school sector on or before 18.10.2001; or
 - (iii) he 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) However, whenever an EPC/a STE post is vacated, the school should accord priority to LP4 qualified candidates in filling the post. Should a suitable LP4 qualified candidate not be available, the school may employ a teacher who has met the basic Language Proficiency Requirement. EPCs/STEs not affected by the LP4 requirement are encouraged to acquire the LP4 qualification through the Language Proficiency Assessment for Teachers or through training or through a combination of both.
4. Other requirements for promotion/direct appointment to Principalship
 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 their appointment to principalship.
Note: Teaching experience in schools under the Direct Subsidy Scheme will be recognised for promotion purpose.

Section 5/Attachment A**Training Requirements for Promotion of Teachers**

To be eligible for substantive promotion to a higher rank of a grade, a candidate must have undertaken training specified by the Permanent Secretary or other acceptable training as approved by the Incorporated Management Committee based on the criteria/guiding principles provided in paragraph 3 below.

1. Training requirements for promotion of teachers in aided secondary schools/secondary section of special schools

(a) Non-graduate Grade

Level	Refresher Training	Management Training
Certificated Master/Mistress (CM) to Assistant Master/Mistress (AM)	Refresher Training Course run by the Hong Kong Institute of Education undertaken within the previous 10 years, <u>or</u> Other acceptable training such as the Advanced Course of Teacher Education or a relevant degree, undertaken/obtained within the previous 10 years	Nil
Assistant Master/Mistress (AM) to Senior Assistant Master/Mistress (SAM)	Refresher Training Course run by the Hong Kong Institute of Education undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years	School Administration Course for AMs run by the Training and Development Section within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years
Senior Assistant Master/Mistress (SAM) to Principal Assistant Master/Mistress (PAM)	Refresher Training Course run by the Hong Kong Institute of Education undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years	Course in pastoral care, guidance/counseling and extra-curricular activities run by tertiary institutions within the previous 10 years

(b) Graduate Grade

Level	Refresher Training	Management Training
Graduate Master/Mistress (GM) to Senior Graduate Master/Mistress (SGM)	Refresher Training Course run by the Hong Kong Institute of Education undertaken within the previous 10 years, <u>or</u> Other acceptable training such as an advanced diploma or a relevant higher degree, obtained within the previous 10 years	Nil

Level	Refresher Training	Management Training
Senior Graduate Master/Mistress (SGM) to Principal Graduate Master/Mistress (PGM) or Principal I/Principal II	Refresher Training Course run by the Hong Kong Institute of Education undertaken within the previous 10 years, <u>or</u> Other acceptable training such as the Advanced Diploma or a relevant higher degree, obtained within the previous 10 years	Secondary School Administration Course for Senior Teachers run by the Training and Development Section within the previous 10 years, <u>or</u> Course in school administration, curriculum development, remedial teaching, pastoral care and extra-curricular activities run by tertiary institutions within the previous 10 years, <u>or</u> Course on School Management Initiative run by the local universities for Principals, Assistant Principals and Senior Teachers within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years, such as certificate/diploma courses in school/public administration or management studies run by tertiary institutions, or a higher degree with management as an elective
Principal Graduate Master/Mistress (PGM) to Principal I/Principal II	Nil	
Principal II to Principal I	Nil	

2. Training requirements for promotion of teachers in aided primary schools/primary section of special schools

(a) Non-graduate Grade

Level	Refresher Training	Management Training
Certificated Master/Mistress (CM) to Assistant Master/Mistress (AM)	Primary Retraining Course run by the Hong Kong Institute of Education undertaken within the previous 10 years, <u>or</u> Refresher Training Course run by the Hong Kong Institute of Education undertaken within the previous 10 years, <u>or</u> Other acceptable training such as a relevant degree obtained within the previous 10 years	Nil

Level	Refresher Training	Management Training
Assistant Master/Mistress (AM) to Senior Assistant Master/Mistress (SAM)	Nil	
Senior Assistant Master/Mistress (SAM) to Principal Assistant/Mistress (PAM)	Nil	

(b) Graduate Grade

Level	Refresher Training	Management Training
Assistant Primary School Master/Mistress (APSM) to Primary School Master/Mistress (PSM)	Primary Retraining Course run by the Hong Kong Institute of Education undertaken within the previous 10 years, <u>or</u> Refresher Training Course run by the Hong Kong Institute of Education undertaken within the previous 10 years, <u>or</u> Other acceptable training such as a relevant degree obtained within the previous 10 years	Nil
Primary School Master/Mistress (PSM) to Headmaster/Headmistress II (HM II)	Nil	
Headmaster/Headmistress II (HM II) to Headmaster/Headmistress I (HM I)	Nil	

Note1 The requirement for retraining/refresher training at the Hong Kong Institute of Education will be waived for teachers who have completed a Teacher's Certificate or a university Post-graduate Certificate/Diploma in Education course within the previous 5 years.

Note2 Requirement for special education teachers is the same as that for ordinary teachers except that the refresher training course, or "Primary Retraining Course" in the case of teachers of primary schools, may be replaced by the "Retraining Course for Special Education Teachers" run by the Hong Kong Institute of Education.

Note 3 For teachers in secondary schools, the "Refresher Training Course for Serving

Secondary School Technical Teachers", which is designed for teachers of specialised subjects, is acceptable as a replacement for the Refresher Training course run by the Hong Kong Institute of Education.

3. Other acceptable training courses

The Incorporated Management Committee may approve other course(s) undertaken by candidate as acceptable/equivalent to the training course(s) specified above based on the criteria/guiding principles as follows:

(a) *Other Acceptable Refresher Training*

The training consists of course(s) that provide(s) opportunities for teachers to update their professional knowledge on modern methods and approaches. The knowledge gained can facilitate them in better carrying out their duties in the school. The minimum number of contact hours is 90.

(b) *Other Acceptable Management Training*

The training consists of course(s) that provide(s) opportunities for teachers to study various school management or education administration issues. The knowledge gained can enable the teachers to contribute to the effective and efficient operation of the school. The minimum number of contact hours is 40.

Section 6**Conditions and Procedures for Termination of Service
or Dismissal of Teachers and Specialist Staff****1. Termination of employment contract by notice or payment in lieu of notice**

A contract of employment may be terminated by due notice or salary in lieu of notice. The length of notice or the amount of salary in lieu of notice to be given by the Incorporated Management Committee (IMC) or the teachers⁹/specialist staff concerned is shown below:

<i>Time of termination</i>	<i>Length of notice</i>	<i>Amount of salary in lieu of notice</i>	<i>Remarks</i>
Within the first month of probation	Not required	Not required	—
After the first month of probation	1 month	<u>For IMC</u> – An amount equivalent to the amount of salary for the notice period	<ul style="list-style-type: none"> • The IMC may waive the payment of salary in lieu of notice in accordance with section 13.5(e) of the COA for Aided Schools • The IMC should not charge any payment of salary in lieu of notice to government funds • The notice period should not include maternity leave or annual leave
After probation	3 months	<u>For the staff member concerned</u> – One month's salary or an amount equivalent to the amount of salary for the notice period, whichever is the less	

2. Procedures for dismissal of staff employed after the establishment of IMC

- (a) The procedures in this section apply to teachers/specialist staff employed by a school on the date of/after its establishment of IMC and do not apply to those employed before this date.
- (b) If a member of the staff in caption is found by the IMC 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 duly advised, the following measures may be applied:
 - (i) For teacher/specialist staff member during the probationary period
The IMC may terminate the employment of the staff member

⁹ Teachers stated herein refer to “qualified teachers” as defined in the Code of Aid for Aided Schools. For “unqualified teachers”, their employment is terminable by the giving of one month's notice or salary in lieu of notice in an amount equivalent to the amount of salary for the notice period, either by the Incorporated Management Committee or the teacher concerned.

concerned by giving him a sufficient period of notice in accordance with paragraph 1 above.

(ii) For teacher/specialist staff member after probation

- The staff member concerned should be given a written warning that his work is unsatisfactory. This should be recorded in the school files.
- If no improvement in the work of the staff member concerned is noticeable after an appropriate period, normally not less than one month, a second written warning embodying relevant criticisms should be given. This should be recorded in the school files.
- If the staff member concerned after receiving the second warning letter still shows no improvement after an appropriate period, normally not less than one month, the IMC may dismiss him or not to renew his contract after the date of expiry. The IMC should inform the Permanent Secretary.
- The staff member concerned must be given a sufficient period of notice of termination of employment in accordance with paragraph 1 above.

3. Dismissal of teachers/specialist staff employed before the establishment of IMC

- (a) According to Schedule 1/Schedule 2 of the Education Ordinance, a person who is employed to work for a school immediately before the date of the establishment of the IMC of the school “shall on the commencement of that date be deemed to have been employed by the committee on the same terms and conditions of the employment subsisting immediately before that date”. The same Schedules further provide that the employment may be terminated in the same manner and to the same extent as immediately before the establishment of IMC.
- (b) In view of the above, the IMC is reminded to follow, in respect of termination/dismissal of teachers/specialist staff employed before the establishment of IMC, the “Procedures to be followed in the case of dismissal or termination of appointment of a teacher” (which is also applicable to specialist staff of special school) as stipulated in relevant Appendices of the 3 sets of COAs valid at the time before school’s operation under IMC. The aforesaid “Procedures to be followed in the case of dismissal or termination of appointment of a teacher” are essentially the same as that stated in paragraph 2(b)(ii) above.

Section 7A**Leave Entitlement****A. Leave Entitlement****1. Sick Leave**Teaching Staff

- (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 will 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 in service of more than 1 year will forfeit his sick leave balance.
- (b) Daily-rated supply teachers who have worked under a continuous contract for not less than 4 weeks are eligible for sickness allowance at the rate of two paid sickness days for each completed month of employment in accordance with the Employment Ordinance.
- (c) Sick leave exceeding two days should be supported by a valid medical certificate issued by a registered medical practitioner, a registered dentist or a registered Chinese medicine practitioner*.
- (d) No-pay sick leave may be granted if a member of staff's leave balance/entitlement has been exhausted.

Note: Laboratory technicians and specialist staff will enjoy such benefits as teachers with regard to sick leave, except that laboratory technicians or specialists with a break in service of more than 45 days will forfeit their sick leave balance.

* The arrangement for the recognition of sick leave certificates issued by registered Chinese medical 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.

Non-teaching Staff

- (a) Non-teaching staff (other than laboratory technicians and specialist staff) paid out of the ***Salaries Grant*** in an aided school may be granted ***full paid*** sick leave subject to all other provisions stipulated in the Employment Ordinance in respect of sick leave.
- (b) No-pay sick leave may be granted if a member of staff's leave balance/entitlement has been exhausted.

2. Maternity Leave

- (a) Female staff who have completed 40 weeks of resident service prior

to the commencement of maternity leave may be granted 10 weeks **full-pay** maternity leave whereas those 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.

- (b) Other conditions of maternity leave should be subject to the provisions of the Employment Ordinance.
- (c) When more absence is recommended by a registered medical practitioner or a registered Chinese medical 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.
- (d) Female teachers/specialist staff/laboratory technicians 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 if –
 - (i) their maternity leave exceeds 10 weeks and the excess portion of maternity leave falls wholly or partly within a major school holiday; and
 - (ii) they 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 falls wholly or partly within a major school holiday.
- (e) Maternity leave is not counted as sick leave.
- (f) A female staff is not entitled to maternity leave whilst absent from duty for other reasons.

* The arrangement for the recognition of sick leave certificates issued by registered Chinese medical 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.

3. **Annual Leave**

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.

Non-teaching Staff

- (a) Non-teaching staff paid out of the ***Salaries Grant*** appointed on or after 1 June 2000 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:

Salary point (Master Pay Scale)	<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.

4. ***Special Tuberculosis Leave***

Teaching Staff

- (a) Teachers 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 medical practitioner on the following terms: -
- (i) those with more than one but less than four years of service may be granted up to three months leave on full pay;
 - (ii) those with four or more but less than eight years of service may be granted up to six months leave on full pay;

- (iii) those with eight or more than eight years of service may be granted up to six months leave on full pay plus two weeks additional sick leave in respect of each additional year of service over eight years up to a maximum of twelve months leave on full pay.

Service under all these provisions means service deemed to be continuous by the Permanent Secretary.

- (b) Upon exhaustion of special tuberculosis leave balance and sick leave balance, the staff may be granted no-pay special tuberculosis leave.

Note: Laboratory technicians and specialist staff will enjoy such benefits as teachers with regard to special tuberculosis leave.

5. Study Leave

Teaching Staff

Teachers who are selected by the Permanent Secretary for a course of training or attend a course of training approved by the Permanent Secretary in advance may continue to receive full salary for the approved period of study leave.

Note: Laboratory technicians and specialist staff will enjoy such benefits as teachers with regard to study leave.

6. Leave for Special Events

Teaching Staff

Teachers may be granted leave of not more than 14 days per academic year (i) to represent HKSAR in national or international conferences or events such as the Asian Games and the Olympic Games, (ii) upon being invited, to present paper or speak at national or international conferences or seminars in connection with education, or (iii) to participate in training and camping exercises of the Civil Aid Service, Auxiliary Medical Service or Auxiliary Police Force. Sufficient grounds and justifications should be produced to support the grant of paid leave.

7. Special Leave

Teaching Staff

Normally special leave with pay will not be granted to teachers on account of personal affairs during the term. However, in exceptional cases, teachers may be granted special leave with pay for a maximum of 2 days per academic year on grounds of urgent private affairs of grave importance.

8. Leave for Juror or witness service

The Incorporated Management Committee may grant paid leave to those selected to serve as jurors and those required to appear in court as

witnesses.

9. Rules for counting the last day of no-pay leave and relevant arrangements

- (a) When the last day of 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.
- (b) When the last day of no-pay leave 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 staff member concerned reports to school for duty, provided that it is neither a Sunday nor a gazetted public holiday.
- (c) When the last day of 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.
- (d) 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.

Section 7B**Conditions for Employment of Short-term Supply Staff**

1. The Incorporated Management Committee may approve the employment of short-term supply staff on daily pay basis to substitute for various staff, whose salaries are covered under the Salaries Grant, as follows –

Type of staff	Condition for employment of supply staff
Teacher	For a teacher who is on approved leave for less than 30 days ¹⁰ .
Non-teaching Staff	
Laboratory Technician	For a laboratory technician who is on approved leave for three consecutive calendar days or more.
Nurse (in school section)	For a nurse who is on approved sick leave, maternity leave or no-pay leave <u>for one or more days</u> , or to fill any unfilled vacancies provided that the school has made every effort to fill such vacancies.
Nurse (in boarding section)	For the respective staff member who is on approved sick leave, maternity leave or no-pay leave for more than two days, or to fill any unfilled vacancies provided that the school has made every effort to fill such vacancies.
Boarding Service	
Master/Mistress II	
Houseparent	
Cook	For the staff member who is on approved sick leave, maternity leave or no-pay leave for one or more days, or to fill any unfilled vacancies provided that the school has made every effort to fill such vacancies.
Motor driver/Special driver	
Clerk (in primary school or the primary school section of special school)	For the clerk who is on approved leave for not less than 14 days provided that the school has <u>only one clerk</u> who is paid out of the Salaries Grant.
Teacher Assistant	For a teacher assistant who is on approved leave for not less than 14 days.
Artisan	No supply staff
Workshop Attendant	
Watchman	

2. Employment of supply teachers and laboratory technicians

- (i) A supply teacher to be employed should be of the same grade as, or of a lower grade than, the teacher for whom he is substituting, except that a

¹⁰ With the introduction of the Teacher Relief Grant (TRG), schools will be provided a recurrent cash grant calculated on approved formula for the employment of daily-rated supply teachers, where necessary, to substitute teachers on leave for less than 30 days. However, schools may continue to apply for reimbursement for employment of daily-rated supply teachers for teachers on maternity leave, sick leave and other approved leaves lasting for 30 days or more and temporary replacement on monthly terms for leave periods of 90 days or more. Schools should refer to Section 12 of the Compendium and the School Administration Guide and related circulars for further details of the administrative arrangements and usage of the TRG.

non-graduate may be engaged to replace an unqualified teacher.

- (ii) For supply laboratory technicians, they will 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 should be paid.

3. Employment of relief workers

For boarding sections which are fully operational all year round, the Incorporated Management Committee may also approve the employment of relief workers on a daily rate basis to substitute for nurses, boarding service masters/mistresses II, houseparents and cooks on annual leave if their leave cannot be staggered. Prior approval of such leave must be obtained from the Permanent Secretary.

4. Qualification for appointment of supply staff on daily basis

The qualification required for appointment of all supply staff, if applicable, should be in accordance with those stipulated in Section 4.

5. Service of supply staff

Service as supply staff on a daily pay basis is not counted for the purpose of increment or regarded as service for any other purposes.

6. Daily rates of supply staff

The daily rates of pay of supply staff should be determined by the Permanent Secretary and announced through circulars from time to time.

Section 8**Allowances**

(This Section should be read in conjunction with Section 4.)

A. Responsibility Allowance**1. Responsibility allowance for Principals and deputy heads of primary schools/primary special schools**

- (a) A responsibility allowance will be payable to Principals of primary/primary special schools at the rank of PAM, SAM, PSM or AM at the rate of one increment above their substantive pay while serving in this capacity¹¹;
- (b) A responsibility allowance will also be payable to AM or PSM who serve as deputy heads of primary schools with 12 or more classes in addition to undertaking special duties as a Senior Teacher, or in the case of primary special schools, with 12 or more equivalent ordinary primary classes, at a rate equivalent to 75% of one increment above their substantive pay while serving in this capacity; and
- (c) Over-ranked non-graduate Principals will not be eligible for the Responsibility Allowance.

2. Boarding Responsibility Allowance for Principals of secondary schools/special schools with an approved boarding section

The responsibility allowance will be payable to the Principal of a secondary school/special school with an approved boarding section on condition that he should not be paid other job-related allowances, namely, the responsibility allowance for taking up headship post and the Special Education Allowance. The allowance should be equivalent to 15% of the mid-point of the salary scale for Senior Social Work Assistant.

3. Boarding Responsibility Allowance for boarding staff

A responsibility allowance at the rate of two increments above their substantive pay will be payable to the following boarding staff:

- (a) warden of secondary schools with an approved boarding section with 60 to 120 boarders at Chief Social Work Assistant or Assistant Social Work Officer rank;
- (b) assistant warden; and
- (c) houseparent-in-charge

at Social Work Assistant rank of secondary schools/special schools with an approved boarding section.

B. Acting Allowance

- 1. For secondary schools or secondary section of special schools, a full-time PGM/SGM/GM or SAM who has been recommended and approved to

¹¹ Responsibility allowance payable to PAM and SAM will be ceased with effect from 1.9.2007.

- take up the ***functional duties*** of a higher office in the rank of Pr.I/Pr.II/PGM/SGM or PAM 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 stated in paragraph 3 and below.
2. For primary schools or primary section of special schools, a full-time SAM/AM/CM or HMII/PSM/APSM who has been recommended and approved to take up the ***functional duties*** of a higher office in the rank of PAM/SAM/AM or HMI/HMII/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 stated in paragraph 3 and 4 below.
 3. 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, the rate will be revised to 100% after the first 180 calendar days of acting; or at a rate equivalent to 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.
 4. 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 the rate for acting-up in (3) above, whichever is the more.
 5. Notes on award of acting allowance:
 - (a) The minimum 30-calendar-day qualifying period should 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.
 - (b) 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.
 - (c) The qualifying period may include up to a maximum of 3 consecutive days' leave or absence in total (excluding sick leave and absence for authorised training and duty) taken during the acting period. Leave and absence in excess of 3 consecutive days will not be counted as part of the qualifying period.
 - (d) 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.

- (e) A teacher should only draw one acting allowance at any one time and schools should not make concurrent multiple acting appointments.
- (f) Acting appointments can be made on operational grounds even if no acting allowance is payable.

In addition to notes (a) – (f) above, primary and primary special schools should also note the following points:

- (g) If the Principal or the deputy head is of the same rank as the teacher appointed to act as the Principal or the deputy head, the acting Principal or acting deputy head will then draw the responsibility allowance for an AM/PSM Principal or deputy head, necessitating the Principal or deputy head on leave to forfeit such allowance during the whole period of leave.
- (h) In the case of a teacher appointed to act in a headship post higher than his substantive rank, he will receive the appropriate acting allowance and not the responsibility allowance. Under no circumstances would an acting Principal be allowed to draw both the acting and responsibility allowances.
- (i) Leave exceeding 30 days or leave necessitating the grant of another teacher to act as the Principal or deputy head for the whole or part of his leave involves the forfeiture of the responsibility allowance for the whole period of leave.

C. Special Education Allowance

The Special Education Allowance (SEA) will be payable to teaching staff who are engaged in special education duties and have completed the recognised special education training as follows:

1. The SEA has ceased 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. This is applicable to all teaching staff of special classes, intensive remedial teaching programmes, integrated education programmes and aided special schools (abbreviated as teaching staff of special education hereunder).
2. For the existing teaching staff of special education, 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 education, including Principal I in the aided sector, 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 education 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 education who have been 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 education. 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 with effect from 1 September 2003.
- 3. The above arrangements will also be applicable to the existing teaching staff of special education on transfer to another aided school performing the duties as a teacher in a special education programme or to another aided special school without a break in service, provided that the posts they fill
 - (a) have been created in the 2002/03 school year, or
 - (b) 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.
- 4. All teaching staff of practical schools and skills opportunity schools who are in receipt of SEA will cease to receive SEA upon full mainstreaming of their school.
- D. All allowances stated in this Section are subject to review by the Permanent Secretary from time to time when necessary, and will be treated as salary for provident fund purpose.

Section 8/Attachment A**Special Education Programmes in Ordinary Aided Secondary/Primary Schools**

1. In ordinary aided secondary schools, special education programme is conducted as Integrated Education Programme.
2. Details of the special education programme conducted in ordinary aided primary schools are as follows:-

Size of Programme	<p>(a) The number of students in a special education programme (currently known as Intensive Remedial Teaching Programme) for children with learning difficulties is 8 - 15, except with the written permission of the Permanent Secretary;</p> <p>(b) The Permanent Secretary may from time to time approve the ratio of students per programme in respect of such category of students in need of special educational provision, as may seem to him necessary.</p>
Ratio of Teachers per programme	The approved ratio of teachers to programme in an ordinary primary school is 1 teacher per programme. These teachers will form part of the staff establishment of the school.
Class Grant for Non-fee-charging School	<p>(a) A Class Grant is made in respect of the Intensive Remedial Teaching Programme and is paid monthly in advance.</p> <p>(b) Items of expenditure which may be charged to the Class Grant account are identical to those class-based items chargeable to the School and Class Grant.</p>
Class Grant for Fee-charging School	Subject to the approval of the Permanent Secretary, a Class Grant is made to a special education programme operated in a fee-charging school.

Note: Apart from the above details, special education programme in aided primary schools should be operated in accordance with the Code of Aid for Aided Schools.

Section 9**Administration Grant for Aided Secondary Schools**

1. The Administration Grant is provided for aided secondary schools to employ administrative and janitor staff to meet their specific needs. The Incorporated Management Committee should be responsible for the appointment, dismissal, salaries and terms of service of all staff employed with the Administration Grant in accordance with all employment related rules and regulations under relevant ordinances. Expenditure on cleaning services of the school premises by contract may also be chargeable to the Administration Grant. The amount of grant is normally assessed on a per class basis at the rate, which is adjusted annually in accordance with the movement of the Composite Consumer Price Index, as announced in the relevant circular issued by the Permanent Secretary.
2. Calculation of administrative staff grant element and janitor staff grant element in the Administration Grant per class is based on the notional posts in a standard aided secondary school with 29 classes as follows –

(a) Administrative Staff

<u>Post</u>	<u>No.</u>
Secretary	1
Clerical Officer	1
Assistant Clerical Officer	1
Typist	1
Clerical Assistant	1
	<hr/> 5

(b) Janitor Staff

<u>Post</u>	<u>No.</u>
Office Assistant	1
Workshop/Laboratory Attendant	3
Workman II	9
	<hr/> 13

3. The janitor staff grant element payable to a secondary school may be calculated individually on an operating class basis or on a classroom equivalent basis according to the janitor staff requirement for the school in relation to the number of classrooms, special rooms, laboratories and workshops.

Section 10**Administration Grant/Revised Administration Grant for Aided Primary, Special Schools and Boarding Section of Aided Secondary Schools**

1. The Administration Grant or Revised Administration Grant is provided for aided primary, special schools and the boarding section of aided secondary schools for the employment of clerical and janitor staff to meet their specific needs as follows –
 - (a) Administration Grant

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 Incorporated Management Committee should be responsible for the appointment, dismissal, salaries and terms of service of these non-teaching staff in accordance with all employment related rules and regulations under relevant ordinances.
 - (b) Revised Administration Grant

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 10.1 of the Code of Aid for Aided Schools. The Incorporated Management Committee should be responsible for the appointment, dismissal, salaries and terms of service of the janitor staff in accordance with all employment related rules and regulations under relevant ordinances.
2. Schools are given an option to choose between the two Grants. Schools that opt for the Revised Administration Grant may opt for the Administration Grant if they so prefer. However, the option once exercised in favour of the Administration Grant is final and irrevocable.
3. Both the Administration Grant and the Revised Administration Grant can be used for procuring ancillary services (e.g. the cleaning of the school premises) by contract.
4. The clerical and janitor staff entitlements as shown at Section 1B for aided primary schools and Section 1C for special schools, with rates set 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, are used as the basis for calculating the amount of the Administration Grant, or Revised Administration Grant where appropriate. The rates are adjusted annually in accordance with the movement of the Composite Consumer Price Index and will be announced in the relevant circular issued by the Permanent Secretary.
5. A school that opts for the Revised Administration Grant will be required to follow the guide to appointment for clerical staff shown at Section 4.

Section 11**Expanded Operating Expenses Block Grant (EOEBG)**1. Purpose

The EOEBG aims at providing IMC schools with more financial autonomy in the deployment of funds for educational purposes.

2. Features

- (a) The EOEBG is provided to aided schools in the school year following their establishment of IMCs. More non-salary recurrent grants that are formerly outside Operating Expenses Block Grant (OEBG) are included in the EOEBG. The full list of constituent grants under the EOEBG is set out in the EOEBG User Guide. The EOEBG includes virtually all non-salary recurrent grants to aided schools except those which are ad-hoc in nature, those which are currently under review, and those which are paid for very specific purpose on a reimbursement basis. The demarcation between the General Domain and Special Domain adopted in the OEBG is removed in the EOEBG with the exception of the Capacity Enhancement Grant (CEG) and some other grants, if specified. The EOEBG is provided as one block grant and schools are free to deploy the funding flexibly.
- (b) Similar to the OEBG, schools may use the surplus under the EOEBG on items chargeable to other Education Bureau (EDB) subsidies outside the EOEBG. In addition, schools may use the surplus to top up non-recurrent expenses for projects approved/funded by the EDB. Subject to certain limits, schools may also use the surplus to top up recurrent expenses arising from other government-funded projects, furniture and equipment and other facilities or educational services acquired through private donations or other fund-raising schemes.
- (c) The computation and annual adjustment of provision of the EOEBG are simplified and based mostly on the number of operating classes, except for some school specific grants. School specific grants are grants that are of special nature and only applicable to selected schools with special circumstances. They will continue to be determined separately in accordance with the prevailing criteria applicable to each of these grants.

3. Ambit

The EOEBG covers ambits of all its constituent grants. It can be used for purposes related to teaching and learning, operation and development of the schools. For example, schools may use the EOEBG to cover expenditure incurred from operating cost such as telephone and electricity charges of the schools, procurement of consumables and teaching aid, conduct of educational programmes for students, hiring of staff outside permanent staff establishment, procurement of stores, furniture and equipment, cleansing, security and other necessary services. It can also be deployed to finance professional development for teaching staff and any other educational purposes endorsed by the IMCs. For employment of staff, all expenditure related to salaries, leave

entitlement and statutory benefits such as Mandatory Provident Fund (MPF), long service payment and severance payment can also be covered by the EOEBG.

4. Principles and rules on usages

- (a) In exercising the flexibility in the use of resources, schools should be prudent and always put the interest of students as the first priority. Schools should have sound financial planning and good budgeting in utilising government funding. While schools may retain up to 12 month's provision under the EOEBG, they are not expected to keep too much surplus without specific purposes. Schools are reminded to deploy their resources in a cost-effective and timely manner to meet the needs of students and various policy priorities. They should ensure that expenditures incurred are reasonable and necessary for educational purposes. Schools must not use the provision to procure services or materials merely to drill students for assessments. Expenditure on celebration, entertainment, flower baskets, fruit baskets, wreaths and all other similar items for ceremonial activities or tributes to other schools should be kept to the absolute minimum. In addition, schools should ensure that any recurrent consequences arising from exercising funding flexibility will be absorbed within the EOEBG or met by schools' own funds.
- (b) In utilising the funding flexibility of the EOEBG, schools are requested to take notice of the following:
 - (i) Schools should ensure that the total spending should be kept within the amount of provision and avoid deficits as far as possible. Any deficits arising should be borne by school's own funds or by the School Sponsoring Body (SSB).
 - (ii) Subsidy will continue to be provided for Provident Fund/MPF contributions in respect of janitors, clerical and other supporting staff employed within the provision allocated for the school-specific Administration Grant/Revised Administration Grant.
 - (iii) Surplus under the EOEBG can be used to top up no more than:
 - ◆ 50% of recurrent cost arising from government-funded projects; and
 - ◆ 25% of recurrent cost arising from furniture and equipment and other facilities or educational service acquired through private donations or other fund-raising schemes.

In this connection, schools should establish proper procedures, objective criteria and clear approving authority for transferring the surplus out of the EOEBG.

- (c) Schools are reminded that non-education related expenditure as listed below are not allowed to be charged to the EOEBG:
 - (i) fringe benefits for staff, including housing benefits, provision of food

or food allowance, travelling allowance, medical expenses, etc;

- (ii) loans to staff or third parties;
- (iii) administrative and management expenses, including salaries of staff in the headquarters or other service units of the SSB;
- (iv) donations; and
- (v) any other items announced via circular/circular memorandum issued by the EDB from time to time.

In the event that expenditure is found improperly charged to the EOEBG, the EDB would request the school concerned to explain the anomalies. In the absence of acceptable explanation, the school concerned should make good such expenditure by charging it to its own funds.

5. Accounting arrangements

Schools should keep a separate ledger to clearly record all the income and expenditure chargeable to the EOEBG. While the demarcation of the General Domain and Special Domain is removed, schools are advised to take into consideration that they may be required to report on the expenditure specified for programmes under certain school specific grants, like the Capacity Enhancement Grant. As such, schools are also advised to keep separate sub-ledger for all school specific grants so as to fulfil the reporting requirements, where necessary.

6. Surplus retention

Schools may retain a maximum surplus of up to 12 months' provision of the EOEBG for the year in which the grant is provided. The Permanent Secretary may under exceptional circumstances agree that individual schools can retain surplus in excess of this level.

7. Accountability

- (a) The implementation of the EOEBG gives schools greater autonomy in the deployment of resources and, in turn, the delivery of education to their students. The quid pro quo to such autonomy is that schools have to be more transparent and accountable to the community for their performance and the use of funds. Schools must establish an accountability framework under which there are sufficient checks and balances to guard against any untoward developments. Two of the key elements of a proper accountability framework are schools' internal self-regulation and external monitoring. Self-regulation takes place through annual planning, budgeting and review by the schools themselves.
- (b) For external monitoring, schools are required to disclose financial information properly in their Annual School Plan and School Report, which is to be uploaded onto the website of the schools. In addition, IMCs are also required to submit to the EDB their annual accounts including information as required by the EDB, which will have been audited by a certified public accountant (practising) as defined in the Professional Accountants Ordinance (Cap. 50).

- (c) The IMC of a school is responsible for the proper management, administration and operation of the school. It handles funds and assets received from the Government in the capacity of a trustee. Therefore, it is obliged to hold accountable for any improper use of public resources.

For further details, please refer to the reference materials on EOEBG uploaded onto the website of the EDB (<http://www.edb.gov.hk> → School Administration → Financial Management) and the relevant circular.

Section 12**Teacher Relief Grant (TRG)****1. Purpose**

The TRG aims at simplifying the administrative procedure for appointing supply teachers to replace teachers on leave and providing flexibility for schools to opt to obtain a cash grant by freezing up to 10% of their teaching establishment in aided schools established with IMCs. Schools will have enhanced financial support and autonomy in planning their manpower deployment, organising staff professional development and student learning activities, and employing staff of various disciplines.

2. Features

- (a) An annual recurrent cash grant under the TRG is provided to each IMC school to cover approved leave of eligible teachers. With the TRG, schools are no longer required to apply for reimbursement of supply teachers for teachers on leave lasting for less than 30 days. Schools are allowed to claim reimbursement from the EDB for appointing supply teachers for regular teachers on maternity leave, sick leave and other approved leave lasting for 30 days or more. For leave of 30 to 89 days, daily-rated supply teachers can be reimbursed. For leave of 90 days or more, monthly term temporary replacements can be reimbursed.
- (b) With the consent of the IMC, majority of teachers and parents in advance, schools may opt to obtain a cash grant by freezing up to 10 % of their approved teaching establishment with enhanced rates of computation. In this connection, the existing arrangement of Substitute Teacher Grant (STG) is replaced by the TRG for IMC schools.

3. Ambit

Schools can use the TRG to appoint temporary supply teachers or teaching-related staff. They can also have full flexibility in using the TRG to procure education-related services or employ other staff like social workers, educational psychologists, professional tutors for career-oriented studies, etc. to meet their school-based needs and requirements of the various new initiatives, including the new academic structure for senior secondary education. If the TRG is used for employment of staff, expenditure like salaries, contribution to Mandatory Provident Fund, and any statutory benefits conferred by the Employment Ordinance should be met by the TRG.

4. Principles and rules on usages

Similar to the EOEBG, schools should always put the interest of students as the first priority. They should ensure that the expenditure incurred is reasonable and necessary for educational purposes. Schools should ensure that the total spending be kept within the amount of provision and avoid deficits as far as possible. Schools may make use of the surplus under the EOEBG to top up the TRG. If there is still unsettled deficit, it has to be borne by the school's

own funds.

5. Accounting arrangement

- (a) The annual recurrent cash grant is provided on a quarterly basis in September, November, February and May. The optional cash grant is released to schools on a claim basis and payments are also on a quarterly basis.
- (b) For reimbursement of daily-rated supply teachers to replace regular teachers on maternity leave, sick leave and other approved leave lasting for 30 days to 89 days, schools should use the standard claim form available at the EDB website (<http://www.edb.gov.hk> → School Administration → Financial Management). For appointment of temporary teachers on monthly terms to substitute for regular teachers taking leave of 90 days or more, school should use standard appointment form which is available at the EDB website (<http://www.edb.gov.hk> → Teachers' Development → Employment Related Information → Appointment Matters).
- (c) Schools wishing to apply for the optional cash grant for freezing teaching posts should use the standard claim form available at the EDB website (<http://www.edb.gov.hk> → School Administration → Financial Management).

6. Surplus retention

- (a) Schools will be allowed to accumulate surplus up to three times the annual provision of the TRG in the year in which the grant is provided.
- (b) Surplus of the TRG cannot be transferred out and cannot be used for purposes outside the TRG. The TRG reserve must be kept separately for control and audit purpose. Transfer between the reserve accounts of the EOEBG and TRG as to by pass the permitted surplus level for each account is strictly prohibited.

7. Accountability

- (a) Schools receiving the TRG should include in their School Report the use of the TRG with reference to their own situation and school-based targets. Schools should keep a separate ledger account to record all income and expenditure chargeable to the TRG.
- (b) The IMC of a school is obliged to hold accountable for any improper use of the public resources including the TRG.
- (c) IMC schools are reminded to follow the rules and regulations on tendering and purchasing procedures as stipulated in EDBC No. 30/1999 if they utilise TRG for the procurement of education-related services.

For further details, please refer to the reference materials on TRG uploaded onto the website of the EDB at <http://www.edb.gov.hk> → School Administration → Financial Management.

Section 13**Non-Recurrent Grants****A. Non-recurrent subsidy for furniture and equipment items not covered under Expanded Operating Expenses Block Grant (EOEBG)**

1. Separate non-recurrent subsidy may be provided for furniture and equipment (F&E) items not covered under EOEBG 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.
2. Application for provision of the above non-recurrent subsidy will be announced through circular from time to time.
3. Schools will be advised normally at the beginning of each financial year of the items in respect of which grants have been approved and the amount of provision. Schools should then proceed with the procurement exercise as soon as possible in accordance with the “Guidelines on Tendering and Purchasing Procedures in Aided Schools” as detailed in the School Administration Guide and relevant circulars in force.
4. Application for a revote of non-recurrent subsidy approved

Non-recurrent subsidy approved during the current financial year but not claimed will lapse after the end of that financial year. If a school anticipates that it will be unable to use an approved subsidy during the current financial year, it should apply to the Education Bureau (EDB) on or before 1 February of that year for a revote of the subsidy in the next financial year, giving grounds in support of the application.
5. Schools should note the following in respect of payment of non-recurrent F&E subsidy:
 - (a) where there is any subsequent reduction in tender price (e.g. through offer of discount for prompt payment) or the approved tender is for any reason cancelled, the school should inform the EDB immediately in writing of the appropriate amount of subsidy to be refunded. The amount will be offset from other subsidies payable to the school;
 - (b) where the award of the approved tender/quotation would result in the approved estimate being exceeded, the school should meet the difference between the cumulative expenditure and the approved estimate; and
 - (c) payment will be subject to availability of funds. In the event that funds in the relevant vote are exhausted in the latter part of each financial year, e.g. from January to March, payment may be postponed until the next financial year.

6. Schools should ensure that the income and expenditure of all approved non-recurrent subsidy should be properly recorded in the appropriate account books with all receipts and invoices in respect of the purchases being kept in the school for audit inspection purposes. The F&E items purchased should also be recorded in the Fixed Assets Register.

B. Major repairs and projects of \$15 million and below

1. Requests for subsidy towards the cost of items such as major internal repairs to buildings, internal redecorations etc. costing \$8,000 (for secondary schools)/\$3,000 (for primary and special schools) or above must be submitted to the EDB on the appropriate form attached to the call circular issued annually to schools. The completed forms should reach the EDB not later than the specified date.
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 repairs are needed. Applications from schools will be processed in accordance with the “Procedures for major repairs in respect of estate and non-estate schools” as detailed in the School Administration Guide.
3. Subject to the availability of funds, the EDB will inform schools of the approved projects. For estate schools, all repair works will be carried out by the Housing Authority’s term contractors supervised by the Housing Department whereas works for non-estate schools will normally be carried out by government term contractors supervised by the Architectural Services Department.
4. Schools should note that
 - (a) For Estate Schools
 - (i) The Housing Department will not be responsible for any works on non-school portion which is separately identifiable from the school portion. However, the Housing Department will undertake building services items of work on non-school portion which are inseparable from the school portion. The Housing Department will inform the school direct of the cost of the inseparable work items (plus 20% on cost). If the school has no objection to the cost involved, the Housing Department will carry out the work upon receiving the necessary deposit from the school. Schools should note that all correspondence in relation to such work should be copied to the EDB for reference.
 - (ii) The Incorporated Management Committee, as building tenants, should be responsible for the safety and soundness of their buildings. The Housing Department would be responsible only for the sufficiency of the actual repair work projects undertaken by them. However, the Housing Department may provide consultant advisory services on request to tenants who might require advice

on the condition of the buildings, which may be giving rise for concern.

- (iii) The external parts of all estate school buildings shall be maintained by the Housing Department.

(b) For non-estate schools

- (i) For items involving works in a non-school portion, the school should state clearly on their application form. Subject to availability of staff resources, the Architectural Services Department (Arch SD) may undertake such works with a 20% overhead cost for works in the non-school portion. Normally, the Arch SD will only undertake works in a non-school portion when it is inseparable from the school portion at which works are to be carried out. Prior to commencement of works in the non-school portion, the Incorporated Management Committee of the school is required to agree in writing the scope of work and the costs involved.

(ii) Deed of Covenant

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 -

- ◆ That the premises will be used solely for approved educational purposes or other purposes approved by the Permanent Secretary.
- ◆ That the school will be managed in accordance with the Education Ordinance and its subsidiary legislation and the Code of Aid for Aided Schools.
- ◆ That if the trustees or legal representatives of 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 trustees or legal representatives of 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.
- ◆ 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.

C. Building Grant (for projects exceeding \$15 million)

1. Subject to funding and policy, the Permanent Secretary may approve non-recurrent grant towards the cost of the extension or redevelopment of existing school premises.
2. The application for the building grant by the Incorporated 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, area 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.
3. Consideration and approval for non-recurrent grant are 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-subsented portion if required by the Applicant may be included in the project subject to approval by the Permanent Secretary even when the full cost required, including consultancy and construction, etc., for the non-subsented portion is borne by the Applicant. Such non-subsented 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 EDB 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 EDB for comment.

7. The Applicant should submit recommendations for appointment of consultants to the Permanent Secretary for approval on the recommendations of Arch SD. The technical proposal and fee proposal are to be kept distinctly separated. Any opening of fee proposals prior to the EDB/Arch SD 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 Arch SD's comment and approval by the Permanent Secretary.
9. For post-contract works, a minimum of ten tenderers should be invited to tender. The Applicant should require the tenderers to deposit their tenders into the Public Works Tender Board (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 EDB 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 all the consequences of accepting tenders in excess of the approved project estimates without prior approval from the EDB.
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 EDB 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 equipments, 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 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.
 - (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 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 a 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 shall 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 three 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 Arch SD.
17. For projects of \$15 million and below, please refer to part B of this section.

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.