

Appendix 2**Staff Establishment****A. SCHOOL SECTION****1. Teaching Staff Establishment****(a) Staffing Ratios**

Upon the implementation of the New Senior Secondary (NSS) academic structure from the 2009/10 school year, the staffing ratios for primary classes and junior secondary classes are 1.7 teachers per class, and the staffing ratio for senior secondary classes is 1.9 teachers per class. These staffing ratios have embedded the Additional Teachers for All Special Schools¹. Starting from the 2012/13 school year, the staffing ratio for senior secondary classes of special schools offering the ordinary curriculum will be 2.0 teachers per class. 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 2009)

(b) Head of School

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

(c) Senior Teachers

Senior Teachers for the primary section are included in the teaching establishment. The rank of a Senior Teacher will be Senior Primary School Master/Mistress (SPSM), Primary School Master/Mistress (PSM) or Assistant Master/Mistress (AM). Senior Teachers will be required to undertake specific duties in addition to class teaching. In a primary special school or special school with primary section with 12 – 23 equivalent ordinary primary classes,

¹ Additional Teachers for All Special Schools include Resource Teacher for Supportive Educational Programmes, Teacher Librarian and teacher for split-class teaching.

one PSM post will be re-ranked to the SPSM rank for the deputy head, and in a primary special school or special school with primary section with 24 equivalent ordinary primary classes or more, two PSM posts will be re-ranked to the SPSM rank for deputy heads. For special schools with both primary and secondary sections, they are allowed to opt for the provision of deputy heads either at the secondary level or the primary level, but not both. The option once made is irrevocable. All teachers in the PSM or AM rank may be appointed by promotion or direct appointment to take up the deputy head posts. *(updated on 1 September 2008)*

(d) Part-time Teachers

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

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

(e) Teachers Assisting in Speech Therapy (TAST)

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

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

(f) Mobility Instructors

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

(g) Resource Teachers(i) Resource Teachers for Children with Visual Impairment

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

(ii) Resource Teachers for Autistic Children

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

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

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

(iii) Resource Teachers for Supportive Remedial Service

- (a) A special school for children with hearing impairment may appoint 1 additional non-graduate resource teacher in its primary section to provide remedial teaching support to pupils with hearing impairment who are attending ordinary primary schools and are identified to be backward academically, at the ratio of 1 teacher for 1 unit. The size of a unit is 1-20 pupils.
- (b) A special school for children with hearing impairment may appoint 1 additional resource teacher at GM grade in its secondary section to provide remedial teaching support to students with hearing impairment who are at junior secondary level in ordinary schools, at the ratio of 1 teacher for 1 unit. The size of a unit is 1-10 students.

(h) Teacher for Senior Secondary Support Programme

Hospital School may appoint 1.5 teachers at GM rank for each Senior Secondary Support Programme. The additional teacher posts will not be counted towards the calculation of promotion posts or graduate teacher ratio. The School may keep the fractional teacher post in the teaching establishment or opt for a cash provision calculated on the basis of the mid-point salary of GM. (*Updated on 1 September 2009*)

(i) Low-vision Training Teacher

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

(j) Additional Senior Teacher Posts of English

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

(k) Primary School Curriculum Leader

With effect from the 2007/08 school year, an additional Primary School Curriculum Leader post at the PSM rank is provided for a special school with 12 or more approved primary classes; and for a special school with 6 to 11 approved primary classes, the post is at the APSM rank. *(updated on 1 September 2008)*

(l) Expansion of Graduate Posts in Special Schools with a Secondary Section

For higher teaching standards, a special school with a secondary section may upgrade a maximum of four non-graduate teaching posts to graduate teaching posts. With effect from 1 September 2008, this provision of graduate posts upgraded from non-graduate posts is subsumed under the enhanced graduate teacher ratio. *(updated on 1 September 2008)*

(m) Graded Posts within the Establishment

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

Attachment B Teaching Staff Establishment for Primary
- Classes in Special Schools

Attachment C Teaching Staff Establishment for Secondary
- Classes in Special Schools

(updated on 1 September 2009)

(n) Flexibility in Teaching Staff Structure

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

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

2. Workshop Teachers

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

3. Laboratory Technicians

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

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

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

4. Special School Social Workers

- (a) Special schools may appoint 0.5 special school social worker for every 35 pupils. However, where a sponsor operates two or more special schools, the ratio of provision may be applied to the combined capacity of the schools as if they were a single school.
- (b) Special school social workers should, in general, be ranked at the Senior Social Work Assistant level.

- (c) Social workers in the following categories of special schools should be ranked at the Assistant Social Work Officer level, if graduate social workers are employed; or at the Senior Social Work Assistant level if the posts are filled by non-graduate social workers;
- (i) schools for social development;
 - (ii) schools with senior secondary classes; or
 - (iii) schools where there are three or more professional disciplines (e.g. speech therapists, physiotherapists, occupational therapists and nurses) in addition to teachers and social workers, and where the social workers are given the additional responsibilities of a rehabilitation co-ordinator.

5. Speech Therapists (ST)

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

Type of School	No. of Classes	No. of ST
(i) Visual impairment with intellectual disability, Physical disability, Mild intellectual disability, Moderate intellectual disability, and Combined mild and moderate intellectual disability	1 – 5	1
	6 – 10	2
	11 – 15	3
	16 – 20	4
	21 – 25	5
	26 – 30	6
(ii) Severe intellectual disability	1 – 5	1
	6 – 10	2
	11 – 15	2.5
	16 – 20	3
(iii) Hearing impairment	1 ST by offsetting 1 of the TAST posts	

(updated on 1 September 2009)

6. Physiotherapists and Artisans

- (a) Schools for children with physical disability and schools for children with severe intellectual disability may appoint 0.5 physiotherapist for every 15 pupils and one artisan to support every two physiotherapists.

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

No. of PTs entitled	Ranking of staff		
	SPT	PT I	PT II
1		1	-
1.5		1	0.5
2		1	1
2.5		1	1.5
3		1	2
3.5		1	2.5
4		2	2
4.5		2	2.5
5		2	3
5.5		2	3.5
6	1	2	3
6.5	1	2	3.5
7	1	2	4
7.5	1	2	4.5
8	1	3	4
8.5	1	3	4.5
9	1	3	5
9.5	1	3	5.5
10	1	4	5

(updated on 1 September 2009)

7. Occupational Therapists and Occupational Therapy Assistants

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

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

6	1	2	3
6.5	1	2	3.5
7	1	2	4
7.5	1	2	4.5
8	1	3	4
8.5	1	3	4.5
9	1	3	5
9.5	1	3	5.5
10	1	4	5

(updated on 1 September 2009)

8. Educational Psychologists

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

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

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

(updated on 13 June 2013)

9. School Nurses

Special schools for children with physical disability, special schools for children with intellectual disability and special schools for children with visual impairment cum intellectual disability may appoint full-time registered nurses on the following scale:

<u>Type of School</u>	<u>No. of Pupils</u>	<u>No. of School Nurses</u>
(i) Physical disability or Severe intellectual disability	40 - 129 130 or more	1 2
(ii) Mild intellectual disability, Moderate intellectual disability, Combined mild and moderate intellectual disability , or Visual impairment cum intellectual disability	40 or more	1

10. Clerical Staff

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

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

11. Braille Staff

Special schools for the visually impaired operating resource support programme for pupils with visual impairment may appoint braille staff at the following ratios :

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

12. Workshop Attendants

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

13. Janitor Staff

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

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

14. Motor Drivers

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

15. Teacher Assistants

Teacher Assistants may be appointed in the following categories of special schools at the ratio of 1 teacher assistant per class :

- (i) schools for children with severe intellectual disability;
- (ii) school for children with visual impairment cum intellectual disability;
- (iii) schools for children with physical disability; and
- (iv) psychiatric units in hospital schools.

Teacher Assistants may be appointed in the following categories of special schools at the ratio of 1 teacher assistant per 2 resource teachers for autistic children:

- (i) schools for children with mild intellectual disability;
- (ii) schools for children with moderate intellectual disability; and
- (iii) schools for children with mild and moderate intellectual disability.

(Updated on 1 November 2014)

B. BOARDING SECTION

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

1. Wardens

- (a) Special schools may appoint one warden for the boarding section.
- (b) The warden should, in general, be ranked at the Assistant Social Work Officer level.
- (c) As an alternative rank for the warden grade, the post can be filled by non-graduate social workers at the Chief Social Work Assistant level for a boarding section with a capacity of 50 boarders and above, or the Senior Social Work Assistant level for a boarding section with a capacity of less than 50 boarders.

2. Assistant Wardens

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

3. Houseparents-in-charge

For a boarding section with a capacity of 50 boarders and above, a houseparent-in-charge may be appointed amongst every 4 posts of houseparent. The houseparent-in-charge should be ranked at the Social Work Assistant level.

4. Houseparents

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

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Week-end & Sunday ratio</u> (in addition to the <u>week-day provision</u>)
Hearing impairment or Visual impairment	2 for 15 boarders	1.4 for 15 boarders
Moderate intellectual disability	2 for 12 boarders	1.4 for 12 boarders

Physical disability, Severe intellectual disability, or Visual impairment cum intellectual disability	2 for 8 boarders	1.4 for 8 boarders
---	------------------	--------------------

(Updated on 1 November 2014)

5. Programme Workers

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

<u>Number of boarders</u>	<u>For week-days</u>	<u>For week-ends & Sundays (in addition to the week-day provision)</u>
60 or less	1	0.7
61 - 120	2	1.4
121 or more	3	2.1

(Updated on 1 November 2014)

6. Nurses

Nurses may be appointed on the following scale :

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Week-end & Sunday ratio (in addition to the week-day provision)</u>
Hearing impairment, Visual impairment or Moderate intellectual disability	1 Registered Nurse for 20 or more boarders	0.7 Registered Nurse for 20 or more boarders
Physical disability, Severe intellectual disability, or Visual impairment cum intellectual disability	1 Registered Nurse or Enrolled Nurse for 25 boarders	0.7 Registered Nurse or Enrolled Nurse for 25 boarders

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

For boarding sections of special schools for children with moderate intellectual disability, special schools for children with severe intellectual disability, special schools for children with physical disability or special schools for children with visual impairment cum intellectual disability, the minimum provision will be one nurse at any one time during the operational hours of the boarding section irrespective of its size.

(Updated on 1 November 2014)

7. Clerical Assistants

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

8. Cooks

Cooks may be appointed on the following scale :

<u>Number of boarders</u>	<u>For week-days</u>	<u>For week-ends & Sundays</u> <u>(in addition to the week-day provision)</u>
39 or less	2	1.4
40 - 79	3	2.1
80 or more	4	2.8

(Updated on 1 November 2014)

9. Watchmen

2 Watchmen may be appointed for each boarding section.

10. Janitor Staff

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

<u>Categories of boarders</u>	<u>Week-day ratio</u>	<u>Week-end & Sunday ratio</u> <u>(in addition to the week-day provision)</u>
Hearing impairment	One for 20 or fewer boarders	0.7 for 20 or fewer boarders
Visual impairment or Moderate intellectual disability	One for 15 or fewer boarders	0.7 for 15 or fewer boarders
Physical disability, Severe intellectual disability, or Visual impairment cum intellectual disability	One for 10 or fewer boarders	0.7 for 10 or fewer boarders

(Updated on 1 November 2014)

11. Calculation of Part-time Staff for Houseparents, Programme Workers & Janitor Staff

In calculating the number of 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.