



The School Operator Rubric

Version 1.1, 2018

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Outer ring: Organisational foundations

An overview

SOP leadership management and strategy

- SOP has a clearly defined vision, mission, and theory of change that overtly drives decisions, activities and priorities at operator and school level
- SOP has a robust, detailed and achievable strategic plan for delivering school improvement
- SOP leadership drives a culture of accountability and learning in their organisations, set against clear, measurable targets

Governance and compliance

- SOP has a balanced, engaged and well-functioning board that provides effective support and challenge to the leadership of the SOP
- SOP meets all legal and compliance requirements at organisational level to enable SOP to fulfil vision and mission
- SOP has an effective organisational approach to managing risk

Finance

- SOP budget and financial planning aligns to the vision, mission and purpose of the organisation
- SOP has sound financial management processes and a team that has the capacity to ensure that they are in good financial health
- SOP is financially sustainable in the long term (as a network of at least five schools)



Relationships & communications

- SOP communicates effectively and strategically internally, and with their schools, building impactful relationships
- SOP communicates effectively and strategically *externally*, building impactful relationships with key stakeholders
- SOP has a unique brand identity, with brand integrity, that speaks to the organisational vision, values and purpose

HR and recruitment

- SOP thinks strategically to ensure they have the right people in the right jobs
- SOP is able to recruit and retain high quality staff
- SOP has efficient HR systems that ensure staff are paid and well cared for
- SOP staff know and perform their roles to the best of their ability

Data management

- SOP efficiently collects, and securely stores, valid and reliable data relevant to its operations
- SOP analyses and presents data in a manner that makes it easy to evaluate and make key SOP strategic decisions

Infrastructure

- SOP has well-organised, well-maintained physical premises that enable the organisation to operate efficiently and effectively
- SOP has a well-organised, well-maintained IT infrastructure that enables the organisation to operate efficiently and effectively

Inner ring: School improvement functions

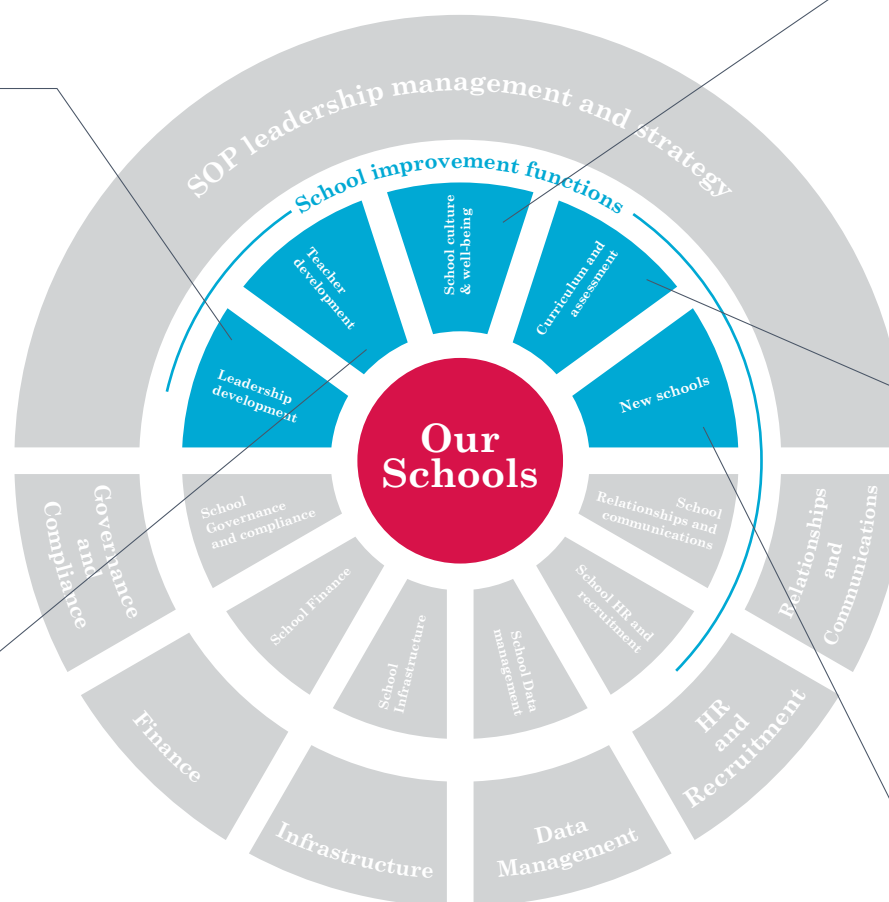
An overview

School leadership support and development

- SOP has strong strategies and systems in place to recruit, support and develop high-performing, strategic senior management teams in all schools
- SOP supports and develops leadership teams to think and plan strategically
- SOP supports and develops Principals who can effectively implement and oversee instructional leadership
- SOP supports Principals to oversee pupil-centred operational and business management of their schools
- SOP supports schools to develop a pipeline of high-potential, mission-aligned, future leaders for their schools

Teaching and Teacher development

- SOP has a specific, defined and effective approach to teaching and learning that is common across schools
- SOP has a specific, defined, approach to teacher development that leads to improved quality of instruction
- SOP has a fully developed coaching programme that fully supports and complements teacher development and SIP priorities



School culture & well-being

- SOP supports schools in building a strong, positive culture which ensures all pupils have consistently respectful relationships with peers and teachers
- SOP provides support that ensures schools are accessible to pupils with a variety of different, social, emotional, physical and academic needs, and that these pupils make excellent academic and social progress
- SOP has effective systems in place to ensure that attendance rates are excellent across all schools, persistent absence rates are low and there are no differences in attendance rates between different groups of pupils
- SOP ensures that schools can identify, support, or appropriately refer, pupils at risk (child protection and exclusion)

Curriculum and assessment

- SOP has a clear approach to the academic curriculum that ensures timetabled lessons meet the academic needs of all pupils
- SOP has a clear approach to the non-academic curriculum that ensures timetabled lessons and extra-curricular provision meet the wider needs of all pupils
- SOP has a defined approach to remediation and intervention for pupils performing below age-related expectations
- SOP has a defined assessment strategy that ensures valid and reliable assessments that inform teaching decisions and lead to adaptations in both classroom level teaching and school wide interventions
- SOP ensures that assessment data is used to inform and adapt changes

New schools

- SOP has a vision and data-driven approach to new school selection, resulting in strong strategic matches
- For transition schools:
 - before matching SOP undertakes a thorough and robust due diligence process that results in strong strategic matches
 - once matched, school openings occur smoothly and lead to maximum early impact
- For new builds: SOP executes thorough and highly detailed project planning that results in smooth school openings that lead to maximum early impact

Inner ring: School improvement functions

An overview

School Governance and compliance

- SOP drives a high standard of school governance, steering the SGB to provide effective support and challenge to school leadership
- SOP ensures all legal and compliance requirements at a school level, in accordance with the South African Schools Act and the SLA
- SOP has an effective organisational approach to managing risk at a school level

School Finance

- SOP supports schools to ensure that the budget and financial planning aligns to the school's vision, mission and improvement priorities
- SOP supports schools to ensure sound financial management processes
- SOP supports schools to be sustainable in the long term

School Infrastructure

- SOP ensures school facilities, buildings and environments are well maintained, safe, and support effective learning
- SOP ensures a well-organised, well-maintained IT infrastructure that enables schools to operate efficiently and effectively, and supporting effective learning

School Relationships and communications

- SOP supports schools to communicate effectively and strategically *internally*, building impactful relationships
- SOP supports schools to communicate effectively and strategically *externally*, building impactful relationships with key stakeholders

School HR and recruitment

- SOP supports schools to think strategically to ensure they have the right people in the right jobs
- SOP supports schools to recruit and retain high quality staff
- SOP supports schools to have efficient HR systems that ensure staff are paid and well cared for
- SOP supports schools so that staff know and perform their roles to the best of their ability

School Data management

- SOP supports schools to efficiently collect, and securely store, valid and reliable data relevant to its operations
- SOP supports schools to analyse and present data in a manner that makes it easy to evaluate and make key school improvement decisions





Outer Ring: *Organisational Foundations*

SOP Leadership, management and strategy

1

SOP has a clearly defined vision, mission, and theory of change that overtly drives decisions, activities and priorities at operator and school level

PLANNING:

- SOP can clearly articulate their vision of what an excellent education looks like, in practice
- SOP is able to articulate their theory of change (for start-up and/or turnaround) acknowledging where they have made assumptions that need checking
- SOP is able to articulate their growth objectives (including strategic school selection, geographic spread and phase expertise) in relation to their overall vision and strategy
- SOP leaders have a clear vision for the organisational culture they wish to establish within their teams, including norms, values and ways of working

EXECUTION:

- SOP effectively ensures alignment on vision, mission and theory of change with key stakeholders
- All decisions, activities and priorities at an operator level are consistent with and aligned to the vision, mission and theory of change of the organisation
- The SOP theory of change is refined based on lessons learned within the Collaboration Schools context
- SOP behaviours, norms, symbols and artefacts are reflective of the vision, mission and values
- SOP leadership actively drive, and monitor, the organisational culture they wish to establish

SCALE:

- SOP uses lessons learned, and data from existing schools, to refine their theory of change
- The SOP theory of change is refined based on the implications of scale
- As they scale, SOP ensures that vision, mission and theory of change are well understood within their own organisation and consistent across all schools
- SOP has systems in place to ensure the consistency of organisational culture across the SOP and schools

2

SOP has a robust, detailed and achievable strategic plan for delivering school improvement

PLANNING:

- SOP strategic planning is based on realistic timelines and highly detailed project planning that considers:
 - growth budget
 - organisational capacity
 - organisational growth plan
 - concrete timeframes, deliverables and responsibilities
- SOP has a clear organisational structure that includes:
 - identified and documented roles and responsibilities throughout the organisation (see parameters document)
 - socially and ethnically diverse range of highly effective leaders with mission alignment, skill and experience
- SOP can articulate their approach to: change management, leadership development, teacher development and performance management/ accountability
- Strategic planning is built on lessons learned in the Collaboration Schools context

EXECUTION:

- SOP consistently monitors, evaluates and, where necessary, adjusts the implementation of SOP strategic planning, in light of lessons learned
- SOP achieves buy-in from key stakeholders (both internal and external) for all strategic planning
- SOP engages school leadership in strategic planning and ensures alignment between SOP and school strategy
- SOP effectively distributes leadership and responsibility for the implementation of SOP strategy
- SOP makes effective appointments in line with organisational growth and strategic priorities, appointments ensure the SOP is actively developing as a diverse and reflective team

SCALE:

- SOP draws on the experience of effective school leaders to enhance the strategic planning of the organisation
- SOP refines and embeds their systems to monitor and evaluate the impact of strategic planning
- As teams grow, SOP ensures that all members of the organisation are clear on the strategic direction and their contribution towards it
- A strategic plan for the mid to long term is developed, anticipating multiple schools and growth projections, and in line with vision, mission, values, budgets, and funding and sustainability projections

3

SOP leadership drives a culture of accountability and learning in their organisations, set against clear, measurable targets

PLANNING:

- SOP staff have clearly outlined roles and responsibilities, and agreed ways of working
- SOP has established incentives, targets and accountability measures for SOP staff
- SOP leadership actively and regularly seek, and respond to, feedback that helps them continuously improve
- SOP has effective feedback and reflection systems built into performance management system

EXECUTION:

- SOP leadership effectively drive and maintain a culture of high performance and accountability
- SOP leadership effectively implement a performance management system
- SOP develops systematic and structured processes for capturing lessons learned
- SOP reflects and self-evaluates against agreed targets, subsequently identifying relevant SOP development priorities

SCALE:

- SOP maintains a culture of high performance and accountability as the organisation grows and scales
- SOP codifies established learnings
- SOP continues to raise the bar and set increasingly ambitious targets based on lessons learned and previous success



Outer Ring: *Organisational Foundations*
Governance and compliance

1

SOP has a balanced, engaged and well-functioning board that provides effective support and challenge to the leadership of the SOP

PLANNING:

- SOP identifies the skill sets required in non-executive leaders and has recruited and inducted them
- SOP develops robust board meeting agenda, minutes and board development templates
- SOP drafts constitution and identifies dedicated and mission-aligned chairperson, treasurer and secretary

EXECUTION:

- SOP ensures board meetings, with agendas and minutes, are conducted quarterly
- SOP monitors the quality of board meetings, ensuring relevant and critical discussion
- SOP actively seeks opportunities to develop existing board members
- SOP ensures the size and skill set of the board is appropriate to the scale of their operations
- Subcommittees with specific functions are designated

SCALE:

- SOP monitors the governance and compliance at a board level, and lessons learned are embedded into the board meeting processes to ensure quality and relevance to enable scale
- SOP actively sources high-skilled industry related professionals to join the board

2

SOP meets all legal and compliance requirements at organisational level to enable SOP to fulfil vision and mission

PLANNING:

- SOP is formally established as a legal entity and meets all statutory requirements, including necessary certifications, registrations and organisational constitution (see separate compliance checklist)
- SOP embarks on high quality reporting to relevant government agencies and benefactors. Reporting is used to drive improvement.
- SOP has Audited Financial Statement (unless in first year of operation)
- SOP meets all legal child protection and safeguarding policies

EXECUTION:

- SOP implements an annual review and updating of documentation including service level agreements, grant agreements, statutory agreements and other official contracts
- SOP ensures compliance and legal documents are collated and housed in suitable structures
- SOP ensures required reporting to SIPRO, DSD etc is compliant with regulations and procedures

SCALE:

- SOP regularly conducts reviews, and ensures updates, of legal and compliance requirements

3

SOP has an effective organisational approach to managing risk

PLANNING:

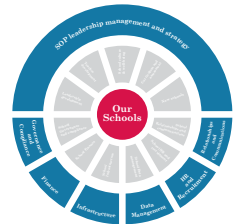
- SOP develops a short-term risk management review process
- SOP develops a risk register for the organisation
- SOP develops a reporting template for strategy and potential growth which includes associated risks and will enable the board to make informed, balanced decisions

EXECUTION:

- SOP effectively implements a short-term risk management review process
- SOP has long-term risk management in development
- SOP has a risk register in circulation, which is regularly updated, reviewed and adapted

SCALE:

- SOP adapts risk registers in line with the increased number of schools



Outer Ring: *Organisational Foundations*

Finance

1

SOP budget and financial planning aligns to the vision, mission and purpose of the organisation

PLANNING:

- SOP ensures that annual budgets and financial planning are driven by the vision, mission and school improvement strategy
- SOP creates a CS project budget draft, which forms part of the overall SOP budget including, but not limited to:
 - Appropriate weighting of staff time to costings
 - Funding weighting and clear line item delineation
 - Reserve and liquidity considerations
 - Cashflow considerations against reporting time lines and tranche payments

EXECUTION:

- SOP implements planned SOP CS Project budget, and then makes revisions according to lessons learned and year to date actuals
- SOP ensures that all expenditure and investment is aligned to the educational goals and strategy for the period

SCALE:

- SOP ensures recruits to the financial team are aware of, and aligned with, the vision values and mission of the organisation
- SOP tests its revised SOP CS Project budget, making revisions according to lessons learned and year to date actuals

2

SOP has sound financial management processes and a team that has the capacity to ensure that they are in good financial health

PLANNING:

- SOP has a clearly defined finance strategy on which financial policies and systems are developed
- SOP has a finance policy that meets the needs of the SOP and its schools including but not limited to:
 - Payroll
 - Delegations and approval protocols for payments
 - Expensing protocols

EXECUTION:

- SOP effectively implements rigorous income and expenditure tracking systems at SOP and school level
- SOP reports quarterly on financials to the SOP board and Funder group
- SOP effectively implements rigorous systems for monthly account reviews
- SOP regularly reviews the impact of finance strategies and policies in order to ensure that they continue to meet the changing needs of the SOP and schools
- SOP ensures they build capacity in their finance staff through support and access to regular professional development

SCALE:

- SOP monitors and evaluates its financial systems, ensuring they are effective and efficient
- SOP adapts finance strategies to ensure economies of scale are identified and realised

3

SOP is financially sustainable in the long term (as a network of at least five schools)

PLANNING:

- SOP develops a long-term financial plan to reach sustainability
- SOP develops a robust plan to source funds from outside of the funder group
- SOP drafts initial strategy to raise funds beyond the pilot donor funder phase

EXECUTION:

- SOP engages in regular and direct communication with funder group regarding finances at both SOP and school levels
- SOP approaches and attracts new funders outside of the initial funder group, with motivations to partner and develop relationships
- Donors are effectively managed and become advocates for the organisation helping to secure further funding
- SOP maintains strong relationships with the funder group throughout the initial pilot

SCALE:

- SOP is able to consistently secure funding from sources other than the pilot funder group
- SOP has diversified income streams across multiple years which secure the delivery of its vision and mission, at least to the end of its current strategic cycles
- SOP has established partnerships with relevant local organisations that support delivery of the vision and mission
- SOP begins to test funding strategy and revises accordingly, developing relationships with new potential funders and networks over a range of sectors



Outer Ring: *Organisational Foundations*

Infrastructure

1

SOP has well-organised, well-maintained physical premises that enable the organisation to operate efficiently and effectively

PLANNING:

- SOP suitably plans for the infrastructural needs of the organisation, including office space and physical inventory
- SOP compiles action plan and budget for the above

EXECUTION:

- SOP maintains a conducive working environment and premises
- SOP has access to physical inventory in line with its needs
- SOP develops policies to mitigate, and insures against, infrastructural risks

SCALE:

- SOP ensures that offices and premises continue to meet the needs of an expanding organisation
- Economies of scale and efficiencies are realised
- SOP regularly reviews and updates its infrastructure needs in line with growth strategy

2

SOP has a well-organised, well-maintained IT infrastructure that enables the organisation to operate efficiently and effectively

PLANNING:

- SOP ensures the organisation has suitable access to capacity-enhancing IT hardware
- SOP ensures the organisation has suitable access to capacity-enhancing IT software
- SOP suitably plans for the developing IT needs of the organisation, including maintenance and support

EXECUTION:

- SOP evaluates IT provision, adapting and upgrading where necessary
- SOP ensures access to training and resources to fully utilise and make use of the IT infrastructure
- SOP develops adequate maintenance systems for existing IT infrastructure
- SOP develops policies to mitigate, and insures against, IT infrastructural risks

SCALE:

- SOP mitigates for hardware and software redundancy, keeping systems up to date so that systems they remain relevant and accessible
- Economies of scale and efficiencies are realised
- SOP regularly reviews and updates its infrastructure needs in line with growth strategy



Outer Ring: *Organisational Foundations*

Data management

1

SOP efficiently collects, and securely stores, valid and reliable data relevant to its operations

PLANNING:

- SOP has a data management system with capacity to store, process and analyse data on education and operations
- SOP is knowledgeable about data safety and has appropriate systems for storing data securely, including backups
- SOP has appropriate confidentiality policies in place
- SOP can draw on suitable expertise to effectively manage their data
- SOP knows the data they wish to collect, and the frequencies with which they will collect it
- SOP understands issues of data validity and reliability

EXECUTION:

- Data collection and collation is smooth, quick, efficient; and the SOP meets its own, and external, deadlines
- There is minimal duplication or repetition of effort in data collection
- SOP has systems in place to ensure the validity and reliability of collected data
- SOP staff can easily access both files and data when they need it, from any location
- SOP is actively managing and monitoring the efficacy of their data management systems

SCALE:

- SOP effectively plans for scale by ensuring efficiencies in data collection across multiple schools
- SOP has the required capacity to handle increased amount of data
- Data collection processes are standardised across the network
- SOP introduces further systems and processes to ensure that data collection and security remain timely and consistent despite organisational growth

2

SOP analyses and presents data in a manner that makes it easy to evaluate and make key SOP strategic decisions

PLANNING:

- SOP has suitable software for data analysis
- SOP understands the importance of clarity in data analysis
- SOP can draw on suitable expertise in the analysis and presentation of data
- SOP has scheduled key data analysis points in the year
- SOP planning is informed by clear and concise data analysis

EXECUTION:

- Analysis of SOP data is thorough and exhaustive
- Analysis of SOP data is regular and timely
- Targets can clearly be set from data
- Presentation of data is clear, concise and easily readable by the intended audience
- Data analysis is used to inform useful developmental and performance management conversations

SCALE:

- SOP effectively plans for scale to ensure that data analysis happens in a timely manner
- SOP ensures that data analysis and presentation remains consistent despite organisational growth



Outer Ring: *Organisational Foundations*

HR and recruitment

1

SOP thinks strategically to ensure they have the right people in the right jobs

PLANNING:

- SOP has a high-level HR plan that is tightly linked to broader strategic planning
- HR plans clearly identify immediate roles, responsibilities and reporting structures (permanent and fixed term) and anticipate 2-5 year requirements
- HR plans identify and mitigate for capacity gaps at SOP level

EXECUTION:

- Key responsibilities are clearly owned by appropriate staff
- SOP makes any necessary adjustments to roles, responsibilities and reporting structures to improve efficacy and efficiency
- SOP has a network of support which can be drawn upon to mitigate for capacity gaps
- SOP regularly reviews its HR strategy and plan

SCALE:

- All key positions are filled with knowledgeable and experienced staff
- SOP effectively plans for scale to ensure HR capacity matches growth
- SOP updates HR strategy and plan in relation to new opportunities, constraints and changes in the organisations development

2

SOP is able to recruit and retain high quality staff

PLANNING:

- SOP has sophisticated, fair and transparent processes for recruitment and selection of talented, skilled and aligned staff and identifies relevant service providers to support this process
- SOP actively develops networks to establish a broad range of avenues for recruitment

EXECUTION:

- SOP thinks strategically when recruiting
- SOP recruits high quality staff
- SOP is able to draw upon a broad range of networks to recruit from
- Recruitment stages suitably filter candidates to ensure an efficient process
- SOP is astute and aware of staff culture and staff satisfaction
- SOP retains high quality staff

SCALE:

- SOP staff turnover is low
- SOP attracts highest quality candidates
- SOP actively develops systems for monitoring staff culture and satisfaction at scale
- SOP has developed career progression pathways within the organisation
- SOP is succession planning, to ensure future skills are being sourced and/or developed for scale

3

SOP has efficient HR systems that ensure staff are paid and well cared for

PLANNING:

- SOP identifies appropriate organisational HR payroll, retirement funding and medical aid, time and leave management, and staff filing systems
- SOP identifies relevant service providers (e.g. Pastel for payroll) to support the above
- SOP ensures HR policies are aligned to: BCEA, LRA, EEA, SDA, and OH&S
- SOP registers with SARS and the Dept. of Labour and is fully compliant with LRA, BCEA, COID, and the OH&S Acts

EXECUTION:

- SOP leaders ensure that the wellness of SOP employees is a priority
- SOP has systematised and implemented appropriate HR payroll, retirement funding, medical aid, time and leave management, and staff filing systems
- SOP appoint service providers to support the above (particularly for IT systems)
- SOP has an active HR compliance checklist reviewed bi-annually (e.g. servicing of fire extinguishers & first aid box check)

SCALE:

- SOP has HR risk management register identifying HR related risks and mitigation plans
- SOP regularly monitors and reviews systems and policies to:
 - ensure that they continue to meet the changing needs of the SOP
 - remain aligned with best practice in the sector
- SOP actively monitors the risk register with appropriate interventions when required

4

SOP staff know and perform their roles to the best of their ability

PLANNING:

- SOP ensures all staff have appropriate contracts
- All SOP staff have clearly outlined roles and responsibilities
- SOP identifies reliable training and support for SOP staff development
- SOP has expertise, or can draw upon it, in handling staff contracts, performance management and dismissal procedures

EXECUTION:

- SOP has a comprehensive induction programme in place for new staff
- SOP staff are clear on the agreed ways of working within the organisation
- Line management and reporting structures are clear
- SOP has an active performance management system in place that ensures a high degree of accountability and enables them to resolve performance issues speedily
- SOP has implemented a developmental plan for SOP staff to ensure they are fully equipped with the skills and knowledge required for their positions
- SOP systematises and implements time, attendance and leave management processes

SCALE:

- SOP develops and refines systems for managing staff performance
- SOP ensures that accountability remains high, despite growth
- SOP leverages growth to expand the range of professional development on offer to staff

3

SOP has a unique brand, with brand integrity that speaks to the organisational vision, values and purpose

PLANNING:

- SOP develops brand identity in accordance with organisational core purpose
- SOP formulates a brand strategy to communicate its brand including short-term objectives (in first school) and longer-term projections (for multiple schools)

EXECUTION:

- SOP establishes a level of brand consistency across schools and rolls out brand identity according to agreements reached collaboratively with SGBs and SMTs
- SOP communicates brand to stakeholder community

SCALE:

- SOP monitors and develops its brand effectiveness
- SOP tests for brand continuity across school communication channels (visually in schools, website, newsletters etc)



Inner Ring: *School Improvement Functions*

School leadership support and development

1

SOP has strong strategies and systems in place to recruit, support and develop high-performing, strategic senior management teams in all schools

PLANNING:

- SOP can articulate their vision of effective school leadership
- SOP has clearly defined roles, responsibilities and targets for school leaders
- SOP can articulate the role of the SOP in supporting, challenging and developing school leaders
- SOP is clear where it has non-negotiables and where school leaders have scope for autonomy
- SOP can articulate the links between their programme of support, performance management of the Principal (including the role of WCED), and the School Improvement Plan
- SOP recruits, or matches with, leaders based on mission and values alignment
- SOP has a clearly defined, strategically focussed, support programme for the Principal and other school leaders (workshops, 1:1, coaching), in line with their vision of effective leadership

EXECUTION:

- SOP has strong relationships with Principals and school leaders
- SOP uses school level data to track performance of senior management teams and identify development needs of leaders
- SOP effectively delivers a support programme for the Principal and other school leaders (workshops, 1:1, coaching), in line with their vision of effective leadership
- SOP systematically monitors impact of leadership development at a school level
- SOP actively supports the Principal to distribute leadership responsibilities and delegate tasks
- SOP engages regularly with Circuit Manager, and other WCED inputs, to align support and challenge (as necessary)

SCALE:

- SOP ensures all Principals and senior leaders have access to quality training that meets their development needs
- SOP ensures that support programmes for Principals are consistent across schools
- SOP develops teams and systems to ensure mission, vision and values are consistent across all schools through consistent challenge and support
- SOP actively creates opportunities for shared learning and support between leaders across schools

2

SOP supports and develops leadership teams to think and plan strategically

PLANNING:

- SOP has a clearly defined approach to school improvement planning, implementation and monitoring
- SOP works with senior leadership team to define school improvement priorities
- SOP has clear timelines for the school improvement planning process
- SOP can articulate the purpose and importance of strategic planning to new schools and their stakeholders
- SIP is aligned to broader SOP mission, vision and priorities

EXECUTION:

- SOP works collaboratively with school leaders, staff, and SGB to create a meaningful SIP document
- SOP supports Principals to take ownership for SIP planning
- SOP supports Principal to ensure:
 - SIP has a realistic, narrow, focus.
 - SIP targets are concrete, achievable and ambitious
 - SIP priority areas have clear owners at SOP and school level, with delegated responsibility of the SIP across the SMT
- SOP supports Principals to engage staff meaningfully in the SIP process, ensuring buy-in
- SOP regularly monitors SIP progress and holds the Principal to account for targets and actions
- SOP ensures Principal development targets align with SIP priorities

SCALE:

- SOP has streamlined and efficient systems and data to accurately evaluate school performance and drive school improvement across the board
- SOP supports school leaders to take increased ownership and accountability for the SIP
- SOP ensures that SIP processes are aligned across all schools
- SOP undertakes scheduled, formal, monitoring visits to evaluate school improvement across all schools
- SOP ensures there are meaningful opportunities for school leaders to learn from one another with regards to school improvement planning and implementation

3

SOP supports and develops Principals who can effectively implement and oversee instructional leadership

PLANNING:

- SOP has a clear and deliberate focus on the quality of instruction
- SOP ensures the school leadership team understands the importance of instructional leadership
- Instructional leadership priorities are negotiated into the SIP
- SOP has staff with the capacity and skills to support the implementation of the IL model at a school level; where necessary training is provided
- SOP ensures Principal has access to high quality training on IL model
- SOP ensures school and leadership timetables have capacity for IL model
- SOP negotiates and ensures access to classrooms

EXECUTION:

- SOP holds school leaders to account for the quality of instruction
- SOP ensures a named person is responsible and accountable for instructional leadership at school level
- SOP works with school leaders to ensure teacher development is prioritised, and related roles and responsibilities defined
- SOP ensures that teaching is observed regularly, and quality feedback is given regularly
- SOP effectively supports Principal with implementation of IL model through regular feedback and development
- SOP regularly monitors the implementation and impact of the IL model at a school level
- SOP monitors and evaluates the impact of training on instructional leadership

SCALE:

- School leaders articulate the importance of instructional leadership
- SOP grows a team, and develops systems, that will effectively monitor the implementation of IL model consistently across all schools
- SOP develops an efficient system to effectively provide feedback and development opportunities for Principals in all schools
- SOP leverages opportunities for shared learning between Principals across all schools

4

SOP supports Principals to oversee pupil-centred operational and business management of their schools

PLANNING:

- SOP is able to delineate instructional from operational responsibilities
- SOP can articulate the role of the Principal in relation to operational and business management
- SOP supports the Principal in identifying operational priorities
- SOP supports Principal to define and delegate operational and business management responsibilities

EXECUTION:

- SOP prioritises effective distribution of operational duties at a school leadership level
- SOP holds the Principal to account for effectively delegating operational functions to key staff members and ensuring their effectiveness in their roles
- SOP provides training and support to operational staff at school to meet their development needs and ensure the effective running and management of the school

SCALE:

- SOP develops monitoring systems to ensure all operations are effective across all schools
- SOP actively creates opportunities for operation functions at different schools to collaborate and learn from one another

5

. SOP supports schools to develop a pipeline of high-potential, mission-aligned, future leaders for their schools

PLANNING:

- SOP has a clearly defined strategy for the growth, development and recruitment of future leaders to ensure there is sufficient capacity at a school leadership level
- SOP has clearly defined recruitment process to ensure recruitment of mission aligned, high potential future leaders at schools

EXECUTION:

- SOP actively and effectively builds and develops a network for recruitment of future leaders
- SOP monitors the engagement of all high potential leaders with their development offers
- SOP supports the Principal to regularly review the progress of high potential individuals
- SOP and Principal identify career opportunities for senior leaders and ensures these are communicated to high potential staff in good time
- SOP supports the Principal in writing personal development plans for leaders at every level
- SOP supports the Principal in identifying high quality leadership development opportunities for middle and senior leaders
- SOP supports the Principal in ensuring all key members of staff have access to good career opportunities and are sufficiently remunerated in order to ensure retention

SCALE:

- SOP regularly monitors the engagement of all high potential leaders with high quality development offers
- SOP actively creates career opportunities across schools for all high potential leaders
- SOP develops systems to review performance and development of high potential leaders across all schools



Inner Ring: *School Improvement Functions*
Teaching and teacher development

1

SOP has a specific, defined and effective approach to teaching and learning that is common across schools

PLANNING:

- SOP has a clear vision for instruction at its schools
- SOP is able to articulate their pedagogical approaches to: teaching and learning; climate for learning and behaviour; assessment; planning
- Pedagogical approaches are well supported by credible evidence
- SOP staff are aligned in their pedagogical approaches
- SOP has a clear strategy for developing their internal ability to define, identify and model great teaching, relevant to the phases they work with
- School leadership are inducted and supported to understand the SOPs pedagogical approach
- SOP can clearly articulate gaps between current practice at school and the vision for teaching

EXECUTION:

- SOP can clearly articulate gaps between current practice and vision for teaching through regular monitoring and evaluation
- SOP is working with school staff to help them understand and implement the pedagogical approach of the SOP
- SOP is using shared and consistent language to describe their pedagogical approach
- SOP monitors the impact of the approach to teaching and learning on the progress and attainment of pupils

SCALE:

- Shared language for teaching and learning is used consistently across the SOP and all schools
- SOP is supporting existing schools to consistently identify and model great teaching
- SOP is developing or adopting a rubric to define and assess teaching quality consistently across all schools
- SOP is refining its approach to teaching and learning in light of lessons learned across all schools

2

SOP has a specific, defined, approach to teacher development that leads to improved quality of instruction

PLANNING:

- SOP has a clear vision for how to develop teachers
- SOP has access to staff (internal or external) who are able to design or adapt quality training to meet the needs of its schools
- SOP has a defined progression path for the quality of teaching
- SOP teacher development strategy clearly articulates the roles of teacher accountability and/or performance management
- SOP ensures that teacher development priorities are negotiated into the SIP
- SOP has tools to audit the strengths and areas for development of teachers
- SOP has tools to quality assure and evaluate impact of all teacher training

EXECUTION:

- Professional development that is offered to schools aligns with the SOPs teacher progression map and is based on accurate assessment of teacher development needs
- Teacher development in school is tracked, quality assured, and evaluated by the SOP
- SOP adapts the professional development offer based on evaluations of impact and effectiveness
- SOP ensures their own staff are continuously developed in the design and delivery of professional development
- SOP ensures that the PD that is offered: defines success, retains a narrow focus, involves frequent opportunities for practice, and has built in accountability/in-class follow up
- SOP works with leaders to ensure teachers are provided with clear, ongoing evaluations of their strengths and weaknesses
- SOP education staff are in school regularly, building positive relationships with teachers and leaders

SCALE:

- SOP develops systems to effectively monitor and evaluate the quality of teaching across all schools
- SOP ensures schools gradually become responsible for teacher development by training and supporting school leaders in teacher development
- SOP supports existing schools to develop, and quality assure, their own professional development
- Professional development becomes increasingly targeted at specific groups of teachers
- School leadership are regularly observing lessons
- SOP is able to leverage between schools to centralise support



3

SOP has a fully developed coaching programme that fully supports and complements teacher development and SIP priorities

PLANNING:

- SOP has a outlined clear strategy for developing coaching practice at school level
- SOP can clearly situate coaching within the broader teacher development offer
- SOP has high quality staff to deliver on coaching

EXECUTION:

- SOP is effectively coaching (observation, feedback, practice) teachers in schools
- SOP is monitoring and evaluating the quality and impact of coaching, ensuring the links to SIP priorities
- SOP is able to identify development needs and provide support for its coaches
- SOP is adapting its coaching strategy and practice in light of lessons learned
- SOP works with school leadership to ensure data from coaching is used meaningfully in school improvement decisions

SCALE:

- Across schools, coaching is high quality, has high fidelity to the outlined coaching process, and is occurring consistently
- SOP is able to leverage scale to improve efficiencies in the coaching model
- SOP is developing in-school coaches, and working to increase in school capacity to drive coaching
- SOP coaches meet regularly to improve own practice and share learning



Inner Ring: *School Improvement Functions*

Curriculum and assessment

1

SOP has a clear approach to the academic curriculum that ensures timetabled lessons meet the academic needs of all pupils

PLANNING:

- SOP can articulate need for any curriculum alterations based on coherent educational philosophy
- SOP has a well justified view on the breadth vs depth of the curriculum
- Curriculum aligns with SOPs vision
- SOP is clear on where schools have curriculum autonomy and where they must align
- Proposed curriculum adheres to WCED minimum legal requirements
- SOP has negotiated any curriculum changes with the WCED
- SOP has relevant phase curriculum knowledge within their staff
- SOP can clearly articulate gaps between current curriculum knowledge at school and the vision for the curriculum

EXECUTION:

- SOP regularly uses assessment data to track how well the curriculum is currently meeting needs and to develop a secure understanding of expected learner progress in a year.
- SOP is actively developing realistic grade-related expectations for pupil progress
- SOP develops curriculum content and supports the design of learning sequences according to grade-related expectations for pupil progress
- SOP tracks and monitors the implementation of the curriculum in order to understand gaps in teachers' curriculum knowledge and understanding
- SOP provides support to school leadership (senior and middle) to ensure effective implementation of the curriculum
- SOP tracks and monitors any external provision of curriculum to ensure it complements the stated curriculum aims
- SOP works effectively with WCED staff to ensure pupils needs are met

SCALE:

- SOP designs and refines systems for monitoring and tracking curriculum across multiple schools
- SOP ensures there are common grade-related expectations across all schools
- SOP leverages expertise across schools to support curriculum planning and design (especially in newer schools)
- Teachers understand what is in the curriculum and why
- SOP ensures that schools take an increasing responsibility for tracking and monitoring curriculum delivery and pupil progress against curriculum aims
- Schools understand, and use to good effect, curriculum areas where they have autonomy
- SOP ensures that pupils have continuity in their learning by creating consistency in the curriculum over time

2

SOP has a clear approach to the non-academic curriculum that ensures timetabled lessons and extra-curricular provision meet the wider needs of all pupils

PLANNING:

- SOP has a clear approach towards the non-academic curriculum, supported by a coherent educational philosophy
- SOP has a strategy for the delivery of an extra-curricular offer
- SOP has a strategy for sourcing and identifying effective external organisations to provide or supplement extra-curricular offer

EXECUTION:

- SOP has developed a process for evaluating the effectiveness of the non-academic curriculum, including a process for adapting provision based on findings
- SOP supports schools in implementing extra-curricular offer
- SOP regularly monitors the engagement of learners with the offer, along with the Principal and senior leaders
- SOP supports school in monitoring the impact and effectiveness of external organisations contributing to the extra-curricular offer

SCALE:

- SOP refines systems and procedures to regularly and effectively monitor the implementation and impact of all extra-curricular offers
- Schools understand, and use to good effect, curriculum areas where they have autonomy
- SOP leverages the scale of the network to provide extra-curricular offers at an inter-school level

3

SOP has a defined approach to remediation and intervention for pupils performing below age-related expectations

PLANNING:

- SOP has an informed and coherent strategy for addressing gaps in foundational knowledge and skills of pupils
- SOP has, can draw on, or is developing the expertise to work with pupils with significant development gaps
- SOP can clearly articulate gaps between current provision at the school level and the required interventions

EXECUTION:

- SOP has developed strong working knowledge of supporting pupils performing below grade-related expectations
- SOP has developed a process for evaluating the effectiveness of remediation and intervention programmes, including a process for adapting provision based on findings
- SOP provides impactful support to schools to deliver remediation and intervention programmes
- SOP regularly monitors the engagement of learners with the remediation and intervention programmes

SCALE:

- SOP can evidence good progress made by learners undertaking remediation and intervention programmes
- SOP ensures that schools take an increasing responsibility for delivering, monitoring, evaluating and adapting remediation and intervention programmes
- SOP leverages expertise across schools to support the planning and design of remediation and intervention strategies (especially in newer schools)

4

SOP has a defined assessment strategy that ensures valid and reliable assessments that inform teaching decisions and lead to adaptations in both classroom level teaching and school wide interventions

PLANNING:

- SOP understands data-driven instruction and the role of assessment data in classroom teaching
- SOP is clear on the purposes, frequency, and intended impact of different types of assessment
- SOP understands the issues of validity and reliability in relation to the different types of assessment
- SOP is clear on where schools have assessment autonomy and where they must align
- SOP understands the CAPs approach to assessment

EXECUTION:

- SOP supports schools in the creation of an assessment policy
- SOP ensures assessments are conducted in an efficient and minimally intrusive way
- SOP ensures assessments are aligned to CAPS and are challenging yet accessible relative to the learners abilities
- SOP analyses baselines in a timely manner, adapting priorities and practice in response to findings
- SOP ensures that teachers are effectively supported through quality professional development on assessment, leading to increased validity and reliability
- SOP moderates teacher assessments and is able to determine which class-level data is valid and reliable

SCALE:

- SOP has standardised assessment cycles and calendars across schools
- SOP leverages scale to increase the validity and reliability of scale through inter-school moderation
- SOP is developing in-school ability to monitor and evaluate assessment quality
- SOP supports teachers to understand the importance of data and adapt their teaching based on hard and soft data that they regularly gather and analyse
- Schools and SOPs hold regular pupil progress meetings and data reviews which identify key strengths, share best practice, identify clear next steps and have robust follow up measures in place

5

SOP ensures that assessment data is used to inform and adapt changes

PLANNING:

- SOP understands the assess/analyse/adapt cycle
- SOP assessment strategy clearly identifies how assessment data will lead to adaptations
- SOP can clearly articulate the gaps between the vision for analysis/adaptation and the current reality at school level

EXECUTION:

- SOP can use assessment data to accurately identify underperforming subjects/topics/groups of learners
- SOP, and schools, use assessment data to generate realistic targets
- SOP supports schools to ensure analysis is timely and relevant data passed on to stakeholders in a timely manner
- SOP analyses data beyond scores and focuses on *why* learners got things wrong
- SOP works to ensure that teachers respond and adapt based on assessment findings

SCALE:

- Teachers at existing schools understand the purpose and importance of assessment and the need to adapt based on findings
- School leaders take on increasing responsibility for ensuring teachers adapt practice based on assessment data
- SOP uses valid and reliable assessment data to inform all academic decisions



Inner Ring: *School Improvement Functions*
School culture, well-being and inclusion

1

SOP supports schools in building a strong, positive culture which ensures all pupils have consistently respectful relationships with peers and teachers

PLANNING:

- SOP can clearly articulate their vision of great school culture, specifically in relation to: high expectations and aspirations; developing positive attitudes to learning; and a ensuring safe and orderly school/classrooms
- SOP is clear on the role of school culture in achieving excellence and school improvement
- SOP staff are aligned in their vision and approach to school culture and ensuring an effective climate for learning
- SOP is clear on where they expect alignment and where schools will have autonomy, in relation to school culture and behaviour
- SOP has developed a behaviour policy, and associated systems, that align to its vision and values
- SOP has a clear understanding of the gap between the current state of school culture and the vision, and has a clear strategy for improvement

EXECUTION:

- SOP actively and systematically monitors culture and behaviour
- SOP staff model the attitudes, mindset and culture expected of school staff
- SOP provides feedback and supports school leadership to refine: school rituals, whole school routines, public leadership
- SOP supports the school develop a practical and effective behaviour policy
- SOP provides feedback and supports school leadership and school staff to improve and sustain: high expectations and consistent responses to challenging behaviour

SCALE:

- Existing schools are making good progress towards strong, positive cultures and consistent pupil behaviour
- Existing school leadership teams take on an increased responsibility for driving school culture
- SOP ensures consistency between school cultures in areas where alignment is expected
- SOP builds systems and procedures to effectively support all schools in implementing strong culture and behaviour

2

SOP provides support that ensures schools are accessible to pupils with a variety of different, social, emotional, physical and academic needs, and that these pupils make excellent academic and social progress

PLANNING:

- SOP is knowledgeable about special educational needs
- SOP has a strategy for identifying pupils with additional needs
- SOP has an understanding of the specific needs of individual pupils at any potential school
- SOP has a strategy in place to ensure fair and equitable:
 - admissions
 - inclusion and access policy
 - progressions and promotions
 - SOP has sourced and identified relevant external support organisations
 - SOP can clearly define their understanding of trauma, the effect that it has on pupils and teachers, and has a strategy for addressing any impact

EXECUTION:

- SOP has developed their own capacity to support with pupils with additional needs
- SOP has a clear picture of the specific needs of individual pupils and has a clear strategy for how the pupils will make excellent progress
- SOP develops systems to track the academic achievement/progress of specific groups of learners
- SOP supports school with resources and programmes for learners with physical, mental or emotional health needs
- SOP regularly reviews data and monitors school to ensure that the progression policy is fairly implemented in line with government policy

SCALE:

- Existing schools are making good progress towards ensuring that pupils with additional needs make excellent progress
- SOP has scalable systems and processes to ensure support to schools is efficient and effective
- SOP actively applies lessons learned between schools

3

SOP has effective systems in place to ensure that attendance rates are excellent across all schools, persistent absence rates are low and there are no differences in attendance rates between different groups of pupils

PLANNING:

- SOP has analysed and provided feedback on the school's attendance policy
- SOP has analysed and provided feedback on absence and late coming procedures, and has a clear picture of current practice in dealing with these
- SOP has developed attendance and late-coming tracking systems

EXECUTION:

- SOP supports school in tracking, analysing and reporting attendance of learners, including specific groups
- SOP supports school to provide effective interventions for families struggling with attendance
- SOP supports school to implement attendance policy with staff, parents and learners

SCALE:

- SOP has developed efficient centralised systems for the capturing, monitoring and analysis of attendance rates
- SOP has developed a network-wide approach to improving attendance, applying learning between schools

4

SOP ensures that schools can identify, support, or appropriately refer, pupils at risk (child protection and exclusion)

PLANNING:

- SOP is aware of national child protection legislation, and the SOP and school's responsibilities towards this
- SOP has developed robust safeguarding policies at SOP level
- SOP has analysed school's safeguarding policy, and has a clear picture of current practice
- SOP has analysed school's exclusion policy and has clear picture of current practice
- SOP has analysed rates of exclusions (temporary and permanent), and has a clear picture of current practice in handling cases

EXECUTION:

- SOP has developed their own capacity to support with pupils at risk, ensuring experienced staff are in place
- SOP supports school in implementing the exclusion policy fairly and consistently
- SOP supports Principal and SMT in addressing any safeguarding oversights/deficiencies
- SOP supports school with identification of at risk learners and effective support plans for them
- SOP monitors the rates of exclusions (temporary and permanent) at the school
- SOP conducts bi-annual reviews of SOP safeguarding practice
- SOP conducts quarterly safeguarding and inclusion reviews at a school level

SCALE:

- SOP and schools work effectively together to identify the needs of individual pupils early
- SOP has formalised systems to identify learners at risk of exclusion
- Existing school leadership teams take on an increased responsibility for high quality safeguarding and exclusion processes
- SOP develops strong systems and procedures to monitor the efficacy of safeguarding and inclusion across all schools
- SOP ensures all schools are fully compliant with and consistently exceed national safeguarding legislation and policy and regularly review and adapt their policies based on their pupils' changing needs and circumstances



Inner Ring: *School Improvement Functions*

New schools

1

SOP has a vision and data-driven approach to new school selection, resulting in strong strategic matches

PLANNING:

- SOP makes strategic school selection choices based on mission, vision and values, in line with a viable growth strategy
- SOP presents a clear case when identifying its school preferences, accounting for geography, phase and available SOP expertise
- SOP can identify and articulate its own capacity gaps that must be addressed to ensure the effective on-boarding of new schools

EXECUTION:

As below

SCALE:

As below

2a

For transition schools:
Before matching SOP undertakes a thorough and robust due diligence process that results in strong strategic matches

PLANNING:

- SOP creates highly detailed project planning in line with the planning column of the rubric
- SOP planning timelines are realistic
- SOP has developed a thorough, data-driven audit process to use during the school selection and due diligence process, covering each element of the school improvement rubric
- SOP has clearly considered and accounted for likely and potential risks

EXECUTION:

- SOP ensures that data collection from schools is swift and unobtrusive
- SOP negotiates access to classrooms to observe teaching
- SOP meets its planning deadlines
- SOP builds, and maintains, trust with school partners (at both school and WCED district level) and is able to effectively 'share the vision' with potential schools
- SOP has assessed initially defined risks and has identified any new risks
- SOP presents a well-informed and data-driven decision when making the final strategic choice to match, or not
- SOP has created and signed a tight SLA

SCALE:

- SOP develops increasingly efficient and effective due diligence processes that allow for multi-school openings
- SOP builds increasingly strong relationships with key role players within WCED
- SOP develops internal capacity to support the due diligence process so that support to existing schools does not diminish

2b

For transition schools:

Once matched, school openings occur smoothly and lead to maximum early impact

PLANNING:

- SOP undertakes highly detailed strategic planning, informed by the due diligence process, that sets a clear direction for the SOPs work in the school
- SOP engages the existing school leadership, and other key stakeholders, in the planning process
- SOP continues to build strong relationships with key school stakeholders
- SOP creates a highly detailed project plan in line with the planning column of the rubric

EXECUTION:

- SOP supports the school leadership to engage in detailed, strategic, school improvement planning
- SOP ensures that all school staff engage with the vision and mission
- SOP continues to assess defined risks and has identified any new risks
- SOP ensures that the school timetable and calendar are created in good time, incorporating all SOP support
- SOP negotiates for early staff return from holidays to maximise opportunities for professional development

SCALE:

- SOP develops increasingly efficient and effective processes and systems that allow for multi-school openings
- SOP develops internal capacity to support the opening process so that support to existing schools does not diminish

3

For new builds:
SOP executes thorough and highly detailed project planning that results in smooth school openings that lead to maximum early impact

PLANNING:

- SOP creates highly detailed project planning in line with the 'planning' expectations of the rubric
- SOP planning timelines are realistic
- SOP has clearly considered and accounted for likely and potential risks

EXECUTION:

- SOP builds, and maintains, trust with school partners (at both school and WCED district level) and is able to effectively 'share the vision'
- SOP has assessed initially defined risks and has identified any new risks
- SOP presents a well-informed and data-driven decision when making the final strategic choice to match, or not
- SOP executes its project plan efficiently, meeting deadlines, and managing delays where they are unavoidable
- SOP undertakes a thorough and swift recruitment process for key school positions that allows adequate time for onboarding and strategic planning once appointments have been made
- SOP engages with school leadership to create a detailed strategic, and 'school improvement', plan for the school
- SOP has created and signed a tight SLA
- SOP effectively manages the new build handover process to ensure the building is fit for purpose

SCALE:

- SOP develops increasingly efficient and effective school opening processes, checklists and systems that allow for multi-school openings
- SOP builds increasingly strong relationships with key role players within WCED
- SOP develops internal capacity to support the opening process so that support to existing schools does not diminish



Inner Ring: *School Improvement Functions*
School Governance and compliance

1

SOP drives a high standard of school governance, steering the SGB to provide effective support and challenge to school leadership

PLANNING:

- SOP develops, with SGBs, documentation detailing:
 - an accountabilities framework for exemplar governance at the school, with mission alignment across SOP and school
 - agreement on outcomes, interventions, challenge support and delegated authority
 - quality assurance across school

EXECUTION:

- SOP ensures required SGB meetings with agendas and minutes are conducted as per the compliance schedule and the accountabilities framework
- SOP monitors the quality of SGB meetings, ensuring relevant and critical discussion
- SOP actively seeks opportunities to develop SGB members
- Subcommittees with specific functions are designated

SCALE:

- SOP monitors the SGB governance and compliance of schools, and lessons learned are embedded back into the SGB processes to ensure quality and compliance
- SOP actively sources high-skilled industry related professionals to advise, train and/or take part in SGB development

2

The SOP ensures all legal and compliance requirements at a school level, in accordance with the South African Schools Act and the SLA

PLANNING:

- SOP plans for and develops:
 - Draft amended School constitution document incorporating CS agreement
 - Agreed composition of SGB members
 - SLA with school (government), SOP and funders
- SOP supports schools in planning for child protection and safeguarding compliance

EXECUTION:

- SOP, as part of the SGB, drafts school constitution and identifies dedicated and mission-aligned key SGB positions including the chairperson, treasurer and secretary
- SOP tests accountabilities framework in school, then reviews and amends
- SOP ensures they have expertise and knowledge to meet the governance and compliance requirements at schools
- SOP ensures all school compliance and legal documents are collated and housed in suitable structures
- SOP regularly reviews child protection and safeguarding compliance

SCALE:

- SOP regularly conducts reviews, and ensures updates, of SGB legal and compliance requirements
- SOP ensures annual review and updating of documentation including service level agreements, grant agreements, statutory agreements and other official contracts

3

SOP has an effective organisational approach to managing risk at a school level

PLANNING:

- SOP develops a short-term risk management review process for their schools
- SOP develops a risk register for each school

EXECUTION:

- SOP supports the school to effectively implement a short-term risk management review process
- SOP has long term risk management anticipatory plan in development for each school
- SOP has a per school risk register in circulation, which is regularly updated, reviewed and adapted

SCALE:

- SOP regularly conducts reviews, and ensures updates, of risk management processes



Inner Ring: *School Improvement Functions*

School Finance

1

SOP supports schools to ensure that the budget and financial planning aligns to the school's vision, mission and improvement priorities

PLANNING:

- SOP ensures that the school budget and financial planning is aligned to the school improvement strategy
- SOP CS budget is developed and includes alignment and line items against:
 - SIP priorities
 - School budget; staff posts and norms and standards
 - Regulations applicable to the project
 - Schools' strategic priorities

EXECUTION:

- SOP supports school leaders to set the budget, and systems are collaboratively agreed on to track school income and expenditure
- SOP ensures that all expenditure and investment is aligned to the educational goals and strategy for the period

SCALE:

- SOP makes revisions according to lessons learned and year to date actuals

2

SOP supports schools to ensure sound financial management processes

PLANNING:

- SOP has a clearly defined school finance strategy on which policies and systems are developed
- The SOP understands government financial requirements in school and has a financial policy draft to implement against it
- SOP develops, at SGB level, a finance policy that meets the needs of the schools, including but not limited to:
 - Payroll
 - Delegations and approval protocols for payments
 - Expensing protocols

EXECUTION:

- SOP ensures school books are in sound financial health
- SOP supports the school to implement finance strategies and policies to ensure that they:
 - achieve and exceed government financial requirements in school
 - use relevant structures to deploy resources
 - help shape the government's approach to school funding
- SOP holds the SGB treasurer role
- SOP ensures they build capacity in school finance staff through support and access to regular professional development

SCALE:

- SOP supports all schools in ensuring a standardised approach to financial management across the network
- SOP monitors and evaluates its financial systems, ensuring they are effective and efficient
- SOP adapts finance strategies to ensure economies of scale are identified and realised

3

SOP supports schools to be sustainable in the long term

PLANNING:

- SOP develops a long-term financial plan with the SGB of the school to realise sustainability
- SOP, with the SGB, develops a robust plan to source funds from outside of the funder group

EXECUTION:

- SOP assists the SGB to draft an initial strategy to raise funds beyond the pilot donor funder phase
- SOP assists school to approach and attract new funders outside of the initial funder group, with motivations to partner and develop relationships. Donors are effectively managed and become advocates for the school helping to secure further funding

SCALE:

- SOP assists schools to consistently secure funding from external sources
- SOP assists schools to test funding strategy who revises accordingly, developing relationships with new potential funders and networks over a range of sectors



Inner Ring: *School Improvement Functions*

School HR

1

SOP supports schools to think strategically to ensure they have the right people in the right jobs

PLANNING:

- SOP understands the prevailing HR legislative environment applicable to schools
- SOP works effectively with the SGB to develop a 2-5 year school level HR strategy, including:
 - an HR audit of school
 - a clear picture of all existing posts, including WCED, SGB, donor funded, permanent or fixed term
 - recommended organogram, including leadership model
 - picture of what kind of skills will be required to support the school strategy
 - key role profiles and job descriptions
 - for new schools: a set plan for organising roles, responsibilities, remuneration, and timeframes for appointments
 - for transition schools: a clear picture of capacity skills, strengths and gaps

EXECUTION:

- SOP works effectively with the SGB to execute the school level HR strategy
- SOP supports the school to audit skills across personnel
- SOP supports the school to ensure key school responsibilities are clearly owned by appropriate staff
- SOP regularly reviews HR strategy and plan, updating as required in relation to new opportunities, constraints and changes in school strategy
- SOP ensures all arising school vacancies are considered strategically and considered against 2-5 year plan (including a decision on if the role needs filling)

SCALE:

- Key school positions are filled with knowledgeable and experienced staff
- SOP develops a framework to guide individual schools in their HR strategy and planning
- Schools have HR plans that are reviewed annually and guide recruitment into vacancies
- SOP offers prioritised support to those schools which need it most while effectively maintaining proactive and strategic HR systems and processes across the rest of the organisation

2

SOP supports schools to recruit and retain high quality staff

PLANNING:

- SOP understands due processes for the recruitment of WCED and SGB school staff
- SOP identifies networks through which skilled SGB and WCED candidates can be sourced
- SOP works effectively with the school leadership and SGB to audit school-level recruitment and retention processes

EXECUTION:

- SOP ensures the school has sophisticated, fair and transparent processes for recruitment and selection of talented, skilled and aligned staff, using assessment methodology that is reliable and accurate in assessing for potential
- SOP works effectively with the SGB and WCED to make appointments
- SOP actively develops the SGB and school leadership in best practice recruitment
- SOP supports the Principal to monitor staff culture and staff satisfaction
- SOP actively develops networks to find aligned and skilled candidates. Its approach to recruitment is strategically linked with its communications and brand building

SCALE:

- School turnover of quality staff is low
- School recruitment processes attract highest quality candidates
- School assessment processes reliably deliver top candidates
- SOP leverages the benefits of the network to recruit from within, retaining staff within the network
- Schools within the network take an increasing responsibility for their own recruitment
- SOP uses the benefits of scale to provide centralised expertise and resources to schools

3

SOP supports schools to have efficient HR systems that ensure staff are paid and well cared for

PLANNING:

- SOP develops a suite of well-designed, flexible & accountable HR policies compliant with and aligned to the BCEA, LRA, EEA, SD, SDL, COID, OH&S, SASA, EOEa and any additional Collaboration School/WCED requirements
- SOP identifies appropriate HR payroll systems, retirement funding, medical aid systems and providers for SGB staff
- SOP assists the SGB to register as employer with SARS and the Dept. of Labour and is fully compliant with LRA, BCEA, SDL and COID Acts
- SOP has identified required training and support for application of policies by school staff and SGB
- SOP understands the various conditions of service and benefits WCED and SGB staff can access from WCED respectively, either directly or through financial & HR protocols on recovery of expenditure

EXECUTION:

- SOP supports the school to implement legally compliant, efficient and effective HR systems and processes, including contracting, time & leave management, payroll and benefits, and filing of SGB staff records
- SOP ensures the SGB adopts policies to be applied to SGB and, where appropriate, WCED staff
- SOP reviews policies frequently to ensure that they continue to meet the changing needs of the SOP and schools
- SOP ensures that the school leadership are trained and supported in enacting these policies
- SOP undertakes regular checks to ensure HR legal compliance at school level, providing SGB with six-monthly updates
- SOP builds good relationships with relevant WCED staff to ensure Collaboration School staff can access applicable benefits
- SOP has a compliance checklist and HR risk management register templates for schools

SCALE:

- SOP leverages the benefits of the network to share best practice across schools
- Schools within the network take an increasing responsibility for their own recruitment
- SOP uses the benefits of scale to provide centralised expertise and resources to schools
- SOP ensures that the school risk register is actively monitored with appropriate interventions

4

SOP supports schools so that staff know and perform their roles to the best of their ability

PLANNING:

- SOP understands the intricacies, dynamics and risks associated with performance management and staff accountability within the WCED system
- SOP develops a strategic approach to support and challenge for WCED and SGB staff
- SOP has draft standard employment contracts compliant with relevant legislation including the LRA, EEA, COID, SDL, OHSa and BCEA
- SOP has clear picture of current performance management and professional development processes in place at school level, alongside capacity gaps and training needs
- SOP has expertise, or can draw upon it, in handling school staff contracts, performance management and dismissal procedures

EXECUTION:

- SOP supports the school to ensure newly appointed staff undergo a thorough induction programme
- SOP supports the school leadership to embed a culture of high accountability in the school
- SOP supports the school to implement time, attendance and leave management processes and systems at school level
- SOP actively ensures that line-managers are competent and confident in their roles
- SOP supports the school to embed active performance management that ensures a high degree of accountability and enables them to resolve performance issues speedily
- SOP supports the school to create developmental plans for all staff that ensure they are fully equipped with the skills and knowledge required for their positions
- SOP and school leadership work are pro-active in their engagements with the WCED regarding performance management

SCALE:

- School staff operate under high levels of accountability
- School staff are well supported and developed, leveraging the scale the network to increase the professional development on offer
- School staff attendance and punctuality are exemplary
- SOP leverages the benefits of the network to share best practice across schools
- Schools within the network take an increasing responsibility for support and challenge
- SOP ensures supporting systems are geared towards multiple employers



Inner Ring: *School Improvement Functions*

School Infrastructure

1

SOP ensures school facilities, buildings and environments are well maintained, safe, and support effective learning

PLANNING:

- SOP is able to draw upon expertise in determining school infrastructure requirements
- SOP conducts school transition audits (including but not limited to):
 - security
 - premises and grounds
 - safeguarding
 - inventory
 - hygiene
 - existing contractual arrangements
- SOP develops strategies to create school environments that are safe and conducive to learning, as well as bring buildings and infrastructure to a place of compliance and excellence
- SOP develops a strategy and action plan to maintain highest standards of school infrastructure

EXECUTION:

- SOP supports the Principal to ensure:
 - school premises are secure and safe
 - buildings and classrooms are fit for purpose and meet safety regulations
 - buildings and infrastructure of school are able to support learning effectively
 - contracts are risk managed and where necessary mitigated

SCALE:

- SOP develops long term (10 year) maintenance plan with budget and funding requirements to adequately provide for the future upkeep of school infrastructure
- SOP develops a 'projects team' to affect school infrastructure readiness and maintenance across multiple schools

2

SOP ensures a well-organised, well-maintained IT infrastructure that enables schools to operate efficiently and effectively, and supporting effective learning

PLANNING:

- SOP conducts IT Infrastructure audit and drafts IT infrastructure action plan in line with the educational strategy

EXECUTION:

- SOP supports the Principal to oversee the management and maintenance of school IT infrastructure
- SOP provides for training and resources to school personnel to fully utilise and make use of the IT infrastructure
- Where relevant, SOP works effectively with the WCED to ensure IT infrastructure is provided and maintained

SCALE:

- SOP monitors and updates its IT infrastructure strategy in line with new technology and needs of school and students
- SOP develops systems to deliver on new IT infrastructure in new schools in future



Inner Ring: *School Improvement Functions*
School Data Management

1

SOP supports schools to efficiently collect, and securely store, valid and reliable data relevant to its operations

PLANNING:

- SOP has a data management system with capacity to store, process and analyse necessary school level data
- SOP effectively negotiates access to relevant school level data
- SOP has appropriate confidentiality policies in place with the school
- SOP is aware of any gaps between desired level of data storage, collection, validity and reliability and current practice at school level

EXECUTION:

- SOP supports the school in developing their own effective and efficient data and filing systems
- The SOP actively supports the school to meet data deadlines
- SOP is actively monitoring the efficacy of school data management systems
- There is minimal duplication or repetition of effort in data collection
- SOP has systems in place to ensure the validity and reliability of collected data
- SOP and school staff can easily access both files and data when they need it, from any location

SCALE:

- Schools are effective and efficient in their data collection and management
- SOP effectively plans for scale by ensuring efficiencies in data collection across multiple schools
- Data collection processes are standardised across the network
- SOP supports schools to mitigate for hardware and software redundancy, keeping systems up to date so that they remain relevant and accessible

2

SOP supports schools to analyse and present data in a manner that makes it easy to evaluate and make key school improvement decisions

PLANNING:

- SOP has suitable software for data analysis
- SOP understands the importance of clarity in data analysis
- SOP can draw on suitable expertise in the analysis and presentation of data
- SOP has scheduled key data analysis points in the year
- SOP planning draws on clear and concise data analysis

EXECUTION:

- SOP regularly uses analysed data with school leaders
- SOP has identified and is supporting a school level lead on data and analysis
- SOP actively trains school leaders on data analysis and evaluation
- SOP supports school leaders to set targets from data
- SOP supports the school to ensure that data analysis is used to inform useful developmental and performance management conversations

SCALE:

- School leaders use data to inform key school improvement decisions
- School leaders are effectively supporting teachers to regularly use data to inform lesson planning
- SOP shares best practice across schools



Inner Ring: *School Improvement Functions*

School Relationships and Communications

1

SOP supports schools to communicate effectively and strategically *internally*, building impactful relationships

PLANNING:

- SOP has carried out an audit of school communications and understands the existing processes, schedules of meetings, and calendars
- SOP understands the relationship dynamics within the school

EXECUTION:

- SOP supports the school to develop a school calendar with fixed events
- SOP supports school leaders to ensure communications (face to face and electronic) are timely, clear and concise
- SOP supports school leaders to achieve staff buy-in for key school improvement changes
- SOP ensures school leaders have had training in change management

SCALE:

- School staff are informed, aligned and cohesive
- School leaders are adept at managing and leading internal change
- SOP ensures lessons learned and best practice are shared across schools

2

SOP supports schools to communicate effectively and strategically *externally*, building impactful relationships with key stakeholders

PLANNING:

- SOP has carried out an audit of external communications and understands the existing systems, processes and schedules of events
- SOP understands the relationship dynamics between the school, the community, and the WCED
- SOP has established a strategy for supporting the school leadership to engage with external stakeholders

EXECUTION:

- SOP supports the school to build strong strategic relationships with:
 - parents and the community
 - District and circuit officials
 - neighbouring schools
 - other schools in the network
- SOP supports the school to ensure that external reporting (WCED, funder, others) is timely, clear and concise
- SOP supports the school to ensure that learner progress and attainment is shared with parents in a timely, clear and concise manner

SCALE:

- SOP supports school leaders to share best practice across the network
- SOP supports schools by centralising and standardising communications where beneficial
- SOP supports schools to become actively involved in the wider education eco-system
- SOP supports successful school leaders to become thought-leaders in the wider education eco-system



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Legal compliance checklist:

SOP is formally established as a legal entity and meets all statutory requirements, including necessary certifications, registrations and organisational constitution:

School operators must ensure that they have:

- A trust deed and/or NPO certificate and/or NPC equivalent
- Registered as a PBO with Section 18a tax exemption status
- An organisational constitution
- SARS documentation: tax clearance certificates, tax numbers and histories (where relevant)
- Official bank documentation; bank letter confirming business account
- Current list of board members, ID docs and contacts
- Registered Directors with SIPRO
- Been signed off at the Court of Justice (if you are a trust)

HR acronyms:

BCEA	Basic Conditions of Employment Act 75 of 1997
COID	Compensation for Occupational Injuries and Diseases Act 130 of 1993
EEA	Employment Equity Act 55 of 1998
EOEA	Employment of Educator Act 76 of 1998
LRA	Labour Relations Act 66 of 1995
OH&S	Occupational Health and Safety Act 85 of 1993
SARS	South African Revenue Services
SASA	South African Schools Act 84 of 1996
SD	Skills Development Act 97 of 1998
SDL	Sills Development Levy Act