

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

(Release 1.18, September 2023)

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 Section of Special Schools
- Attachment C Teaching Staff Establishment for Secondary Section of Special Schools

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**1. Basic Provision

With effect from the 2017/18 school year, the teacher-to-class ratios¹ for secondary schools are as follows:

- 1.8 teachers per junior secondary class
- 2.1 teachers per senior secondary class

Each school is provided with a Principal and its teaching staff entitlement is calculated according to its class organisation and the corresponding teacher-to-class ratios. The teaching staff entitlement calculated should be retained at 1 decimal place.

The overall teaching staff entitlement of a school includes the additional teachers of appropriate grades as provided and specified in sub-paragraph 3 below.

(updated on 1 September 2023)

2. Graded Post within the Establishment

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

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

(updated on 1 September 2019)

3. Additional Teachers

- (a) 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

¹ The teacher-to-class ratios have embedded the provision of additional teachers to all schools including the teachers for split-class teaching, school librarians, additional Chinese language teachers, additional teachers for remedial teaching, counselling and extra-curricular activities and additional non-graduate teachers under Education Commission Report No. 5.

Upon the implementation of the New Senior Secondary (NSS) academic structure from the 2009/10 school year, the teacher-to-class ratios for secondary schools, as stipulated in the report “The New Academic Structure for Senior Secondary Education and Higher Education” published in May 2005, are as follows:

- From the 2009/10 school year to the 2011/12 school year (i.e. up to the double cohort year), the teacher-to-class ratios are 1.7 teachers per junior secondary class, 1.9 teachers per senior secondary class in the new system and S5 of the pre-NSS system, and 2.3 teachers per S6 and S7 class of the pre-NSS system.
- In and after the 2012/13 school year, the teacher-to-class ratio for senior secondary class is revised to 2.0 teachers per senior secondary class (S4 to S6).

Starting from the 2017/18 school year, the teacher-to-class ratios have been increased by 0.1 teacher per class. The additional teaching post(s) so created is/are at the rank of Graduate Master/Mistress. With effect from the 2020/21 school year, the post(s) is/are included in calculating promotion posts. *(updated on 1 September 2023)*

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.

- (b) 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

One more NET may be employed to fill one of the additional English teacher posts at GM rank allocated to them in accordance with Attachment B.

(updated on 1 April 2013)

- (c) With effect from 1 September 1996, new schools are provided with one additional GM in the initial two years of operation.
- (d) With effect from 1 September 2006, additional graduate teachers are provided to individual schools with academic low achievers in Secondary 1 – 3. An additional 0.7 GM per class of territory bottom 10% students enrolled and an additional 0.3 GM per class of territory Band 3 students enrolled not within the Bottom 10% are provided. From 2009/10 school year onwards, the calculated number of additional teacher should be retained at 1 decimal place.

(updated on 1 September 2009)

- (e) With effect from the 2016/17 school year, schools are allowed to turn the Senior Secondary Curriculum Support Grant (SSCSG) and/or the Career and Life Planning Grant (CLPG) into regular teaching posts to provide more stable teacher manpower for schools to enhance the implementation of senior secondary curriculum and strengthen the development of life planning education and related guidance services. Upon conversion of SSCSG, each school would be provided with 0.1 GM per senior secondary class. As for conversion of CLPG into post, each school would be provided with 1 GM. Starting from the 2019/20 school year, the regular teaching posts converted from the two grants are counted towards the calculation of promotion post entitlement. The two grants are to be converted into regular teaching posts across the board before the 2022/23 school year. *(updated on 1 September 2019)*
- (f) Special Educational Needs Coordinator (SENCO)
Starting from the 2017/18 school year, an additional teaching post at the GM rank is provided by phases in 3 years to each public sector ordinary secondary school to facilitate the assignment of a designated teacher to take up the role of SENCO to lead, manage and coordinate matters relating to special educational needs. Starting from the

2019/20 school year, the rank of SENCO in schools with the Learning Support Grant (LSG) meeting the specific threshold is upgraded to the SGM rank. The arrangement of SENCO for schools with the LSG not meeting the specific threshold is the same as that of the 2017/18 school year. The additional teaching post at the GM rank is not included in calculating promotion posts in the teaching staff establishment. Schools are advised to refer to the relevant circular currently in force for details of the provision of SENCO. *(updated on 1 September 2019)*

(g) **Special Educational Needs Support Teacher (SENST)**

Starting from the 2019/20 school year, schools with Learning Support Grant (LSG) meeting different thresholds are allowed to exchange/provided with one to three additional teaching post(s) at the GM rank. The title of the teacher assuming the said post is SENST. These one to three posts are not included in calculating promotion posts in the teaching staff establishment. Schools are advised to refer to the relevant circular currently in force for details of the provision of SENST. *(updated on 1 September 2019)*

4. **Fractional Graduate Master/Mistress (GM) Post**

The fractional GM post is worked out by adding up the fractional entitlements, if any, in (I)1, i.e. overall establishment deduced from teacher-to-class ratios, and (I)3, i.e. additional teachers. Any whole number of the sum is added to the GM establishment. The fractional GM posts do not count towards the calculation of promotion posts. Schools may keep the fractional GM post in the teaching staff establishment or opt for encashing the fractional GM post, which is calculated on the basis of the mid-point of GM teachers.

(updated on 1 September 2019)

5. **Staff Structure**

(a) 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 GM post upgraded to SGM in a secondary school with 15 or more classes with effect from 1 September 1994.

(b) In calculating the proportions of promotion posts, posts provided for the Principal and those outside the Basic Provision in paragraph 1 should be excluded, except additional teachers in paragraphs 3(a) and 3(e).

(updated on 1 September 2023)

(II) Non-teaching Staff Establishment

A. **Educational Psychologist (EP)**

1. The Education Bureau creates additional educational psychologist (EP) posts in aided ordinary schools and invites school sponsoring bodies

(SSBs) to apply for these posts under the School-based Educational Psychology Service (SBEPS) starting from the 2008/09 school year. Each EP post awarded to the SSB is employed as a non-teaching specialist staff of a base school under its sponsorship to provide SBEPS for schools assigned by the Education Bureau and such schools are not limited to those belonging to the same SSB operating the base school.

2. The EP posts created in aided ordinary schools are combined establishment, with the ranks of EP I and II. Candidates having fully met the entry requirements for EP I, with at least 3 years of satisfactory service as an EP II, can be considered for direct appointment to EP I. Candidates not fully meeting the above criteria may be appointed as EP II, should they meet the entry requirements for this rank. Guides to appointment of EP I and II are stipulated in Sections 4.22 and 4.23 respectively and conditions for promotion of EP are stipulated in Section 4.23.

(updated on 24 May 2013)

B. School-based Speech Therapist (SBST)

The Education Bureau creates school-based speech therapist (SBST) posts in aided ordinary schools clusters to implement the Enhanced School-based Speech Therapy Service and invites aided ordinary schools to implement the provision starting from the 2019/20 school year. Each SBST post awarded is employed as a non-teaching specialist staff of a base school to provide school-based speech therapy services for schools assigned by the Education Bureau. Guides to appointment of SBST are stipulated in Section 4.24.

(updated on 1 September 2019)

C. School Executive Officer (Sch ExO)

The Education Bureau creates the school executive officer (Sch ExO) posts in the approved non-teaching staff establishment in aided schools and invites schools to opt for creating these posts starting from the 2019/20 school year. Guides to appointment of Sch ExO are stipulated in Section 4.26.

(updated on 1 September 2019)

D. Laboratory Technician (LT)

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

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

2. Assistant Warden

An assistant warden at the rank of:

- (a) ASWO for a boarding section with a capacity of more than 120 boarders; or
- (b) Senior Social Work Assistant (SSWA) for a boarding section with 60 – 120 boarders; or
- (c) Social Work Assistant (SWA) 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

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.

<u>Number of boarders</u>	<u>Number of cooks</u>
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 it³:

<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.

³ 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

(updated on 1 September 2017)

**Teaching Staff Establishment
in Aided Secondary Schools**

[The number of posts in the table below includes teachers provided according to the teacher-to-class ratios under new senior secondary academic structure, i.e. Basic Provision.]

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

<u>Total Staff Entitlement</u>	<u>No. of posts in each rank</u>			
	<u>Graduates</u>			
	<u>Principal</u>	<u>SGM</u>	<u>GM</u>	<u>Total</u>
42	1	17	24	41
43	1	17	25	42
44	1	18	25	43
45	1	18	26	44
46	1	19	26	45
47	1	19	27	46
48	1	20	27	47
49	1	20	28	48
50	1	20	29	49
51	1	21	29	50
52	1	21	30	51
53	1	22	30	52
54	1	22	31	53
55	1	22	32	54
56	1	23	32	55
57	1	23	33	56
58	1	24	33	57
59	1	24	34	58
60	1	25	34	59
61	1	25	35	60
62	1	25	36	61
63	1	26	36	62
64	1	26	37	63
65	1	27	37	64
66	1	27	38	65
67	1	27	39	66
68	1	28	39	67
69	1	28	40	68
70	1	29	40	69
71	1	29	41	70
72	1	30	41	71
73	1	30	42	72
74	1	30	43	73
75	1	31	43	74
76	1	31	44	75
77	1	32	44	76
78	1	32	45	77
79	1	32	46	78
80	1	33	46	79
81	1	33	47	80
82	1	34	47	81
83	1	34	48	82
84	1	35	48	83

<u>Total Staff Entitlement</u>	<u>No. of posts in each rank</u>			
	<u>Graduates</u>			
	<u>Principal</u>	<u>SGM</u>	<u>GM</u>	<u>Total</u>
85	1	35	49	84
86	1	35	50	85
87	1	36	50	86
88	1	36	51	87
89	1	37	51	88
90	1	37	52	89
91	1	37	53	90
92	1	38	53	91
93	1	38	54	92
94	1	39	54	93
95	1	39	55	94
96	1	40	55	95
97	1	40	56	96
98	1	40	57	97
99	1	41	57	98
100	1	41	58	99
101	1	42	58	100

(updated on 1 September 2019)

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:

<u>Number of Classes</u>	<u>Ranking of Principal</u>
18 or more	Principal I (Pr I)
12 to 17	Principal II (Pr II)
11 or fewer classes	Principal Graduate Master/Mistress (PGM)

(updated on 1 September 2020)

- (b) The ratio of graduate teacher posts of public schools is increased in one go to 100% in the 2019/20 school year. The above entitlement of secondary school is worked out based on the revised teacher-to-class ratios under the new senior secondary (NSS) academic structure as announced in the report on “The New Academic Structure for Senior Secondary Education and Higher Education”.

(updated on 1 September 2019)

- (c) With effect from the 2020/21 school year, in an aided secondary school operating 12 – 23 approved classes, 2 SGM posts are re-ranked to the PGM rank for vice-principals; and in an aided secondary school operating 24 or more approved classes, 3 SGM posts are re-ranked to the PGM rank for vice-principals.

(updated on 1 September 2020)

- (d) One post in the rank of 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 English⁴(a) Secondary 1 to 3

- (i) 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 graduate teachers of English</u>
14 or below	1*
15 – 23	2
24 – 29	3
30 – 35	4

* See Attachment B1 for principles of calculation

- (ii) With respect to schools using both English and Chinese as the medium of instruction for different subjects and in different classes, the following rules are applied to determine the number of additional teachers of English to be given –

Let T = Total number of teaching periods in subjects other than language subjects (i.e. English, Chinese, 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 1 to 3.

C = Total number of teaching periods in subjects other than language subjects (i.e. English, Chinese, 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 1 to 3 in which Chinese is used as the MOI.

⁴ With effect from the 2019/20 school year, additional teachers of English for schools adopting Chinese as the medium of instruction for subjects other than language subjects are graduate teacher posts.

- Secondary schools with a total of 3 – 14 Secondary 1 to 3 classes
 - If C is less than 50% of T, no additional teacher of English will be given.
 - If C is 50% or more of T, one additional graduate teacher of English will be given.
- Secondary schools with a total of 15 – 23 Secondary 1 to 3 classes
 - If C is less than 25% of T, no additional teacher of English will be given.
 - If C is between 25% and 74% of T, one additional teacher of English will be given.
 - If C is 75% or more of T, two additional teachers of English will be given.
- Secondary schools with a total of 24 – 29 Secondary 1 to 3 classes
 - If C is less than 25% of T, no additional teacher of English will be given.
 - If C is between 25% and 74% of T, two additional teachers of English will be given.
 - If C is 75% or more of T, three additional teachers of English will be given.
- Secondary schools with a total of 30 – 35 Secondary 1 to 3 classes
 - If C is less than 25% of T, no additional teacher of English will be given.
 - If C is between 25% and 74% of T, three additional teachers of English will be given.
 - If C is 75% or more of T, four additional teachers of English will be given.

(updated on 1 September 2019)

(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 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.

(updated on 1 September 2019)

- (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.
 - (iii) 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.
- (c) Schools may opt for encashment of the additional English teaching posts entitled since the 2006/07 school year to enhance the flexibility in the deployment of resources to strengthen the teaching of English.

(updated on 1 April 2013)

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 (444444) in which full use is made of Chinese as the medium of instruction in Secondary 1 to 3 will be provided with one additional teacher of English to enable English classes in at least Secondary 1 – 2 to be split for more effective teaching. The requirement for one additional English teacher is calculated as follows:

- (a) No. of Secondary 1 – 2 classes: $4 \times 2 = 8$.
- (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: $8 \times 7 = 56$.
- (d) Normal 5-day weekly teaching load per English teacher: 30
- (e) Total no. of additional English teachers required: $56 \div 30 = 2$ (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: $2 - 1 = 1$.

With a total of two 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 four periods of remedial teaching in Secondary 3.

(updated on 1 September 2019)

Section 1A/ Attachment C

Manning Scale of Laboratory Technicians

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

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

- * The number of practical periods per week for the whole school is the sum of the total number of practical periods of the approved classes at the junior secondary levels per week, the total number of practical periods of the science subject groups at the senior secondary levels per week, and the total number of additional practical periods (i.e. 1.3 practical periods multiplied by the number of S1 – S3 approved classes) per week. Schools are advised to refer to the relevant circular currently in force for calculation.
2. The following rules will also apply in the above manning scale:
- any fraction of a post of LT of half or above will be considered as one post;
 - for a developing school where less than two LT posts are justified, any fraction derived will be considered as one post; and
 - the maximum number of LTs 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 curricula in each of the junior secondary classes/senior secondary science subject groups are to be used:

Subject \ Level	S1	S2	S3	S4	S5	S6
Science (S1-3)	4	4	4			
Biology (S4-6)				4	4	4
Chemistry (S4-6)				4	4	4
Physics (S4-6)				4	4	4
Integrated Science (S4-6)				4	4	4
Combined Science (S4-6)				4	4	4

The calculation of practical periods is based on 5 teaching days per week and 40 minutes duration per practical period. For schools assigning practical periods less than the “standard numbers” in the table above to each of the junior secondary classes/senior secondary science subject groups, the actual number of practical periods should be used in working out the manning scale. If the assigned practical periods are more than the “standard numbers” in the table

above, the “standard numbers” will be used in the calculation.

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

(updated on 1 September 2017)

Section 1B

Staff Establishment of Aided Primary Schools**A. Teaching Staff Establishment****1. Staffing Ratio****(a) Basic Provision**

The teaching establishment of an aided bi-sessional or whole-day primary school is calculated respectively on the basis of 1.5 or 1.6 teachers per class, including the additional provision calculated on the basis of 0.1 teacher per class for the full implementation of specialised teaching in English Language, Chinese Language and Mathematics since the 2007/08 school year and additional teaching posts led by the increase in teacher-to-class ratio by 0.1 teacher per class starting from the 2017/18 school year. In order to avoid the use of fractions of a teacher, the number of teachers resulting from the application of the 1.5:1 or 1.6:1 formula should be rounded up to the nearest whole number.

(updated on 1 September 2022)

(b) In schools with 6 or more classes, the calculation is exclusive of the post of the Principal of the school.**(c) Starting from the 2019/20 school year, all teaching posts on the approved establishment of aided schools are graduate teacher posts with the full implementation of the all graduate teaching force policy.**

(updated on 1 September 2019)

2. 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 calculation basis of the number of senior teacher posts is derived from the application of teacher-to-class ratio. 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 post for every four teacher posts and Attachment B for whole-day primary schools at the ratio of one senior teacher post for every 3.2 teacher posts. The rank of a senior teacher will be Senior Primary

School Master/Mistress (SPSM) or Primary School Master/Mistress (PSM) 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 to 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 – 17 classes, 1 PSM post will be re-ranked to the SPSM rank for the deputy head; in a primary school with 18 – 23 classes, 2 PSM posts will be re-ranked to the SPSM rank for deputy heads; and in a primary school with 24 classes or more, 3 PSM posts will be re-ranked to the SPSM rank for deputy heads. Teachers in the PSM rank may be appointed by promotion or direct appointment to take up the deputy head posts.

(updated on 1 September 2022)

(c) Class Teacher

The rank of class teachers is APSM. 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.

3. Additional Teacher

(a) Student Guidance Teacher (SGT)

For schools not changing to the new funding mode under the policy of “one school social worker for each school” and not provided with Student Guidance Service Grant or Student Guidance Officers, an additional post at the PSM rank for Student Guidance Teacher (SGT) is provided to a school with 18 or more classes or shared by 2 schools each with 5 – 17 classes under the same sponsoring body. For a sponsoring body entitling to one SGT only for the school under it, the entitlement of SGT post will be changed from sponsored-based to school-based.

(updated on 1 September 2019)

(b) Teacher-librarian

A school meeting one of the following conditions is entitled to the provision of one additional APSM 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 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. *(updated on 1 September 2019)*

(c) Additional Senior Teacher Post of English

An additional senior teacher post, to be offset by a post in the rank of APSM, 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.

(updated on 1 September 2019)

(d) Primary School Curriculum Leader

With effect from the 2020/21 school year, each primary school, regardless of the number of approved classes, is entitled to the provision of a Primary School Curriculum Leader post at the PSM rank. *(updated on 1 September 2020)*

(e) Special Educational Needs Coordinator (SENCO)

Starting from the 2017/18 school year, an additional teaching post at the APSM rank is provided by phases in 3 years to each public sector ordinary primary school to facilitate the assignment of a designated teacher to take up the role of SENCO to lead, manage and coordinate matters relating to special educational needs. Starting from the 2019/20 school year, the rank of SENCO in schools with the Learning Support Grant (LSG) meeting the specific threshold will be upgraded to the PSM rank. The arrangement of SENCO for schools with the LSG not meeting the specific threshold will be the same as that of the 2017/18 school year. The additional teaching post at the APSM rank will not be included in calculation of the number of senior teacher posts in the teaching staff establishment. Schools are advised to refer to the relevant circular currently in force for details of the provision of SENCO. *(updated on 1 September 2019)*

(f) Special Educational Needs Support Teacher (SENST)

Starting from the 2019/20 school year, schools with the Learning Support Grant (LSG) meeting different thresholds will be allowed to exchange/provided with one to three additional teaching post(s) at the APSM rank. The title of the teacher assuming the said post is SENST. These one to three posts will not be included in calculation of the

number of senior teacher posts in the teaching staff establishment. Schools are advised to refer to the relevant circular currently in force for details of the provision of SENST. *(updated on 1 September 2019)*

B. Non-teaching Staff Entitlement

1. Educational Psychologist (EP)

- (a) The Education Bureau creates additional educational psychologist (EP) posts in aided ordinary schools and invites school sponsoring bodies (SSBs) to apply for these posts under the School-based Educational Psychology Service (SBEPS) starting from the 2008/09 school year. Each EP post awarded to the SSB is employed as a non-teaching specialist staff of a base school under its sponsorship to provide SBEPS for schools assigned by the Education Bureau and such schools are not limited to those belonging to the same SSB operating the base school.
- (b) The EP posts created in aided ordinary schools are combined establishment, with the ranks of EP I and II. Candidates having fully met the entry requirements for EP I, with at least 3 years of satisfactory service as an EP II, can be considered for direct appointment to EP I. Candidates not fully meeting the above criteria may be appointed as EP II, should they meet the entry requirements for this rank. Guides to appointment of EP I and II are stipulated in Sections 4.22 and 4.23 respectively and conditions for promotion of EP are stipulated in Section 4.23.

(updated on 24 May 2013)

2. School-based Speech Therapist (SBST)

The Education Bureau creates school-based speech therapist (SBST) posts in aided ordinary schools clusters to implement the Enhanced School-based Speech Therapy Service and invites aided ordinary schools to implement the provision starting from the 2019/20 school year. Each SBST post awarded is employed as a non-teaching specialist staff of a base school to provide school-based speech therapy services for schools assigned by the Education Bureau. Guides to appointment of SBST are stipulated in Section 4.24.

(updated on 1 September 2019)

3. Primary School Assistant Social Work Officer

The Education Bureau creates additional Assistant Social Work Officer posts in aided ordinary schools and invites aided primary schools to apply for creating these posts starting from the 2018/19 school year. Guide to appointment of Primary School Assistant Social Work Officer is stipulated in Section 4.25.

(updated on 1 September 2018)

4. School Executive Officer (Sch ExO)

The Education Bureau creates the school executive officer (Sch ExO) posts

in the approved non-teaching staff establishment in aided schools and invites schools to opt for creating these posts starting from the 2019/20 school year. Guides to appointment of Sch ExO are stipulated in Section 4.26.

(updated on 1 September 2019)

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 it⁵:

1. Clerical staff

(a) Bi-sessional schools

<u>No. of classes</u>	<u>Rank and no. of clerical staff entitled</u>
1 – 3	Nil
4 – 11	1 Clerical Assistant
12 – 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 – 3	Nil
4 – 11	1 Clerical Assistant
12 – 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.

⁵ 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.

Section 1B/ Attachment A

(updated on 1 September 2022)

**Teaching Staff Establishment in Aided Primary Schools
Operating Bi-sessional Classes**

[The number of posts in the table below includes teachers provided according to the teacher-to-class ratio (i.e. Basic Provision) but excludes additional teaching posts provided under specific improvement programmes.]

No. of Classes*	Head (Rank)	No. of Deputy Head (SPSM)@	No. of Senior Teachers (PSM) # (excluding Deputy Head if entitled)	No. of Class Teachers (APSM)	Total No. of Staff (including Head)
1	SPSM	0	0	1	2
2	SPSM	0	1	1	3
3	SPSM	0	1	3	5
4	SPSM	0	2	3	6
5	SPSM	0	2	5	8
6	SPSM	0	2	7	10
7	SPSM	0	3	8	12
8	SPSM	0	3	9	13
9	SPSM	0	3	11	15
10	SPSM	0	4	11	16
11	SPSM	0	4	13	18
12	HMII	1	4	13	19
13	HMII	1	4	15	21
14	HMII	1	4	16	22
15	HMII	1	5	17	24
16	HMII	1	5	18	25
17	HMII	1	5	20	27
18	HMII	2	5	20	28
19	HMII	2	5	22	30
20	HMII	2	6	22	31
21	HMII	2	6	24	33
22	HMII	2	6	25	34
23	HMII	2	7	26	36
24	HMI	3	6	27	37
25	HMI	3	6	29	39
26	HMI	3	7	29	40
27	HMI	3	7	31	42
28	HMI	3	8	31	43
29	HMI	3	8	33	45

No. of Classes*	Head (Rank)	No. of Deputy Head (SPSM)@	No. of Senior Teachers (PSM) # (excluding Deputy Head if entitled)	No. of Class Teachers (APSM)	Total No. of Staff (including Head)
30	HMI	3	8	34	46
31	HMI	3	9	35	48
32	HMI	3	9	36	49
33	HMI	3	9	38	51
34	HMI	3	10	38	52
35	HMI	3	10	40	54
36	HMI	3	11	40	55

(updated on 1 September 2022)

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

(updated on 1 September 2020)

The calculation basis of the number of senior teacher posts is derived from the application of teacher-to-class ratio. The provision of senior teacher posts in bi-sessional primary schools is improved from 1 senior teacher post for every 4 classes to 1 senior teacher post for every 4 teacher posts.

(updated on 1 September 2022)

Section 1B/ Attachment B

*(updated on 1 September 2022)***Teaching Staff Establishment in Whole-day Aided Primary Schools**

[The number of posts in the table below includes teachers provided according to the teacher-to-class ratio (i.e. Basic Provision) but excludes additional teaching posts provided under specific improvement programmes.]

No. of Classes	Head (Rank)	Deputy Head (SPSM)@	Senior Teachers (PSM)# (excluding Deputy Head, if entitled)	No. of Class Teachers (APSM)	Total No. of Staff (including Head)
1	SPSM	0	1	0	2
2	SPSM	0	1	2	4
3	SPSM	0	2	2	5
4	SPSM	0	2	4	7
5	SPSM	0	3	4	8
6	SPSM	0	3	7	11
7	SPSM	0	4	8	13
8	SPSM	0	4	9	14
9	SPSM	0	5	10	16
10	SPSM	0	5	11	17
11	SPSM	0	6	12	19
12	HMII	1	5	14	21
13	HMII	1	6	14	22
14	HMII	1	6	16	24
15	HMII	1	7	16	25
16	HMII	1	7	18	27
17	HMII	1	8	19	29
18	HMII	2	7	20	30
19	HMII	2	8	21	32
20	HMII	2	8	22	33
21	HMII	2	9	23	35
22	HMII	2	9	25	37
23	HMII	2	10	25	38
24	HMI	3	9	27	40
25	HMI	3	10	27	41
26	HMI	3	10	29	43
27	HMI	3	11	30	45
28	HMI	3	11	31	46

No. of Classes	Head (Rank)	Deputy Head (SPSM)@	Senior Teachers (PSM)# (excluding Deputy Head, if entitled)	No. of Class Teachers (APSM)	Total No. of Staff (including Head)
29	HMI	3	12	32	48
30	HMI	3	12	33	49
31	HMI	3	13	34	51
32	HMI	3	13	36	53
33	HMI	3	14	36	54
34	HMI	3	14	38	56
35	HMI	3	15	38	57
36	HMI	3	15	40	59

(updated on 1 September 2022)

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

(updated on 1 September 2020)

The calculation basis of the number of senior teacher posts is derived from the application of teacher-to-class ratio. The provision of senior teacher posts in whole-day primary schools is improved from 1 senior teacher post for every 3 classes to 1 senior teacher post for every 3.2 teacher posts.

(updated on 1 September 2022)

Section 1C

Staff Establishment of Aided Special Schools**SCHOOL SECTION****A. Teaching Staff Establishment**1. Staffing Ratio⁶Basic Provision for secondary classes

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

(updated on 1 September 2023)

Basic Provision for primary classes

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

(updated on 1 September 2023)

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

(updated on 1 September 2023)

⁶ The teacher-to-class ratios have embedded the Additional Teachers for All Special Schools that include Resource Teacher for Supportive Educational Programmes, Teacher Librarian and teacher for spilt-class teaching. *(updated on 1 September 2022)*

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) Vice-principal/Deputy Head of School

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

In a secondary special school with 12 – 23 equivalent ordinary secondary classes, 2 Senior Graduate Master/Mistress (SGM) posts will be re-ranked to the Principal Graduate Master/Mistress (PGM) rank for vice-principals; and in a secondary special school with 24 equivalent ordinary secondary classes or more, 3 SGM posts will be re-ranked to the PGM rank for vice-principals.

In a special school with both primary and secondary sections and with 11 equivalent ordinary secondary classes or less, 1 PSM post will be re-ranked to the SPSM rank for the deputy head at its primary section. In a special school with both primary and secondary sections and with 12– 23 equivalent ordinary secondary classes, 1 SGM post will be re-ranked to the PGM rank for the vice-principal at its secondary section and 1 PSM post will be re-ranked to the SPSM rank for the deputy head at its primary section. In a special school with both primary and secondary sections and with 24 equivalent ordinary secondary classes or more, 1 SGM post will be re-ranked to the PGM rank for the vice-principal at its secondary section and 1 PSM post will be re-ranked to the SPSM rank for the deputy head at its primary section. For the third deputy head, they are allowed to opt for the provision of vice-principal/deputy head either at the secondary section or the primary section. *(updated on 1 September 2020)*

(c) Teacher Assisting in Speech Therapy (TAST)

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

The number of TASTs 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 special

school in accordance with the number of classes in each section, in such a way that no fractional staff for either section will result. TASTs form part of the teaching establishment of the school.

Note:

All the TAST posts will be phased out through natural wastage and replaced by speech therapists. *(updated on 1 September 2021)*

(d) Mobility Instructor

A special school for children with visual impairment (VI) or special school for children with visual impairment cum intellectual disability (VI cum ID) may appoint 0.5 mobility instructor per class. Mobility instructors will be calculated in accordance with the number of classes in each of the primary and secondary section and be included in the calculation of the teaching staff establishment for the relevant section. Mobility instructors are reckoned as members of the teaching establishment of the school. *(updated on 1 September 2020)*

(e) Resource Teacher (RT)

(i) Resource Teacher for Children with Visual Impairment

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

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

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

(updated on 1 September 2021)

(ii) Resource Teacher for Children with Autism Spectrum Disorder (ASD)

A special school for children with intellectual disability (ID), a special school for children with VI, a special school for children

with HI and a special school for children with physical disability (PD) may appoint additional RT in its primary section for children with ASD, at the following provision ratio:

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

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

(updated on 1 September 2023)

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

A special school for children with HI may appoint

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

(updated on 1 September 2019)

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

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

(updated on 1 September 2018)

(f) Low-vision Training Teacher

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

(updated on 1 September 2019)

(g) Additional Senior Teacher Post of English

An additional senior teacher post, to be offset by a post in the rank of APSM, is provided to each primary special school/special school with primary section that operates 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.

(updated on 1 September 2019)

(h) Primary School Curriculum Leader

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

(updated on 1 September 2020)

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

With effect from the 2016/17 school year, schools are allowed to turn the SSCSG and/or CLPG into regular teaching posts to provide more stable teacher manpower for schools to enhance the implementation of senior secondary curriculum and strengthen the development of life planning education and related guidance services. Upon conversion of SSCSG, each school would be provided with 0.1 GM per senior secondary class. As for conversion of CLPG into post, each school operating senior secondary class(es) would be provided with 1 GM. Starting from the 2019/20 school year, the regular teaching posts

converted from the two grants will be counted towards the calculation of promotion post entitlement. The two grants are to be converted into regular teaching posts across the board before the 2022/23 school year.

(updated on 1 September 2019)

(j) Expansion of Graduate Post in Special Schools

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

(updated on 1 September 2019)

(k) Graded Post within the Establishment

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

Attachment B Teaching Staff Establishment for Primary Section of Special Schools

Attachment C Teaching Staff Establishment for Secondary Section of Special Schools

(updated on 1 September 2022)

B. Non-teaching Staff Establishment

1. Laboratory Technician (LT)

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

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

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

(updated on 2 February 2015)

2. Special School Social Worker

- (a) Special schools with 60 or fewer approved capacity will be provided with 1 school social worker, and subsequently 0.5 school social worker

for every 30 students. However, where a sponsor operates 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.

(updated on 1 September 2018)

- (b) Special school social workers should, in general, be ranked at the Senior Social Work Assistant (SSWA) level.
- (c) Social workers in the following categories of special schools should be ranked at the Assistant Social Work Officer (ASWO) level, if graduate social workers are employed; or at the SSWA level if the posts are filled by non-graduate social workers;
 - (i) schools for social development (SSD);
 - (ii) schools with senior secondary classes; or
 - (iii) schools where there are 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)

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

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

(updated on 1 September 2020)

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

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

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

(updated on 1 September 2018)

4. Physiotherapist (PT) and Artisan

(a) Special schools for children with PD, special schools for children with SID and the special school for children with VI cum ID may appoint 0.5 PT for every 15 students and one artisan to support every 2 PTs.

(updated on 1 September 2020)

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

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

(updated on 1 September 2021)

Note:

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

5. Occupational Therapist (OT) and Occupational Therapy Assistant (OTA)

- (a) Special schools for children with PD, #special schools for children with SID and the special school for children with VI cum ID may appoint 0.5 OT and 0.5 OTA for every 15 students.

Also applicable to SID classes in other special schools for children with ID.

(updated on 1 September 2020)

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

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

(updated on 1 September 2021)

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

#Also applicable to MiID and MoID classes in other special schools for children with ID.

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

(updated on 1 September 2021)

Note:

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

6. Educational Psychologist (EP)

- (a) Sponsoring bodies operating a minimum of 30 special school classes (except hospital schools) may appoint school-based EPs. While each EP 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 EP to be employed by special schools are as follows:

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

(updated on 1 September 2020)

- (b) Special schools under different sponsoring bodies that could not benefit from the above EP provision may be allowed to group together and employ school-based EP by a school in the group in accordance with the provision ratios stipulated in the above paragraph 6(a). Each appointed school-based EP will serve all the schools in the group.

(updated on 1 September 2017)

- (c) The EP posts created in aided special schools are combined establishment, with the ranks of EP I and II. Candidates having fully met the entry requirements for EP I, with at least 3 years of satisfactory service as an EP II, can be considered for direct appointment to EP I.

Candidates not fully meeting the above criteria may be appointed as EP II, should they meet the entry requirements for this rank. Guides to appointment of EP I and II are stipulated in Sections 4.22 and 4.23 respectively and conditions for promotion of EP are stipulated in Section 4.23.

(updated on 24 May 2013)

7. School Nurse

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

Type of School	No. of Students	No. of RN(s)
PD, SID, Combined MoID and SID, or Combined MiID, MoID and SID	40 – 129 130 or more	2 3
MiID, MoID, Combined MiID and MoID, or VI cum ID	40 or more	2
VI or HI	40 or more	1

(updated on 1 September 2021)

- (b) Registered Nurse (Psychiatric)

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

(updated on 1 September 2021)

- (c) Nursing Officer (NO)

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

(updated on 1 September 2021)

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 it⁷⁷:

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

9. Braille Staff

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

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

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

(updated on 1 September 2018)

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 it⁷.

One-third janitor staff may be allowed for every operating class and approved special room. In schools for children with PD and schools for children with SID, 0.75 janitor staff may be allowed for every operating class and 0.5 for every approved special room. In schools for children with MoID and SID, schools for children with MiID, MoID and SID, one third janitor staff may be allowed for every operating MoID class, 0.75 janitor staff may be allowed for every operating SID class and 0.5 for every approved special room. Fractional staff will be rounded up after summation. *(updated on 1 September 2020)*

⁷ 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.

12. Driver

- (a) The special school for children with VI, special schools for children with PD, special schools for children with ID, the special school for children with HI and SSD may appoint one driver for each registered school bus, subject to the number of students in need of the service.

(updated on 1 September 2021)

- (b) Drivers in special schools will be ranked at Special Drivers.

(updated on 1 September 2021)

13. Teacher Assistant (TA)

TAs may be appointed in the following categories of special schools at the ratio of 1 TA per class:

- (a) schools for children with SID;
- (b) #schools for children with MoID and SID;
- (c) #schools for children with MiID, MoID and SID;
- (d) school for children with VI cum ID;
- (e) schools for children with PD; and
- (f) psychiatric units in hospital schools.

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

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

- (a) schools for children with MiID;
- (b) schools for children with MoID;
- (c) schools for children with MiID and MoID;
- (d) schools for children with MoID and SID; and
- (e) schools for children with MiID, MoID and SID.

(updated on 1 September 2020)

14. School Executive Officer (Sch ExO)

The Education Bureau creates the School Executive Officer (Sch ExO) posts in the approved non-teaching staff establishment in aided schools and invites schools to opt for creating these posts starting from the 2019/20 school year. Guides to appointment of Sch ExO are stipulated in Section 4.26.

(updated on 1 September 2019)

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

(updated on 1 September 2020)

2. Assistant Warden

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

(updated on 1 September 2020)

3. Houseparent-in-charge

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

(updated on 1 September 2020)

4. Houseparent*

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

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

(updated on 1 September 2020)

5. Programme Worker*

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

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

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

(updated on 1 September 2020)

6. Nurse

Nurses may be appointed on the following scale:

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

(updated on 1 September 2020)

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

For boarding sections of special schools for children with MoID, special schools for children with SID, special schools for children with PD or the special school for children with VI cum ID, the minimum provision will be one nurse at any one time during the operational hours of the boarding section irrespective of its size. *(updated on 1 September 2020)*

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

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

7. Clerical 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 it⁸.

8. Cook

Cooks may be appointed on the following scale:

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.

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

(updated on 1 September 2020)

9. Watchman

Four watchmen may be appointed for each boarding section offering 7-day boarding service. Two watchmen may be appointed for each boarding section offering 5-day boarding service only.

(updated on 1 September 2020)

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>Saturday & Sunday ratio</u> (in addition to the week-day provision)
HI	1 for 20 or fewer boarders	1 for 20 or fewer boarders
VI or MoID	1 for 15 or fewer boarders	1 for 15 or fewer boarders
PD, SID, or VI cum ID	1 for 10 or fewer boarders	1 for 10 or fewer boarders

(updated on 1 September 2020)

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

Section 1C/ Attachment A

Ranking of Principal of Special Schools**A. Special Schools with Combined Levels or Secondary Special Schools**

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

(a) Weighting system

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

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

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

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

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

Where fractional class results, this will be rounded off.

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

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 classes = a school with 24 ordinary primary classes

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

<u>Number of equivalent ordinary primary classes</u>	<u>Ranking of Principal</u>
24 or more	Headmaster/Headmistress I (HM I)
12 – 23	Headmaster/Headmistress II (HM II)
11 or less*	Senior Primary School Master/Mistress (SPSM)

(updated on 1 September 2008)

- * The teaching staff establishment is inclusive of the Principal of a school (SPSM level) with four equivalent ordinary primary classes.

(updated on 1 September 2020)

Section 1C/ Attachment B

*(updated on 1 September 2022)***Teaching Staff Establishment for Primary Section of Special Schools**

[The total teaching staff entitlement in the table below includes teachers provided according to the teacher-to-class ratios as specified in Section 1C Paragraphs A1 – A2 (i.e. Basic Provision) and the additional teaching posts counted towards promotion posts.]

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

Total Staff Entitlement (Excluding Head)	Number of Posts in Each Rank	
	PSM	APSM
32	11	21
33	11	22
34	11	23
35	12	23
36	12	24
37	12	25
38	13	25
39	13	26
40	13	27
41	14	27
42	14	28
43	14	29
44	15	29
45	15	30
46	15	31
47	16	31
48	16	32

(updated on 1 September 2022)

Note:

1. Please refer to Section 1C Paragraph A2(b) for the deputy head in a primary special school or special school with both primary and secondary sections.
(updated on 1 September 2020)
2. Starting from the 2022/23 school year, the additional teaching posts generated from the 0.1 increase in teacher-to-class ratio as from the 2017/18 school year are included in the calculation of promotion posts. The provision of senior teacher posts in the primary section of special schools is improved from 1 senior teacher post for every 4 teacher posts to 1 senior teacher post for every 3 teacher posts.
(updated on 1 September 2022)

Section 1C/ Attachment C

*(updated on 1 September 2022)***Teaching Staff Establishment for Secondary Section of Special Schools**

[The total teaching staff entitlement in the table below includes teachers provided according to the teacher-to-class ratios as specified in Section 1C Paragraphs A1 – A2, (i.e. Basic Provision) and the additional teaching posts counted towards promotion posts.]

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

Total Staff Entitlement (Excluding Principal)	Number of Posts in Each Rank	
	SGM	GM
37	15	22
38	16	22
39	16	23
40	17	23
41	17	24
42	17	25
43	18	25
44	18	26
45	19	26
46	19	27
47	20	27
48	20	28
49	20	29
50	21	29
51	21	30
52	22	30
53	22	31
54	22	32
55	23	32
56	23	33
57	24	33
58	24	34
59	25	34
60	25	35
61	25	36
62	26	36
63	26	37
64	27	37
65	27	38
66	27	39
67	28	39
68	28	40
69	29	40
70	29	41
71	30	41
72	30	42
73	30	43
74	31	43
75	31	44
76	32	44
77	32	45
78	32	46
79	33	46
80	33	47

Total Staff Entitlement (Excluding Principal)	Number of Posts in Each Rank	
	SGM	GM
81	34	47
82	34	48
83	35	48
84	35	49
85	35	50
86	36	50
87	36	51
88	37	51
89	37	52
90	37	53

Note:

1. Please refer to Section 1C Paragraph A2(b) for the vice-principal in a secondary special school or special school with both primary and secondary sections.
(updated on 1 September 2020)
 2. One post in the rank of GM is upgraded to SGM in an aided special school operating 15 or more equivalent ordinary secondary classes*.
 3. Among the graduate teaching posts, the proportion of SGM and PGM posts should not exceed five-twelfths. This proportion excludes 1 GM post upgraded to SGM in an aided special school operating 15 or more equivalent ordinary secondary classes*.
(updated on 1 September 2019)
- * The respective weighting system:
- 1 primary, junior secondary or senior secondary class in special schools
= 1 equivalent special class
 - A school with 18 equivalent special classes = A school with 24 ordinary secondary classes

(updated on 1 September 2023)

Section 2

Salary Scales

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

A. Teaching staff

<u>Grade/Rank</u>	<u>Salary Scale (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)	17 – 33 if appointed before 1.4.2000 12 – 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 17 – 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive) 15 – 33 if appointed on/after 1.10.2010

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:

Date appointed

Between 5.12.1980 and 31.8.1997 (both dates inclusive)

Salary Bar

Point 27

Point 22

Point 17

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 20

Between 1.8.2007 and 30.9.2010 (both dates inclusive)

On/after 1.10.2010

Remarks:

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

6. Headmaster/Headmistress I (HM I) <i>(updated on 1 September 2022)</i>	43 – 46
7. Headmaster/Headmistress II (HM II) <i>(updated on 1 September 2022)</i>	40 – 43

<u>Grade/Rank</u>	<u>Salary Scale (Points on the Master Pay Scale)</u>
8. Senior Primary School Master/Mistress (SPSM) <i>(updated on 1 September 2022)</i>	34 – 39
9. Primary School Master/Mistress (PSM)	30 – 33
10. Assistant Primary School Master/Mistress (APSM)	17 – 29 if appointed before 1.4.2000 12 – 29 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 17 – 29 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive) 15 – 29 if appointed on/after 1.10.2010

Note:

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

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

Remarks:

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

11. 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.	
12. Senior Assistant Master/Mistress (SAM) *@	30 – 33 (for secondary and special schools) 30 – 33C (#Bar at 33) (for primary schools)
# Passage requires acquisition of a Bachelor of Arts Degree in Primary Education, or equivalent.	
13. Assistant Master/Mistress (AM)*@	25 – 29 14 – 24 if appointed before 1.4.2000: 12 – 24 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 14 – 24 if appointed on/after 1.8.2007

<u>Grade/Rank</u>	<u>Salary Scale (Points on the Master Pay Scale)</u>
14. Certificated Master/Mistress (CM)@	
<u>Note:</u> Untrained CM will not be allowed to proceed beyond the salary bar as shown below:	
<u>Date appointed</u>	<u>Salary Bar</u>
Between 1.1.1991 and 31.3.2000 (both dates inclusive)	Point 19
Between 1.4.2000 and 31.7.2007 (both dates inclusive)	Point 17
On/after 1.8.2007	Point 19
<u>Remarks:</u> With effect from 1.8.2007, the salary bar would be set at <u>five</u> pay points above the prevailing starting salary and would be adjusted automatically whenever there is a change in the starting salary in the future. A serving untrained CM without a break in service is subject to the adjusted salary bar or the highest salary bar point he/she has ever experienced in the appointment as CM, whichever is the higher. <i>(updated on 1 September 2022)</i>	
15. Unqualified Teacher (UQT)	4
* Primary and special schools – No non-degree holders should be appointed as new school Principals. Serving Principals at AM, SAM and PAM rank who are non-degree holders will be accommodated until natural wastage. <i>(updated on 1 September 2017)</i>	
@ With the full implementation of the all-graduate teaching force policy starting from the 2019/20 school year, no newly-joined teachers should be appointed as CM, or directly appointed as or promoted to AM, SAM and PAM upon the phasing out of the non-graduate grade. Serving non-graduate teachers at CM, AM, SAM and PAM rank will be accommodated in their current post until natural wastage or regraded to the graduate grade. <i>(updated on 1 September 2019)</i>	

B. Non-teaching staff

<u>Grade/Rank</u>	<u>Salary Scale (Points on the Master Pay Scale)</u>
16. Laboratory Technician	
(a) Laboratory Technician I (LT I)	22 – 28
(b) Laboratory Technician II (LT II)	10 – 21 if appointed before 1.4.2000 6 – 21 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 8 – 21 if appointed on/after 1.8.2007
	<u>(Points on the Training Pay Scale)</u>
(c) Laboratory Technician III (LT III)	4 – 6 if appointed before 1.4.2000 3 – 6 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 4 – 6 if appointed on/after 1.8.2007

<u>Grade/Rank</u>	<u>Salary Scale (Points on the Master Pay Scale)</u>
<u>Note:</u> LT III appointed before 1.8.2007 will, upon promotion to LT II without a break in service, be paid the starting pay point at MPS Point 8.	
17. Educational Psychologist	
(a) Educational Psychologist I (EP I)	34 – 44
(b) Educational Psychologist II (EP II)	25 – 33 if appointed before 1.4.2000 20 – 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 25 – 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive) 23 – 33 if appointed on/after 1.10.2010
18. School-based Speech Therapist (SBST)/ Speech Therapist (ST)	18 – 33 if appointed before 1.4.2000 13 – 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 18 – 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive) 16 – 33 if appointed on/after 1.10.2010
<i>(updated on 1 September 2019)</i>	
19. Primary School Assistant Social Work Officer	18 – 33 if appointed before 1.4.2000 13 – 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 18 – 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive) 16 – 33 if appointed on/after 1.10.2010
<u>Note:</u> Omitted points at Point 20, 24 and 30 <i>(updated on 1 September 2018)</i>	
20. School Executive Officer (Sch ExO) <i>(updated on 1 September 2019)</i>	15 – 27
21. Physiotherapist	
(a) Senior Physiotherapist (SPT)	34 – 39
(b) Physiotherapist I (PT I)	25 – 34
<u>Note:</u> Omitted point at Point 30	
(c) Physiotherapist II (PT II)	14 – 24 if appointed before 1.4.2000 12 – 24 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive)

<u>Grade/Rank</u>	<u>Salary Scale</u> <u>(Points on the Master Pay Scale)</u>
	14 – 24 if appointed on/after 1.8.2007
22. Occupational Therapist	
(a) Senior Occupational Therapist (SOT)	34 – 39
(b) Occupational Therapist I (OT I)	25 – 34
(c) Occupational Therapist II (OT II)	14 – 24 if appointed before 1.4.2000 12 – 24 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 14 – 24 if appointed on/after 1.8.2007
<u>Note:</u> Omitted point at Point 16	
(d) Occupational Therapy Assistant (OTA)	7 – 15
23. Special School Social Worker	
(a) Senior Social Work Assistant (SSWA)	23 – 29
(b) Assistant Social Work Officer (ASWO)	18 – 33 if appointed before 1.4.2000 13 – 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 18 – 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive) 16 – 33 if appointed on/after 1.10.2010
<u>Note:</u> Omitted points at Point 20, 24 and 30	
24. Warden	
(a) Social Work Officer (SWO)	34 – 39
(b) Assistant Social Work Officer (ASWO)	18 – 33 if appointed before 1.4.2000 13 – 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 18 – 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive) 16 – 33 if appointed on/after 1.10.2010
<u>Note:</u> Omitted points at Point 20, 24 and 30	
(c) Chief Social Work Assistant (CSWA)	30 – 33
(d) Senior Social Work Assistant (SSWA)	23 – 29

<u>Grade/Rank</u>	<u>Salary Scale (Points on the Master Pay Scale)</u>
25. Assistant Warden	
(a) Assistant Social Work Officer (ASWO)	18 – 33 if appointed before 1.4.2000 13 – 33 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 18 – 33 if appointed between 1.8.2007 and 30.9.2010 (both dates inclusive) 16 – 33 if appointed on/after 1.10.2010 <i>(updated on 1 September 2016)</i>
<u>Note:</u> Omitted points at Points 20, 24 and 30	
(b) Senior Social Work Assistant (SSWA)	23 – 29
(c) Social Work Assistant (SWA)	11 – 22 if appointed before 1.4.2000 7 – 22 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 9 – 22 if appointed on/after 1.8.2007
<u>Note:</u> Omitted point at Point 13	
26. Boarding Service Master/Mistress I	11 – 22 if appointed before 1.4.2000 7 – 22 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 9 – 22 if appointed on/after 1.8.2007
<u>Note:</u> Omitted point at Point 13	
27. Boarding Service Master/Mistress II	7 – 17 if appointed before 1.4.2000 6 – 17 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 7 – 17 if appointed on/after 1.8.2007
28. Nurse	
(a) Registered Nurse (RN)	15 – 25 if appointed before 1.4.2000 13 – 25 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 15 – 25 if appointed on/after 1.8.2007
<u>Note:</u> Omitted points at Points 17 and 21	
(b) Enrolled Nurse (EN)	9 – 21 if appointed before 1.4.2000 5 – 21 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 7 – 21 if appointed on/after 1.8.2007
<u>Note:</u> Omitted points at Points 11 and 15	

<u>Grade/Rank</u>	<u>Salary Scale (Points on the Master Pay Scale)</u>
(c) Registered Nurse (Psychiatric) (RN)(Psy) <i>(updated on 1 September 2021)</i>	17 – 26
(d) Nursing Officer (NO) <i>(updated on 1 September 2021)</i>	26 – 34
29. Braille Staff	8 – 15 if appointed before 1.4.2000 4 – 15 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 6 – 15 if appointed on/after 1.8.2007
30. Houseparent-in-charge	11 – 22 if appointed before 1.4.2000 7 – 22 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 9 – 22 if appointed on/after 1.8.2007
<u>Note:</u> Omitted point at Point 13	
31. Houseparent	11 – 22 if appointed before 1.4.2000 7 – 22 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 9 – 22 if appointed on/after 1.8.2007
<u>Note:</u> Omitted point at Point 13	
32. Programme Worker	11 – 22 if appointed before 1.4.2000 7 – 22 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 9 – 22 if appointed on/after 1.8.2007
<u>Note:</u> Omitted point at Point 13	
33. Clerical staff	
(a) Assistant Clerical Officer (ACO)	3 – 15 if appointed before 1.4.2000 2 – 15 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 3 – 15 if appointed on/after 1.8.2007
(b) Clerical Assistant (CA)	1 – 10 if appointed before 1.4.2000 0 – 10 if appointed between 1.4.2000 and 31.7.2007 (both dates inclusive) 1 – 10 if appointed on/after 1.8.2007
34. Artisan	6 – 8 if appointed before 1.4.2000 5 – 8 if appointed on/after 1.4.2000

<u>Grade/Rank</u>	<u>Salary Scale</u> <u>(Points on the Master Pay Scale)</u>
35. Driver	
(a) Special Driver	9 – 10 if appointed before 1.4.2000 8 – 10 if appointed on/after 1.4.2000
(b) Motor Driver	6 – 8 if appointed before 1.4.2000 5 – 8 if appointed on/after 1.4.2000
36. Cook	6 – 8 if appointed before 1.4.2000 5 – 8 if appointed on/after 1.4.2000
	<u>(Points on the Model Scale I)</u>
37. Workshop Attendant (WA)	4 – 8 if appointed before 1.4.2000 3 – 13 if appointed on/after 1.4.2000
38. Teacher Assistant (for Special Schools)	1 – 3 if appointed before 1.4.2000 0 – 8 if appointed on/after 1.4.2000
39. Watchman	4 – 8 if appointed before 1.4.2000 3 – 13 if appointed on/after 1.4.2000

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, maternity leave or paternity leave; (*updated on 1 September 2016*)
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 4.46.

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 Senior Primary School Master/Mistress (SPSM)
- 4.9 Primary School Master/Mistress (PSM)
- 4.10 Primary School Master/Mistress (Student Guidance Teacher) (PSM(SGT))
- 4.11 Assistant Primary School Master/Mistress (APSM)
- 4.12 Principal Assistant Master/Mistress (PAM)
- 4.13 Senior Assistant Master/Mistress (SAM)
- 4.14 Assistant Master/Mistress (AM)
- 4.15 Assistant Master/Mistress (Student Guidance Teacher) (AM(SGT))
- 4.16 Certificated Master/Mistress (CM)
- 4.17 Teacher Assisting in Speech Therapy (TAST)
- 4.18 Mobility Instructor
- 4.19 Resource Teacher (RT)
- 4.20 Low-vision Training Teacher

1. *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.*
2. *With effect from the 2019/20 school year, all teaching posts on the approved establishment of aided schools are graduate teacher posts, including additional teaching posts that are provided for schools under various measures. Newly-joined teachers (including those with a break of service exceeding one year) should possess a local bachelor's degree (or equivalent) and satisfy all the entry requirements and standing conditions in force at the time before they could be considered for appointment to the graduate teacher posts. Serving non-graduate teachers at CM, AM, SAM and PAM rank will be accommodated in their current posts until natural wastage or regraded to the corresponding rank in the graduate grade. (updated on 1 September 2019)*
3. *All the TAST posts will be phased out through natural wastage and replaced by speech therapists. (updated on 1 September 2021)*

4. *Starting from the 2022/23 school year, newly-appointed regular teachers and monthly-paid temporary teachers in public sector schools are required to pass the Basic Law Test in order to be considered for appointment. Starting from the 2023/24 school year, the test covers the Basic Law and the National Security Law. Apart from regular teachers, newly-appointed teachers remunerated with cash grant are also required to obtain a pass in the Basic Law and National Security Law Test. The requirement applies to all ranks of the teacher grade (including principals). The requirement is not applicable to teachers such as daily-rated supply teachers and teachers employed under the Native-speaking English Teacher Scheme in public sector schools. (updated on 1 September 2023)*

Non-teaching Staff

- 4.21 Laboratory Technician I, II, III (LT I, II, III)
 - 4.22 Educational Psychologist I (EP I)
 - 4.23 Educational Psychologist II (EP II)
 - 4.24 School-based Speech Therapist (SBST)/Speech Therapist (ST)
 - 4.25 Primary School Assistant Social Work Officer
 - 4.26 School Executive Officer (Sch ExO)
 - 4.27 Senior Physiotherapist (SPT), Physiotherapist I, II (PT I, II)
 - 4.28 Senior Occupational Therapist (SOT), Occupational Therapist I, II (OT I, II)
 - 4.29 Occupational Therapy Assistant (OTA)
 - 4.30 Special School Social Worker
 - 4.31 Warden
 - 4.32 Assistant Warden
 - 4.33 Boarding Service Master/Mistress I, II
 - 4.34 Registered Nurse (RN)
 - 4.35 Enrolled Nurse (EN)
 - 4.36 Registered Nurse (Psychiatric) (RN)(Psy)
 - 4.37 Nursing Officer (NO)
 - 4.38 Braille Staff
 - 4.39 Houseparent-in-charge
 - 4.40 Houseparent/Programme Worker
 - 4.41 Assistant Clerical Officer (ACO)
 - 4.42 Clerical Assistant (CA)
 - 4.43 Artisan II
 - 4.44 Special Driver
 - 4.45 Motor Driver
 - 4.46 Teacher Assistant (for Special Schools)
1. *With effect from the 2021/22 school year, PT II posts within the approved establishment of special schools are upgraded to PT I posts. Serving PT II will be accommodated until natural wastage or promoted to PT I. (updated on 1 September 2021)*
 2. *With effect from the 2021/22 school year, OT II posts within the approved*

establishment of special schools are upgraded to OT I posts. Serving OT II will be accommodated until natural wastage or promoted to OT I. (updated on 1 September 2021)

3. *With effect from the 2021/22 school year, all newly jointed drivers in special schools should be ranked at Special Driver. Serving Motor Driver will be accommodated until natural wastage or appointed to Special Driver upon meeting the corresponding requirements. (updated on 1 September 2021)*

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 or Senior Primary School Masters/Mistresses in the primary section of aided special schools. *(updated on 1 September 2022)*
- (b) Direct Appointment
Candidates should have fulfilled all requirements for normal promotion to this rank. In addition, for special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. 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. *(updated on 1 September 2021)*

Type of Work:Secondary Schools

Principal of a secondary school with 18 or more classes.
(updated on 1 September 2020)

Special Schools

Principal of a special school operating Secondary 1-6 and with 18 or more equivalent ordinary secondary classes.
(updated on 1 September 2020)

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 or Senior Primary School Masters/Mistresses in the primary section of aided special schools. *(updated on 1 September 2022)*.
- (b) Direct Appointment
Candidates should have fulfilled all requirements for normal promotion to this rank. In addition, for special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. 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. *(updated on 1 September 2021)*

Type of Work:

Secondary Schools

Principal of a secondary school with 12 to 17 classes.
(updated on 1 September 2020)

Special Schools

Principal of a special school operating secondary classes and with 12 to 17 equivalent ordinary secondary classes.
(updated on 1 September 2020)

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
- (i) Senior Graduate Masters/ Mistresses; or
 - (ii) Senior Primary School Masters/Mistresses in the primary section of aided special schools solely for the case of Principal Graduate Masters/Mistresses serving as heads of special schools with both primary and secondary sections.
(updated on 1 September 2022).

- (b) Direct Appointment
Candidates should have fulfilled all requirements for normal promotion to this rank. In addition, for special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. 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. *(updated on 1 September 2021)*

Type of Work:Secondary Schools

- (a) Principal of a secondary school with 11 or fewer classes; or
- (b) Deputy head of a secondary school with 12 or more classes in addition to class teaching up to Secondary 6.

(updated on 1 September 2020)

Special Schools

- (a) Principal of a special school operating secondary classes and with 11 or fewer equivalent ordinary secondary classes; or
- (b) Deputy head of a special school operating secondary classes and with 12 or more equivalent ordinary secondary classes.

(updated on 1 September 2020)

Promotion Prospects:

Principal I/II

With effect from the 2004/05 school year, aspiring principals are required to attain the Certification for

Principalship, in addition to complying with the appointment conditions in force at the time, before they could be considered for appointment to principalship. For special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021)*

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 Point 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;
- (b) 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
- (c) 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.
- (d) 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/Re-grading
- (i) Promotion – Promotion rank for Graduate Masters/Mistresses.
 - (ii) Re-grading – A Principal Assistant Master/Mistress with a local first degree plus teacher training qualifications (or equivalent) is eligible for consideration for re-grading in his/her serving school as Senior Graduate Master/Mistress. In addition, for special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021)*

(b) Direct Appointment

Candidates should have fulfilled all requirements for normal promotion to this rank. In addition, for special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. 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. *(updated on 1 September 2021)*

Type of Work:

- (a) Assist the principal and vice-principal in guiding the work in various functional areas in order to take forward education initiatives in the secondary school or in the secondary section of special school ;
- (b) Take the lead in diversified professional duties;
- (c) Undertake class teaching up to Secondary 6 level; and
- (d) Perform other related duties as assigned by the school.

(updated on 1 September 2019)

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 or Direct Subsidy Scheme secondary school (for the post in an aided secondary school) or the secondary section of an aided special school (for the post in 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) specified by or acceptable to the Permanent Secretary as set out in Section 5 of this Compendium. With effect from the 2004/05 school year, aspiring principals are required to attain the Certification for Principalship, in addition to complying with the appointment conditions in force at the time, before they could be considered for appointment to principalship. For special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021)*

Any Other Remarks:

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

incremental date will be determined by the date of promotion.

- (b) The salary scale and incremental date of a Senior Graduate Master/Mistress re-graded from the rank of Principal Assistant Master/Mistress will be determined as follows:
- (i) if immediately before re-grading, his/her pay is less than the minimum of the pay scale of the new office, he/she will receive the minimum. The new incremental date will be determined by the date of re-grading;
 - (ii) if his/her pay is the same or more than the minimum and not more than the maximum of the pay scale of the new office, he/she will continue to receive his/her existing pay in the former post. The new incremental date still be determined by the date of re-grading;
 - (iii) if he/she is re-graded on his/her incremental date, for the purpose of these rules, his/her pay before re-grading will be taken to be the pay he/she would have received on that date had he/she not been re-graded; and
 - (iv) if the date of re-grading falls on or between the 1st and the 15th 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.

(updated on 1 September 2008)

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) New Recruitment

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.

(b) *Re-grading*

A Certificate Master/Mistress, Assistant Master/Mistress or Senior Assistant Master/Mistress with a local first degree or equivalent is eligible for consideration for re-grading in his/her serving school as Graduate Master/Mistress. (updated on 1 September 2008)

Type of Work:Secondary Schools

- (a) Coordinate and discharge diversified professional duties;
- (b) Undertake class teaching; and
- (c) Perform other related duties as assigned by the school.

(updated on 1 September 2019)

Special Schools

- (a) Coordinate and discharge diversified professional duties;
- (b) Undertake class teaching in the secondary section of a special school;
- (c) Resource teacher for special programmes; and
- (d) Perform other related duties as assigned by the school.

(updated on 1 September 2019)

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. In addition, for special schools, candidates should 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

aided or Direct Subsidy Scheme or assisted private secondary school or, since 1 September 1990, in a caput or bought-place school bound by contract, and have clearly shown ability to take charge of an academic/cultural/practical subject or to perform other duties of special responsibility in a secondary school; and have undertaken training course(s) specified by or acceptable to the Permanent Secretary as set out in Section 5 of this Compendium.

(updated on 1 September 2020)

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 between 1 April 2000 and 31 July 2007 (both dates inclusive);
 - (iv) Bar at MPS point 22 for those appointed between 1 August 2007 and 30 September 2010 (both dates inclusive);
 - (v) Bar at MPS point 20 for those appointed on/after 1 October 2010.

With effect from 1 August 2007, the salary bar would be set at five pay points above the prevailing starting salary and would be adjusted automatically whenever there is a change in the starting salary in the future. A serving untrained Graduate Master/Mistress without a break in service is subject to the adjusted salary bar or the highest salary bar point

he/she has ever experienced in the appointment as Graduate Master/ Mistress, whichever is the higher.
(updated on 1 September 2010)

- (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, other than through possession of recognised experience, he/she entered at the minimum point of the Graduate Master/Mistress pay scale prevailing at the time he/she was 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, other than through possession of

recognised experience, 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, other than through possession of recognised experience, 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.

(updated on 2 January 2014)

- (h) The salary scale and incremental date of a Graduate Master/Mistress re-graded from the rank of Senior Assistant Master/Mistress, Assistant Master/ Mistress or Certificated Master/Mistress will be determined as follows:

- (i) if immediately before re-grading, his/her pay is less than the minimum of the pay scale of the new office, he/she will receive the minimum. The new incremental date will be determined by the date of re-grading;
- (ii) if his/her pay is the same or more than the minimum and not more than the maximum of the pay scale of the new office, he/she will continue to receive his/her existing pay in the former post. The new incremental date will be determined by the date of re-grading;
- (iii) if he/she is re-graded on his/her incremental date, for the purpose of these rules, his/her pay before re-grading will be taken to be the pay he/she would have received on that date had he/she not been re-graded; and
- (iv) if the date of re-grading falls on or between the 1st and the 15th 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.

(updated on 1 September 2008)

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. In addition, for special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021)*
- (b) Direct Appointment
- (i) Candidates should have fulfilled all requirements for normal promotion to this rank. In addition, for special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. 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. *(updated on 1 September 2021)*
 - (ii) Starting from the 2000/01 school year, new school Principals 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.

- (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 is less than the minimum of the pay scale 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 pay scale of the new office, they will receive the salary point which is equivalent to their existing substantive salary. The new incremental date will be determined by the date of 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.
- (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.

The PAM rank will be phased out through natural wastage.

(updated on 1 September 2008)

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

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

Appointment Requirements:

- (a) Promotion/Re-grading
- (i) Promotion – Promotion rank for Senior Primary School Masters/Mistresses or Primary School Masters/Mistresses. *(updated on 1 September 2008)*
 - (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. In addition, for special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021)*
- (b) Direct Appointment
- (i) Candidates should have fulfilled all requirements for normal promotion to this rank. In addition, for special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. 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. *(updated on 1 September 2021)*
 - (ii) Starting from the 2000/01 school year, new school Principals 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 government or aided or Direct Subsidy Scheme primary school (for the post in an aided primary school)/primary special school (for the post in an aided special school) for at least 3 years:

(updated on 1 September 2016)

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) In the case of promotion to Headmaster/Headmistress I, as the salary scale of a Headmaster/Headmistress II overlaps that of a Headmaster/Headmistress I (MPS Pt 43 – 46), the promotees' salary scale and incremental date will be determined as follows:

- (i) If their pay before promotion is less than the minimum of the pay scale of the new higher office by more than one point, they will enter at the minimum and their new incremental date will be determined by the date of their promotion;
- (ii) If their pay before promotion is less than the minimum of the pay scale of the new higher office by not more than one point, they will enter at the minimum and retain their existing incremental date; and
- (iii) If the promotees are already receiving the maximum pay of their former office at the date of promotion, they will enter the new scale at the point next above their pay and their new incremental date will be determined by the date of promotion.

(updated on 1 September 2022)

- (b) The salary scale and incremental date of Headmaster/Headmistress II re-graded from the rank of Senior Assistant Master/Mistress will be determined as follows:
 - (i) If immediately before re-grading, their pay is less than the minimum of the pay scale 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 pay scale of the new office, they will receive the salary point which is equivalent to their existing substantive salary. The new incremental date will be determined by the date of 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.
- (c) 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 for the rank.

#The SAM rank will be phased out through natural wastage.

Section 4.8**Guide to Appointment****Senior Primary School Master/Mistress (SPSM) – as Principal or Deputy Head**

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

Appointment Requirements:

- (a) Promotion
Promotion rank for Primary School Master/Mistress and Assistant Master/Mistress with a local first degree or equivalent.
- (b) Direct Appointment
- (i) Candidates should possess a local first degree plus teacher training in primary education, or equivalent qualifications (for special schools, and 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 school Principals and deputy heads should be limited to candidates holding a local first degree plus teacher training in primary education (and special education in the case of special schools), or equivalent qualifications.

Type of Work:Primary Schools

- (a) Head of a primary school with 11 or less classes; or
(b) Deputy head of a primary school with 12 or more classes, in addition to class teaching.

(updated on 1 September 2019)

Special Schools

- (a) Head of a primary special school with 11 equivalent ordinary primary classes or less; or
(b) Deputy head of a primary special school with 12 equivalent ordinary primary classes or more, or deputy head of the primary section of a special school with both primary and secondary sections, in addition to class teaching.

(updated on 1 September 2020)

Promotion Prospects:

- (a) Headmaster/Headmistress II
Senior Primary School Masters/Mistresses will be eligible for consideration for promotion to

Headmaster/ Headmistress II after they have served successfully as follows in a government or aided or Direct Subsidy Scheme primary school (for the post in an aided primary school)/primary special school or the primary section of a special school (for the post in an aided special school) for at least 5 years:

Either

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

In case of special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary.

(updated on 1 September 2021)

- (b) Principal Graduate Master/Mistress serving as head of the special school with both primary and secondary sections; or
Principal II of a special school with both primary and secondary sections; or
Principal I of a special school with both primary and secondary sections.

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

(updated on 1 September 2022)

Any Other Remarks:

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

(updated on 1 September 2022)

Section 4.9**Guide to Appointment****Primary School Master/Mistress (PSM) – as 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 [including Assistant Master/Mistress (Student Guidance Teacher)] 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. In addition, for special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. *(updated on 1 September 2021)*
- (b) Direct Appointment
- 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.

Type of Work:

- (a) Assist the school head and deputy head in guiding the work in various functional areas in order to take forward education initiatives in the primary school or in the primary section of a special school;
 - (b) Take the lead in diversified professional duties;
 - (c) Undertake class teaching in the primary school or in the primary section of a special school; and
 - (d) Perform other related duties as assigned by the school.
- (updated on 1 September 2019)*

Promotion Prospects:

Senior Primary School Master/Mistress or Headmaster/Headmistress II

- (a) Senior Primary School Master/Mistress
- A Primary School Master/Mistress will be eligible for

consideration for promotion to a Senior Primary School Master/Mistress after he/she has served successfully as a senior teacher in a government or aided or Direct Subsidy Scheme primary school (for the post of an aided primary school)/primary special school or the primary section of a special school (for the post of an aided special school) for at least 2 years, and undertaken training course(s) specified by or acceptable to the Permanent Secretary as set out in Section 5 of this Compendium.

(updated on 1 September 2020)

(b) Headmaster/Headmistress II

A Primary School Master/Mistress will be eligible for consideration for promotion to a Headmaster/Headmistress II after he/she has served successfully as follows in a government or aided or Direct Subsidy Scheme primary school (for the post of an aided primary school)/primary special school or the primary section of a special school (for the post of an aided special school) for at least 5 years:

Either

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

In case of special schools, candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary.

(updated on 1 September 2021)

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

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.

(updated on 1 September 2008)

Section 4.10**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) under sponsor-based entitlement. (only applicable for student guidance teachers who were appointed before the 2019/20 school year without a break of service for more than one year)

- (b) Acting
The Incorporated Management Committee may appoint a Primary School Master/Mistress (Student Guidance Teacher) on acting capacity. Candidates should have completed the necessary training, which refers to the Pre-service Training Course for Student Guidance Teachers conducted by the former Education Department 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, and have served successfully as follows in government/aided primary school(s) for at least three years:

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.

The teacher would have to gain five years' teaching experience, at least two of which as a Student Guidance Teacher, before being promoted.

(updated on 1 September 2019)

- (c) 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' teaching experience in government/aided/Direct Subsidy Scheme

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.

(updated on 2 January 2014)

- (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) Overall 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) The entitlement and appointment of these posts are considered separately under the same sponsoring body.
- (b) 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.

(updated on 1 September 2008)

Section 4.11**Guide to Appointment****Assistant Primary School Master/Mistress (APSM)**

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

Appointment Requirements:

- (a) New Recruitment
Candidates should possess a recognised local first degree plus teacher training in primary education, or equivalent qualifications.
- (b) Re-grading
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 to perform the following duties:

- (a) Coordinate and discharge diversified professional duties;
- (b) Undertake class teaching; and
- (c) Perform other related duties as assigned by the school.

(updated on 1 September 2019)

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 will be eligible for consideration for promotion to Primary School Master/Mistress after they have served successfully as follows in a government or aided or Direct Subsidy Scheme primary school (for the post in an aided primary school)/primary special school or the primary section of a special school (for the post in an aided special school) for at least 5 years and undertaken training course(s) specified by or acceptable to the Permanent Secretary as set out 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.

In case of special schools, candidates should have successfully completed a course of training in special

education recognised by the Permanent Secretary. (*updated on 1 September 2021*)

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 before 1 April 2000;
 - (ii) Bar at MPS point 22 for those appointed between 1 April 2000 and 30 September 2010 (both dates inclusive);
 - (iii) Bar at MPS point 20 for those appointed on/after 1 October 2010

With effect from 1 August 2007, the salary bar would be set at five pay points above the prevailing starting salary and would be adjusted automatically whenever there is a change in the starting salary in the future. A serving untrained Assistant Primary School Master/Mistress without a break in service is subject to the adjusted salary bar or the highest salary bar point he/she has ever experienced in the appointment as Assistant Primary School Master/Mistress, whichever is the higher.

- (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 an appropriate Post-graduate Diploma/Certificate in Education, or a Teacher's Certificate from a local College of Education/the Hong Kong Institute of Education, or equivalent teacher training qualification will enter at the third point in the pay scale on appointment.
- (d) Starting from 21 February 2002, the arrangement for the salary bar of serving untrained teachers 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, 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, other than through possession of recognised experience, they entered at the minimum point of the Assistant Primary School Master/Mistress pay scale prevailing at the time they were 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, other than through possession of recognised experience, 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, other than through possession of recognised experience, 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 re-graded.

(updated on 2 January 2014)

- (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 pay scale 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 pay scale of the new office, they will continue to receive their existing pay in the former post. The new incremental date will be determined by the date of 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.

(updated on 1 September 2010)

Section 4.12**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. Please refer to *Any Other Remarks* below.

(b) Direct Appointment
N.A.

(Note: Starting from the 2019/20 school year, teachers cannot be directly appointed to fill a non-graduate post at the promotion rank, except for the redeployment of teachers from one school to another under the same school sponsoring body.) *(updated on 1 September 2019)*

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 6 level in a secondary school; and *(updated on 1 April 2013)*

(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) 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.

(b) Performing duties of special responsibility in the capacity of deputy head of a special school operating a secondary section.

Promotion Prospects: N.A.

Any Other Remarks:Secondary Schools

Starting from the 2008/09 school year, Principal Assistant Masters/Mistresses with a recognised degree plus teacher training (or equivalent) may apply for re-grading to Senior Graduate Masters/Mistresses in his/her serving school to fill up new Senior Graduate Master/Mistress posts created under the enhanced graduate teacher ratio. Upon successful re-grading or natural wastage of a serving Principal Assistant Master/Mistress, the practice of

upgrading a Senior Assistant Master/Mistress post to a Principal Assistant Master/Mistress post for a secondary school with 24 or more classes will cease with immediate effect. If a serving Principal Assistant Master/Mistress does not apply for re-grading to Senior Graduate Master/Mistress, he/she can continue to be accommodated in his/her existing rank of Principal Assistant Master/Mistress holding against a Senior Graduate Master/Mistress post created under the graduate teacher ratio accordingly.

Primary Schools

Starting from the 2000/01 school year, no non-degree holders should be appointed as new school Principals. Serving Principals at Principal Assistant Master/Mistress rank who are non-degree holders will be accommodated until natural wastage.

Special Schools

Starting from the 2008/09 school year, Principal Assistant Masters/Mistresses with a recognised degree plus teacher training (or equivalent) may apply for re-grading to Senior Graduate Masters/Mistresses in his/her serving school to fill up new Senior Graduate Master/Mistress posts created under the enhanced graduate teacher ratio. Candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary.
(updated on 1 September 2021)

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

(updated on 1 September 2008)

Section 4.13

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.

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

(b) Direct Appointment

N.A.

(Note: Starting from the 2019/20 school year, teachers cannot be directly appointed to fill a non-graduate post at the promotion rank, except for the redeployment of teachers from one school to another under the same school sponsoring body.)

(updated on 1 September 2019)

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 6 level in a secondary school; or

(updated on 1 April 2013)

(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

Class teaching up to Secondary 6 in the secondary section of a special school or performing duties of special responsibility.

Promotion Prospects:

N.A.

Any Other Remarks:Secondary Schools

Starting from the 2008/09 school year, Principal Assistant Masters/Mistresses with a recognised degree plus teacher training (or equivalent) may apply for re-grading to Senior Graduate Masters/Mistresses in his/her serving school to fill up new Senior Graduate Master/Mistress posts created under the graduate teacher ratio. Upon successful re-grading or natural wastage of a serving Principal Assistant

Master/Mistress, the practice of upgrading a Senior Assistant Master/Mistress post to a Principal Assistant Master/Mistress post for a secondary school with 24 or more classes will cease with immediate effect.

(updated on 1 September 2019)

Primary Schools

- (a) Starting from the 2000/01 school year, no non-degree holders should be appointed as new school Principals. Serving Principals at SAM rank who are non-degree holders will be accommodated until natural wastage.
- (b) A serving Senior Assistant Master/Mistress with local first degree or equivalent qualifications 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.

Special Schools

Starting from the 2008/09 school year, Principal Assistant Masters/Mistresses with a recognised degree plus teacher training (or equivalent) may apply for re-grading to Senior Graduate Masters/Mistresses in his/her serving school to fill up new Senior Graduate Master/Mistress posts created under the enhanced graduate teacher ratio. Candidates should have successfully completed a course of training in special education recognised by the Permanent Secretary. Upon successful re-grading or natural wastage of a serving Principal Assistant Master/Mistress, the practice of upgrading a Senior Assistant Master/Mistress post to a Principal Assistant Master/Mistress post will cease with immediate effect.

(updated on 1 September 2021)

(updated on 1 September 2008)

Section 4.14

Guide to Appointment**Assistant Master/Mistress (AM) – as Senior Teacher**

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

Appointment Requirements:(a) Promotion

Promotion rank for Certificated Masters/Mistresses.

(Note: Starting from the 2019/20 school year, no Certificated Master/Mistress should be promoted to Assistant Master/Mistress, except those who have been selected for acting up the post through a promotion exercise before the 2019/20 school year. Serving Assistant Master/Mistress will be accommodated until natural wastage or regraded to the graduate grade.)

(b) Direct Appointment

N.A.

(Note: Starting from the 2019/20 school year, teachers cannot be directly appointed to fill a non-graduate post at the promotion rank, except for the redeployment of teacher from one school to another under the same school sponsoring body.)

(updated on 1 September 2019)

Type of Work:Secondary Schools

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

Primary Schools

Senior Teacher in a primary school with duties in addition to class teaching.

Special Schools

(a) Senior Teacher in the primary section of a special school with duties in addition to class teaching; or

(b) Class teaching up to Secondary 4 level in the secondary section of a special school.

Promotion Prospects:

Senior Assistant Master/Mistress or Senior Primary School Master/Mistress

(a) 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

(i) three years regular teaching an academic subject

- at Secondary 5 Level in a government or aided or Direct Subsidy Scheme secondary school; or
- (ii) two years performing duties of special responsibility in a government or aided or Direct Subsidy Scheme secondary school;

Special Schools

- (i) three years regular teaching an academic subject at Secondary 5 level in an aided special school; or
- (ii) two years performing duties of special responsibility in the secondary section of an aided special 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.

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

(updated on 1 September 2019)

(b) Senior Primary School Master/Mistress

Primary Schools and Special Schools

An Assistant Master/Mistress with a local first degree or equivalent will be eligible for consideration for promotion to Senior Primary School Master/Mistress after he/she has served successfully for at least 2 years as an Assistant Master/Mistress in a government or aided or Direct Subsidy Scheme primary school (for the post in an aided primary school)/primary special school or the primary section of a special school (for the post in an aided special school) 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.

(updated on 1 September 2016)

(updated on 2 January 2014)

Section 4.15**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:

N.A.

(Note:

- (i) Starting from the 2019/20 school year, teachers cannot be directly appointed to fill a non-graduate post at the promotion rank, including the Assistant Master/Mistress (Student Guidance Teacher) post.
- (ii) Starting from the 2019/20 school year, newly-joined Student Guidance Teachers (including Student Guidance Teachers with a break of service exceeding one year) should possess a local bachelor's degree (or equivalent) and satisfy all the entry requirements and standing conditions set out for Primary School Master/Mistress (Student Guidance Teacher).
- (iii) Serving Assistant Masters/Mistresses (Student Guidance Teacher) will be accommodated in their current post of their serving schools, or take up an Assistant Master/Mistress (Student Guidance Teacher) post in another aided school operated by the same school sponsoring body through redeployment until they leave the service because of natural wastage or obtain the required qualifications and choose to be regraded to the graduate grade.)

(updated on 1 September 2019)

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.

Promotion Prospects:

Please refer to *Any Other Remarks* below.

Any Other Remarks:

- (a) 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 under school-based entitlement or Primary School Master/Mistress (Student Guidance Teacher) under sponsor-based entitlement.
- (b) An Assistant Master/Mistress (Student Guidance Teacher) under school-based entitlement with a local first degree or equivalent is eligible for

consideration together with other eligible senior teachers in the school for promotion to Senior Primary School Master/Mistress after he/she has served successfully for at least 2 years as an Assistant Master/Mistress in a government or aided or Direct Subsidy Scheme primary school 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.

(updated on 2 January 2014)

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.

(Note:

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

(updated on 1 September 2019)

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

Secondary Schools

Certificated Masters/Mistresses possessing teacher training will be eligible for consideration for promotion to Assistant Masters/Mistresses if they have:

- (a) five years satisfactory and acceptable experience as a teacher in a government or aided or Direct Subsidy Scheme secondary school or, since 1 January 1966, in an assisted private secondary school or, since 1 September 1990, in a caput or bought-place school bound by contract; or
 (b) five years satisfactory and acceptable experience as a teacher or headmaster/headmistress in a government or aided or Direct Subsidy Scheme 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;

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

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

Primary Schools

Certificated Masters/Mistresses will be eligible for consideration for promotion to Assistant Masters/Mistresses if they have:

- (a) a Certificate in Primary 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 an equivalent qualification; or
- (b) the status of qualified teacher awarded after passing the Non-Graduate Teacher Qualifications Assessment (NGTQA) and successfully completed an In-service Course of Training for Teachers in Primary Schools or a period of supervised teaching for at least one year; or
 - (c) equivalent qualifications after they have served successfully as a Certificated Master/Mistress in a primary school for at least 5 years and undertaken training course(s) specified by or acceptable to the Permanent Secretary. Certificated Masters/Mistresses not possessing teacher training or an equivalent qualification but appointed prior to 1 January 1991 will be eligible for consideration for promotion to Assistant Masters/Mistresses.

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

Special Schools

Certificated Masters/Mistresses possessing a Teacher's Certificate or an equivalent qualification and who have successfully completed a course of training in special education recognised by the Permanent Secretary will be eligible for consideration for promotion to Assistant Masters/Mistresses if they have:

- (a) in a secondary special school or the secondary section of a special school:
 - (i) five years satisfactory and acceptable experience as a teacher or headmaster/headmistress in a government or aided or Direct Subsidy Scheme secondary school or since 1 January 1966 in an assisted private secondary school; or since 1 September 1990, in a caput or bought-place school bound by contract; or
 - (ii) five years satisfactory and acceptable experience as a teacher or headmaster/headmistress in a government or aided or Direct Subsidy Scheme 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 secondary section of the nominating special school; and
- (b) in a primary special school or the primary section of a special school:
- (i) five years satisfactory and acceptable experience as a teacher in a government or aided or Direct Subsidy Scheme primary school with a Teacher's Certificate; or
 - (ii) five years satisfactory and acceptable experience as a teacher in a government or aided or Direct Subsidy Scheme primary school with the status of qualified teacher awarded after successful completion of In-service Course of Training for Teachers; or
 - (iii) five years satisfactory and acceptable experience as a teacher in a government or aided or Direct Subsidy Scheme primary school with the status of qualified teacher awarded after passing the Non-Graduate Teachers Qualifications Assessment and successful completion of In-service Course of Training for Teachers; or a period of supervised teaching for at least one year;

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

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

Any Other Remarks:

- (c) 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 between 1 April 2000 and 31 July 2007 (both dates inclusive);
 - (iii) Bar at MPS point 19 for those appointed on/after 1 August 2007.

With effect from 1 August 2007, the salary bar would be set at five pay points above the prevailing starting salary and would be adjusted automatically whenever

there is a change in the starting salary in the future. A serving untrained Certificated Master/Mistress without a break in service is subject to the adjusted salary bar or the highest salary bar point he/she has ever experienced in the appointment as Certificated Master/Mistress, whichever is the higher.

(updated on 1 September 2010)

- (d) 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 Department 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 Department certifying the holder having passed Part I, Part II and Part III of the NGTQA.

(updated on 2 January 2014)

- (ii) Direct entrants with the above non-standard qualifications will enter at MPS point 12 if appointed before 1 April 2000 or after 31 July 2007. For those appointed between 1 April 2000 and 31 July 2007 (both dates inclusive), the MPS point is 10.
- (iii) Holders of the above non-standard qualifications appointed under Type 1 will be allowed to proceed the salary bar specified in (a) above 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 the salary bar specified in (a) above 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 aided or Direct Subsidy Scheme 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.

(updated on 2 January 2014)

- (i) With effect from 1 September 2006, untrained teachers with specified non-standard qualifications (such as Approved Post-secondary Secondary College diplomas) will not be accepted for new appointment or re-appointment as Certificated Master/Mistress after a break in service [unless for subjects in demand (e.g. technical/practical/vocational subjects). Priority should still be given to teachers with standard qualifications.]

(updated on 1 September 2008)

Section 4.17**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 children with hearing impairment, candidates must:

- (a) meet the qualifications for appointment as a Graduate Master/Mistress or an Assistant Primary School Master/Mistress as appropriate;
- (b) be assessed to have normal hearing and be free from speech and language impairment; and

(updated on 1 September 2022)

- (c) be fluent in Cantonese.

(updated on 1 September 2019)

Type of Work:

- (a) to provide evaluation of the speech and language abilities, and individual and group training to students with speech and language impairment as prescribed by speech therapist(s);

(updated on 1 September 2022)

- (b) to work in collaboration with speech therapists and classroom teachers on speech/language support programmes; and

(updated on 1 September 2022)

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

(Note: All the TAST posts will be phased out through natural wastage and replaced by speech therapists.)

Section 4.18**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 Graduate Master/Mistress or an Assistant Primary School Master/Mistress as appropriate;
- (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.

(updated on 1 September 2019)

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 4.19**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

Assistant Primary School 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. *(updated on 1 September 2019)*

For children with autism spectrum disorder

Assistant Primary School Master/Mistress for teaching children with autism spectrum disorder in the primary section of a special school for children with mild and/or moderate intellectual disability. *(updated on 1 September 2023)*

For enhanced support service (ESS) for students with hearing impairment

Assistant Primary School Master/Mistress for the primary section of a special school for children with hearing impairment who are attending ordinary primary schools. *(updated on 1 September 2019)*

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 children with visual impairment studying in ordinary schools and special schools other than that for the children with visual impairment; and

For children with autism spectrum disorder

to provide remedial support to children with autism spectrum disorder assessed to have such a need in special schools for children with ID, special schools for children with VI, a special school for children with HI and special schools for children with PD; and *(updated on 1 September 2023)*

For enhanced support service

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

(updated on 1 September 2022)

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

Section 4.20**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 an Assistant Primary School Master/Mistress;
- (b) be fluent in Cantonese; and
- (c) have completed or be prepared to undergo a training course on low-vision.

(updated on 1 September 2019)

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 4.21**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 children with hearing impairment with more than 17 classes, and at the discretion of the Permanent Secretary.
(updated on 2 February 2015)

Direct Appointment of Laboratory Technician I

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

(updated on 21 July 2023)

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/has served as Laboratory Technician II in a government secondary school or in another aided school even under a different sponsor^{Note 1}. 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 post of Laboratory Technician III, a candidate must have:

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

- (b) Level 2 ^{Note 3}/Grade E or above attained in 5 subjects, including English Language and 2 science subjects (e.g. Physics, Chemistry or Biology) in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent.

Type of Work:

- (a) To assist teachers to supervise the pupils with diverse interests and abilities in performing science experiments.
- (b) To assist teachers in planning, trying out and conducting science experiments and relevant demonstrations, as well as other science-related activities (e.g. science/STEAM-related projects and competitions).
- (c) To assist teachers in assessing pupils' performance in science-related activities, including the smooth implementation of school-based assessments.
- (d) To prepare, update and manage science-related materials/resources, including those related to data-capturing systems, digital multimedia resources and web-based materials.
- (e) To provide support and advice on science-related learning (e.g. science club activities, "lesson study" in the Science Education Key Learning Area).
- (f) To prepare, construct, operate and maintain laboratory apparatus and equipment, and to conduct routine laboratory tests.
- (g) To purchase laboratory apparatus, equipment and other items necessary for laboratories.
- (h) To prepare annual estimates of consumables, stores and additional items for laboratories.
- (i) To keep stores and inventory in laboratories, and to carry out annual stocktaking of all stores and equipment in laboratories.
- (j) To be responsible for the maintenance of science-related facilities.
- (k) To assist in coordinating the use of resources among laboratories. *For LT Is only
- (l) To be responsible for all the normal safeguards in laboratories.
- (m) To provide support and advice on the promotion and monitoring of laboratory safety.

- (n) To supervise and co-ordinate the work of the Laboratory Technicians II/III. *For LT Is only
- (o) To instruct and supervise laboratory attendants in the work of the laboratories and the preparation rooms.
- (p) To undertake any other duties as required by the Principal.

(updated on 21 July 2023)

Promotion Prospects: Laboratory Technician I

Laboratory Technicians II will be eligible for consideration for promotion / direct appointment to Laboratory Technician I provided that they have at least five years of satisfactory service as Laboratory Technicians II ^{Note 1}.

(updated on 21 July 2023)

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 ^{Note 1};
- (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^{Note 1}.
- (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.

Notes:

1. The working experience of a laboratory technician in a DSS school operating local science curricula can be considered as equivalent to that in an aided secondary school.
2. For the purpose of appointment of Laboratory Technicians in aided schools, 'Level 2' or above in both components of the Combined Science subject in the HKDSEE can be counted as two science subjects. Applicants should also possess four other subjects at 'Level 2' or above, or equivalent.
3. For the purpose of appointment of Laboratory Technicians in aided schools, 'Grade C' and 'Grade E' in Chinese Language and English Language (Syllabus B) in the HKCEE before 2007 are accepted administratively as comparable to 'Level 3' and 'Level 2' respectively in Chinese Language and English Language in the 2007 HKCEE and henceforth.

(updated on 1 September 2017)

Section 4.22**Guide to Appointment****Educational Psychologist I (EPI)**

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

Type of Work:

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

- (a) Student support level
 - To provide assessment, counseling and guidance services for students;
 - To provide intervention or behavioural guidance programmes for students directly and/or in collaboration with school personnel such as teachers, school social workers and/or school-based speech therapists/speech therapists, etc.; and
 - To promote home-school co-operation in child management and deliver parent training programmes in collaboration with school personnel.
(updated on 1 September 2019)
- (b) Teacher support level
 - To support teachers in the early identification of at risk students as well as the planning and

implementation of appropriate intervention measures for them;

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

(c) School system level

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

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

Promotion Prospects: N.A.

- Any Other Remarks:
- (c) 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.
 - (d) The candidate must be eligible for graduate membership of the Hong Kong Psychological Society or the British Psychological Society or equivalent. The Master's or Doctoral Degree in Educational Psychology (Professional Practice) obtained must be one which can prepare the candidate for independent professional work as an educational psychologist. *(updated on 1 September 2018)*
 - (e) The requirement for a candidate to obtain full membership of the Division of Educational

Psychology of the Hong Kong Psychological Society or an equivalent status in an internationally recognised professional organisation of Educational Psychology in paragraph (d) under “Appointment Requirements” is also applicable to the existing educational psychologist incumbents who take up a new appointment in another school as Educational Psychologist I on or after 1 September 2012.

(updated on 24 May 2012)

Section 4.23**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's or Doctoral Degree in Educational Psychology (Professional Practice) from a local university or equivalent;
(updated on 1 September 2018)
- (c) obtained full membership of the Division of Educational Psychology of the Hong Kong Psychological Society or an equivalent status in an internationally recognised professional organisation of Educational Psychology or been eligible for such membership. Candidates so eligible shall obtain such full membership within nine months after appointment⁹. (This requirement is applicable to those appointed as Educational Psychologist II on or after 1 September 2012 and the existing educational psychologist incumbents who take up a new appointment in another school as Educational Psychologist II on or after 1 September 2012);
- (d) good command of Cantonese and written Chinese; and
- (e) good command of spoken and written English.

Type of Work:

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

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

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

(updated on 1 September 2019)

(b) Teacher support level

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

(c) School system level

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

Promotion Prospects: Educational Psychologist I

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

- (a) obtained a Post Graduate Certificate in Education from a local university or equivalent; and
- (b) obtained 6 years' relevant post-degree experience of which at least 3 years should be as an Educational Psychologist II; and
- (c) obtained full membership of the Division of Educational Psychology of the Hong Kong Psychological Society or an equivalent status in an internationally recognised professional organisation of Educational Psychology; and

- (d) satisfactory service as Educational Psychologist II. School should take into account the work performance, professional expertise, and other personal attributes, such as leadership, commitment, interpersonal skills, judgment, planning and organisation abilities, etc. of the candidate when considering promotion.
(updated on 24 May 2013)

Any Other Remarks:

- (a) Holders of degrees other than those from a local university or equivalent may apply, but should attach copies of transcripts of studies to their applications.
- (b) The candidate must be eligible for graduate membership of the Hong Kong Psychological Society or the British Psychological Society or equivalent. The Master's or Doctoral Degree in Educational Psychology (Professional Practice) obtained must be one which can prepare the candidate for independent professional work as an educational psychologist. *(updated on 1 September 2018)*

(updated on 24 May 2012)

Section 4.24**Guide to Appointment****School-based Speech Therapist (SBST) / Speech Therapist (ST)**

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

Appointment Requirements:

Candidates should:

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

(updated on 1 September 2023)

Note:

A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth.*(updated on 1 September 2023)*

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.

Type of Work:Secondary and Primary Schools

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

- (a) Support students with speech and language impairment: To assess students who are suspected of having speech and language problems and support them in different delivery modes, such as providing individual and group therapy, in-class support, communicating with teachers and parents and regular review of students’ progress, etc;
- (b) Design and implement school-based support plan: To

provide school-based speech therapy services specific to the needs of individual schools, taking into account school policies, measures and cultures in the design and implementation of the services;

- (c) Design curriculum-related support strategies: To train students to overcome speech and language impairment, develop speech and language abilities, and achieve learning goals in line with the school curriculum;
- (d) Enhance home-school cooperation: To adopt diversified support strategies according to the needs of the students to strengthen home-school cooperation.

Special Schools

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

- (a) To assess and evaluate the educational needs of students in the areas of speech, language, communication, social and swallowing;
(updated on 1 September 2022)
- (b) To provide school-based speech therapy services according to the needs of students and school, taking into account school policies, measures and cultures in the development and implementation of services;
- (c) To collaborate with school personnel such as teachers, school social workers and/or specialist staff, etc. in supporting the students;
- (d) To strengthen home-school cooperation/collaboration by adopting diversified support strategies according to the needs of the students.

Promotion Prospects: N.A.

Any Other Remarks: The probationary period of a school-based speech therapist/speech therapist should normally be two years.

Section 4.25**Guide to Appointment****Primary School Assistant Social Work Officer**

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

Appointment Requirements:

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

(updated on 1 September 2023)

Notes:

1. A candidate attaining Level 2 in New Senior Secondary subjects or “Attained” in Applied Learning subjects in the HKDSEE or Level 2 in the HKCEE in 2007 and henceforth will be regarded as having met the requirement of a Grade E in similar subjects under the HKCEE before 2007. *(updated on 1 September 2023)*
2. A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth. *(updated on 1 September 2023)*

Type of Work:

- (a) To serve as a member of the guidance team;
- (b) To assist the school in drawing up the student guidance

policy and the Annual Comprehensive Student Guidance Service Plan; and

- (c) To implement student guidance service in various areas including personal growth education, support service for parents and teachers, and responsive service for students with specific needs. These remedial, preventive and developmental student guidance services include casework, group work and programmes, consultation and coordination of community resources.

Promotion Prospects: N.A.

Any Other Remarks: The probationary period of a primary school assistant social work officer should normally be two years.

(updated on 1 September 2018)

Section 4.26**Guide to Appointment****School Executive Officer (Sch ExO)**

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

Appointment
Requirements:

Candidates should have:
a local bachelor's degree (or equivalent).

Type of Work:

To assist in supervising, coordinating and handling school administrative matters, with a view to strengthen the administration capabilities of the school and the incorporated management committee.

Promotion Prospects:

Nil

Any Other Remarks:

The probationary period of a school executive officer should normally be two years.

(updated on 1 September 2019)

Section 4.27

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

- (a) Promotion
Promotion rank for Physiotherapist I.
- (b) Direct Appointment
To be eligible for appointment to the grade of Senior Physiotherapist, a candidate must have at least 5 years of satisfactory service as Physiotherapist I in aided special schools.

(updated on 1 September 2022)

Physiotherapist I

- (a) Promotion
Promotion rank for Physiotherapist II.
- (b) Direct Appointment
To be eligible for appointment to the grade of Physiotherapist I, a candidate must:
- (i) have a professional Degree/Diploma in Physiotherapy issued by the Hong Kong Polytechnic/Polytechnic University, or equivalent;
 - (ii) be registered in Hong Kong as a Physiotherapist in Part Ia of the Register of Physiotherapists under the Supplementary Medical Professions Ordinance (Cap. 359) and have a valid Practising Certificate issued by the Physiotherapists Board of Hong Kong;
 - (iii)
 - have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent # ;
 - (iv) be able to write fluent English and Chinese, and can speak fluent English and Cantonese; and
 - (v) have at least 2 years of service as Physiotherapist II in aided special schools, or equivalent*.

*such as experience acquired during service in Hospital Authority or Department of Health. Experience acquired in non-governmental organisations may be considered subject to the availability of valid documentary proof including Certificate of Service, and the respective job duties, etc.

(updated on 1 September 2023)

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) (i) have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
- (ii) have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent[#]; and
- (c) speak fluent Cantonese.

(updated on 1 September 2023)

[#]A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth. *(updated on 1 September 2023)*

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.

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

(updated on 1 September 2021)

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 4.28**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****(a) Promotion**

Promotion rank for Occupational Therapist I.

(b) Direct Appointment

To be eligible for appointment to the grade of Senior Occupational Therapist, a candidate must have at least 3 years of satisfactory service as Occupational Therapist I in aided special schools.

(updated on 1 September 2022)

Occupational Therapist I**(a) Promotion**

Promotion rank for Occupational Therapist II.

(b) Direct Appointment

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

- (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 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;
- (iv)
 - have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent # ;
- (v) be able to write fluent English and Chinese, and can speak fluent English and Cantonese; and
- (vi) have at least 2 years of service as Occupational Therapist II in aided special schools, or

equivalent.*

*such as experience acquired during service in Hospital Authority or Department of Health. Experience acquired in non-governmental organisations may be considered subject to the availability of valid documentary proof including Certificate of Service, and the respective job duties, etc.

(updated on 1 September 2023)

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) (i) have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
- (ii) have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent[#]; and
- (c) speak fluent Cantonese.

(updated on 1 September 2023)

[#]A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth. *(updated on 1 September 2023)*

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.

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

wastage or promoted to OT I.)

(updated on 1 September 2021)

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 4.29**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 4.30**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) (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note];
- (c) the ability to speak fluent Cantonese; and

(updated on 1 September 2023)

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
- (c) a local degree, or equivalent, and has successfully completed an approved two-year post-graduate course in social study/social work; or
- (d) a local degree, or equivalent, and a Master's 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:

A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth. *(updated on 1 September 2023)*

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****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) (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note];
- (c) the ability to speak fluent Cantonese; and

For Social Work Officer (SWO)

- (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's Degree in Social Work obtained at an approved institution;
- (e) at least five years' experience at the ASWO rank;
- (f) three years' recognised post-qualification experience in residential care (applicable to warden in secondary schools);
- (g) three years' experience in residential care (applicable to warden in special schools).

For Assistant Social Work Officer (ASWO)

- (h) (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) local degree, or equivalent, and a Master's Degree in Social Work obtained at an approved institution;
- (i) three years' experience in residential care (applicable to warden in special schools).

For Chief Social Work Assistant (CSWA)

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

For Senior Social Work Assistant (SSWA)

- (l) (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;
- (m) five years' recognised post-qualification experience in social work.

(updated on 1 September 2023)

Note:

A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth. *(updated on 1 September 2023)*

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 4.32**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) (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
- (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note];
- (c) the ability to speak fluent Cantonese; and

(updated on 1 September 2023)

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's 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:

A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth. *(updated on 1 September 2023)*

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 4.33**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 5 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 4.34**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 Registered Nurse, a candidate must:

- (a) have the Certificate of Registration (Part I) issued by the Nursing Council of Hong Kong or equivalent;
 - (b) have a valid Practising Certificate issued by the Nursing Council of Hong Kong;
 - (c)
 - (i) have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note]; and
 - (d) be fluent in Cantonese.
- (updated on 1 September 2023)*

Note:

A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth. *(updated on 1 September 2023)*

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 4.35**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 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 4.36**Guide to Appointment****Registered Nurse (Psychiatric) (RN)(Psy)**

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

Appointment Requirements:

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

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

(updated on 1 September 2023)

Note:

A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth. *(updated on 1 September 2023)*

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****Nursing Officer (NO)**

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

Appointment Requirements:

- (a) **Promotion**
Promotion rank for Registered Nurse/Registered Nurse (Psychiatric).
- (b) **Direct Appointment**
To be eligible for appointment to the grade of Nursing Officer, a candidate must:
- (i) have a Certificate of Registration (Part I or Part II) and a valid Practising Certificate issued by the Nursing Council of Hong Kong;
 - (ii) have one of the following qualifications or equivalent:
 - a certificate of nursing awarded by the Hong Kong Government; or
 - a diploma in nursing awarded by the Hong Kong Government; or
 - a degree in bachelor of nursing awarded by an approved post-secondary institution in Hong Kong; or
 - a degree in master of nursing awarded by an approved post-secondary institution in Hong Kong; and
 - (iii) have five years of experience as a practising registered nurse (including at least two years of service in aided special school(s));
 - (iv)
 - have Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - have Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note]; and
 - (v) be able to write fluent English and Chinese, and can speak fluent English and Cantonese.
(updated on 1 September 2023)

Note:

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

English Language and Chinese Language in the 2007 HKCEE and henceforth. *(updated on 1 September 2023)*

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.

Type of Work:

Nursing Officer has to assist the school head in leading the nurse team in the school section and the boarding section (if applicable) to cater for the needs of students (in particular students and boarders with medical complexity).

Promotion Prospects :

Nil

Any Other Remarks:

In the case of promotion from Registered Nurse (Psychiatric) to Nursing Officer, as the salary scale of a Registered Nurse (Psychiatric) (MPS Pt 17 – 26) overlaps that of a Nursing Officer (MPS Pt 26 – 34), the promotees' salary scale and incremental date will be determined as follows:

- (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 the promotees are already receiving the maximum pay of their former office at the date of promotion, they will enter the new scale at the point next above their pay and their new incremental date will be determined by the date of promotion.

(updated on 1 September 2022)

Section 4.38**Guide to Appointment****Braille Staff**

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

Appointment Requirements:

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

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

(updated on 1 September 2023)

Note:

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

(updated on 1 September 2023)

Section 4.39**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) (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note]; and
- (d) the ability to speak fluent Cantonese.

(updated on 1 September 2023)

Note:

A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth. *(updated on 1 September 2023)*

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 4.40**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) (i) Level 2 or above in English Language and Chinese Language in the Hong Kong Diploma of Secondary Education Examination (HKDSEE) or equivalent; or
 - (ii) Level 2 / Grade E or above in English Language (Syllabus B) and Chinese Language in the Hong Kong Certificate of Education Examination (HKCEE), or equivalent [Note]; and
- (d) the ability to speak fluent Cantonese.
(updated on 1 September 2023)

Note:

A candidate attaining “Grade E” in English Language (Syllabus B) and Chinese Language in the HKCEE before 2007 are accepted administratively as comparable to “Level 2” in English Language and Chinese Language in the 2007 HKCEE and henceforth. (updated on 1 September 2023)

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 40 or more boarders. For boarding sections

with a capacity of less than 40 boarders, one of the Houseparents or Programme Workers may be assigned as Assistant Warden at the Social Work Assistant level and be granted a responsibility allowance equivalent to the two additional increments above the substantive pay of the Assistant Warden on the Social Work Assistant scale.

Section 4.41**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) Either 5 subjects, including English Language at ‘Level 2’ or above in the Hong Kong Diploma of Secondary Education Examination or 4 subjects, including English Language, one of which must be at ‘Level 2’ or above and the others at ‘Level 3’ or above or equivalent; or
(updated on 1 April 2013)
- (b) 5 subjects, including English Language (Syllabus B) at Grade E or above in the Hong Kong Certificate of Education Examination or 4 subjects, including English Language (Syllabus B), one of which must be at Grade E or above and the others at Grade C or above; or
- (c) a Grade C or above in English Language (Syllabus A) in the Hong Kong Certificate of Education Examination, together with either 4 other subjects at Grade E or above or 3 other subjects at Grade C or above or equivalent; or
- (d) 5 subjects, including English, at Grade E or above in the Hong Kong Certificate of Education Examination (English) or 4 subjects, including English, one of which must be at Grade E or above and the other at Grade C or above (awarded before 1974); or
- (e) a Grade C or above in English in the Hong Kong Certificate of Education Examination (Chinese) together with either 4 other subjects at Grade E or above or 3 other subjects at Grade C or above (awarded before 1974); or
- (f) a Hong Kong English School Certificate (awarded before 1968) with a pass in English; or
- (g) a Hong Kong Chinese School Certificate (awarded before 1968) with a credit in English.

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

(updated on 1 September 2009)

Section 4.42**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 4.43**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 4.44**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 4.45**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.

(Note:

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

(updated on 1 September 2021)

Section 4.46**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 Schools1. 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. Schools are advised to refer to the relevant circular(s) currently in force for details of the training requirements for promotion. 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. *(updated on 1 September 2020)*

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) in Section 4 of this Compendium. *(updated on 1 September 2019)*
- (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
(updated on 1 September 2022)

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 or acceptable to the Permanent Secretary.

A. Enhanced training requirements for promotion of teachers **(except for promotion to principalship)** (With effect from 1 September 2020)

To be eligible for substantive promotion to Senior Graduate Master/Mistress (SGM)/Primary School Master/Mistress (PSM)/Principal Graduate Master/Mistress (PGM)/Senior Primary School Master/Mistress (SPSM), a candidate must have completed designated training programmes in the Core Part specified by the Permanent Secretary and fulfilled the required number of hours of training programmes in the Elective Part recognised and approved by the Incorporated Management Committee (IMC). Schools are advised to refer to the relevant circular(s) currently in force for details of the enhanced training requirements for promotion.

Level	Core Part – provided by EDB (30 hours)	Elective Part (60/100 hours)
Graduate Master/Mistress (GM) to Senior Graduate Master/Mistress (SGM)	Complete the following training programmes within the previous 5 years (1) Professional Values, Conduct and Education Policies	Complete 60 hours of suitable training programmes within the previous 5 years <i>(These training programmes must be endorsed and accepted by IMCs as fulfilling the requirements of the Elective Part.)</i>
Assistant Primary School Master/Mistress (APSM) to Primary School Master/Mistress (PSM)	(2) Professional Vision and Growth of School Leaders (3) Reflection and Practice of Professional Leadership	
Senior Graduate Master/Mistress (SGM) to Principal Graduate Master/Mistress (PGM)	Complete the following training programmes within the previous 5 years (1) Professional Values, Conduct and Education Policies	Complete 100 hours of suitable training programmes within the previous 5 years <i>(These training programmes must be endorsed and accepted by IMCs as fulfilling the requirements of the Elective Part.)</i>
Primary School Master/Mistress (PSM) to Senior Primary School Master/Mistress (SPSM)	(2) School Administration and Management	

Note 1 In addition to the training requirements stipulated in the table above, special

school teachers must have successfully completed a course of training in special education recognised by the Permanent Secretary in order to be eligible for substantive promotion. Schools are advised to refer to the relevant provisions of the Code of Aid for Special Schools and the relevant circular(s) currently in force for details of the training requirements for promotion.

Note 2 For training programmes in the Elective Part to be acceptable to the Permanent Secretary, IMCs must follow the criteria/guiding principles set out in the prevailing circular available on the Education Bureau homepage when endorsing the training programmes.

B. Original training requirements for promotion of teachers
(except for promotion to principalship)
(in effect till 31 August 2023)

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)	Professional Development Course run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years	Nil
Assistant Master/Mistress (AM) to Senior Assistant Master/Mistress (SAM)	Professional Development Course run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years	Basic Course for School Administrators in Secondary Schools run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Leadership Development Programme for Middle Leaders of Secondary Schools run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years

(b) Graduate Grade

Level	Refresher Training	Management Training
Graduate Master/Mistress (GM) to Senior Graduate Master/Mistress (SGM)	Professional Development Course run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years	Nil
Senior Graduate Master/Mistress (SGM) to Principal Graduate Master/Mistress (PGM)	Professional Development Course run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years	Educational Administration and Management Course for Senior School Administrators in Secondary Schools run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Leadership Development Programme for Middle Leaders of Secondary Schools run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years

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)	Professional Development Course run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years	Nil
Assistant Master/Mistress (AM) to Senior Primary School Master/Mistress (SPSM)	Professional Development Course run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years	Leadership Development Programme for Middle Leaders of Primary Schools run by tertiary institutions undertaken 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/Mistress (PAM)		Nil

(b) Graduate Grade

Level	Refresher Training	Management Training
Assistant Primary School Master/Mistress (APSM) to Primary School Master/Mistress (PSM)	Professional Development Course run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years	Nil
Primary School Master/Mistress (PSM) to Senior Primary School Master/Mistress (SPSM)	Professional Development Course run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years	Leadership Development Programme for Middle Leaders of Primary Schools run by tertiary institutions undertaken within the previous 10 years, <u>or</u> Other acceptable training undertaken within the previous 10 years

Note 1 The requirement for refresher training at tertiary institutions will be waived for teachers who have completed a Teacher's Certificate or a Post-graduate Certificate/Diploma in Education course within the previous 5 years.

Note 2 Requirement for special education teachers is the same as that for ordinary teachers.

Note 3 The minimum numbers of contact hours for refresher training course and management training course are 90 hours and 40 hours respectively.

Note 4 Starting from the 2011/12 school year, teachers promoted to the SPSM rank should fulfil both the refresher training and the school management training.

Note 5 In addition to the training requirements stipulated in the table above, special school teachers must have successfully completed a course of training in special education recognised by the Permanent Secretary in order to be eligible for substantive promotion. Schools are advised to refer to the relevant provisions of the Code of Aid for Special Schools and the relevant circular(s) currently in force for details of the training requirements for promotion.

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 related to teaching/learning and student support. The knowledge gained can facilitate them in better carrying out their duties in the school. The minimum number of contact hours is 90. The course(s) is/are offered by EDB or local tertiary institutions.

(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. The course(s) is/are offered by EDB or local tertiary institutions.

Note: For aggregation of courses, no less than 50% of minimum contact hours (i.e. 45 hours for refresher training and 20 hours for management courses) should be accumulated through the courses with duration of not less than 3 days (18 contact hours) and the rest are from courses with duration of not less than half day (3 contact hours).

C. Training requirements for promotion to principalship

Aspiring principals are required to attain the Certification for Principalship in addition to complying with the appointment conditions in force at the time before they could be considered for appointment to principalship. Schools are advised to refer to the relevant circular(s) currently in force for details.

Level	Requirement
Senior Graduate Master/Mistress (SGM) to Principal Graduate Master/Mistress (PGM)*	Certification for Principalship within the previous 5 years
Primary School Master/Mistress (PSM) to Senior Primary School Master/Mistress (SPSM)#	
Senior Graduate Master/Mistress (SGM) or Principal Graduate Master/Mistress (PGM) to Principal II/I	
Primary School Master/Mistress (PSM) or Senior Primary School Master/Mistress (SPSM) to Headmaster/Headmistress II (HM II)	
Senior Primary School Master/Mistress (SPSM) in the primary section of a special school with both primary and secondary sections to Principal Graduate Master/Mistress (PGM) serving as Head of a special school with both primary and secondary sections or Principal II/Principal I of a special school with both primary and secondary sections	
Principal Graduate Master/Mistress (PGM)* to Principal II/I	Nil
Senior Primary School Master/Mistress (SPSM)# to Headmaster/Headmistress II (HM II)	
Principal II to Principal I	
Headmaster/Headmaster II (HM II) to Headmaster/Headmistress I (HM I)	

- * Secondary school head at Principal Graduate Master/Mistress (PGM) rank
- # Primary school head at Senior Primary School Master/Mistress (SPSM) rank
(updated on 1 September 2022)

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 teachers¹⁰/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	

In respect of termination/dismissal of teachers/specialist staff, schools have to follow the procedures stipulated in paragraphs 2 and 3 below.

(updated on 2 February 2015)

2. Procedures for dismissal of teachers/specialist staff employed on/after the date of the Code of Aid for Aided Schools becoming effective¹¹

(a) The procedures in this section apply to teachers/specialist staff employed by

¹⁰ 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 IMC or the teacher concerned.

¹¹ The Code of Aid for Aided Schools will become effective for implementation by the aided IMC schools commencing the beginning of the school year subsequent to the incorporation of the IMCs.

(updated on 1 September 2011)

a school on/after the date of the Code of Aid for Aided Schools becoming effective 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 concerned by giving him a sufficient period of notice in accordance with paragraph 1 above.

(updated on 1 September 2011)

- (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 and a copy of the written warning should be forwarded to the Permanent Secretary for information and/or follow-up action where necessary.
 - 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 and a copy of the written warning should be forwarded to the Permanent Secretary for information and/or follow-up action where necessary.

(updated on 1 April 2013)

- 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 Code of Aid for Aided Schools becoming effective

The IMC is reminded to follow, in respect of termination/dismissal of teachers/specialist staff employed before the Code of Aid for Aided Schools becoming effective, 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, namely Code of Aid for Primary Schools, Code of Aid for Secondary Schools and Code of Aid for Special Schools.

(updated on 1 September 2011)

Section 7A

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 in total would be granted. Paid sick leave can be accumulated up to a maximum of 168 days. The calculation of leave entitlement for part-time monthly-paid staff should be the same as the full-time monthly paid staff. However, with effect from 1 September 2006, a teacher with a break 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, specialist staff and school executive officers will enjoy such benefits as teachers with regard to sick leave, except that laboratory technicians, specialists or school executive officers 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.

(updated on 1 September 2019)

Non-teaching Staff

- (a) Non-teaching staff (other than laboratory technicians, specialist staff and school executive officers) 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. *(updated on 1 September 2019)*
- (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 scheduled maternity leave may be granted 14 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.
(updated on 1 January 2019)
- (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 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 14 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.
- (updated on 1 September 2019)
- (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.

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/after 1 June 2000, who do not enjoy school holidays, may be granted paid leave on an annual basis, preferably during major school holidays subject to mutual agreement between the school and the staff, as follows:

(updated on 1 April 2013)

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

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

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

* Staff members should be regarded as appointed before 1 June 2000 so long as –

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

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

(updated on 1 April 2013)

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.

* 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.

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

(updated on 1 September 2019)

5. **Paternity Leave**

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

Note: Laboratory technicians, specialist staff and school executive officers will enjoy such benefits as teachers with regard to paternity leave.

(updated on 1 September 2019)

6. **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, specialist staff and school executive officers will enjoy such benefits as teachers with regard to study leave.

(updated on 1 September 2019)

7. **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.

8. **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.

9. Leave for Juror or witness service

Teaching Staff

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

Note: Laboratory technicians, specialist staff and school executive officers will enjoy such benefits as teachers with regard to leave for Juror or witness service.

(updated on 1 September 2019)

10. 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 of a teacher is followed by the major school holidays, i.e. Christmas, Chinese New Year, Easter and Summer Vacation, payment of salary will resume on the day the teacher 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
<i>Teacher</i>	For a teacher who is on approved leave for less than 90 days ¹² .
<i>Non-teaching Staff</i>	
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, paternity 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, paternity leave or no-pay leave for more <u>than two days</u> , 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	
Driver	For a driver who is on approved sick leave, maternity leave, paternity leave or no-pay leave for one or more days, or to fill any unfilled vacancies provided that the school has made every effort to fill such vacancies.
Clerk (in primary school or the primary school section of special school)	For the clerk who is on approved sick leave or maternity leave for not less than 14 days.
Teacher Assistant	For a teacher assistant who is on approved sick leave or maternity leave for not less than 14 days.
Artisan	For the respective staff member who is on approved sick leave or maternity leave for not less than 30 days.
Workshop Attendant	
Watchman	

¹² 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 Supplement to School Administration Guide and related circulars for further details of the administrative arrangements and usage of the TRG.

(updated on 1 September 2021)

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 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. 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.

2. 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 who has been recommended and approved to take up the **functional duties** of a higher office in the rank of Pr.I/Pr.II/PGM/SGM 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. *(updated on 1 September 2019)*
2. For primary schools or primary section of special schools, a full-time AM who has been recommended and approved to take up the functional duties of SPSM, or a full-time HMII/SPSM/PSM/APSM who has been recommended and approved to take up the **functional duties** of a higher office in the rank of HMI/HMII/SPSM/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. *(updated on 1 September 2019)*
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/she is acting; or at a rate equivalent to 90% of the increment next on the rank-scale of the acting post above the level of the teacher's substantive salary if it is the same or more than the minimum salary of the acting post. The rate will be revised to 100% of the difference after the first 180 calendar days of acting (Note (j)). *(updated on 1 April 2013)*

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/her own duties) – 23% of the minimum salary of the higher rank or 100% of the difference in pay between the teacher's substantive salary and the minimum salary of the higher rank in which he/she is acting, whichever is the more (Note (j)). *(updated on 1 April 2013)*
5. Notes on award of acting allowance:
 - (a) With the full implementation of the all-graduate teaching force policy from the 2019/20 school year, the promotion mechanism for the non-graduate grade will cease to operate. In other words, no CM, AM or SAM could be approved to act up a promotion post in the non-graduate grade through promotion/selection exercise starting from the 2019/20 school year. *(updated on 1 September 2019)*
 - (b) 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.
 - (c) 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.
 - (d) 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.
 - (e) Leave exceeding 3 consecutive working days involves the forfeiture of acting allowance for the whole period of the acting staff's leave (i.e. leave and intervening public holidays and Sundays).
(updated on 1 April 2013)
 - (f) 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.
 - (g) A teacher should only draw one acting allowance at any one time and schools should not make concurrent multiple acting appointments.

- (h) Acting appointments can be made on operational grounds even if no acting allowance is payable.
- (i) Acting allowances will be treated as salary for provident fund purposes. *(updated on 1 April 2013)*
- (j) The rate of acting allowance takes effect on 1 September 2004. *(updated on 1 April 2013)*

C. Special Education Allowance (for Special Schools)

1. Prior to 1 September 2003

- (a) A special education allowance (SEA) may be awarded to staff in the ranks of CM/AM/SAM/PAM / GM/SGM/PGM / Pr II/Pr I / APSM/PSM/ HM II/HM I, while serving in such capacity in a special school, who have successfully completed a recognised course of training in special education run by the Hong Kong Institute of Education, or a course recognised by the Permanent Secretary as an equivalent. The allowance will be at a rate equivalent to two increments next on the Master Pay Scale above the level of their substantive pay.
- (b) For Heads of aided special schools holding a Pr I post, their substantive salary plus SEA should not exceed the top of the Master Pay Scale, that is, Master Pay Scale Point 49.
- (c) Staff in the above ranks appointed as temporary replacements will be eligible for the SEA if they have completed special education training recognised by the Permanent Secretary.
- (d) Part-time staff in the above ranks will be eligible for the SEA on a pro-rata basis if they have completed special education training recognised by the Permanent Secretary.

2. On or after 1 September 2003

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

- (a) Teaching staff of special schools, including Pr I, who are in receipt of the SEA will retain an SEA of one salary point above their substantive salary, provided that the sum of their substantive salary and the SEA should not exceed their maximum pay point on their respective pay scale regardless of their existing pay point, except in the circumstances specified in sub-paragraph (b) below.
- (b) Teaching staff of special schools who have already reached the maximum pay point in the 2002/03 school year will be allowed to retain an SEA of one salary point above the maximum pay point.

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

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

(updated on 1 September 2019)

- 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 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 style="width: 100%; border: 0.5px solid black;"/> 5

(b) Janitor Staff

<u>Post</u>	<u>No.</u>
Office Assistant	1
Workshop/Laboratory Attendant	3
Workman II	9
	<hr style="width: 100%; border: 0.5px solid black;"/> 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 the IMCs. More non-salary recurrent grants that are formerly outside the 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 some specified grants e.g. Capacity Enhancement Grant (CEG). 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. However, schools should not take out a large amount of surplus under the EOEBG to top-up a single project, which might affect the opportunity for students to enjoy other educational resources they are entitled to. 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 approved 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 their 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 their staff and 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. *(updated on 1 September 2016)*

4. Principles and rules on usages

(a) In exercising the flexibility in the use of resources, schools are required to consider carefully the interests of both students and staff. The annual provision of government subvention should be sufficient for schools to cover all operating expenditure. Schools should have sound financial planning and good budgeting in utilising government funding in order to meet the needs of current students as well as school development and various policy priorities. Schools are reminded to establish effective financial management processes in order to deploy their resources in a cost-effective and timely manner and to ensure that expenditures incurred are reasonable and necessary for educational purposes. While schools may retain up to 12 months' provision under the EOEBG, they are not expected to keep too much surplus without specific purposes. Starting from the 2012/13 school year, schools may use the surplus of the EOEBG for the payment of statutory holidays/annual leave arising from the following types of specific no-pay leave¹³ for their staff remunerated under Salaries Grant: *(updated on 1 September 2016)*

- (i) no-pay sick/maternity/special tuberculosis leave (referred to as no-pay sick leave);
- (ii) no-pay study leave for attending education-related courses;
- (iii) no-pay leave granted due to poor health condition with medical documentary proof; and
- (iv) no-pay leave granted for alleviating the redundancy problem of an individual school/schools under the same Sponsor (prior confirmation from the School Development Officer concerned is required).

For no-pay leave other than the above listed, schools should take own responsibility to fulfill all statutory requirements including meeting any possible expenditure out of non-government funds.

(updated on 1 April 2013)

(b) Schools must not use the provision to procure services or materials merely to drill students for assessments. Expenditures 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. When procuring furniture and equipment items,

¹³ Prevailing procedures should be followed in approving no-pay leave to staff in schools. Schools should retain all supporting documents for payment arising from the above specific no-pay leave for record and inspection, if required. *(updated on 1 April 2013)*

schools should observe the principles of prudence and propriety in the management of resources and have proper checks and balances to safeguard the use of funds in view of their future development. In addition, schools must ensure that any recurrent consequences arising from exercising funding flexibility will be absorbed within the EOEBG or met by schools' own funds.

(updated on 1 September 2011)

(c) 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 the school's own funds.

(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 Administration Grant/Revised Administration Grant¹⁴.

(iii) Surplus under the EOEBG can be used to top up no more than:

- ◆ 50% of recurrent cost arising from government-funded projects e.g. maintenance fee for computers bought with the Quality Education Fund; 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 e.g. expenses on toner for printers from private donations.

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

(d) If schools deploy the school specific grants such as CEG or Administration Grant/Revised Administration Grant or provision of baseline reference under the EOEBG to employ staff, they should set aside part of these grants/provision of baseline reference for the payment of Severance Payment/Long Service Payment¹⁵ as outstanding commitment. In case the funds are insufficient to settle the payment, schools may deploy surplus under the EOEBG to cover the deficit. Schools should keep a separate ledger for the Severance Payment/Long Service Payment and work out the amount payable to each staff concerned on their cessation of service.

¹⁴ Including Administration Grant for Additional Clerical Assistant for aided secondary schools.
(updated on 1 September 2016)

¹⁵ Separate subsidies are provided to aided primary, aided secondary and special schools to pay the Long Service Payment for non-teaching staff employed under Administration Grant/Revised Administration Grant. Aided primary and special schools may also claim reimbursement of the Severance Payment for these staff following the prevailing procedures. As for aided secondary schools, the Severance Payment of the non-teaching staff should be paid through Administration Grant, which is not reimbursable.

- (e) Schools are reminded that non-education related expenditures as listed below are not allowed to be charged to the EOEBG:
- (i) entertainment expenses such as lunch/dinner for staff not related to discharge of duties¹⁶;
 - (ii) fringe benefits/welfare for staff, including housing benefits, provision of food or food allowance, medical expenses, travelling expenses¹⁷, etc.;
 - (iii) loans to staff or third parties;
 - (iv) administrative and management expenses, including salaries of staff, of the headquarters or other service units of the school sponsoring body;
 - (v) donations; and
 - (vi) 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 shall request the school concerned to explain the anomalies. In the absence of acceptable explanation, the school should make good such expenditure by charging it to its own funds. *(updated on 1 September 2016)*

5. Option for developing schools

For aided schools that are newly operated or in the midst of their development stage and have yet to attain the full range of levels of classes, they may opt for the method for the new schools or continue to adopt the method for the existing schools when they establish their IMCs. The option is irrevocable.

6. Accounting arrangements

Schools are required to 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 schools may be required to report on the expenditure specified for programmes under certain school specific grants, like the CEG.

¹⁶ As a guiding principle, entertainment expenses such as lunch/dinner for staff should not be charged to the EOEBG or any school funds account. However, under school-based management, the IMC may approve expenses on entertainment according to the needs and policy priorities of the school on condition that the expenditures incurred are reasonable and necessary for educational purposes and met in a cost-effective manner. In this connection, the expenses in respect of breakfasts/lunches/dinners incurred by school staff in relation to their discharge of duties in major school functions such as School Anniversary Dinner, Parent Teacher Association Annual Dinner, etc. can be charged to the EOEBG. Schools are required to avoid lavishness and to make conscientious decision in providing such expenses. The limits of such expenses per occasion and per head are \$150 for breakfast, \$350 for lunch and \$450 for dinner with service charge and tips included. The IMC is required to provide full justifications if the expenses exceed these limits.

¹⁷ The IMC may approve travelling expenses for teachers escorting students in study tours in relation to their discharge of duties on condition that the expenses incurred are reasonable, necessary for educational purposes and met in a cost-effective manner. The expenses can be charged to the EOEBG. Schools should critically assess the necessity of providing related expenses and allocate appropriate resources according to their needs and policy priorities. They are reminded to follow established processes in approving such expenses.

As such, schools are also advised to keep separate sub-ledger for all school specific grants so as to facilitate reporting requirements, where necessary.

7. Surplus retention

Schools may retain a maximum amount of surplus of up to 12 months' provision of the EOEBG for the current year (excluding funds set aside as outstanding commitment for the payment of Severance Payment/Long Service Payment for staff as mentioned in paragraph 4(d) above). The Permanent Secretary may under exceptional circumstances agree that individual schools can retain surplus in excess of this level.

8. 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, regular financial reporting and review by the schools themselves. *(updated on 1 September 2016)*
- (b) For external monitoring, schools are required to disclose financial information properly in their Annual School Plan and the annual School Report, which are to be uploaded onto the website of the schools. In addition, the IMCs are also required to submit to the EDB their annual accounts including the 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) An 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 EDB website (<http://www.edb.gov.hk> → School Administration and Management → Financial Management → General Finance → Reference Materials on E/OEBG and CFEG) and the relevant circular.

(updated on 1 April 2013)

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, expenditures 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 ensure that the expenditure incurred is reasonable and necessary for educational purposes and consider carefully the interests of students and staff. Schools should ensure that the total spending be kept within the amount of provision and avoid deficits as far as possible. Schools may use the surplus under the EOEBG to top up the TRG in case of

deficit. If there is still unsettled deficit, it has to be borne by the school's own funds.

(updated on 1 April 2013)

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 claim form (EDB Form No. 110) available at the EDB website (<http://www.edb.gov.hk> → School Administration and Management → Financial Management → About Financial Management → TRG for Schools with an Incorporated Management Committee). For appointment of temporary teachers for regular teachers taking leave of 90 days or more on monthly term, schools should submit appointment form available at the EDB website (<http://www.edb.gov.hk> → Teachers Related → Appointment & Related Matters → Appointment Matters).
- (c) Schools wishing to apply for the optional cash grant for freezing teaching posts should use the claim form available at the EDB website (<http://www.edb.gov.hk> → School Administration and Management → Financial Management → About Financial Management → TRG for Schools with an Incorporated Management Committee).

(updated on 1 April 2013)

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 of 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 bypass 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 procurement procedures as stipulated in EDBC No. 4/2013 if they utilise TRG for the procurement of education-related services.

(updated on 30 April 2013)

For further details, please refer to the reference materials on TRG uploaded onto the EDB website at <http://www.edb.gov.hk> → School Administration and Management → Financial Management → About Financial Management → TRG for Schools with an Incorporated Management Committee.

(updated on 1 April 2013)

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;
 - (b) replacing standard F&E items lost in natural disaster, burglary, theft, fire etc;
 - (c) reprovisioning or redevelopment of and extension to an existing school administered under the terms of this Code of Aid; and
 - (d) new initiatives.
 2. Application for provision of the above non-recurrent subsidy will be announced through circular from time to time.
 3. Schools will be notified individually in writing by the responsible Section of the Education Bureau of the grant(s) that has/have been approved, the amount of provision and the due date for requesting the payment/reimbursement of the subsidy. Schools should then proceed with the procurement exercise as soon as possible in accordance with the “Guidelines on Procurement Procedures in Aided Schools” as detailed in the School Administration Guide and relevant circulars/circular memorandums in force.
 4. Payment and accounting arrangements of non-recurrent F&E subsidy
 - (a) The arrangements for payment/reimbursement of approved non-recurrent F&E subsidy to aided schools are set out in the respective approval letters to individual schools.
 - (b) Schools should record the income and expenditure separately for the non-recurrent subsidy under F&E Account for individual projects in accordance with the approval letter. The F&E items purchased should be recorded in the Fixed Assets Register. Schools should observe the requirements laid down in the relevant Circular Memorandum on Annual Accounts of Aided Schools.
 5. 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.

(updated on 1 September 2017)

B. Major repairs and projects of \$50 million and below

(with effect from 22 January 2021)

1. Requests for subsidy towards the cost of items in respect of internal/external/structural repair works costing \$8,000 (for secondary schools)/\$3,000 (for primary and special schools) or above must be submitted to the EDB via the appropriate channel as detailed in the call circular issued annually to schools. The completed applications 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 work requests are needed. Applications from schools will be processed in accordance with the procedures for major repairs in respect of estate and non-estate aided schools as detailed in the School Administration Guide.
3. Subject to the availability of funds, the EDB will inform schools of the approved projects.
4. Schools should note that

(a) For Estate Schools

- (i) All approved repair works will be carried out by maintenance term contractors supervised by the term consultants appointed by the EDB.
- (ii) For items involving works in a non-school portion, the school should state clearly when submitting the application. Normally, the term consultants will not be responsible for any works on non-school portion which is separately identifiable from the school portion. The term consultants will only undertake works in a non-school portion when it is inseparable from the school portion at which approved repair works are to be carried out. Prior to commencement of works in the non-school portion, the Incorporated Management Committee of the school is required to agree in writing the scope of work and to pay the necessary costs with an on cost at prevailing rate charged for the works in the non-school portion.
- (iii) The Incorporated Management Committees, as building tenants, should be responsible for the safety and soundness of their buildings. The term consultant appointed by the EDB, acting in its role as works agent, would be responsible only for the sufficiency of the actual repair work projects undertaken by them.

(b) For non-estate schools

- (i) All approved repair works will be carried out by maintenance term contractors supervised by the term consultants appointed by the EDB. (Remarks: For projects of estimated cost exceeding

\$2 million each approved before 1 April 2019, the professional officers of the Architectural Services Department will continue to deliver the projects and arrange contractors to carry out the repair works) (*with effect from 1 April 2019*)

- (ii) For items involving works in a non-school portion, the school should state clearly when submitting the application. Normally, the term consultants/ArchSD will not be responsible for any works on non-school portion which is separately identifiable from the school portion. The term consultants/ArchSD will only undertake works in a non-school portion when it is inseparable from the school portion at which approved repair works are to be carried out. Prior to commencement of works in the non-school portion, the Incorporated Management Committee of the school is required to agree in writing the scope of work and to pay the necessary costs with an on cost at prevailing rate charged for the works in the non-school portion.

(iii) 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.

(updated on 1 September 2016)

C. Grant for Capital Cost for Building (for projects exceeding \$50 million)

(with effect from 22 January 2021)

1. Subject to funding and policy, the Permanent Secretary may approve non-recurrent grant towards the capital cost for the extension or redevelopment of existing school premises.
2. The application for the grant for capital cost for building 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, 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-subvented 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-subvented portion is borne by the Applicant. Such non-subvented portion and the related cost will not be eligible for recurrent or non-recurrent subsidy from the Government.
5. Subject to justification for the proposal, the Permanent Secretary will issue a project definition statement to the Works Agent for feasibility study and follow up action. The Permanent Secretary will issue the project definition statement direct to the Applicant opted to carry out the project under private contract. Under this self-delivery mode, the Applicant will be responsible for preparing a Technical Feasibility Statement for submission to the 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 Permanent Secretary for comment.
7. The Applicant should submit recommendations for appointment of consultants to the Permanent Secretary for approval on the recommendations of the ArchSD. The technical proposal and fee proposal are to be kept distinctly separated. Any opening of fee proposals prior to the EDB/ArchSD examination of the technical marking will immediately invalidate the tender or disqualify the tender from subvention. The recommended technical and fee proposals should not be accepted until written approval is given by the Permanent Secretary. The Applicant should also submit tender documents for various pre-tender works like site investigation for approval before commissioning the contracts.
8. The Applicant should only proceed into the post-contract stage upon the written notification of the Finance Committee's funding approval. Prior to issue of tender for construction work, the Applicant should forward a list of proposed tenderers together with the draft tender documents for ArchSD'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 equipment, if applicable) before requesting payment of the subvention. If the total tender price is higher than the estimated construction cost of the school as referred to in the Letter of Approval, the school should also absorb the difference according to the payment arrangement as stated in the Letter of Approval.
13. Where the new building or extension is to be erected on private land, the trustees or legal representatives of the sponsor must execute under seal and register by Memorial in the Lands Department a Deed of Covenant which shall contain such 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 the Letter of Approval issued by the Permanent Secretary to the school receiving the subvention. Interim payment of building grant may be requested after the agreed contribution of the school towards the building cost has been fully expended. Requests for payment by the Applicant must be supported by properly receipted bills and where an architect is employed, by the architect's certificate to the effect that the work for which payment is claimed, has been satisfactorily completed. Where circumstances justify e.g. the original receipts, invoices or certificates submitted are found not acceptable, the Permanent Secretary could cease to make payment of subvention to the school and the school 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 ArchSD.
17. For projects of \$50 million and below, please refer to part B of this section.
(with effect from 22 January 2021)

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

(updated on 1 September 2016)