

**NATIONAL SCHOOL OF GOVERNMENT**

*The National School of Government (The NSG) contributes to the building of an effective, capable and professional public service through the provision of relevant, mandatory and non-mandatory training programmes.*



- APPLICATIONS** : Applications can be submitted using the link provided, should you submit your application and CVs to the incorrect link it will be regarded as lost and will not be considered.
- FOR ATTENTION** : And Enquiries: Kindly contact Mr Mpho Mugodo Tel No: (012) 441 6017 or Mr Thabo Ngwenya Tel No: (012) 441-6108.
- CLOSING DATE** : 22 May 2026
- NOTE** : Suitably qualified, dynamic, passionate, and experienced persons are invited to apply for the vacant permanent positions. Applicants are requested to visit the NSG website at [www.thensg.gov.za](http://www.thensg.gov.za) or [www.dpsa.gov.za](http://www.dpsa.gov.za) for information on the requirements and duties of the position. Applications must consist of: A fully completed and signed new Z83 form with a comprehensive CV containing contactable references. Use of the old Z83 Form will result in disqualification. Candidates should not attach certified documents to the application. Only shortlisted candidates will be required to submit certified documents on or before the day of the interview. The relevant reference number must be written on the application form. Foreign qualifications must be accompanied by an evaluation certificate from the South African Qualification Authority (SAQA). All shortlisted candidates, including SMS, shall undertake two pre-entry assessments. One will be a practical exercise to determine a candidate's suitability based on the post's technical and generic requirements and the other must be an integrity (ethical conduct) assessment. All appointments are subject to personnel suitability checks such as security vetting, citizen verification, financial records check, and qualifications verifications. Applications that do not comply with the above-mentioned requirements as well as applications that are received late, will not be considered. The selection process of the SMS post will be in line with the Senior Management Service requirements. The successful candidate will be expected to sign a performance agreement within three months from the date of assumption of duties and where applicable to disclose particulars of all registrable financial interests within a month. The employment decision shall be informed by the Employment Equity Plan of the Department to achieve its employment equity targets. It is the Department's intention to promote equity (race, gender, and disability) through the filling of this post. The NSG reserves the right not to make an appointment and to use other recruitment processes. Correspondence will be limited to shortlisted candidates only. Successful completion of the Senior Management Pre-Entry Programme (Nyukela) is required for appointment of the SMS posts. Enrolment for the course should be made on the NSG's website at <https://www.thensg.gov.za/trainingcourse/sms-pre-entry-programme>.

**MANAGEMENT ECHELON**

- POST 15/44** : **CHIEF DIRECTOR: CURRICULUM SUPPORT AND TRAINER PROFESSIONALISATION REF NO: NSG 10/2026**  
Job Purpose: To lead the institution -wide curriculum support and ETD practitioner Professionalisation functions, positioning the National School of Government as a credible, innovative, and quality-driven education and training provider, constitutional values, public sector capability requirements, and the higher education and skills development mandate of the institution.
- SALARY** : R1 494 900 per annum (Level 14), an inclusive remuneration package
- CENTRE** : Pretoria
- REQUIREMENTS** : A minimum bachelor's degree or equivalent (NQF level 7) in curriculum development, instructional design, education, capacity development, or a related field. A post-graduate qualification (NQF level 9 or 10) will be an added advantage, particularly given the higher education mandate. Registration with a relevant professional body will also be an advantage. The successful applicant will be subjected to security vetting at an appropriate clearance level for senior managers. Experience: Extensive proven and relevant experience of which five (5) years must be at a senior managerial level, in education, training,

or public sector capacity building. Proven experience in: Curriculum development and accreditation processes (CHE/QCTO/SAQA). Leading large-scale education or professionalisation programmes. Managing multidisciplinary teams and budgets. Stakeholder engagement at the executive level (government, academia, international bodies). Demonstrated experience in driving innovation in learning and digital education. Experience in applied research, publication, or policy development will be an added advantage. Knowledge Higher education and skills development frameworks, including CHE, QCTO, SAQA, and NQF requirements. Curriculum design, instructional design models, and outcomes-based education principles. Quality assurance systems and accreditation processes in higher education and occupational qualifications. Knowledge and understanding of the Constitution of the Republic of South Africa and public sector legislation (including the Public Service Act, Public Administration Management Act, Municipal Systems Act, Municipal Structures Act, Skills Development Act, Public Finance Management Act, Municipal Finance Management Act, National Qualifications Framework, Higher Education and Training Act, Further Education and Training Act). ETD practitioner professionalisation frameworks, standards, and competency models. Public sector governance, administration, and policy environment. Digital learning ecosystems, e-learning platforms, and emerging EdTech trends. Research methodologies, knowledge management, and policy development in public education sectors. Financial management, budgeting, and MTEF processes within government. Change management, organisational development, and institutional transformation. Skills Curriculum architecture design for multi-course blended programmes. Advanced design and management of complex simulations and action learning. Strategic selection and procurement of new learning technologies. Learning analytics by linking data from other systems (e.g. LMS). Change management to drive adoption of new learning technologies and methods. Mentoring and leadership of instructional design teams. High level of integrity and ethical conduct. Intellectual leadership and credibility in the education and public sector space. Results-driven with a strong sense of accountability. Innovative and forward-thinking mindset. Strong interpersonal and influencing ability. Resilience and ability to operate under pressure. Commitment to public service values and transformation. Attention to detail balanced with strategic perspective. Proven advanced writing, proofreading, and editing skills. Good conflict management skills. Public presentation & engagements. Advanced computer skills in MS Office Suite and Adobe. Competencies: Must be able to initiate and support organisational transformation and change to successfully implement new initiatives and deliver on service delivery commitments. Must be able to promote the generation and sharing of knowledge and learning to enhance the collective knowledge of the organisation. Must be able to explore and implement new ways of delivering services that contribute to improving organisational processes to achieve organisational goals. Must be able to systematically identify, analyse, and resolve existing and anticipated problems to reach optimum solutions in a timely manner. Must be able to manage and encourage people, optimise their outputs, and effectively manage relationships in order to achieve organisational goals. Must be willing and able to deliver services effectively and efficiently to put the spirit of customer service (Batho Pele) into practice. Must be able to exchange information and ideas in a clear and concise manner appropriate for the audience to explain, persuade, convince, and influence others to achieve the desired outcomes. Must be able to display and build the highest standards of ethical and moral conduct to promote confidence and trust in the Public Service. Personal Attributes: Participate in professional development growth activities for maintaining professional knowledge and staying current with curricular trends. Ability to multi-task and organise, prioritise and follow multiple projects and tasks through to completion with attention to detail. Ability to work independently while contributing to a team environment. Ability to analyse problems, identify solutions, take appropriate action, and resolve conflicts using independent judgment and decision-making. Ability to establish and maintain effective working relationships with management, employees, stakeholders, and the public. Integrity and honesty, detail-oriented, creative and innovative, ability to work under pressure. Domestic and international travel and extended work hours when required. Preference will be given to African Males, Youth, African and Coloured Males and people with disability in accordance with our employment equity requirements.

**DUTIES**

: The incumbent will be responsible for the following Key Results Areas: Develop, review, and implement curriculum policies, norms, standards, and

institutional curriculum frameworks aligned with national priorities and organisational strategy. Lead the design and implementation of a comprehensive ETD practitioner professionalisation framework, including competency standards, learning pathways, and continuous professionals' development programmes. Oversee the incorporation of Africanised and decolonised perspectives through a formal curriculum transformation plan incorporating inclusivity, citizen-centered service delivery, and social justice principles to enhance cultural relevance and responsiveness to the public sector needs. Oversee the planning and development and management of qualification and programme pipelines aligned to NQF level descriptors and institutional priorities. Integrate digital learning strategies and innovation frameworks into curriculum planning and delivery. Lead and manage the design, development, review, and continuous improvement of accredited and non-accredited programmes. Develop and implement standardised curriculum development methodologies, tools, and templates. Support other units to maintain quality assurance systems, including moderation, peer review, and continuous improvement processes. Lead the development of modular, stackable, and credit-bearing programmes including micro-credentials and Recognition of Prior Learning (RPL). Facilitate the integration of digital learning technologies and innovative instructional methodologies into programme delivery. Ensure alignment between curriculum architecture, accreditation requirements, learner pathways, and institutional strategy. Implement rigorous quality assurance mechanisms including accreditation, moderation, peer review, continuous improvement, and impact evaluation to ensure curriculum relevance, effectiveness, and compliance with accreditation standards across accredited and non-accredited programmes. Integrate cutting edge educational technologies and diverse instructional methodologies within a coherent digital learning ecosystem, informed by learning analytics and emerging EdTech trends to enhance accessibility and learner impact. Contribute towards programme effectiveness, including learner performance, impact, and continuous improvement interventions. Conduct benchmarking exercises to align programmes with national and international best practices. Identify, establish, and manage strategic partnerships with government institutions, higher education institutions, SETAs, and international organisations. Design and implement capacity-building and continuous professional development initiatives for ETD practitioners. Provide advice and support to public sector institutions on curriculum development and professionalisation. Plan and facilitate knowledge-sharing platforms, including workshops, seminars, and communities of practice. Identify and secure funding opportunities, partnerships, and sponsorships to support curriculum and professionalisation initiatives. Design and tailor programme offerings to meet the needs of diverse learner groups. Facilitate collaboration and coordination with internal units and external stakeholders to strengthen curriculum and professionalisation initiatives. Provide secretariat and technical support to academic, curriculum and Professionalisation governance structure including the preparation of reports, submissions and compliance documentation. Establish, chair, and manage interdepartmental and intergovernmental forums, higher education institutions, Setas, professional bodies and international organisation to support curriculum development, Professionalisation, accreditation and research initiatives. Initiate and manage collaborative programmes with local and international institutions. Represent the institution at national and international platforms, forums and conferences, providing intellectual and Professionalisation leadership in public-sector education and training. Develop and maintain partnerships to support curriculum and professional development.

**ENQUIRIES**  
**APPLICATIONS**

: Mpho Mugodo Tel No: (012) 441 6017  
 : Apply Online Via This Link: [APPLICATION FOR EMPLOYMENT CD: CURRICULUM SUPPORT & TRAINER PROFESSION, NSG: 10/2026. – Fill out form](#)

**POST 15/45**

: **DIRECTOR: CURRICULUM SUPPORT REF NO: NSG 11/2026**  
 Job Purpose: To provide curriculum support by enhancing the teaching and learning process through the provision of necessary tools and assistance for the NSG to effectively implement the ETD interventions.

**SALARY**  
**CENTRE**

: R1 266 714 per annum (Level 13), an inclusive remuneration package  
 : Pretoria

## **REQUIREMENTS**

: Applicants must be in possession of a tertiary qualification (NQF level 7) in Curriculum Development and Instructional Design, and teaching, especially in areas of politics and economic governance. Masters or post-graduate qualification in curriculum development and instructional design and experience in teaching Public Affairs will be an added advantage. The job holder will be subjected to a security vetting process, the clearance level of which will be determined. Successful completion of the Senior Management Pre-Entry Programme (Nyukela). Experience Five 5 years of experience at a middle/senior managerial level. Knowledge: Knowledge of and experience in Curriculum Instructional Design for blended, virtual and face to face modes of delivery. Knowledge of decolonizing, transformational and participatory pedagogies. Knowledge and understanding of the Constitution, Public Service Legislation including Skills Development Act, PFMA, MFMA and Treasury regulations. Knowledge of SAQA processes, NQF Act, 2019 and accreditation processes. A good theoretical and practical knowledge of best practice and cutting-edge curriculum and materials design. Knowledge and experience of integrating inclusivity issues in management functions. Knowledge of emotional intelligence theory and application thereof in curriculum and pedagogy. Knowledge of a range of methodologies for learning and development. Good understanding of the Project management cycle, methodologies, and tools. Knowledge of the Batho-Pele principles and their importance in the implementation of public services. Competencies: Proven advanced writing skills, proofreading, editing and overwriting skills. Instructional design skills for blended, virtual and face to face courses. Proven advanced statistical, analytical and research skills. Advanced project management skills. Communication and liaison skills to work with different stakeholders, both internal, external to the public service and internationally. Digital skills to work in digital environments with digital systems, management and reporting tools. Advanced relevant computer skills in the design and development of ETD materials. Personal Attributes: Participate in professional development growth activities for maintaining professional knowledge and staying current with finance trends. Ability to multi-task and organize, prioritize, and follow multiple projects and tasks through to completion with attention to detail. Ability to work independently while contributing to a team environment. Ability to analyze problems, identify solutions and take appropriate action, resolve conflicts using independent judgment and decision-making processes. Ability to establish and maintain effective working relationships with management, employees, stakeholders and the public. Integrity and honesty; detail-oriented; creative and innovative; ability to work under pressure. Travel and work extended hours.

## **DUTIES**

: The incumbent will be responsible for the following Key Results Areas: Research and collate relevant content to inform NSG curriculum and ensure its alignment with Constitutional Values and Principals and the objectives of the National Framework towards the Professionalisation of the Public Sector. Design and develop compelling course content based on applicable international and national standards and policy to mediate capacity building towards capable public servants. Write learning materials for face-to-face as well as for eLearning delivery. Determine the appropriate instructional methodologies for face-to-face and online delivery. Utilize multimedia resources to enhance learning effectiveness. Collaborate with international programmes and initiatives to incorporate international and global perspectives into the curriculum. Ensure that the course materials and activities comply with legal and ethical standards, including copyright and intellectual property rights. Examine the course content, teaching materials, and resources to ensure they are up-to-date and relevant. Implement a structured review and approval workflow for curriculum changes to maintain consistency and quality. Review data related to student performance as well as evaluation reports to identify trends and areas for improvement. Design course content and materials cognisant of principles and values of inclusivity and social justice. Interpret macro policies to translate into learning content and segments. Provide guidance and advice to curriculum developers on the interpretation of government policy to develop learning content. Write clear, concise, and comprehensive policy documents outlining objectives, strategies, guidelines, and procedures for implementation. Compose and write scholarly articles and position papers to influence NSG's curriculum content. Develop and implement NSG curriculum design and delivery policy in line with the objectives of the National Framework towards the Professionalisation of the public service. Establish a system for ongoing policy monitoring to inform NSG curriculum content and development processes. Assess the curriculum's compliance with

external accreditation, regulatory, and Total Quality Management System (TQMS) standards. Communicate TQMS policies and quality standards to all relevant stakeholders to ensure a shared understanding. Implement a structured review and approval workflow for curriculum changes to maintain consistency and quality. Navigate the policy landscape to build capacity in the development team for policy interpretation in the learning content. Identify the specific needs and goals of learners and facilitators to tailor the curriculum learning pathways. Define the educational goals and outcomes that the learning pathways are intended to achieve. Evaluate the quality, credibility and relevance of NSG's courses towards structuring learning pathways. Organize learning content into a logical sequence to progress from foundation to advanced competency levels. Curate the learning pathways into manageable learning units. Provide specifications for the institutional Learner Management System (LMS) to enable the implementation of skills programmes, short learning programmes and qualifications. Ensure that the learning pathways accommodate the diverse learning needs and professional progression needs of the NSG's target audiences. Ensure that all materials and activities are accessible to a diverse range of learners and address any accessibility and inclusivity concerns. Establish quality control measures to ensure that the courses and materials within the pathway are up-to-date and of high quality. Update and improve the learning pathway based on feedback, changes in the field, and evolving educational goals. Collaborate with Faculties and Technical support services to ensure that trends and gaps are addressed in the learning content. Liaise with quality assurance and accreditation to ensure consistency with quality standards and accreditation requirements. Present reviewed courses to Quality Assurance (QA) meetings. Provide the materials developers with feedback from stakeholder consultations. Implement QA recommendations. Report on QA recommendations and reports for implementation. Foster a collaborative relationship with internal and external faculty to incorporate inputs into the learning content and ensure continuous improvement of learning material. Facilitate internal working sessions on the latest effective teaching, facilitation methods and curriculum innovations. Explore in collaboration with eLearning Unit innovative tools and platforms to enhance online learner experiences. Review the technology tools, and online resources used in the course to ensure they remain current, relevant, and effective. Curate and update digital content and resources to keep them current and relevant. Apply principles of instructional design to create engaging and effective online learning experiences. Implement quality control measures to maintain the integrity and effectiveness of online courses and materials. Evaluate the effectiveness of the eLearning curriculum, make necessary adjustments, and stay current with evolving eLearning trends and technologies. Establish and manage public and private sector networks and multi-sector relationships relevant to the subject matter area located within the bands. Manage cross-functional projects to advance capacity development support initiatives. Participate in capacity development interventions, including facilitation of offerings, publications and presentation of papers. Identify potential risks in the curriculum design and delivery process and develop mitigation strategies. Management of people and resources.

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