

TEACHERS SERVICE COMMISSION



POLICY ON APPOINTMENT AND DEPLOYMENT OF INSTITUTIONAL ADMINISTRATORS

2017

Vision

To be a transformative teaching service for quality education

Mission

To professionalize the teaching service for quality education and development

Core Values

Professionalism

Customer Focus

Integrity

Team spirit

Innovativeness

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ACRONYMS

CBE	Curriculum Based Establishment
CEMASTEА	Center for Mathematics, Science and Technology in Africa
KISE	Kenya Institute of Special Education
PA	Performance Appraisal
PC	Performance Contracting
PGDE	Post Graduate Diploma in Education
PT1	Primary Teacher I
PTE	Primary Teacher Education
TPD	Teacher Professional Development
TSC	Teachers Service Commission
TTC	Teacher Training College
TVET	Technical and Vocational Education and Training
ICT	Information Communication Technology
CPD	Continuous Professional Development
T-Scale	Teacher Scale

DEFINITION OF TERMS

Act	The Teachers Service Commission Act 2012 of the Laws of Kenya
Categorization of institutions	The action or process of placing institutions into groups or classes based on enrollment; gender composition of learners; whether national, Extra County, County or Sub-County or the nature of curriculum offered.
Code	The Teachers Service Commission Code of Regulation for Teachers (2015)
Curriculum Based Establishment	The number of teachers prescribed by the Commission for purposes of curriculum delivery in a post-primary institution
Deputy Head teacher	The principal assistant to the head teacher
Deputy Principal	The principal assistant to the principal
Director	The lead educator or administrator appointed by the Commission as such and responsible for the implementation of educational policy guidelines and professional practices in KISE, CEMASTEAs or such educational institution established by law and to which the Commission is empowered to so appoint
Establishment	The number of teachers prescribed by the Commission for purposes of curriculum delivery in a primary institution
Head of institution	The director, principal or head teacher of an educational institution appointed by the Commission
Head of post primary institution	The director or principal of a post primary institution appointed by the Commission
Head teacher	The lead educator or administrator in a primary school level educational institution appointed by the Commission
Home County	The County of a teacher's birth or domicile indicated in the employment record
Institutional Administrator	A collective term referring to the lead educator or administrator appointed by the Commission and responsible for the implementation of educational policy guidelines and professional practices; this will include the principal, deputy

	principal, head teacher, deputy head teacher, dean, registrar, senior master and senior teacher
Post primary	Refers to Secondary Schools and Tertiary Institutions
Principal	The lead educator or administrator in a post-primary school level educational institution appointed by the Commission as such and responsible for the implementation of educational policy guidelines and professional practices
Senior master	A teacher appointed by the Commission to oversee the operations of a particular department in a post primary institution
Senior Master Academic/Mentorship:	A person who for the time being is a teacher, having excelled or distinguished himself in the field of academics and/or co-curricular activities relating to the teaching service, and appointed by the Commission to mentor at the institutional level or as directed by the Commission
Senior teacher	A teacher appointed by the Commission to assist both the head teacher and the deputy head teacher in the management of a primary institution
Substantive appointment	An appointment of a teacher to a specified administrative position in the teaching service
Teacher	A person who has been trained as a teacher as provided for in law and registered as a teacher
Teaching certificate	A certificate issued to a registered teacher under section 35 (2) (b) of TSC Act
Tertiary institution	Refers to TVETs, TTCs, CEMASTEAs and KISE
Transfer	Reassigning a teacher or head of institution to perform teaching or administrative duties respectively in a different institution

FOREWORD

Article 237 of the Kenya Constitution establishes the Teachers Service Commission as a constitutional Commission with the mandate to appoint, promote, transfer and deploy teachers to public learning institutions among others functions. Further, the Act empowers the Commission to ensure compliance with the teaching standards; facilitate career progression and professional development of teachers; and to monitor the conduct and performance in the teaching service. Accordingly, in exercising its Constitutional and statutory mandate, the Commission has developed the Policy on “Appointment and Deployment of Institutional Administrators”.

The Policy is aimed at streamlining the identification process to ensure that prerequisite skills and competencies are considered in the appointment and deployment of administrators. It is also aimed at aligning the institutional administrators to their roles and responsibilities to ensure accountability. Further, the policy provides a standard procedure for identification, selection, appointment and deployment of institutional administrators. It also provides management structures and requirements for appointments to various positions in the different categories of public primary, post primary and tertiary institutions,.

The formulation of this Policy is partly informed by the recommendations of the Job Evaluation Report which was undertaken by the Salaries and Remuneration Commission (SRC) in consultation with the Commission in November 2016. The Job Evaluation determined the relative worth of jobs in the teaching service and set remuneration on the basis of job content, responsibilities, minimum qualifications, level of decision making required, accountability and working conditions. The Policy has also underpinned the constitutional principles of fair competition and merit, integrity, transparency and accountability, equity, fairness and impartiality, inclusiveness and non-discrimination, gender equity and regional balance in the appointment and deployment of institutional administrators.

This Policy resonates with the Commission’s reform agenda, particularly the enhancement of learning outcomes through strengthening the management of learning institutions.

DR. LYDIA N NZOMO, CBS
CHAIRPERSON

PREFACE

The performance of any learning institution depends on the quality and capacity of the administrators to organize, manage and optimally utilize the available resources in order to enhance delivery of teaching programmes. In the implementation of this policy, the Commission will endeavor to match every position with qualifications, experience and performance of every appointee in order to continuously improve the quality of supervision, teaching and learning outcomes.

The Policy on Appointment and Deployment of Institutional Administrators provides for clear career progression structures to ensure systematic progression, growth and professional development for all teachers. It outlines the experience, academic and professional requirements necessary for appointment and deployment of institutional administrators and further sets the process for career advancement and succession management in institutions. A teacher at primary school level can now advance from the lowest administrative grade of Senior Teacher II (T-Scale 7) and gradually progress to the position of Senior Head Teacher (T-Scale 11). Similarly, a teacher in a Post-Primary Institution will enter administrative position as a Senior Master III (T-Scale 10) and progress to the level of Chief Principal (T-Scale 15).

In implementing the policy, the Commission will seek to attract and retain some of the best available institutional managers through substantive appointments and commensurate remuneration. Teachers appointed as institutional administrators will be expected to provide leadership and mentorship in their respective positions in order to respond to the dynamic pedagogy necessitated by Competency Based Curriculum. Moreover, the policy is anchored on the Commissions statutory responsibility in Section 4 of the TSC Act 2012 to, at all times act in the best interests of the learners.

DR. NANCY NJERI MACHARIA, CBS
COMMISSION SECRETARY/CHIEF EXECUTIVE

1.0 INTRODUCTION AND BACKGROUND

The re-establishment of the TSC under the Constitution of Kenya (2010) through Article 237 redefined and expanded the Commission's mandate to; register trained teachers; recruit and employ registered teachers; assign teachers employed by the commission for service in any public learning institutions; promote and transfer teachers and exercise disciplinary control over the teachers.

The Commission was also mandated to; review the standards of education and training of persons entering the teaching service; review the demand and supply of teachers and advise the national government on matters relating to the teaching profession. In addition, the Teachers Service Commission Act, 2012 was enacted with additional functions, which included the responsibility to monitor the conduct and performance of teachers and ensure they comply with the teaching standards.

Equally important, the Commission is required to facilitate career progression and professional development of teachers, including the appointment of head teachers and principals. Accordingly, the Policy on Appointment and Deployment of Institutional Administrators has been reviewed in line with the broad Constitutional principles that guide appointments to public office and the values expected of public officers. The Policy will also be in tandem with the Job Evaluation Report (2016), which focused on the worth of every job in the teaching service.

1.1 Rationale

The Policy on Appointment and Deployment of Institutional Administrators seeks to harmonize the constitutional requirements, provisions of the Code of Regulations for Teachers (CORT) and recommendations of the Job Evaluation Report (2016). This is aimed at providing standard operating procedures for the identification, selection, substantive appointment and deployment of Institutional Administrators with a view to realizing the values and Principles embodied in the Constitution, the Act and the Code of regulations for teachers.

2.0 POLICY STATEMENT

The Commission is committed to appointment and deployment of qualified institutional Administrators in all public primary, post primary and tertiary institutions across the country. Efforts will be made to ensure that teachers deployed in administrative positions are appointed on merit through well-defined criteria.

3.0 AUTHORITY

The Policy derives its authority from:

- i. The Constitution of Kenya
- ii. TSC Act (Cap 212) Laws of Kenya
- iii. The Basic Education Act (Cap 211) Laws of Kenya
- iv. Code of Regulations for Teachers (Revised 2015); and
- v. The TSC Code of Conduct and Ethics (2015)

4.0 OBJECTIVES OF THE POLICY

4.1 General objective

To promote efficiency in the deployment of institutional administrators to all basic public primary, post primary and tertiary institutions in the country through a competitive selection and appointment

4.2 Specific objectives

The Specific objectives of this policy are to;

- i. Create an implementation framework for the appointment and deployment of institutional administrators in the teaching service
- ii. Set out the academic and professional qualifications and other requirements necessary for selection and deployment of institutional administrators
- iii. Provide standards to ensure that institutional administrative positions are competitively filled
- iv. Facilitate succession management in institutional administration

5.0 GUIDING PRINCIPLES

Article 10 of the Constitution establishes the National Values and Principles of Governance that guide every state organ when making or implementing policy decisions. Similarly, Article 232 of the Constitution sets out the Values and Principles of Public Service, which bind all state organs. Accordingly, the Commission has adopted the following values and principles to guide in the implementation of this Policy.

- i. Fair competition and merit
- ii. Integrity, transparency and accountability
- iii. Equity and equality
- iv. Impartiality in decision making

- v. Inclusiveness and non-discrimination
- vi. Affirmative action
- vii. Timely accurate data and information

6.0 SCOPE

The Policy shall apply to all teachers in the employment of the Commission. It provides for identification, selection, appointment, deployment and performance of institutional administrators.

7.0 POLICY GUIDELINES

7.1 Overriding powers of the Commission

Nothing in this Policy will be construed to limit, diminish, extinguish or in any other way curtail the Constitutional and statutory powers granted to the Commission to transfer, deploy or assign an administrator to a public learning institution as it deems appropriate.

Specifically, and notwithstanding any other provision in this policy, the Commission reserves the right to transfer an administrator from one institution to another regardless of the number of years served in the station.

7.2 Performance of duty

- i. In the execution of assigned duties, Institutional administrators shall be bound by the Constitution, TSC Act, the Code of Regulations for Teachers, the Code of Conduct and Ethics for Teachers, relevant statutes, and all relevant administrative circulars issued by the Commission and other government agencies from time to time.
- ii. The appointment, deployment and retention of administrators will be subject to the satisfactory performance of assigned duties.
- iii. Each administrator shall be appraised with a view to evaluating and determining his or her performance levels in accordance with Regulation 52 of the Code. Any administrator who fails to meet their performance targets as provided in their performance contracting and/or appraisal instruments may have their services terminated following the due process encapsulated under the Code of regulations for teachers.

7.3 Identification and Selection Process

The following procedures shall apply in the identification and selection of institutional administrators: -

- i. Establishment of vacancies
- ii. Development of guidelines where necessary
- iii. Advertisement of vacancies and invitation of applications
- iv. Short listing of applicants in accordance with this Policy and/or any other guidelines issued by the Commission
- v. Conducting interviews for shortlisted applicants
- vi. Selection of the candidates for appointment and deployment
- vii. Communication of results to the interviewed applicants

7.4 Appointment and deployment of Heads of Post Primary Institution

The following considerations shall be made during the deployment of institutional administrators:

- i. Category of institution
- ii. Size and level of enrolment
- iii. Academic and professional qualifications
- iv. Current grade
- v. Relevant experience in the teaching service
- vi. Gender balance
- vii. Any other criteria the Commission may deem appropriate

7.5 Criteria for appointment and deployment of Heads of Post Primary Institution

The Commission shall:

- i. Substantively appoint and deploy heads of institution to the institutions commensurate to their grade;
- ii. Ensure that heads of institution do not serve in their Home Counties
- iii. Be guided by the teacher's performance contract and/or annual appraisal reports
- iv. Ensure that heads of institution do not serve in one station for a period exceeding nine (9) continuous years.

7.6 Requirements for Appointment as Head of Post- Primary Institution

To qualify for consideration as a head of a Post-Primary Institution, a teacher must;

- i. Be a holder of Bachelor’s degree in Education or any other recognized equivalent qualification
- ii. be a holder of a Master’s degree in a relevant area
- iii. have demonstrated competence and ability both as a classroom teacher and as a deputy head or equivalent position in a post primary institution
- iv. have served as deputy head or equivalent position in a post primary institution for a minimum period of three (3) years
- v. have successfully undertaken the relevant Teacher Professional Development (TPD) Modules
- vi. Meet the requirements of Chapter six (6) of the Constitution and any other requirement deemed necessary by the Commission.

7.7 Appointment and deployment of deputy heads of Post- Primary Institutions

In the appointment and deployment of Deputy Heads of Post-Primary Institutions, the Commission shall:

- i. Substantively appoint and deploy teachers to institutions that commensurate to their grade,
- ii. Ensure that teachers do not serve in their home counties and in one station for a period exceeding six (6) continuous years
- iii. Consider their individual Annual Performance Appraisal reports

7.8 Requirements for appointment as deputy heads of Post Primary Institution

To qualify for consideration as a Deputy Head, a teacher must:

- i. be holder of Bachelor’s degree in Education or any other recognized equivalent qualification;
- ii. have demonstrated competence and ability both as a classroom teacher and as a Senior Master or equivalent position in a Post Primary Institution;
- iii. have served as a Senior Master or equivalent position in a Post Primary Institution for a minimum period of three (3) years;
- iv. have successfully undertaken the relevant Teacher Professional Development (TPD) Modules;
- v. Meet the requirements of Chapter six (6) of the Constitution and any other requirement deemed necessary by the Commission.

7.9 Appointment and deployment of Dean/ Registrar of Tertiary Institutions

In the appointment and deployment of the Deans and Registrars of Tertiary Institutions, the Commission shall:

- i. Substantively appoint and deploy teachers to institutions commensurate to their grades
- ii. Ensure that they do not serve in their home counties and in one station for a period exceeding six (6) continuous years
- iii. Consider their annual performance appraisal reports

7.10 Requirements for appointment as Dean/ Registrar of Tertiary Institutions

To qualify for consideration as a Dean or Registrar of a tertiary institution, a teacher must:

- i. be a holder of Bachelor's degree in Education or any other recognized equivalent qualification;
- ii. have a Master's Degree in a relevant area;
- iii. have demonstrated competence and ability both as an assistant teacher and as a Senior Master or equivalent position in a post primary/tertiary Institution;
- iv. have served as a Senior Master or equivalent position in a post primary/tertiary Institution for a minimum period of three (3) years
- v. have successfully undertaken the relevant Teacher Professional Development (TPD) Modules;
- vi. Meet the requirements of Chapter six (6) of the Constitution and any other requirement deemed necessary by the Commission.

7.11 Appointment and deployment of Senior Masters

In the appointment and deployment of Senior Masters, the Commission shall: -

- i. Substantively appoint and deploy them to institutions commensurate to their grade;
- ii. Consider their annual appraisal reports; and
- iii. Ensure that they do not serve in one station for a period exceeding six (6) continuous years

7.12 Requirements for appointment as Senior Master

To qualify for consideration as a Senior Master, a teacher must:

- i. be a holder of Bachelor's degree in Education or any other recognized equivalent qualification
- ii. have demonstrated competence and ability as a classroom teacher in a post primary/tertiary institution
- iii. have served as a Secondary Teacher I or its equivalent in a post primary institution for a minimum period of three (3) years
- iv. have successfully undertaken the relevant Teacher Professional Development (TPD) Modules

- v. Meet the requirements of Chapter six (6) of the Constitution and any other requirement deemed necessary by the Commission.

7.13 Appointment and deployment of Head Teachers

In the appointment and deployment of head teachers, the Commission shall: -

- i. Substantively appoint and deploy teachers to institutions that commensurate to their grades;
- ii. Ensure that teachers do not serve in their home counties and serve in one station for a period exceeding nine (9) continuous years
- iii. Consider their individual Performance Contract and/or Annual Appraisal reports

7.14 Requirements for appointment as Head Teacher

To qualify for appointment as a head teacher, a teacher must;

- i. be a holder of Primary Teacher Education (PTE) Certificate
- ii. be a holder of a Bachelor's degree in Education or its equivalent;
- iii. have served as a Deputy Head teacher for a minimum period of three (3) years;
- iv. have demonstrated competence and ability as a classroom teacher in a primary institution;
- v. have successfully undertaken the relevant Teacher Professional Development (TPD) Modules;
- vi. Meet the requirements of Chapter six (6) of the Constitution and any other requirement Commission deems necessary

7.15 Appointment and deployment of Deputy Head Teachers

In the appointment and deployment of Deputy Head teachers, the Commission shall;

- i. Substantively appoint and deploy them to institutions commensurate to their grades;
- ii. Ensure that they do not serve in their home counties;
- iii. Consider their individual annual performance appraisal reports
- iv. Ensure that they do not serve in one station for a period exceeding six (6) continuous years.

7.16 Requirements for appointment as Deputy Head Teacher

To qualify for appointment as a deputy head teacher, a teacher must;

- i. be a holder of a PTE Certificate
- ii. be a holder of a Bachelor of Education Degree

- iii. have served as a Senior Teacher for a minimum period three (3) years
- iv. have demonstrated competence and ability as an assistant teacher in a primary institution
- v. have successfully undertaken the relevant Teacher Professional Development (TPD) Modules
- vi. Meet with the requirements of Chapter six (6) of the Constitution and any other requirement deemed necessary by the Commission.

7.17 Appointment and deployment of Senior Teachers

In appointing and deploying Senior Teachers, the Commission shall;

- i. Substantively appoint and deploy them to institutions commensurate to their grade;
- ii. Consider their individual annual appraisal reports; and
- iii. Ensure that they do not serve in one station for a period exceeding six (6) continuous years.

7.18 Requirements for appointment as a Senior Teacher

To qualify for appointment as a Senior Teacher, a teacher must;

- i. be a holder of a PTE Certificate
- ii. have demonstrated competence and ability as a classroom teacher
- iii. have served as Primary Teacher I for a minimum period of three (3) years
- iv. have successfully undertaken the relevant TPD Modules
- v. Meet the requirements of Chapter six of the Constitution.

7.19 Transition

- i. All serving institutional administrators shall be substantively appointed and placed in institutions that commensurate to their grades upon full implementation of this Policy
- ii. Serving institutional administrators who decline transfer or resign from administrative positions shall be exited from service
- iii. An institutional administrator who is unable to perform their duties on the account of physical infirmity may be retired from service on medical grounds in accordance with the provisions of the Code of Regulations for Teachers
- iv. Teachers who were converted to grades that are commensurate to administrative positions as at 1st July, 2017 will be deployed as such, subject to availability of vacancies and successfully undertaking suitability interviews.

- v. All teachers, who were converted to grades that are commensurate to administrative positions will be deployed as such upon full implementation of this policy
- vi. Any other matter relating to appointment and deployment of institutional administrators not specifically provided for under this Policy shall be addressed through administrative circulars issued by the Commission from time to time.

8.0 STAFFING LEVELS IN PRIMARY, SECONDARY & TERTIARY LEARNING INSTITUTIONS

Table 1: Deputy Head Teachers and Senior Teachers of Primary Schools as per Establishment

Stream/s	Classes	Maximum Enrolment	Establishment	Deputy Head Teachers	Senior Teachers
1	8	400	9	1	1
2	16	800	17	1	2
3	24	1200	25	2	2
4	32	1600	33	2	3
5	40	2000	41	2	4
6	48	2400	49	2	4
7	56	2800	57	2	5
8	64	3200	65	2	6
9	72	3600	73	2	7
10	80	4000	81	2	8

Notes

- i. Establishment of primary schools is based on a minimum teaching load of 35 lessons per week and a maximum class size of 50 learners.
- ii. The Establishment per school includes the Head teacher, Deputy Head Teacher/s and Senior Teacher/s.
- iii. Where there are two Deputy Head Teachers in a school, one shall be responsible for academics and the other administration.

Table 2: Deputy Principals & Senior Masters of secondary schools as per Curriculum Based Establishment (CBE)

Stream/s	Classes	Maximum Enrolment	CBE	Deputy Principal/s	Senior Master/s
1	4	180	9	1	1
2	8	360	19	1	2
3	12	540	28	1	4
4	16	720	38	1	5
5	20	900	47	1	5
6	24	1080	55	2	6
7	28	1260	63	2	6
8	32	1440	68	2	7
9	36	1620	76	2	7
10	40	1800	85	2	7
11	44	1980	93	2	8
12	48	2160	101	2	9

Notes

- i. CBE based on minimum teaching load of 27 lessons per week and maximum class size of 45 students.
- ii. The CBE per school includes the Principal, Deputy Principal/s and Senior Master/s.
- iii. Where there are two Deputy Principals in an institution, one shall be responsible for Academics and the other Administration.

Table 3: Deputy Principals and Senior Masters of Technical and Vocational Education and Training (TVET) Institutions as per CBE

Enrolment	Deputy Principal/s	Senior master/s	Dean of students	Registrar
Up to 1,000	1	8	1	1
Between 1,001 and 1,500	2	12	1	1
Above 1,500	2	19	1	1

Table 4: Deputy Principals and Senior Masters of Teacher Training Colleges-TTCs (Certificate & Diploma) as per the CBE

Enrolment	Deputy Principal/s	Senior Master/s	Dean of Students	Registrar
Up to 1,000	1	5	1	1
Between 1,001 and 1,500	2	8	1	1
Above 1,500	2	11	1	1

Table 5: Programme Coordinators of Center for Mathematics, Science and Technology in Africa (CEMASTEA) as per the CBE

S/No	Programme Coordinators
1.	Training Coordinator ICT
2.	Training Coordinator-Special Programmes
3.	Training Coordinator-Secondary
4.	Training Coordinator – Primary
5.	Training Coordinator- Research & Development
6.	Training Coordinator- Partnership & Linkages

Table 6: Positions of Senior Master/s in Kenya Institute of Special Education (KISE) as per the CBE

S/No	Senior Master/s
1.	Disabilities Studies
2.	Research and Educational Resources
3.	Functional Assessment and Guidance and Counseling
4.	Distance learning and CPD Programmes
5.	Quality Assurance and Standards
6.	Teaching Practice Coordinator

9.0 ESTABLISHMENT OF SENIOR TEACHERS/ MASTERS IN PRIMARY, SECONDARY AND TERTIARY INSTITUTIONS

Secondary schools and tertiary institutions shall have Senior Masters to head the following departments

Table 7: Positions of Senior Teachers in Primary Schools

S/No	Senior Teachers
1	Social Studies, Technical & Creative Arts
2	Science and Mathematics
3	Languages
4	Boarding
5	Co-Curricular Activities
6	Guidance and Counseling/Careers
7	Quality Assurance and Standards (QAS)
8	Academic/Mentorship

Table 8: Senior Teachers in Primary Schools with Special Needs

S/No	Senior Teachers
1.	Social Studies, Technical & Creative Arts
2.	Science and Mathematics
3.	Languages
4.	Boarding
5.	Co-Curricular Activities
6.	Guidance and Counseling/Careers
7.	Quality Assurance and Standards (QAS)
8.	Academic/Mentorship

Table 9: Senior Masters -Secondary Schools (this also applies to SNE-Secondary Schools)

S/No	Senior Master
1	Humanities
2	Science and Mathematics
3	Languages
4	Technical & Creative Arts
5	Boarding
6	Co-Curricular Activities
7	Guidance and Counseling/Careers
8	Quality Assurance and Standards (QAS)
9	Academic/Mentorship

Table 10: Senior Masters TVET (this also applies to SNE- TVET Institutions)

S/No	Senior Master/S
1	Agriculture / Agricultural Engineering
2	Applied and Health Sciences
3	Automotive Engineering
4	Chemical Engineering
5	Computer Studies / Information and communication Technology
6	Business and Entrepreneurship Studies
7	Building and Civil Engineering
8	Education and Communication
9	Liberal Studies
10	Mechanical Engineering
11.	Electrical and Electronics Engineering
12.	Institutional and Hospitality Management

13.	Surveying / Architecture
14.	Guidance & Counselling
15.	Industrial Attachment
16.	Quality Assurance and Standards (QAS)
17.	Boarding
18.	Co-curricular Activities
19.	Academic/Mentorship

Table 11: Senior Masters in TTCs (Certificate and Diploma)

S/NO	SENIOR MASTERS
1.	Education
2.	Sciences and Mathematics
3.	Social Sciences
4.	Languages
5.	Creative Arts
6.	Guidance and Counselling
7.	Co-Curricular Activities
8.	Quality Assurance and Standards (QAS)
9.	Boarding
10.	Teaching Practice
11.	Academic/Mentorship

Table 12: Establishment of Administrative Positions in CEMASTE A

Position	Number	T- Scale
Director	1	T15
Deputy Director	1	T14
Dean of Studies	1	T13
Programme Coordinators	6	T12

Table 13: Establishment of Administrative Positions in KISE

Position	Number	T- Scale
Director	1	T15
Deputy Director	2	T14
Dean	1	T13
Registrar	1	T13
Senior Masters	5	T10 - T12

10.0 APPOINTMENT AND DEPLOYMENT GUIDELINES

10.1 Qualifications and experience required of administrators of Post Primary Institutions

In addition to the requirements for appointments in the policy, Institutional Administrators will be appointed based on the criteria outlined in the tables below: -

Table 14: Principals of Secondary Schools

Category	Grade	Experience
Sub County & All Day Schools	Principal T- Scale 13	Served as a Deputy Principal at T-Scale 12 or in an equivalent position for a minimum period of three (3) years
County Schools	Senior Principal T-Scale 14	Served as a Principal at T-Scale 13 or in an equivalent position for a minimum period of three (3) years
National & Extra County Schools	Chief Principal T-Scale 15	Served as a Senior Principal at T-Scale 14 or in an equivalent position for a minimum period of three (3) years

Table 15: Deputy Principals of Secondary Schools

Category	Grade	Experience
Sub County & All Day Schools	Deputy Principal III/IV T- Scale 10/11	Served at T-Scale 9/10 or in an equivalent position for a minimum period of three (3) years
County Schools	Deputy Principal II T-Scale 12	Served as a Deputy Principal at T-Scale 11 or in an equivalent position for a minimum period of three (3) years
National & Extra County Schools	Deputy Principal I T- Scale 13	Served as a Deputy Principal at T-Scale 12 or in an equivalent position for a minimum period of three (3) years

Table 16: Senior Masters of Secondary Schools

Category	Grade	Experience
Sub-County & All Day Schools	Senior Master III/IV T- Scale 10/9	Served as a teacher at T-Scale 9/8 or in an equivalent position for a minimum period of three (3) years
County Schools	Senior Master II T-Scale 11	Served as a Senior Master III at T-Scale 10 or in an equivalent position for a minimum period of three (3) years

National & Extra County Schools	Senior Master I T-Scale 12	Served as a Senior Master II at T-Scale 11 or in an equivalent position for a minimum period of three (3) years
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Table 17: Principals of TVET institutions

Category	Enrolment	Grade	Experience
1.	Up to 1000 learners	Principal T-Scale 13	Served as a Deputy Principal II T-Scale 12 or in an equivalent position for a minimum period of three (3) years
2.	Between 1001 and 1500 learners	Senior Principal T-Scale 14	Served as a Principal at T-Scale 13 or in an equivalent position for a minimum period of three (3) years
3.	Above 1500 learners	Chief Principal T-Scale 15	Served as a Senior Principal T-Scale 14 or in an equivalent position for a minimum period of three (3) years

Table 18: Deputy Principal/s of TVET Institutions

Category	Enrolment	Grade	Experience
1.	up to 1000 learners	Deputy Principal TVET III T-Scale 11	Served as a Senior Master III T-Scale 10 or in an equivalent position for a minimum period of three (3) years
2.	Between 1001& 1500 learners	Deputy Principal TVET II T-Scale 12	Served as Deputy Principal III T-Scale 11 or in an equivalent position for a minimum period of three (3) years
3.	Above 1500 learners	Deputy Principal TVET I T-Scale 13	Served as Deputy Principal II T-Scale 12 or in an equivalent position for a minimum period of three (3) years

Table 19: Registrar/Dean of TVET Institutions

Category	Enrolment	Grade	Experience
1.	Up to 1000 learners	Registrar/Dean of Students TVET III T-Scale 11	Served as Senior Master T-Scale 10 or in an equivalent position for a minimum period of three (3) years
2.	Between 1001 & 1500 learners	Registrar/Dean of Students TVET II T-Scale 12	Served as Dean/Registrar III T-Scale 11 or in an equivalent position for a minimum period of three (3) years

3.	Above 1500 learners	Registrar/Dean of Students TVET I T-Scale 13	Served as Dean/Registrar II T-Scale 12 or in an equivalent position for a minimum period of three (3) years
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Table 20: Senior Masters of TVET Institutions

Category	Enrolment	Grade	Experience
1.	Up to 1000 learners	Senior Master TVET III T-Scale 10	Served as a Senior Master IV T-Scale 9 for a minimum period of three (3) years
2.	Between 1001 &1500 learners	Senior Master TVET II T-Scale 11	Served as a Senior Master III T-Scale 10 or in an equivalent position for a minimum period of three (3) years
3.	Above 1500 learners	Senior Master TVET I T-Scale 12	Served as a Senior Master II T-Scale 11 or in an equivalent position for a minimum period of three (3) years

Table 21: Principals of Teacher Training Colleges (Certificate & Diploma)

Category	Enrolment	Grade	Experience
1.	Up to 1000 learners	Principal TTC T-Scale 13	Served as Deputy Principal at T-Scale 12 or in an equivalent position for a minimum period of three (3) years
2.	Between 1001 &1500 learners	Senior Principal TTC T-Scale 14	Served as Principal at T-Scale 13 or in an equivalent position for a minimum period of three (3) years
3.	Above 1500 learners	Chief Principal TTC T-Scale 15	Served as Principal at T-Scale 14 or in an equivalent position for a minimum period of three (3) years

Table 22: Deputy Principals of Teacher Training Colleges (Certificate & Diploma)

Category	Enrolment	Grade	Experience
1.	Up to 1000 learners	Deputy Principal TTC III T-Scale 11	Served as Senior Master III at T-Scale 10 or in an equivalent position for a minimum period of three (3) years
2.	Between 1001 and 1500 learners	Deputy Principal TTC II T-Scale 12	Served as Deputy Principal III at T-Scale 11 or in an equivalent position for a minimum period of three (3) years
3.	Above 1500 learners	Deputy Principal TTC I T-Scale 13	Served as Deputy Principal II at T-Scale 12 or in an equivalent position for a minimum period of three (3) years

Table 23: Dean/Registrar of Teacher Training Colleges (Certificate & Diploma)

Category	Enrolment	Grade	Experience
1.	Up to 1000 learners	Dean/ Registrar TTC III T-Scale 11	Served as Senior Master III at T-Scale 10 or in an equivalent position for a minimum period of three (3) years
2.	Between 1001& 1500 learners	Dean/Registrar TTC II T-Scale 12	Served as Dean/Registrar III at T-Scale 11 or in an equivalent position for a minimum period of three (3) years
3.	Above 1500 learners	Dean/Registrar TTC I T-Scale 13	Served as Dean/Registrar II at T-Scale 12 or in an equivalent position for a minimum period of three (3) years

Table 24: Senior Masters of Teacher Training Colleges (Certificate & Diploma)

Category	Enrolment	Grade	Experience
1.	Up to 1000 learners	Senior Master TTC III T-Scale 10	Served as Senior Lecturer IV at T-Scale 9 or in an equivalent position for a minimum period of three (3) years
2.	Between 1001 and 1500 learners	Senior Master TTC II T-Scale 11	Served as Senior Master III at T-Scale 10 or in an equivalent position for a minimum period of three (3) years
3.	Above 1500 learners	Senior Master TTC I T-Scale 12	Served as Senior Master II at T-Scale 11 or in an equivalent position for a minimum period of three (3) years

Table 25: Establishment and requirement for appointment of administrators in CEMASTE A

Position	Number	Grade	Experience
Director	1	T- Scale 15	Must have served as Deputy Director at T-Scale 14 or in an equivalent position for a minimum period of three (3) years.
Deputy Director	1	T- Scale 14	Must have served as a Dean of studies at T-Scale 13 or in an equivalent position for a minimum period of three (3) years.
Dean of Studies	1	T- Scale 13	Must have served as a National/International Coordinator T-Scale 12 for a minimum period of three (3) years.
Programme Coordinators	6	T-Scale 12	Must have served as a Senior National Trainer T-Scale 11 for a minimum period of three (3) years.

Table 26: Establishment and requirements for appointment of administrators-KISE

Position	Number	Grade	Experience
Director	1	T- Scale 15	Must have served as a Deputy Director at T-Scale 14 or in an equivalent position for a minimum period of three (3) years.
Deputy Director	2	T- Scale 14	Must have served as a Academic Registrar at T-Scale 13 or in an equivalent position for a minimum period of three (3) years..
Academic Registrar	1	T- Scale 13	Must have served either as a Senior Master I at T-Scale 12 or in an equivalent position for a minimum period of three (3) years.
Senior Masters	5	T-Scale 12	Must have served as Senior Master II T-Scale 11 or in an equivalent position for a minimum period of three (3) years.

10.2 Qualifications and experience required of administrators in primary institutions

In addition to the requirements for appointment in the policy, administrators in Primary institutions will be appointed based on the criteria outlined in the tables below:

Table 27: Head Teacher

Category	Enrolment	Grade	Experience
1.	Up to 1000 learners	Head Teacher T-Scale 10	Served as a Deputy Head Teacher II T-Scale 9 for a minimum period of three (3) years
2.	Above 1000 learners	Senior Head Teacher T-Scale 11	Served as a Head Teacher at T-Scale 10 or in an equivalent position for a minimum period of three (3) years.

Table 28: Deputy Head Teacher

Category	Enrolment	Grade	Experience
1.	Up to 1000 learners	Deputy Head Teacher II T-Scale 9	Served as a Senior Teacher I at T-Scale 8 for minimum period of three (3) years
2.	Above 1000 learners	Deputy Head Teacher I T-Scale 10	Served as Deputy Head Teacher II T-Scale 9 for a minimum period of three (3) years

Table 29: Senior Teacher

Category	Enrolment	Grade	Experience
1.	Up to 1000 learners	Senior Teacher II T-Scale 7	Served Primary Teacher I T-Scale 6 for a minimum period of three (3) years
2.	Above 1000 learners	Senior Teacher I T-Scale 8	Served as Senior Teacher II T-Scale 7 for a minimum period of three (3) years

11.0 POLICY IMPLEMENTATION

The Commission Secretary will implement this policy using the established administrative structures.

12.0 MONITORING AND REVIEW

The implementation of this policy will be continuously monitored. The policy will be reviewed from time to time as and when the need arises.