



WE ARE HIRING

VACANCIES

2026 (TERM 4) OR 2027 (TERM 1)



WBHS seeks to extend our support to both learners and staff, by appointing a suitably qualified and experienced:

- **SCHOOL PSYCHOLOGIST, and**
- **TEACHER MENTOR**

Find attached the job descriptions including working hours for both vacancies.
The successful applicants must have a proven track record.

Closing Date for applications: Thursday, 13 August 2026 at 1pm.
CV and supporting documents must be submitted by email to vacancy@wbhs.co.za
Only shortlisted Candidates will be contacted.
The school reserves the right not to make an appointment.





SCHOOL PSYCHOLOGIST



Westville Boys' High School has an exciting position available for a suitably qualified School Psychologist to play a leading role within the broader pastoral care and support structures.

The starting date of the appointment may vary, subject to the availability of the preferred candidate, but would ideally be during 2026 (or early 2027).

This is a multifaceted role requiring experience in the psychotherapeutic/counselling intervention, psychoeducational intervention, oversight of psychoeducational assessments and case management, including learning support, accommodation/concession applications and engaging with stakeholders in a school environment to facilitate learner support.

Roles and responsibilities:

(The job description includes but is not limited to the following areas of responsibility):

- Manage and oversee the School Based Support team: Participate in a collaborative manner with the academic support programmes within the school. As a member of the School Based Support Team this entails supporting staff, case managing students, ensuring support is adequate and assessing further need for intervention. Providing group and individual intervention where appropriate and liaising with external professionals to ensure students' and staff needs are being met.
- Have knowledge and awareness of multiple methodologies/frameworks to address students' mental and academic wellbeing.
- Provide counselling and crisis management to students and staff in a short-term therapeutic framework. Develop a trusted referral network for students & staff who require referral for long-term therapeutic intervention.
- Develop case management policies and procedures to collaborate with parents, external professionals and teachers to ensure optimal intervention for students within best practice ethical frameworks. Manage the implementation of these policies.
- Manage the examination of accommodation/concession applications: identifying students who qualify for accommodation/concession, case manage the application/concession process, and where applicable oversee the psychoeducational assessment and follow up on interventions which support the student. Provide feedback to staff regarding student's accommodations/concessions and the need for these accommodations/concessions.
- Oversight of external psychoeducational assessments of students as required. Be familiar with assessment tools required to complete a full psychoeducational assessment with students from Grade 8 to 12.
- Facilitate training and CPD sessions for teachers and other staff members with a view to developing, inter alia, mental health awareness and prevention programs, solution focused practice when engaging with students learning support, ethical practice with a view to addressing the best interest of each student.





SCHOOL PSYCHOLOGIST



The individual would have excellent organisational, interpersonal communication and administrative skills. Additionally, the successful applicant will be someone who is seeking to be a member of a collaborative team, and who engages not only in the support of students, but who actively participates in school life.

Qualifications:

- Registered Psychologist
- Masters preferred
- Experience working with students within a school setting or students of equivalent age to high school setting.
- Registration with HPCSA, CPD compliant.

Working Hours:

WBHS is open to a discussion pertaining to working hours.

All applications must include:

- Detailed Curriculum Vitae
- Covering letter
- Names and contact details of at least two references
- Proof of HPCSA registration
- Recent payslip and/or salary expectation



TEACHER MENTOR

OVERVIEW OF ROLE:

The mentor to teachers is responsible for supporting, guiding and developing teachers who are:

- novice (early in their careers), and
- newly appointed

to ensure effective classroom practice, professional growth and alignment with policies/standards of the school. The role aims to improve teacher confidence, teaching quality, learner engagement, learner outcomes and retention of teachers through structured mentorship.

The teacher mentor reports to the Headmaster and/or Deputy Headmaster (Academics).

KEY RESPONSIBILITIES

INDUCTION AND COMPLIANCE SUPPORT:

- Assist with induction of teachers.
- Support teachers in understanding: School policies and procedures, Code of Professional Ethics (SACE), Performance management processes (QMS).
- Ensure alignment with professional teaching standards.

MENTORSHIP AND PROFESSIONAL DEVELOPMENT:

- Provide structured one-on-one and group mentoring to teachers.
- Support teachers with developing professional classroom practice.
- Assist teachers with effective classroom management strategies, lesson planning, learner support and professional expectations.
- Offer emotional and professional support during the adjustment period by being a role model and sounding board.

TEACHING AND CURRICULUM SUPPORT:

- Ensure that teachers are keeping pace with curriculum coverage to avoid any challenges for common grade assessments and examinations.
- Guide teachers with record-keeping, reporting processes and procedures.
- Share best practices in learner engagement, learner-centered methodologies and inclusive education.



TEACHER MENTOR

OBSERVATION, FEEDBACK AND COACHING:

- Conduct classroom visits in a supportive and developmental manner.
- Provide constructive, evidence-based feedback focused on professional growth and improvement.
- Make teachers aware of their areas of strength and good practices.
- Encourage them to use these to their advantage in lesson delivery.
- Model effective teaching strategies, classroom routines and assessment practices.
- Support reflective practice through professional discussions and mentoring sessions.
- Foster continuous improvement.

PROFESSIONAL DEVELOPMENT:

- Identify professional development needs of teachers.
- Facilitate or coordinate workshops or peer learning sessions.
- Encourage teachers to develop their own growth plan and to participate in CPTD activities.
- Promote life-long learning and professional accountability.

COLLABORATION AND REPORTING:

- Work collaboratively with Departmental Heads and School Management Team (SMT) in developing teachers.
- Maintain records of mentoring activities, progress and challenges.
- Provide feedback reports to school management on the development of teachers.
- Maintain the integrity of the process by ensuring that reports and feedback are kept confidential.
- Contribute to a positive and supportive school culture.

The role and responsibilities of the teacher mentor are not limited to the above key responsibilities.

KEY PERFORMANCE INDICATORS:

- Improvement in novice teacher confidence, competence and retention.
- Successful induction, retention and professional growth of new teachers.
- Positive feedback from teachers and SMT.
- Contribution to improvement of overall school performance and professional culture.

QUALIFICATIONS:

- Recognised teaching qualification.
- Full SACE registration.
- Successful FET teaching experience.
- Proven track record of effective teaching and learner achievement.
- Prior experience in mentoring, coaching or staff development.



TEACHER MENTOR

SKILLS AND COMPETENCIES:

- Strong interpersonal and excellent communication skills.
- Ability to build trust and professional relationships.
- Coaching and mentoring skills.
- Sound knowledge of CAPS and assessment practices.
- Classroom observation and feedback skills.
- Problem-solving and conflict-resolution abilities.
- Organisational and time-management skills
- Empathy, professionalism and cultural sensitivity.

PERSONAL ATTRIBUTES:

- Patient, approachable and supportive.
- Professional integrity and ethical conduct.
- Reflective practitioner and role model with a growth mindset
- Commitment to teacher development and learner success.
- Ability to maintain confidentiality and professionalism.

WORKING HOURS:

WBHS is open to a discussion pertaining to working hours we do however require a team member that is available to support staff on a daily basis.

ALL APPLICATIONS MUST INCLUDE:

- Detailed Curriculum Vitae
- Covering letter
- Name and contact details of at least two references
- Recent payslip and/or salary expectation

