

**Teacher Policies  
For  
Sierra Leone**



Teacher Registration &  
Licensing Policy

Teacher Management  
Policy

Policy on Teacher-Employer  
Relations

Teacher Development and  
Performance Policy

**Better Teachers  
Stronger Nation**

**Comprehensive and Harmonized National Teacher Policies**

## **Teacher Management Policy for Sierra Leone**

**Prepared by the Teaching Service Commission (TSC)**

*Citation: The Regulations and principles of action outlined in this policy may be cited as "The National Policy on Teacher Management – TSC 2020".*

**(Approved by Cabinet in July 2020)**

**1. Introduction****The Background, Purpose, and Scope of Teacher Policies**

Teacher policies are the regulations and principles of action that shape and constrain who teachers are and what they do at the level of schools and in the education system. The Teaching Service Commission (TSC) shall use teacher policies to shape the teaching force, enhance the quality of teacher performance, and guide what teachers do in the best interest of learners. As such the TSC has prepared a comprehensive set of teacher policies in line with its mandate (under the TSC Act of 2011) to “**consider all matters pertaining to teacher management and the improvement of the professional status and wellbeing of teachers**”. The policies were developed by national and international experts, in full consultation with stakeholders. Teacher policies provide clarity and guidance on matters pertaining to the work and well-being teachers. Policies ensure transparency, equity, and fairness in applying rules and regulations on what teachers do as professionals; how teachers are treated in the school system; the rights, responsibilities and expectations of teachers; and how the teaching force is regulated and governed. So, teachers can also use these policies to advance their careers, pursue professional development, and secure their rights as employees.

How the TSC Intends to Use Teacher Policies	How Teachers can Use Teacher Policies	
<p>To attract qualified young people (especially females) into teaching as a life-long profession.</p> <p><i>To modernize teaching and increase the percentage of qualified teachers in the system.</i></p> <p>To retain competent teachers in the service.</p> <p><i>To build a streamlined, effective and efficient teaching force managed with modern technology</i></p> <p>To be transparent, consistent, and equitable in the treatment of potential and serving teachers</p> <p><i>To assign qualified and experienced teachers equitably across all districts and school levels.</i></p> <p>To enhance teacher management through electronic registration, digitization of records, and inclusion of teachers’ email and phone contacts; NASSIT number; and pin codes; as well as contacts of all signatories</p>	<p><i>To provide TSC with their personal details as the basis for all communications (mobile phone and email)</i></p> <p>Teachers with Pin Code and existing appointment should send email for TSC to <a href="mailto:teachers@tsc.gov.sl">teachers@tsc.gov.sl</a> with reference “<b>Pin Code + Subject of Query + Date (YYYY-MM-DD)</b>”.</p> <p>Teachers applying for position should send emails for the TSC to <a href="mailto:applications@tsc.gov.sl">applications@tsc.gov.sl</a> with reference “<b>Vacancy Reference + Application Number + Date (YYYY-MM-DD)</b>”.</p> <p>New applicants for registration/licensing should send emails for TSC to <a href="mailto:registration@tsc.gov.sl">registration@tsc.gov.sl</a> with reference “<b>New Registration Application + Date (YYYY-MM-DD)</b>”.</p> <p><b>All emails to TSC must be copied to the relevant district office head as shown on the right column.</b></p>	<p><a href="mailto:DistrictHead.Bo@tsc.gov.sl">DistrictHead.Bo@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Bombali@tsc.gov.sl">DistrictHead.Bombali@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Bonthe@tsc.gov.sl">DistrictHead.Bonthe@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Falaba@tsc.gov.sl">DistrictHead.Falaba@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Kailahun@tsc.gov.sl">DistrictHead.Kailahun@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Kambia@tsc.gov.sl">DistrictHead.Kambia@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Karine@tsc.gov.sl">DistrictHead.Karine@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Kenema@tsc.gov.sl">DistrictHead.Kenema@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Koinadugu@tsc.gov.sl">DistrictHead.Koinadugu@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Kono@tsc.gov.sl">DistrictHead.Kono@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Moyamba@tsc.gov.sl">DistrictHead.Moyamba@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.PortLoko@tsc.gov.sl">DistrictHead.PortLoko@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Pujehun@tsc.gov.sl">DistrictHead.Pujehun@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.Tonkolili@tsc.gov.sl">DistrictHead.Tonkolili@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.WesternRural@tsc.gov.sl">DistrictHead.WesternRural@tsc.gov.sl</a></p> <p><a href="mailto:DistrictHead.WesternUrban@tsc.gov.sl">DistrictHead.WesternUrban@tsc.gov.sl</a></p>

**2. Teacher Management Guidelines | Brief Overview of Teacher Management Issues**

Teacher management is a central part of the mandate of the TSC and it concerns the overall rules and regulations that govern the process of becoming a teacher, enhancing professional competencies, and progressing in teaching as a lifelong career. The TSC has therefore outlined a comprehensive policy and broad framework to deal with the following issues that concern teacher management:

- (a) **Initial Recruitment & Re-Employment**- this relates to the employment of new teachers into the teaching service.
- (b) **Deployment (Assignment & Transfer)** – This concerns the process of allocating/assigning teachers to duty stations.
- (c) **Leave (Sick, Holiday, Annual, Study, Urgent Personal)** – These relate to some of the Basic Conditions of Service
- (d) **Teacher Assessment (Promotion & Development)** - Promotion involves the upward revision of a teacher’s grade of employment, which is accompanied by higher remuneration.
- (e) **Separation (Retirement, Resignation, Termination)** – This concerns the various mechanisms through which a teacher can exit the teaching service.

These and other aspects of teacher management are outlined in detail in this policy document.

**3. Teacher Recruitment | Getting to be Part of the Professional Teaching Force in Sierra Leone****3.1. Broad Guidelines on Teacher Recruitment Actions**

- 3.1.1.** The TSC shall advertise available vacancies, that have been approved, across a range of media, including on the TSC website.
- 3.1.2.** Each vacancy should have a reference number, which should form part of all communications relating to that vacancy.
- 3.1.3.** The TSC District Office (TSC-DO) is to receive all applications and shortlist of candidates before forwarding to the School Board or School Management Committee for the interview process.
- 3.1.4.** The interview process carried out by School Boards should follow the TSC recruitment guidelines set out in Chart 3.1. and should also be in line with the TSC assessment criteria set out in Chart 3.2. in this policy document.
- 3.1.5.** A teacher recruited by the TSC shall be appointed to a grade consistent with the qualifications and experience of the teacher.
- 3.1.6.** The TSC will normally conduct an annual recruitment exercise in a timely manner to prepare for the upcoming academic year.
- 3.1.7.** The TSC will send notices to schools and school heads in good time, to prepare for the annual teacher recruitment exercise.
- 3.1.8.** At any time during the school year, the TSC may undertake supplementary recruitment exercises if necessary, to facilitate the replacement of teachers in the system.
- 3.1.9.** The TSC shall recruit registered teachers through processes (as in Chart 2.3. below) that may be amended from time to time; so, all prospective teachers must ensure that they are registered in order to be eligible for recruitment.

**Chart 3.1. Overview of Broad TSC Guidelines for Teacher Recruitment**

<p><b>1. General Information:</b></p> <p>(a) School Boards are required to conduct job interviews and a selection exercise for advertised vacancy/vacancies in their institution. The names of all interviewed candidates (ranked in order of performance during the selection process) for each vacancy will then be presented to the TSC-DO.</p> <p>(b) The selection panel will be expected to exercise the highest degree of transparency and accountability in the interview and selection processes.</p> <p>(c) All applicants must be registered and licensed with the TSC. Those without registration certificate must produce a print-out of the application Form. <i>Preference shall be given to applicants who have not been previously employed by the Teaching Service Commission</i></p> <p>(d) Applicants will be required to submit their application to the Chairperson of the School Board with a copy to the District Office (TSC-DO)</p> <p>(e) The date of interview should be displayed on school notice board and at the District Office, seven (7) days before the actual interview date.</p> <p>(f) If for any justifiable reason, the date of the interview is changed, each applicant should be notified of the new date at least two (2) days before.</p> <p>(g) All applicants should be given equal opportunity. However, in case of a tie, applicants with disabilities may be considered on affirmative action, so long as they meet the stipulated recruitment criteria.</p> <p>(h) Once the exercise is completed, the results must be communicated to the applicants on earliest date possible. The selected candidate(s) from the merit list should be issued with the TSC employment Form.</p> <p>(i) The completed Forms should be submitted to the TSC District Office, who will in turn submit the recruitment documents to TSC-HQ within 7 days.</p>		
<p><b>2. Selection Process &amp; Criteria:</b></p> <p>(a) The Chair of the School Board should compile a list of all applicants. (b) Applicants shall present themselves in person to the interview /selection panel. (c) The panel should comprise of 3 School Board members (including Chair); a representative from the Local Council; and 3 parents not on the Board. (d) Panel should vet each applicant to find out if s/he: is a qualified teacher; meets requirement of TSC advert; is a Sierra Leonean (or TSC has granted special dispensation prior to interview); is a trained teacher with at least 2 teaching subjects; is below 55 years of age; has required original academic/professional certificates/transcripts. (e) Panel uses selection score guide to score each of the candidates. (f) The successful candidate is required to fill Employment Form</p>	<p><b>3. Qualifications &amp; Equivalencies:</b></p> <p>Bachelor of Education Degree in 2 teaching subjects; or BSc/BA Degrees + Post-Graduate Diploma in Education with 2 teaching subjects.</p> <p>Higher Teachers' Certificate HTC (Primary/Secondary) with mean grade of C+ at WASSCE or equivalent, and at least C+ (or Credit Pass) in the 2 teaching subjects. An HTC Primary holder can only teach in a primary school; an HTC Secondary Holder can only teach in a secondary school.</p> <p>Teachers Certificate TC from a recognized training institution, with a mean grade of C+ at WASSCE, and at least C+ (or Credit Pass) in 2 teaching subjects. A TC holder can only teach in a primary school, from Classes 1-3.</p>	<p><b>4. Other Selection Conditions:</b></p> <p>A graduate teacher can teach across primary and secondary schools. Only a graduate can hold a Head of Department position. A School Head must hold a relevant Degree and have management experience. In general teachers must have an academic background in subjects they teach. Applicants who were previously employed, but were terminated due to deficiency in academic qualifications, but who have since remedied the deficiency are eligible to apply.</p>
<p><b>5. Documents to be Submitted to the TSC:</b></p> <p>Filled application Forms for employment, with certified copies of all academic and professional certificates, and all required official transcripts and 2 passport photos of successful candidates. List of all candidates in order of merit. Duly signed minutes of the School Board. Letter of commitment signed by the candidate binding him or her to teach in the designated location.</p>		
<p><b>6. Procedure for Complaints/Redress:</b> Any candidate who is dissatisfied with the interview and selection exercise should complain immediately to the TSC-DO in writing and send a copy to the TSC-HQ not later than 7 days after the interview/selection exercise.</p>		
<p><b>7. Other Important Points to Note:</b> The employment Forms must not be defaced or photocopied for use. All clarifications should be sought from TSC-DO</p>		

**Chart 3.2. TSC Recommended Form for Assessing Candidates in the Interview/Selection Process**

The TSC recommends that this Form should be used to guide assessment of candidates during the interview/selection process for vacancies					
SCORES TO BE AWARDED	2	4	6	8	10
Qualifications of the candidate	No recognized qualifications	Teacher Certificate (TC) or Equivalent	HTC (Higher Teachers Certificate)/equivalent	Gen. Degree or Equivalent	Honors Degree or Equivalent
Evidence of registration with the TSC					Evidence exists
Subject relevance of the candidate's qualifications	Not relevant	Mildly relevant	Relevant	Quite Relevant	Strongly relevant
Other accreditation (e.g. Mission)	No	Yes			
Evidence of ability to work as part of a team	None	Limited	Moderate	Strong	Very Strong
Evidence of good interpersonal skills with the community (children and adults)	None	Limited	Moderate	Strong	Very Strong
Evidence of ability and demonstrated capacity to participate in a range of school activities. E.g. sports, camps, debates, excursions, etc.	None	Limited	Moderate	Strong	Very Strong
Evidence of well-developed oral and written skills	None	Limited	Moderate	Strong	Very Strong
Evidence of leadership qualities	None	Limited	Moderate	Strong	Very Strong
Evidence of self-motivation	None	Limited	Moderate	Strong	Very Strong
Evidence of experience and proven record in effective learning and teaching skills, including management of composite classes / mixed ability classes	None	Limited	Moderate	Strong	Very Strong
Evidence of ability and willingness to accept and use policy directives	None	Limited	Moderate	Strong	Very Strong
Evidence of knowledge of current curriculum/syllabus documents	None	Limited	Moderate	Strong	Very Strong
Evidence of maturity	None	Limited	Moderate	Strong	Very Strong
Evidence of attendance at professional development and capacity building programmes	None	Limited	Moderate	Strong	Very Strong
TOTAL SCORES					

**Chart 3.3. Summary of Steps & Responsible Agencies in the Process from Recruitment to Confirmation of a Teacher**

	Summary of Actions in the Process from Recruitment to Confirmation of a Teacher	Applicant Teacher	School	TSC (District)	TSC (HQ)
1	Informs the Commission, through the District Office, of vacancies.		#		
2	Checks vacancy request against school establishment and current national teacher/pupil ratio targets. If ok, records the vacancy in its systems and allocates a reference number.			#	#
3	Advertises the Vacancy through agreed media and on the TSC website			#	#
4	Provides application (ED) forms by email or through the website			#	#
5	Submits application (by e-mail) in response to an advertised vacancy	#			
6	Receives applications at email addresses by the deadline. Logs this to the TSC system. Captures application in TSC record system.			#	#
7	Shortlist candidates and enter in relevant TSC Records			#	
8	Submit shortlisted candidates to the School Board (and Mission/Proprietor) for interview			#	
9	Conduct interviews in accordance with procedures and practices established by the TSC		#		
10	The School Board (including Mission, where applicable) submits interview results to the relevant TSC-DO, with electronic transmission of results to the TSC-HQ.		#		
11	TSC-HQ receives interview results from TSC-DO, approves and logs results against each applicant				#
12	On approval, authorize the TSC-DO to issue: Offer Letter, Posting Letter, and Acceptance Form using approved formats developed by the TSC.			#	#
13	Complete and return the Acceptance Form as per the instructions in the Form	#			
14	On the teacher commencing work, the School Head completes an Entry Form on behalf of the teacher and submits a copy to the TSC-DO.		#		
15	The TSC-DO forwards the Entry Form to TSC-HQ so that the teacher can be added to the payroll			#	
16	After 3 months, teacher submits confirmation request through the School Head (including School Head recommendation) <i>and through the Mission if applicable</i> , to the TSC District Office.	#			
17	School Head sends endorsed confirmation request to relevant TSC-DO and TSC-HQ.		#		
18	If request for confirmation is approved, Letter of Confirmation is issued to the teacher			#	#
19	If not approved, a letter extending probation period, or a termination letter is issued; as decided.			#	#
20	After a total of 6 months of probation, teacher submits another application for confirmation, with a recommendation from the School Head	#	#		
21	If the application is approved a Letter of Confirmation is issued to the teacher and entered in the teacher records system.			#	#
22	If application is not approved a Termination Letter is issued and entered in the teacher records.			#	#

**3.2. Basic Guidelines for Employment of a Teacher:**

- 3.2.1.** An application for employment as a teacher shall be made to the TSC in response to an advertised vacancy using the Application Form that is prescribed by the TSC.
- 3.2.2.** The TSC shall offer employment to successful applicants either on permanent terms or on contract terms.
- 3.2.3.** For employment on permanent terms the TSC shall issue a full Offer of Employment Letter, indicating the comprehensive terms of the engagement including status of employment, probationary terms, pension rights, salary scale, etc.
- 3.2.4.** For employment on contract terms the TSC shall issue a full Offer of Employment Letter, indicating the comprehensive terms of the engagement, including status of employment, pension rights, salary scale, etc.
- 3.2.5.** The TSC shall issue a Posting Letter to all teachers appointed, whether on permanent terms or on contract terms.
- 3.2.6.** The TSC shall also issue an Acceptance Form to be completed and signed by all appointed teachers.
- 3.2.7.** As a matter of professional courtesy, the TSC shall issue a letter of regret and encouragement to unsuccessful applicants

**3.3. Employment of a Teacher on Permanent Terms:**

- 3.3.1.** The TSC may employ a teacher on Permanent Terms if the teacher is:
  - (a) A Sierra Leonean citizen
  - (b) Registered and licensed as a trained teacher in accordance with the TSC Act, and
  - (c) Below the age of fifty-five (55) years at the time of appointment
- 3.3.2.** A teacher appointed on permanent terms by the Commission shall be registered for the NASSIT pension scheme.
- 3.3.3.** A teacher recruited and employed by the Commission shall be appointed to a grade that is consistent with the qualifications held by the teacher.

**3.4. Employment of a Teacher on Contract Terms**

**3.4.1.** The Commission may employ a teacher on contract terms for a specified period if the teacher is:

- (a) A retired teacher who is eligible for re-employment by the Commission; or
- (b) A person eligible for appointment as determined by the Commission.

**3.4.2.** The Commission may, on application by a teacher employed on contract terms, extend or renew the contract of employment. But employment on an initial contract does not imply an automatic right of renewal by the Commission.

**3.4.3.** Employment on contract terms does not automatically confer the right to be considered for, or to be offered permanent teacher employment.

**3.5. Accepting an Offer:**

**3.5.1.** Upon accepting an offer, a teacher shall:

- (a) Complete and submit an Acceptance Form with all required details including next-of-kin and bank account details.
- (b) Report for duty in compliance with the requirements of the Posting Letter.

**3.6. The Effective Date of Appointment:**

**3.6.1.** An appointment made by the Commission shall be effective from the date the teacher reports for duty, as shall be confirmed through an Entry Form issued by the School Head.

**3.6.2.** The date of entry as reported on the Entry Form cannot be earlier than the date specified in the Letter of Offer of Employment or the Posting Letter.

**3.7. Failure to Accept an Appointment:**

**3.7.1.** An offer of employment as indicated in the Letter of Offer of Employment shall lapse if not taken up within thirty (30) days of the date of the offer letter.

- 3.7.2.** An offer of employment having lapsed, the Commission may issue another if it deems that the reasons for the failure to take up the offer are satisfactory, without the need to undertake a new recruitment exercise.
- 3.7.3.** A lapsed offer letter can be re-issued only once.
- 3.7.4.** A teacher still wishing to join the service, after two lapsed letters, will need to re-apply when an opportunity presents itself.
- 3.8. Period of Probation:**
- 3.8.1.** A teacher appointed by the Commission to serve on permanent terms shall be placed on probation for an initial period of 3 months, but this may be extended for a further 3 months based on the report of the School Head.
- 3.8.2.** A period of probation shall not exceed 6 months in total.
- 3.8.3.** A teacher shall upon expiry of the initial or total probation period apply to the Commission for confirmation, using the Form that is prescribed by the TSC for this purpose.
- 3.8.4.** Upon receipt of an application for confirmation, and based on the recommendations of the School Head, the TSC may:
- (a) Confirm the appointment and issue the teacher with a Letter of Confirmation.
  - (b) Terminate the appointment, giving 30-days' notice in writing to the teacher, or paying 30 days' salary in lieu of notice.
  - (c) Extend the probation period of the teacher beyond the initial 3 months.
  - (d) Where the teacher has completed a total 6-month probation period, the Commission must either confirm or terminate the appointment of the teacher.
- 3.8.5.** A teacher who transfers from the Public Service to the Teaching Service while on permanent appointment shall not be subject to the probation period provided for in this regulation.

#### 4. Teacher Induction & Mentoring | Securing your Position as a Teacher (Settling Down)

##### 4.1. Teacher Induction:

**4.1.1. Introduction:** The induction programme for teachers in Sierra Leone is in 2 parts. The first part will be done in partnership with the Sierra Leone Teachers' Union (SLTU) upon graduation of students from the teacher training colleges. The second induction will occur after the appointment of teachers in the public sector and will normally take place within the first 3 months of their employment. Such a teacher induction programme (TIP) will be designed in collaboration with the teacher colleges and could be along the following lines:

Example of Teacher Induction Programme (TIP) supervised by Teacher Colleges and the TSC-HQ – <a href="http://www.tsc.sl">www.tsc.sl</a> ; <a href="mailto:teachers@tsc.sl">teachers@tsc.sl</a> A typical 2-day course like this will be managed by TSC-DOs annually for all new teachers and will also be available once in 5 years for serving teachers				
EXAMPLE OF PROGRAMME CONTENT FOR A TYPICAL TEACHER INDUCTION PROGRAMME (TIP)				
Part A Teacher-Related Policies	Part B TSC-Teacher Relations	Part C Teaching Effectiveness	Part D Open Forum	Part E On-Line Resources for Teachers
Meet and Greet  Presentation on the content of all current teacher-related policy documents, including Teacher Registration and Licensing; Teacher-Employer Relations; Development and Performance; and Teacher Management.	The current state of implementation of the TSC policies especially in relation to the technology systems.  Mentoring programme in the education system.	Teaching Standards and Effectiveness.  Teaching Pedagogy  Improving the Learner Experience	A Forum planned for open discussion of key issues and major topics between participants	The TSC website may include a portal for all teachers, with quality learning resources on such topics as: How to teach (pedagogical styles) How to teach Mathematics How to teach Reading How to teach Writing How to teach Science How to assess learners' understanding How to interpret the curriculum

**4.1.2. Rationale for Teacher Induction Programmes:** TIPs help teachers to understand the ethos of teaching as a lifelong profession. Induction can also help teachers to share a commitment to the aims and objectives of the teaching profession in Sierra Leone.

**5. Teacher Assignment & Deployment****Decisions on Place/Level of Work for a Teacher (Posting)****5.1. Teacher Deployment Roles:**

**5.1.1.** The Commission may for purposes of administration of a school, deploy a teacher as any of the following:

(a) School Head; (b) Deputy School Head; (c) Registrar; (d) Head of Curriculum; (e) Head of Student Welfare; (f) Head of Monitoring and Evaluation; (g) Head of Department; (h) Senior Teacher; (i) Head of Subject; (j) Any post established by TSC from time to time.

**5.2. Deployment Basis:**

**5.2.1.** Deployment of teachers as school administrators shall be done broadly in conformity with the requirements for advancing or promoting a teacher to the post concerned.

**5.2.2.** The Commission may re-deploy a teacher who has been deployed to any administrative position within a school, to perform normal teaching duties instead. This may be done where the teacher:

(a) Breaches the teacher's Code of Ethics; (b) is unable to perform the functions of the office held; (c) is demonstrably incompetent or neglects duties; (d) continuously posts declining examination results; (e) has poor management skills; (f) fails to maintain records in good order; (g) is the subject of investigations for an offence under these Regulations; (h) has failed to ensure that teaching is in line with the approved curriculum; (i) performs any other act that in the opinion of the Commission justifies re-deployment.

**5.2.3.** The Commission must allow the teacher to make representation on his or her behalf before re-deploying a teacher from an administrative position, but the final decision remains that of the Commission.

**5.2.4.** A teacher who is deployed by the Commission and fails to take up the deployment shall be deemed to have forfeited the opportunity and may be terminated in that event.

**5.2.5.** A teacher deployed by the Commission to an administrative position, who applies to transfer to a duty station where an equivalent vacancy does not exist, shall relinquish the administrative position upon being transferred.

**5.3. Leaving a Post:**

**5.3.1.** A School Head upon leaving a school (regardless of the basis of leaving the school) shall:

- (a) Hand-over the school to the incoming School Head under the supervision of the Commission’s District Head, who may be accompanied by the Chairperson of the School Board or a representative.
- (b) Prepare hand-over notes covering student numbers, teaching staff, class allocations, financial management, and assets (including buildings).

**5.3.2.** All teachers must also prepare hand-over notes in relation to their roles (teaching and administrative), the status of the events, upcoming events as well as outstanding issues. The notes will also include contact details for parties relevant to the execution of the teacher’s duties.

**6. Teacher Transfer****Decisions on Changing Place of Work****6.1. Transfer of Teachers:**

The Commission may transfer a teacher from one school to another, taking account of the broader needs of the entire teaching service. The Commission retains the absolute right to transfer a teacher, subject to other clauses contained herein, regardless of whether the teacher has requested the transfer or not. Where a teacher has requested a transfer, it is considered good practice for that teacher to have discussed the transfer with the Head of Department and School Head, as appropriate, prior to submission of the transfer request to the TSC-DO or TSC-HQ.

**6.2. Application for Transfer:**

**6.2.1.** A teacher who has served in one institution/location for a period of more than three (3) years may apply to the Commission to transfer from that school to another, with the presumption being in favour of allowing the transfer unless there are specific reasons to decline the request.

**6.2.2.** The Commission may at its sole discretion, initiate or consider an application for transfer where a teacher has served in an institution/location for a period of less than three (3) years where the application for transfer is based on:

- (a) Medical grounds, as certified by a registered medical practitioner; or
- (b) Severe family-related problems, which may be exacerbated by the failure to transfer the teacher;
- (c) Urgent needs of the broader teaching service;
- (d) Other circumstances as shall be determined by the Commission from time to time.

**6.2.3.** An application for transfer shall be made in the manner set out in the example below.

<b>Application for Transfer – Teaching Service Commission – <a href="http://www.tsc.gov.sl">www.tsc.gov.sl</a> ; <a href="mailto:teachers@tsc.gov.sl">teachers@tsc.gov.sl</a> Headquarters: 7 Priscilla Street, Freetown</b>	
<b>Part A – Completion Notes:</b>	
(a) To be completed by a teacher applying for the transfer or by the School Head or District Head when the transfer is being initiated by school/district	
(b) All relevant sections of this Form must be completed in full	
(c) Applications should be submitted through the School Head for recommendation.	
(d) A teacher shall move from one station to another, only on receipt of a letter of transfer from the Commission (TSC-HQ/TSC-DO) and a release letter from the School Head.	
<b>Part B – The Application</b>	
(a) Surname Mr./Mrs./Ms. .... Maiden Name .....	(f) Length of Stay in District: ..... (Town, Chiefdom, District, and Region)
(b) First Name or Other Names: .....	(g) Present Job Role (Administrative): .....
(c) Teaching Subjects: .....	(h) School, School Reference Number to which Transfer is Requested: .....
(d) Current Location (School & School Reference No): .....	.....
(e) District: .....	(i) Proposed Date of Transfer: .....
.....	(j) Reason(s) for Transfer: .....
Signature of Teacher: .....	Date: .....
When the transfer is initiated by the TSC, an official of the Commission should sign here:	
Signature of TSC Official (Head of Department) and Date: .....	

<b>Approval by School:</b> Signature of School Head and Date: ..... School Head’s Recommendation: ..... ..... .....	<b>Approval by District Head (Transfer Out) from which teacher is being transferred:</b> Signature of District Head and Date: ..... District Head’s Recommendation: ..... ..... .....
<b>Approval by District Head (Transfer In) to which teacher is being transferred (if a different district from the one in which teacher is currently stationed)</b> Signature of District Head and Date: .....	On the signature of the District Head(s) the approved Form should be forwarded to the TSC Headquarters for updating its Records.

**6.3. Approval of Transfer:**

**6.3.1.** Where an application is for a request of transfer:

- (a) From one district to another, the approval shall be made by the Secretary of the Commission, in consultation with the relevant district offices (TSC-DO)
- (b) Within a district, the Head of the District Office (TSC-DO) shall consider and approve the transfer request in line with the transfer policy. The approved transfer Form should be sent to the District Office who will then inform TSC-HQ of the change, so that this can be entered in the records.

**6.3.2.** In processing an application for the transfer of a teacher, the Commission shall consider the availability of a vacancy and a suitable replacement.

**6.3.3.** A teacher whose transfer request is approved by the Commission shall not proceed on transfer without a Release Letter from the School Head and a Letter of Transfer from the Commission; both as per the examples shown below.

Teaching Service Commission (TSC) – <a href="http://www.tsc.gov.sl">www.tsc.gov.sl</a> ; <a href="mailto:teachers@tsc.gov.sl">teachers@tsc.gov.sl</a> Headquarters: 7 Priscilla Street, Freetown	
RELEASE LETTER	LETTER OF TRANSFER
Date: ..... Teacher Pin Code ..... Address and Contact Details: ..... ..... Dear (Teacher)	Date: ..... Teacher Pin Code ..... Address & Contact Details ..... Through’ School Head (Name and Reference No of School) Contact Details of School ..... Dear (Teacher)

<p><b>RE: Transfer Service</b>                  Following your transfer of service to .....</p> <p>You are hereby released from the service of our school with effect from .....</p> <p>On behalf of the school, I wish to take this opportunity to thank you for your contribution to the school.</p> <p>-----                  School Head                  1. Copy to TSC District Director</p>	<p><b>Re. Transfer of Service</b></p> <p>Following your application for transfer of service to ..... The Commission has agreed to your request and you will be transferred with effect from .....</p> <p>Transfer of service documents will be processed and submitted to your new employer in due course.</p> <p>On behalf of the Commission, I wish to take this opportunity to thank you for the services you rendered and wish you the best in your new role.</p> <p>-----                  For Secretary (Teaching Service Commission)</p>
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**6.3.4.** A teacher who is to be transferred shall be given at least one (1) month notice of the transfer unless that teacher accepts to waive such a notice period. Exceptionally, the Commission may waive this notice period in the interest of the teaching force.

**6.3.5.** A teacher whose transfer request is approved by the Commission and who fails to proceed on transfer or leaves the school / location without a Release Letter by the School Head shall be subject to disciplinary action.

**6.3.6.** The School Head shall release a teacher whose transfer request is approved by the Commission within reasonable time but not later than thirty (30) days from the date of the transfer and shall issue an Exit Report in the manner of the example below.

TRANSFER OF A TEACHER - EXIT REPORT	
School (Name) ..... School Address and Contact Details ..... School Reference Number .....	
<p><b>Addressed</b>                  To: The Secretary;                  Teaching Service Commission;                  7 Priscilla Street, Freetown.</p>	<p><b>PART A - Notes:</b></p> <p>1. This report shall be completed and submitted within 48 hours of a teacher leaving the employment of a school.                  2. On completion, this Form should be distributed as follows: ORIGINAL to TSC-HQ, copy to Head TSC-DO, copy in school                  3. This Form can only be completed by the School Head or Deputy School Head.</p>
PART B – The Exit Report	
<p>1. Name of Teacher: .....</p> <p>2. TSC / Pin Code .....</p> <p>3. Teacher Status (Permanent or Contract) .....</p> <p>4. Grade: .....</p> <p>5. Subjects Taught: .....</p>	<p>6. Teaching Commencement Date: .....</p> <p>7. Administrative Position Held: .....</p> <p>8. Last Teaching Date: .....</p> <p>9. Any Outstanding Issue with the teacher: .....</p> <p>10. Reason for Exit: .....                  E.g. Resignation, Termination, Absence, Desertion, Sickness, on Transfer (specify next institution), Leave (type – study, maternity, special, etc.)</p>

<b>School Head / Deputy School Head</b> Name: ..... Signature: ..... Telephone No: .....	<b>Official Stamp:</b>  Email Address: .....
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**6.3.7.** Where the School Head considers that the transfer may have adverse immediate consequences for the school, he or she may make representation to the Commission. In these circumstances, the Commission may delay the transfer for 30 days whilst there are consultations with the School Head.

**6.3.8.** The Commission’s authority in relation to teacher transfer remains unfettered.

**6.4. Summary of Roles and Process – Teacher Transfer:**

		Applicant/Teacher	School	TSC-DO	TSC-HQ
1	Teacher or School/TSC initiates transfer process with copy of Form to current institution.	##	##	##	##
2	School submits Release Letter and Exit Report after consultation with teacher/Commission		##		
3	Commission consults the relevant district office(s)				##
4	Commission issues Letter of Transfer within the same district			##	
5	If transfer is between districts, Commission issues Letter of Transfer as well as Posting Letter				##
6	Teacher reports for duty as per Posting Letter	##			
7	School Head of new reporting station submits Entry Report to TSC-HQ with copy to TSC-DO		##		
8	Amend teacher records accordingly				##

<b>7. Teacher Re-Employment</b>	<b>Getting Back into the Teaching Force</b>
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**7.1. Teachers who may be Re-Employed:**

**7.1.1.** A teacher who exits the service, through resignation, retirement, age limit, redundancy and transfer may be re-employed by the Commission subject to:

- (a) Existing terms and conditions of service; (b) Recruitment guidelines; and (c) Approval by the Commission.

**7.1.2.** A teacher re-employed under this section must be required to comply with the current terms and conditions, as opposed to conditions which may have existed under the teacher’s previous employment in the teaching service.

**7.2. Permanent Re-Employment Terms:**

**7.2.1.** Only teachers who previously exited the service through resignation, redundancy, and transfer may be re-employed on a permanent basis; provided they are within the age limit for permanent employment and can be re-employed subject to the terms of section 7.1. above.

**7.3. Contract Re-Employment Terms:**

**7.3.1.** A teacher who previously exited the service through resignation, redundancy, ill health, reaching the age limit, and transfer may be re-employed on a contract basis.

**7.3.2.** A teacher being re-employed on a contract basis should only be employed on a contract of no longer than 1 year at a time; although such contracts may be renewed.

**7.3.3.** A teacher who previously exited through ill health must provide medical evidence that the illness has been cured and that the teacher is fit and able to perform the duties of a teacher.

**7.4. Employment Grade:**

**7.4.1.** A teacher being re-employed will, ordinarily, be re-employed on a comparable grade to their exit grade subject to recruitment guidelines of the Commission.

**8. Teacher Monitoring & Evaluation**

**Checking Up on How Well a Teacher is Doing on the Job**

It is within the Commission’s mandate to monitor, evaluate, and support the performance of teachers within the school environment; and to ensure that standards of quality teaching and learning are being maintained in the education system. The Commission will execute this function in full collaboration with the Quality Assurance Division of the Ministry of Basic and Senior Secondary Education

(MBSSE). Policies, strategies, and procedures for monitoring and evaluating teachers throughout their career life-cycle have been outlined in the Teacher Development & Performance Policy Guidelines that are part of this series of comprehensive teacher policies.

### **8.1. Defining Roles & Responsibilities:**

**8.1.1.** The TSC will execute its monitoring, evaluation, and support role through its district offices (TSC-DOs) and in collaboration with the district offices of the Quality Assurance Division (MBSSE). These efforts will be coordinated through a teacher monitoring system that will be established to pull together the data required for general management of teacher quality performance.

**8.1.2.** Schools will be required to submit information as per the framework of requirements set out in the Teacher Development and Performance Policy Guidelines.

### **8.2. Teacher Monitoring:**

**8.2.1.** The TSC will collaborate with the Quality Assurance Division (MBSSE) to establish a joint Teacher Monitoring Framework for recording, examining, and assessing the following:

- (a) Teacher Attendance; (b) Teaching Skills (Pedagogy); (c) Engagement in Extra-Curricular Activities; (d) Professional Standards including: schemes of work, lesson plans, records of work, and pupils exercise books.

### **8.3. Teacher Evaluation:**

**8.3.1.** The TSC will work closely with the Quality Assurance Division (MBSSE) to establish a joint Teacher Evaluation Framework, which aims to assess teacher performance in such areas as the following:

- (a) Classroom Management; (b) Curriculum Knowledge & Delivery; (c) Teacher-Learner Relationship and Engagement (d) Capacity Building & Self-Development Efforts (including use of resources on TSC Portal); and (e) Administrative Roles & Functions.

**9. Teacher Promotion****Advancing in the Teaching Profession (Career Progress)****9.1. Promotion of Teachers:**

**9.1.1.** The Commission shall promote teachers in accordance with deployment criteria recommended by the TSC (Chart 8.1 below) which should be regarded as the minimum requirement to be considered for promotion.

**Chart 8.1. - TSC RECOMMENDED GRADING SYSTEM AND DEPLOYMENT CRITERIA FOR TEACHER PROMOTION**

<b>Grade and Title</b>	<b>Minimum Qualifications &amp; Experience Requirement</b>
Grade 1 – Teacher	Educated to WASSCE Level. No professional experience
Grade 2 – Teacher	Educated to TC Level. No professional experience
Grade 3 – Teacher	Educated to HTC (primary/Secondary) Level. No professional experience
Grade 4 – Teacher	Educated to Degree Level + up to 2 years professional experience. Or HTC + up to 3 years professional experience.
Grade 5 – Teacher	Educated to Degree Level + up to 4 years professional experience. Or HTC + up to 6 years professional experience.
Grade 6 – Subject Head	Educated to Degree Level + up to 8 years professional experience. Or HTC + up to 10 years professional experience
Grade 7 – Subject Head	Educated to Degree Level + up to 10 years professional experience with exemplary record in relevant areas
Grade 8 – Head of Curriculum; Head of Student Welfare; Head of Academic Department;	Educated to Degree Level + up to 12 years professional experience in relevant areas, with exemplary record.
Grade 9 – Registrar	Educated to Degree Level + up to 15 years professional experience in relevant areas, with exemplary record
Grade 10 – Deputy School Head	Educated to Degree Level + up to 20 years professional experience, with exemplary record.
Grade 11 – School Head	Educated to Degree Level + up to 25 years professional experience, with exemplary record.

**9.1.2.** Teacher promotions to Grades 2-4 will be based on the attainment of requisite qualifications associated with these grades.

**9.1.3.** Teacher promotions involving movements between Grades 5-11 will be done on a purely competitive basis within the establishment framework of the school. This means that a vacancy for the position must exist for a teacher to be promoted to those grades in line with the establishment size for the following categories:

Primary School: 1) Assistant Teacher → 2) Senior Teacher → 3) Head of Department → 4) Head Teacher

Junior & Senior Secondary: 1) Assistant Teacher → 2) Senior Teacher → 3) Head of Department → 4) Vice Principal → 5) Principal

**9.1.4.** For teacher promotions to Grades 5-11 the Commission will first consider internal promotion as the mechanism to fill the post. If none of the proposed candidates for promotion are deemed to be satisfactory, the Commission, in consultation with the school, may institute an external recruitment process.

**9.2. Application for Promotion:**

**9.2.1.** An application for promotion shall be done by completing a Form similar to that shown below, as specified by the TSC.

E.g. Teacher Promotion Application Form – Teaching Service Commission – [www.tsc.gov.sl](http://www.tsc.gov.sl) ; [teachers@tsc.gov.sl](mailto:teachers@tsc.gov.sl) Headquarters: 7 Priscilla Street, Freetown.  
**Instructions to applicants:** 1. Please complete all sections of the Form. 2. Please include the following in your application (a) Photocopies of National ID Card or passport or Voters ID; (b) certified copies of all academic qualifications and testimonials, from WASSEC or equivalent through to the most recent.  
**CAUTION:** It is an offence to falsely or fraudulently hold out to be a registered teacher or submit false or misleading information or make false misrepresentation to or knowingly mislead a member of staff of the TSC. Offenders will be prosecuted and will be liable to a fine or term of imprisonment.

Application for Promotion Type (please tick one): Competitive [  ] Non-Competitive [  ]

Applicant's Details	Employment Terms	Education & Qualifications	Non-Qualification Education
Surname: <i>Mr./Mrs./Miss</i> .....	Date of Appointment: .....	(Starting with most recent)	Please provide details of non-qualification educational work, including community service.
Maiden Name: .....	Current Station: .....	Date (from-to): .....	
First Names or Other Names: .....	Current Post: .....	Name of Institution: .....	Date (From-To): .....
Pin Code: ..... Sex M/F .....	Current Grade: .....	Qualification Awarded: .....	Name & Summary of Programme .....
Contact Address: <i>Village, Town, District, Region</i> .....	Current Responsibilities (Teaching & Administrative) .....	Qualification Date: .....	Your Role and Achievements: .....
Date of Birth: .....	.....	Subjects Studied: .....	.....
Mobile Tel No: 1. .... 2. ....	.....	.....	.....
Email Address: .....	.....	.....	.....
<b>Promotion Application:</b> - Briefly state your teaching experience: .....			
.....			
<b>Briefly indicate recent courses attended (Dates/Title/Duration):</b> .....			
.....			
<b>Please explain how your teaching has evolved (style, pedagogy, approach) since first appointment and how you can contribute to the teaching profession:</b> .....			
.....			
Certification	Recommendation (Designated Officer)	For Use by TSC Only	
<i>The particulars provided in this Form are correct to the best of my information and knowledge.</i>	Date: .....	TSC-DO: Vacancy Approved by TSC (Y/N) Date .....	
Date: .....	Name of Officer/Agent: .....	Vacancy Advertised: Y/N and Where .....	
Name of Applicant .....	Signature of Officer/Agent .....	Shortlisting & Interview Confirmed by .....	
Signature of Applicant: .....	Address of Officer/Agent .....	Application Decision .....	
	.....	TSC-HQ: Outcome Recorded .....	
	.....	Pin Code confirmed. - ..... Approved Grade .....	

**9.2.2.** In considering the promotion of a teacher under the approved establishment cadre, the Commission shall take account of:

- (a) The teacher's appraisal/performance as measured under the monitoring, evaluation, and support framework outlined in the Teacher Development & Performance Policy Guidelines.
- (b) The period (number of years) over which the teacher has served in a grade before applying for promotion
- (c) Record of the teacher's attendance at, and results from, capacity building and professional development programmes.
- (d) The contents (filled in details) of the application Form submitted by the teacher.

### 9.3. Promotion Guidelines:

In reaching a decision on the promotion of a teacher the Commission shall use criteria in the following promotion framework:

A Framework and Scoring Grid for Assessing Promotion of a Teacher											
	CRITERIA TO BE CONSIDERED / SUGGESTED SCORES	1	2	3	4	5	6	7	8	9	10
1	Teachers Appraisal – Equivalent score on scale of 10 should be presented here										
2	Period served in a given grade (years)			< 3	< 4	< 5	< 6	< 7	< 8	< 9	< 10
3	Attendance and results from capacity building programmes (full attendance)	0	1	2	3	4	5	6	7	8	9
4	Academic and professional qualifications							TC		HTC	DEG
5	Seniority and experience			< 3	< 4	< 5	< 6	< 7	< 8	< 9	< 10
6	Demonstrated knowledge of teaching and teaching methodologies (pedagogy)	The teacher is required to show evidence of reflective practice and up-to-date knowledge on pedagogy (teaching methodology)									
7	Level of non-teaching or administrative participation (including mentoring)					Very Low	Low	Avg.	High	Very High	Exc.
8	Evidence of contribution to teaching profession (ethical violation in 3 years?)	Where a teacher has been guilty of a proven ethical violation in the last 3 years, the score for this section is 0. Higher scores if the teacher has demonstrated (with examples) that s/he is committed to the teaching profession in words, and through actions/deeds.									
9	Recommendation (Agreed Average Score)										
10	Overall Conclusions	The interviewers are expected to form an overall impression of the teacher's capabilities.									

**9.4. Denial of Promotion by the Commission:**

The Commission may refuse to consider a teacher for promotion if the teacher:

- (a) Was found guilty of a disciplinary offence less than 3 (three) years before the date of the promotion application;
- (b) Was given an official warning less than 2 (two) years before the date of the promotion application.

**9.5. Promotion of Teachers on Re-Employment:**

A re-employed teacher cannot be considered for promotion unless that teacher has served at least 3 (three) years since the date of re-employment.

**9.6. Promotion of Teachers on Secondment or Study Leave:**

A teacher on secondment or study leave can only be considered for promotion after the completion of the period of secondment or study leave and the teacher has returned to take up his or her existing position within the system.

**9.7. Lapse of Offer of Promotion:**

An offer of promotion shall lapse if not taken up within thirty (30) days of the offer. A promotion offer cannot be re-issued after the first offer has lapsed, though the teacher can apply in future in accordance with the provisions of this section.

**9.8. Summary of Roles and Process in Teacher Promotion:**

	SUMMARY OF ROLES AND PROCESSES IN TEACHER PROMOTION	Applicant / Teacher	School	TSC-DO	TSC-HQ
1	Teacher initiates promotion process by submitting application through School Head	##			
2	School submits application with its recommendation to be considered by the Commission		##		
3	Commission considers application and recommendation in line with promotion policy				##
4	If successful, Commission issues letter of Promotion to applicant and records it in its systems				##

**10. Administrative Roles****Other Duties and Non-Teaching Functions in Line with Seniority**

As teachers advance in seniority they may get to perform administrative roles and specialist duties that attract extra remuneration. This section outlines such roles/duties that may be available (depending on size of school), and their associated responsibilities.

**10.1.** The range of TSC designated roles and formal posts in the school system in Sierra Leone, together with their associated responsibilities are summarized in the following table:

<b>ROLES (FORMAL POSTS) &amp; OUTLINE OF ASSOCIATED RESPONSIBILITIES AND FUNCTIONS</b>
<b>10.1.1. School Head (The Head Teacher / Principal)</b>
For public institutions, the School Head shall be appointed by the Commission and serves as the lead educator and administrator to perform any other function assigned to him or her under any law or practice including school administration. The responsibilities of the School Head shall include, but not be limited to: <ul style="list-style-type: none"> <li>(a) Overall strategic and operational control of the school with the primary role being to create an environment that is safe and conducive to learning.</li> <li>(b) Ensure adherence to policy guidelines and maintenance of teaching standards, whilst implementing the approved national curriculum.</li> <li>(c) Ensure that teachers deliver lessons in line with accepted practice, including use of lesson plans, textbooks and other pedagogical materials as required.</li> <li>(d) Keep in constant communication with TSC to tap on-line resources and ensure that the school adheres to approved policies, practices and guidelines.</li> <li>(e) Allocate teaching duties to teachers and, in consultation with TSC, assign non-teaching responsibilities to staff as appropriate.</li> <li>(f) Act as Secretary to the School Board and offer technical advice that would facilitate understanding and effective decision-making by the School Board.</li> <li>(g) Manage and control finances and all school assets, ensuring strict adherence to the appropriate public finance and management guidelines.</li> <li>(h) Procurement of goods and services within the context of the public procurement guidelines.</li> <li>(i) Ensure that the school's facilities are maintained in good order and that action is taken when this is not the case.</li> <li>(j) Monitor and report on the performance of teachers, and regularly update the TSC and other stakeholders on the general performance of the school</li> <li>(k) Maintain proper and verifiable records on the performance of the school and ensure that such records are available for inspection and verification.</li> <li>(l) Respond in a timely manner to requests from the TSC and others for information on the school.</li> <li>(m) Report incidents and claims of breach of the code of ethics and take relevant action in consultation with the district head (TSC-DO) and TSC-HQ.</li> <li>(n) Perform such other duties as may be assigned by the TSC, and delegate some roles to other staff members as and when this may be appropriate.</li> </ul>
<b>10.1.2. Deputy School Head (Deputy Head Teacher / Vice-Principal)</b>
The Deputy School Head shall act as the deputy to the School Head and shall be appointed by the Commission. The School Head is expected to delegate some of his or her functions and duties to the Deputy Head, whilst retaining overall control. The Deputy shall act as School Head in the absence of the Head.
<b>10.1.3. Registrar</b>
The Registrar reports directly to the School Head and is directed by the School Head in the execution of his or her duties. The Registrar will have operational responsibility whilst the School Head will retain overall oversight and control. The responsibilities of the Registrar shall include but not be limited to: <ul style="list-style-type: none"> <li>(a) Being responsible for learner selection, enrolment, and progress through the institution (student intake and annual promotion)</li> <li>(b) Being the custodian of the records of the institution, including: examination results, attendance records, minutes of key meetings (School Board, etc.)</li> </ul>

- (c) Ensuring operational standards are maintained in: implementing the timetable, conducting examinations, releasing school information, etc.
- (d) Supporting the School Head in implementing national education policy and creating a school environment that is safe and conducive to learning.
- (e) Undertake a reasonable teaching load and perform such other duties and roles as may be assigned by the School Head.

#### 10.1.4. Head of Curriculum

The Head of Curriculum will report directly to the School Head and will be directed by the School Head in the execution of his or her duties. The School Head will retain overall oversight and control, whilst the Head of Curriculum will have operational responsibility for promoting learning and ensuring the academic well-being of the school. The responsibilities of the Head of Curriculum shall include, but not be limited to:

- (a) Facilitating learning by ensuring that teaching practices in the school are consistent with national curriculum standards and national education policy.
- (b) Do periodic reviews of the school's delivery on the curriculum, to identify strengths that can be shared and weaknesses that TSC can help to address.
- (c) Seek out and make available to colleagues a wide range of pedagogical resources/sources, including those on the TSC and education Ministry websites.
- (d) Participate on behalf of the school in district/national curriculum assessment exercises, and education development or quality assurance activities.
- (e) Advise and coach colleagues on adherence to national curriculum guidelines and standards in relation to their teaching practices.
- (f) Serve as a mentor for newly recruited teachers who are striving to implement the national curriculum guidelines in their teaching activities.

#### 10.1.5. Head of Student Welfare

The Head of Student Welfare will report directly to the School Head and will be directed by the School Head in the execution of his or her duties. The School Head will retain overall oversight and control, whilst the Head of Student Welfare will have operational responsibility for the well-being of learners/students. The responsibilities of the Head of Student Welfare shall include but not be limited to:

- (a) Advocate for and ensure that *“what is in the best interest of learners/students”* is paramount in all decisions taken by the school administration.
- (b) Review and report on quality of the school environment, including: classrooms, furniture, playgrounds, water/sanitation, fencing, first-aid, bullying, etc.
- (c) Advocate for and ensure school rules are applied fairly to all learners, and appropriate (non-humiliating) forms of discipline are practiced in the school.
- (d) Keep a list of service providers and oversee any school maintenance programme/budget to ensure support for the well-being of all students/learners.
- (e) Establish and regularly review (practice drills) procedures and resources for addressing routine health promotion and health emergencies in the school.
- (f) Support the School Head in communicating with parents, communities, and other stakeholders on issues affecting the well-being of students/learners.

#### 10.1.6. Head of Monitoring and Evaluation

The Head of Monitoring & Evaluation will report directly to the School Head and will be directed by the School Head in the execution of his or her duties. The School Head will retain overall oversight and control, whilst the Head of Monitoring & Evaluation will have operational responsibility for quality assurance in the areas of teacher performance and school (learning) outcomes. Responsibilities of the Head of Monitoring & Evaluation shall include but not be limited to:

- (a) Ensure that all required school data/information is collected and transmitted in a timely manner to the Education Ministry and to the TSC (HQ & DO).
- (b) Establish good practices for routine data collection (e.g. attendance registers / mark books) amongst all teachers in the school.
- (c) Share school data with teachers for their information/use and for validation before the data is transmitted to Education Ministry and TSC-HQ/TSC-DO.
- (d) Contribute to M&E events organized by the Education Ministry and TSC-HQ/TSC-DO or other official entities dealing with education quality assurance.
- (e) Support the School Head to create a culture of accountability through action on monitoring and evaluation reports relating to performance of the school.

#### 10.1.7. Head of Academic Department

An Academic Department is defined in terms of a broad field or discipline that embraces several school subjects. E.g. a Science Department would include the subjects of Physics, Chemistry, Biology, Environmental Science, etc. The Head of an Academic Department will report directly to the School Head and will be directed by the School Head in the execution of his or her duties. The School Head will retain overall oversight and control, whilst an Academic Department

Head will have operational responsibility for the quality of learning and teaching across the academic field. Responsibilities of a Head of Academic Department shall include but not be limited to:

- (a) Ensure that teaching standards across the academic discipline are up to date and in line with proven practices for facilitating learning achievement.
- (b) Seek out and share with colleagues the latest thinking and good practices pertaining to their discipline; including material posted on the TSC website.
- (c) Supervise and mentor teachers in the various subject areas that constitute the academic discipline, to maintain coherence across the discipline.

#### **10.1.8. Senior Teacher**

The post of Senior Teacher marks recognition of the general expertise and experience gained in executing the duties of a professional teacher. Senior teachers could be working at the first grade or at the highest grade of a school. What matters is that their expertise and experience as professionals is recognized and reflected in the title (and remuneration) of this post. In addition to normal teaching duties, Senior Teachers will be expected to mentor newly recruited teachers in the profession generally and in the work of their school more specifically.

#### **10.1.9. Senior Subject Specialist**

A Senior Subject Specialist may also be designated as a Head of Subject, especially in larger schools. The post recognizes the proven expertise and experience of a teacher in facilitating learning and maintaining standards in their specific subject area. A Senior Subject Specialist or Head of Subject may report directly to the School Head or through their Head of Academic Department, depending on the size and organization of the school. The responsibilities of a Senior Subject Specialist or Head of Subject shall include but not be limited to:

- (a) Ensure that teaching standards in the subject are up to date and in line with the best practices to facilitate high levels of learning achievement.
- (b) Help to create and promote local (district) chapters of peer-learning groups or “communities of practice” in their subject area (e.g. SLATE).
- (c) Act as mentor for newly recruited teachers and in general help all subject teachers to maintain standards in the teaching and learning of this subject.

#### **10.1.10. Head of Remedial Teaching**

The post of Head of Remedial Teaching caters for a teacher with proven expertise and experience in helping low-achieving learners to make the grade in the subject areas that are a problem for them. This could be Early Grade Reading or Early Grade Mathematics; or JSS Science; or SSS French; etc. The issue is that a Head of Remedial Teaching understands the barriers to learning for students and has developed expertise in arranging remedial measures to support learning for such students. The responsibilities of a Head of Remedial Teaching shall include but not be limited to:

- (a) Work closely with the Head of Monitoring & Evaluation to identify low-achieving learners across the school.
- (b) Organize remedial classes that bring together competent subject teachers within the school and low-achieving learners in extra classes or vacation course.
- (c) Make requests through the School Head, for TSC to temporarily assign a specialist teacher who can provide remedial classes for low-achieving learners.

**10.2.** In addition to the above designated roles and formal posts the following categories of teachers are being proposed by TSC:

**New Teacher ---- > Proficient Teacher ---- > Highly Accomplished Teacher ---- > Distinguished Teacher**

Once these proposed categories are approved every teacher will be registered in one of these categories in line with their level of qualifications, expertise and experience as professional teachers. These categories will enable teachers to advance in their career with enhanced remuneration, whether they are appointed to administrative roles/posts or not. The TSC hopes this will encourage most teachers to stay in the classroom and provide quality services to facilitate high levels of learning achievement for all students.

**11.Exit from the Teaching Service****Moving Out of the Teaching Force**

This section outlines the conditions and processes through which a teacher may exit the employment of the Commission, including resignation, termination, dismissal, retirement, redundancy, transfer of service, and death.

**11.1. Resignation:**

**11.1.1.** A teacher, whether on probation, permanent employment, or contract employment, may resign from the employment of the Commission by giving thirty (30) days' notice.

**11.1.2.** Where a teacher resigns from the employment of the Commission the resignation letter shall:

- (a) Be addressed to the TSC Secretary through the School Head and the District Head (TSC-DO); and
- (b) Take effect from the date the teacher stops teaching but not later than thirty (30) days from the date of the letter of resignation.

**11.1.3.** Upon receipt of the letter of resignation, the Commission shall acknowledge receipt in writing and shall require the School Head to issue a Clearance Report in the manner prescribed and shown as part of Chart 10.1. (P1)

**11.1.4.** Where a teacher has outstanding liability to the Commission or the school, the Commission shall require the teacher to clear the liability within a period of three (3) months. Failure to which the Commission shall institute legal proceedings to recover the outstanding liability. Such liability may not only be financial but could relate to non-financial obligations in respect of documents and other materials.

**11.1.5.** Any overpayment or payment for work not performed shall be regarded as a liability as provided for in section 10.1.4. above.

**11.1.6.** A teacher who tenders a notice of resignation must be present for duty up to and including the effective date of the resignation.

**11.1.7.** A teacher can withdraw a notice of resignation at any time up to the effective date of the original resignation notice. After this date resignation withdrawals shall not be valid, and the Commission will proceed with action on the resignation notice.

**11.2. Termination by the Commission:**

**11.2.1.** The Commission shall terminate the employment of a teacher serving on permanent or contract terms by:

- (a) Giving one month's notice in writing; or (b) paying one month's salary in lieu of notice.

**11.3. Dismissal:**

**11.3.1.** On the conclusion and determination of disciplinary proceedings the Commission may terminate the services of a teacher on appropriate grounds, as provided for under the Code of Conduct and Ethics for Teachers. Such dismissal shall take effect from the date of the termination by the disciplinary proceedings.

**11.4. Retirement:**

**11.4.1.** A teacher may retire from the Teaching Service on grounds of age, public interest, or medical grounds. A teacher on permanent terms of service who retires on grounds of age, public interest or medical grounds shall be eligible for pension or gratuity in accordance with these regulations and the NASSIT pension scheme.

**11.4.2.** On retirement and as provided for in the Collective Agreement, a teacher's salary must continue to be paid until and unless terminal and pension benefits have been paid by the employer and NASSIT.

**11.5. Retirement on Grounds of Age Limit:**

**11.5.1.** A teacher shall retire upon attaining the age of sixty (60) years in line with NASSIT pension conditions.

**11.5.2.** The Commission shall notify the teacher who retires of the retirement date in the manner recommended by the TSC, as shown in Chart 10.1. (P3)

**11.6. Retirement on Grounds of Ill Health:**

**11.6.1.** The Commission may retire a teacher on grounds of ill health where:

- (a) The teacher suffers from a permanent medical condition which impairs the teacher's ability to execute the functions of a teacher; or
- (b) The teacher submits a request for voluntary retirement.

**11.6.2.** Where a teacher is considered for retirement by the Commission on grounds of ill health, the Commission shall establish a Medical Board to consider the teacher's health circumstances.

**11.6.3.** Upon considering the medical report, the Commission shall decide to retire the teacher or otherwise, at its sole discretion.

**11.6.4.** The Commission shall notify the teacher who retires, of the retirement date in the manner set out as part of Chart 10.1.

**11.7. Retirement from Employment in the Public Interest:**

**11.7.1.** The Commission may retire a teacher on grounds of public interest upon considering every available report with regard to a complaint against the teacher, and upon concluding that it is undesirable to retain the teacher in the teaching service.

**11.7.2.** In retiring a teacher under this regulation, the Commission shall:

- (a) set out the circumstances of its preliminary decision to retire the teacher and request that the teacher responds within thirty (30) days; and
- (b) upon receipt of the teacher's response, the Commission may decide to carry out further inquiry into the complaints; or may decide to retire the teacher on grounds of serving the public interest.

**11.7.3.** Further to section 11.7.2. above the Commission shall provide a detailed explanation and justification of its decision, taking account of legal and other regulatory provisions of the Commission in particular; and the public service in general.

**11.7.4.** A teacher who retires on grounds of public interest under this regulation shall not lose any pension entitlements.

**11.7.5.** The Commission shall issue a teacher retired on grounds of public interest a final decision and notice in the proper manner as recommended by the TSC legal adviser.

**11.8. Period of Notice to Retire:**

**11.8.1.** A teacher who voluntarily retires from the teaching service shall give the Commission a three (3) months' notice of his or her intention to retire.

**11.8.2.** Where the Commission requires a teacher to retire, the Commission shall give the teacher notice of at least three (3) months.

**11.8.3.** Where no notice is issued by either of the parties, the party initiating the retirement shall pay to the other the equivalent of one (1) month's severance pay in lieu of notice.

**11.9. Redundancy**

**11.9.1.** A teacher can be declared redundant by the Commission, where the teacher's position is made redundant because of changes in government policy, national curriculum, school organization, or restructuring of the Commission (TSC-HQ and/or TSC-DO).

**11.9.2.** In the case of such redundancy, the Commission shall:

- (a) Notify the teacher, the teacher's trade union (where applicable), and the Commissioner for Labour, of the reasons for the redundancy; not less than three (3) months to the date of termination.
- (b) Have regard to the seniority in the teaching service as well as the skills and competency of a teacher affected by the redundancy to determine how this redundancy affects the policy of retaining competent and experienced teachers in the teaching force.
- (c) Issue the teacher with one month's notice in writing or pay an equivalent of one month's salary in lieu of notice.
- (d) Notify the teacher who retires under such circumstances, in the manner recommended and set out in Chart 10.1 (p6)

**11.9.3.** The Commission shall from time to time determine the terminal benefits payable to a teacher in line with the national law.

**11.9.4.** The TSC shall not, within 12 months of declaring a position redundant, advertise and employ a person for such a position.

**11.10. Transfer of Service to the Public Service:**

- 11.10.1.** A teacher granted an offer of employment by a public service entity may apply to the Commission for transfer of service, whereupon the transfer will be granted by the Commission.
- 11.10.2.** An application made under 10.10.1. above shall be in writing and shall include:
- (a) A copy of the appointment letter from the public service entity; and
  - (b) A Clearance Certificate from the School Head where the teacher is assigned at the time of the appointment offer.
- 11.10.3.** The Commission shall process and submit to the relevant public institution the Transfer of Service in the manner set out and recommended by the TSC legal adviser.
- 11.10.4.** A teacher shall proceed to the other public institution on the date indicated in the release letter by the Commission.
- 11.10.5.** Subject to the existence of a suitable vacancy, the TSC is minded to approve a transfer involving a public service entity
- 11.11. Release of a Teacher to other Non-Public Service Organizations:**
- 11.11.1.** The Commission may also release a teacher, appointed to a non-public service body.
- 11.11.2.** The Commission will cease to pay the remuneration of any teacher so released, for the period of the release.
- 11.11.3.** The teacher retains the right to be absorbed back into the Teaching Service on completion of the period of release but may be deployed to another institution or location.
- 11.11.4.** A teacher seeking release under this regulation shall:
- (a) Submit a written application to the Commission through the School Head, together with a copy of the appointment letter from the new entity, a letter of acceptance of the offer, and a Clearance Certificate from the School Head.
  - (b) Where the teacher joins another institution other than a public institution, the Commission shall not pay NASSIT contributions on behalf of the teacher.

**11.11.5.** The TSC shall suspend any benefits accruing to the teacher seeking release from the teaching service until retirement.

**11.12. Report on Teachers who Exit the Teaching Service:**

**11.12.1.** A School Head who fails to report a teacher's exit from the service shall be subject to disciplinary action.

**11.12.2.** Where the Head of the School is found guilty, he or she will be surcharged by an amount equivalent to the loss suffered by the Commission as a result of the failure to report.

**11.13. Death of a Teacher:**

**11.13.1.** A teacher's appointment shall terminate upon his or her death.

**11.13.2.** Upon receiving the Exit Report issued by the School Head and a copy of the Death Certificate to the effect that the teacher has died, the Commission shall

- (a) issue a letter of condolence on its website and send a signed copy to the school for transmission to next-of-kin
- (b) stop the salary of the deceased teacher.

**11.14. Certificate of Service:**

**11.14.1.** The TSC shall issue a Certificate of Service to a teacher exiting the teaching service in a format as shown in Chart 10.2.

**12. Legal Proceedings****Support for Dealing with Legal Issues and Problems**

In line with its mandate to address the well-being of teachers the TSC proposes to offer support for teachers to deal with legal issues and problems that may arise during the execution of their professional duties. In carrying out their official duties, teachers may be subject to legal proceedings. In such cases the Commission shall provide legal assistance to teachers under a set of circumstances as described in this section. To facilitate such assistance, the Commission may put appropriate insurance arrangements in place.

**12.1. Criminal Proceedings:**

**12.1.1.** The Commission shall not be involved in any way in legal proceedings where a teacher is charged with a criminal offence.

**12.2. Civil Proceedings:**

**12.2.1.** Where a civil suit is instituted against a teacher for an action or omission arising out of the discharge of the teacher's official duty, the teacher may apply to the Commission for legal assistance. Official duty in this regard does not include trade union or similar activities.

**12.2.2.** An application under this Regulation shall be submitted together with a report prepared by the District Head (TSC-DO), which shall provide details of the particulars of the case against the teacher.

**12.2.3.** In considering whether to provide legal support for a teacher in civil proceedings, the Commission shall first assess whether the subject of litigation falls within the mandate of the Commission. It will also assess the associated risks involved.

**12.2.4.** Further to these considerations in 11.2.3. the Commission may take steps to settle the matter out of court.

**12.2.5.** Where a teacher requires legal assistance from the Commission, the teacher shall make an application to the Commission immediately upon receiving the summons; provided that the teacher has not engaged the services of a private legal practitioner

**12.2.6.** Where the Commission judges that the actions of the teacher breach established policy and regulations, the Commission may decline to provide all or part assistance; or decline to meet the cost of any award against the teacher.

**12.2.7.** Where the Government, through the Office of the Attorney-General, undertakes the defense of a teacher, the Attorney-General shall provide free legal representation; but shall consult with the Commission on related matters.

**12.2.8.** Any damages or costs awarded against a teacher in civil proceedings shall be the subject of consultations between the Attorney-General and the Ministry of Finance. If agreed to by them, such damages or costs will be met from the public funds, i.e. funds of the Commission.

**12.3. Instituting Civil Proceedings:**

**12.3.1.** A teacher may not institute civil proceedings arising out of any circumstances connected with the teacher's official position, or with any activity in which the teacher has been engaged in the course of official duties; without first obtaining the written consent of the Commission. For this purpose, the Commission will consult the Attorney-General regardless of whether or not the teacher requires legal assistance.

**12.3.2.** The Commission shall not be involved in any way in civil proceedings in regard to private litigation unconnected with the official position or duty of a teacher.

**13. Interpretation****Official Meaning of Terms used in this Policy**

"**Agent**" means any person or body recognized by the Commission to execute specific functions;

"**Appointment**" means the power conferred by the Commission on a registered teacher to perform teaching duties in any public educational institution;

"**Chairperson**" means a Chairperson appointed under Section 2 (3) (a) of the Teaching Service Commission Act 2011;

"**Commission**" means the Teachers Service Commission under the Teaching Service Commission Act 2011.

"**Competitive promotion**" means the promotion of a teacher following a successful evaluation process;

"**Contract**" means an agreement between a teacher and the Commission on terms and conditions of service;

"**District Head**" means the officer in charge of the Commission district office appointed by the Commission to perform its functions at the district level;

"**Deployment**" means appointment of a teacher to an administrative position, a higher administrative position, to the Secretariat of the Commission, in an acting capacity and includes posting from a primary institution to a post primary institution and withdrawal of administrative duties;

"**Gazette**" means the official Sierra Leone Gazette;

"**Higher Teaching Certificate**" (HTC) means a certificate issued by an accredited Teacher Training College

"**Member**" means a member of the Commission appointed in accordance with the Teaching Service Commission Act 2011.

"**Next of kin**" means a person(s) related to the teacher by blood, marriage or adoption and to whom the teacher has identified as such;

"**Promotion**" means the conferment of a higher grade on a teacher;

"**Public School**" means a public learning institution funded from public funds to which the Commission is mandated under law to assign teachers. It shall include a primary and post primary learning institution;

"**Private School**" means a school established, owned or operated by private individuals, entrepreneurs and institutions;

"**Recruitment**" means the process of hiring a registered teacher;

"**Redundancy**" shall have the meaning of a teacher whose services are no longer required due to over staffing, restructuring, or other policy change.

"**Register**" means the register of the teachers as provided for by Section 9(2) (b) and (c) of the Act;

"**Registration**" means the process of having a teacher's name entered in the Register in accordance with Section 2 (b) of the Act;

"**Removal from the register**" means a decision by the Commission to remove a teacher's name from the Register;

"**School**" refers to both private and public schools in Sierra Leone;

**“School Board”** means that body charged with oversight responsibility of the secondary school;

**"School Head"** means the lead educator or administrator in a public school appointed by the Commission as such and responsible for the implementation of the educational policy and professional practices;

**“School Management Committee”** means that body charged with oversight responsibility of the primary school;

**“Secretary”** means a person appointed by the Commission under Section 2(3)(b) of the Act;

**“Secondment”** means the release of a teacher to another institution upon request but such teacher remains on the Commission’s payroll;

**“Staffing norms”** means the standards developed by the Commission from time to time to determine teaching staff establishment of a school;

**“Student”** means a person undergoing instruction in a school;

**"Teacher"** shall have the meaning assigned to it under the Act;

**"Teacher Induction Programme"** or **“TIP”** means the initial programme to familiarize new teachers with the teaching profession and the Teaching Service Commission

**"Teacher Mentoring Programme"** or **“TMP”** means the continuous programme by which existing experienced teachers support new teachers with knowledge and advice.

**“Teaching certificate”** means a certificate issued to an individual by an accredited Teacher Training College

**"Teaching service"** means the collective of all teachers registered by the Commission and engaged in the teaching profession whether employed by the Commission or not;

**"Teaching Service Commission" or “TSC”** means the Teaching Service Commission as created by the Teaching Service Commission Act 2011;

**“Teaching standards”** means standards of teaching prescribed by the Commission under Section 9(2)(g) of the Act and the Regulations made from time to time;

**"Tertiary institution"** means a post-secondary institution including a university;

**“Trade union”** means a union recognized by the Commission as representing the interests of teachers;

**"The Act"** means the Teachers Service Commission Act No. 20 of 2011; and

**“Transfer”** means reassigning a teacher or School Head to perform teaching and/or administrative duties in a different institution.

**“TRN” or Teacher Reference Number”** means the unique number given to the individual teacher on registration with the TSC as a teacher.