

TEACHERS SERVICE COMMISSION



**HAND BOOK ON
DECENTRALIZED TEACHER
MANAGEMENT FUNCTIONS
AUGUST 2015**

TABLE OF CONTENTS

FOREWORD.....	II
PREFACE	III
LIST OF ABBREVIATIONS & ACRONYMS	IV
DEFINITION OF TERMS AND CONCEPTS	V
CHAPTER ONE.....	1
1.0 INTRODUCTION AND BACKGROUND	1
1.1 Legal Framework.....	1
1.2 Policy Framework.....	1
1.3 Objectives and Principles of Decentralization	2
1.4 Scope of the Handbook	3
CHAPTER TWO:	4
2.0 ROLES AND RESPONSIBILITIES	4
2.1 INTRODUCTION.....	4
CHAPTER THREE:	9
3.0 THE DECENTRALIZED CORE FUNCTIONS.....	9
3.1 REGISTRATION OF TEACHERS.....	9
3.2 RECRUITMENT OF TEACHERS	9
3.3 DEPLOYMENT /ASSIGNMENT	11
3.4 PROMOTION OF TEACHERS	12
3.5 TEACHER DISCIPLINE	13
3.6 MAINTENANCE OF TEACHING STANDARDS	14
3.7 Performance Management System.....	15
3.8 SPECIAL NEEDS EDUCATION.....	16
3.9 TEACHER MANAGEMENT INFORMATION SYSTEM	17
CHAPTER FOUR:.....	18
4.0. THE DECENTRALIZED INTEGRATED SUPPORT SERVICES.....	18
4.1. Human Resource Management.....	18

LIST OF FIGURES

FIGURE 1(A)	TSC COUNTY AND SUB COUNTY COMBINED TECHNICAL ORGANIZATIONAL STRUCTURE	25
FIGURE 1(B)	TSC COUNTY ORGANIZATIONAL/ ADMINISTRATIVE STRUCTURE	26
FIGURE 1(C)	TSC SUB COUNTY ORGANIZATIONAL/ ADMINISTRATIVE STRUCTURE	27

LIST OF TABLES

APPENDIX 1:.....	28
APPENDIX II:.....	29

FOREWORD

The Teachers Service Commission is one of the constitutional Commissions created under the Constitution of Kenya, 2010. Under this constitutional framework, the Commission is expected to decentralize its functions and services from its headquarters to counties with a view to enhancing access to services by citizens.

Accordingly, the Commission, in June, 2012 competitively identified and appointed County Directors to the 47 counties as an initial step towards the decentralization of its services. The deployment aimed at facilitating the decentralization of teacher management functions previously performed by agents and at the headquarters.

It has been observed that the decentralization of government services requires a well planned approach in terms of personnel, enabling policies and the requisite facilities. In this regard, the Commission needs a strong and harmonized framework for undertaking the teacher management functions across the country. The new legal and administrative framework has necessitated a wide and in-depth exposure to all TSC staff, especially those performing the decentralized teacher management functions. The development and roll out of a reference document that would harmonize, streamline and standardize the service delivery processes at the counties is an important milestone towards the decentralization process.

The Hand Book is therefore intended to:-

- (i) Amplify and realize the Commission's redefined role under the provisions of the Constitution and the Teachers Service Commission Act.
- (ii) Provide guidelines for inducting county staff and other officers joining the Commission on their specific roles and responsibilities.
- (iii) Standardize the processes of all teacher management functions across the country.
- (iv) Serve as a tool for executing the teacher management functions.

The hand book will not only facilitate the front line staff in their day to day operations but will also be a useful tool in defining the levels of accountability in service delivery at the Commission.



DR. LYDIA N. NZOMO, OGW
COMMISSION CHAIRPERSON

PREFACE

The Constitution of Kenya (2010) and the Teachers Service Commission Act No 20 of 2012 have mandated the Commission to register trained teachers; to recruit and employ registered teachers; to assign teachers employed for service in any public school or institution; to promote and transfer teachers; to exercise disciplinary control over teachers and to terminate the employment of teachers. The Constitution has further bestowed upon the TSC the responsibility of reviewing the standards of education and training of persons entering the teaching service; reviewing the demand for and the supply of teachers; and advising the national government on matters relating to the teaching profession.

To achieve this, the Commission is continuously restructuring its systems for effective service delivery. In this respect, it has reorganized its operations to focus on decentralizing its key processes to the county level. In this new arrangement, it is envisaged that most services offered by the Commission can be accessed at the county level, while the role of the headquarters will broadly entail formulation and direction of policy and regulating the operations of the frontline staff through advice and guidance.

The general principles of decentralization in teacher management include:

- (i) Promoting equity in staffing of educational institutions throughout the country.
- (ii) Improving service delivery by ensuring easy access to services hence reducing time wastage by teachers seeking services at the headquarters.
- (iii) Improving the performance of teachers through decentralized supervision.
- (iv) Facilitating efficient and effective teacher career progression and professional development.
- (v) Enhancing engagement with stakeholders in teacher management matters.
- (vi) Strengthening the teacher management structures at the county, sub-county and institutional levels.
- (vii) Standardizing the processes of teacher management at all levels.

This *Hand Book on Decentralized Teacher Management Functions* restates the TSC mandate, the overall objective of decentralization and the specific roles and responsibilities assigned to TSC staff at all levels. It has been developed for use by all TSC staff in the delivery of services related to teacher management at the headquarters, county and institutional level. It is my hope that all staff of the Commission will find this handbook a useful tool for more responsive and efficient service delivery.



NANCY NJERI MACHARIA , OGW
SECRETARY / CHIEF EXECUTIVE

LIST OF ABBREVIATIONS & ACRONYMS

ADA: Alcohol and Drug Abuse

AIDS: Acquired Immune Deficiency Syndrome

CORT: Code of Regulations for Teachers

DICECE: District Centre for Early Childhood Education. **EARC:** Educational Assessment and Resource Centre. **ECD:** Early Childhood Development

HELB: Higher Education Loans Board

NSSF: National Social Security Fund **TAC:**

Teacher Advisory Centers

TPD: Teacher Professional Development **TSC:**

Teachers Service Commission

WCPS: Widows and Children Pension Scheme **IPPD:**

Integrated Personnel Payroll Database

IFMIS: Integrated Financial Management Information System

CRM: Customer Relationship Management **DMS:**

Document Management System

CSO: Curriculum Support Officer

DEFINITION OF TERMS AND CONCEPTS

1. **Assignment:** The process of allocating new teaching duties to a teacher either within his/her current station or in a new station.
2. **Common cadre:** This is a category of job grades within which officers may progress without the need for a competitive selection process, provided they meet the minimum qualifications for the grade.
3. **Decentralization:** The process of delegating authority and accountability on various teacher management functions from the headquarters to the service delivery centres at lower levels.
4. **Deployment:** 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.
5. **Educational Institution:** Refers to both private and public learning institutions in Kenya registered under the Basic Education Act
6. **Induction:** The process of receiving and orienting a new employee into an organization for purposes of familiarizing the employee to work procedures and environment.
7. **Natural attrition:** Termination of service through retirement, death, release to other institutions, resignation or any other method through which an employee may leave service.
8. **Separation:** as used in this context is the disengagement of teachers from the employer which includes facilitating teachers and their Dependants access terminal benefits.

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND

1.1 Legal Framework

- 1.1.1** The Teachers Service Commission (Commission) was established in 1967 and operated as a Semi-Autonomous Government Agency (SAGA) under the Ministry of Education prior to the promulgation of the Constitution (2010).
- 1.1.2** Subsequent to the promulgation of the Constitution, the Commission was established as a Constitutional Commission under Article 237 with the mandate to undertake all teacher management functions specifically; to register trained teachers; to recruit and employ registered teachers; to assign teachers employed for service in any public school or institution; to promote and transfer teachers; to exercise disciplinary control over teachers and to terminate the employment of teachers.
- 1.1.3** Article 237(3) further mandates the Commission to review the standards of education and training of persons entering the teaching service; review the demand for and the supply of teachers; and to advise the national government on matters relating to the teaching profession. The Teachers Service Commission Act (2012) has further enhanced the functions of the Commission to include ensuring that teachers comply with the prescribed teaching standards, facilitating career progression and professional development for teachers including the appointment of heads of institutions and monitoring the conduct and performance of teachers.
- 1.1.4** In accordance with the Constitution and the Act, the Commission is composed of nine members appointed there under as opposed to the previous legislative framework (TSC Act, Cap 212(now repealed) where the Commission was composed of 24 Commissioners appointed by the Minister of Education.
- 1.1.5** In addition, as provided for in the TSC Act, the Commission has created within itself directorates, divisions, sections and units as appropriate for better management of its functions. In terms of its operations and functions, the Commission is an independent organ subject to the law and the Constitution. This is a departure from the previous legislative framework where the Commission performed its functions centrally and/or through agents who were either employees or appointees of the Ministry of Education.

1.2 Policy Framework

- 1.2.1** The overall policy objective of the Commission is to provide adequate teaching services and improve performance and

professional conduct of teachers for increased learning outcomes in public educational institutions. The wider government policy goals as articulated in the *Vision 2030 Medium Term Plan II (MTP II)*, and the *Sessional Paper No. 14 of 2012, on Reforming Education and Training Sectors in Kenya* underpin this teacher management objective. The Commission has formulated various policies in order to achieve the overall policy objective. The decentralization of functions from the headquarters to the county is a major element in meeting this objective.

1.3 Objectives and Principles of Decentralization

- 1.3.1** Decentralization as used in this context is the process of transferring authority to perform specific aspects of teacher management functions from the headquarters to the counties. Decentralization of the functions and services is therefore in pursuance of the provisions of Article 174 of the Constitution that requires the Commission like all other state organs to decentralize its functions and services from the Capital of Kenya (headquarters).
- 1.3.2** The general principles of decentralization in teacher management include:
- 1.3.3** Promoting equity in staffing of educational institutions throughout the country.
- (i) Improving service delivery by ensuring easy access to services hence reducing time wastage by teachers seeking services at the headquarters.
 - (ii) Improving the performance of teachers through decentralized supervision.
 - (iii) Facilitating efficient and effective teacher career progression and professional development.
 - (iv) Enhancing engagement with stakeholders in teacher management matters.
 - (v) Strengthening the teacher management structures at the county, sub-county and institutional levels.
- 1.3.4** Standardizing the processes of teacher management at all levels.
- 1.3.2** The decentralization has necessitated the reassignment of the previously delegated functions to the TSC County Directors and which in essence has placed the counties as the focal point of service delivery. Further, some of the functions previously performed by Commissioners at the headquarters have been decentralized hence will be undertaken at the county level. The process also aims at establishing the requisite structures and facilities to strengthen teacher management in the counties.

1.4 Scope of the Handbook

- i) This Hand Book has been developed for use by the employees of the Commission at all administrative levels in the performance of teacher management functions. It outlines the functions to be undertaken by the Commission under the Constitution and the Act. The decentralized functions are to be undertaken by the Commission's officers at the county level or by agents of the Commission, who shall include the Boards of Management for all public primary and post primary institutions except the universities.

CHAPTER TWO:

2.0 ROLES AND RESPONSIBILITIES

2.1 INTRODUCTION

In accordance with Section 14 of the TSC Act, the Commission is empowered to establish such administrative units and appoint officers to perform any of its functions. As such, the TSC County Directors and other officers were appointed to handle all administrative as well as technical issues related to teacher management at the county level.

2.1.1 Duties of the TSC County Director

- (1) The County Director shall:-
 - (a) Facilitate the processing of teacher registration and enforcement of the requirements for teacher registration;
 - (b) Coordinate teacher recruitment at the county and ensure that the Commission's recruitment guidelines in force are adhered to;
 - (c) Maintain a data base of registered teachers including the unemployed teachers within the county;
 - (d) Manage aspects of teacher management as per the existing policy and guidelines within the county through: -
 - i. Recruitment;
 - ii. Transfers;
 - iii. Posting;
 - iv. Receiving and recommending teachers' study leave;
 - v. Handling disciplinary matters as directed by the Commission Secretary; and
 - vii. Identifying through a competitive process and recommending to the Commission Secretary, teachers to be deployed to administrative positions;
 - (e) Implement guidelines issued by the Commission from time to time;
 - (f) Maintain a data base for all administrative posts in the county;
 - (g) Maintain a data bank of all teacher vacancies available at the county;
 - (h) Coordinate identification and selection of candidates for Teacher Professional Development Courses (TPDC) within the county as per the guidelines issued by the Commission from time to time;

- (i) Coordinate teacher promotions under the common cadre establishment within the county;
 - (j) Ensure that teachers comply with the teaching standards prescribed by the Commission;
 - (k) Monitor the conduct and performance of teachers at the county level;
 - (l) oversee performance appraisal of teachers at the county level;
 - (m) submit other reports related to performance of teachers as the Commission may require from time to time;
 - (n) Transmit reports from heads of institutions to the Commission;
 - (o) Supervise staff within the county;
 - (p) Advise the respective county governments on matters relating to the teaching profession;
 - (q) Establish mechanisms to enhance communication and service delivery at the county; and
 - (r) Perform any other duty as may be assigned by the Commission from time to time.
- (2) Liaise with the Commission Secretary and other stakeholders in resource mobilization.
- (3) In discharging the functions spelt out under the Code or Regulations for Teachers, the County Director shall at all times be answerable to, and work under the direction of the Commission Secretary.

2.1.2 Duties of the Deputy County Director

The Deputy County Director is responsible to the County Director in undertaking the following duties:-

- (i) Deputize the County Director.
- (ii) Co-ordinate the processing of teacher registration in the County.
- (iii) Planning and facilitating interviews for heads and deputies of primary and post primary institutions and ratification of appointment of heads and deputies of primary schools.
- (iv) Establish and maintain database for interviewed candidates.
- (v) Secretary to the County Assignment and Deployment Committee on teacher deployment and rationalization.
- (vi) Investigate matters of professional misconduct among teachers and secretariat staff.
- (vii) Co-ordinate curriculum implementation in schools and adherence to the teaching standards.

- (viii) Undertake standard assessment in the schools/institutions with QAS officers and prepare reports.
- (ix) Supervise data capture and validate reports.
- (x) Supervise TSC Secretariat Staff at the county.
- (xi) Co-ordinate maintenance of up to date records of assets in the county.
- (xii) Co-ordinate teachers and secretariat staff appraisal process.
- (xiii) Secretary to county meetings.
- (xiv) Co-ordinate TPC programmes.
- (xv) Manage office infrastructure, transport and other equipment installed or allocated to the county.
- (xvi) Establish systems to ensure compliance with the Occupational Safety and Health Act (OSHA) at the county offices.
- (xvii) Perform any other duties assigned by the County Director.

2.1.3 The TSC Quality Assurance and Standards Officer

The TSC Quality Assurance and Standards Officer is responsible to the County Director in undertaking the following duties:-

- (i) Ensure compliance with professional and ethical standards among heads of institution and all teachers in the teaching service;
- (ii) Ensure heads of institution and teachers adherence to the values and principles of Public Service and promote the Teachers Service Commission's image and core values;
- (iii) Maintain and enforce teacher registration in all educational institutions;
- (iv) Monitor performance of heads and teachers and ensure that all teachers are appraised;
- (v) Carry out routine, advisory and investigative standards assessments with regard to teacher performance and compile appropriate reports;
- (vi) Initiate, coordinate and conduct capacity building courses for teachers for effective and quality teaching;
- (vii) Coordinate quality assurance programmes undertaken in the counties;
- (viii) Continuously support teachers to comply with standards as specified in TSC Act, the Code of Regulations for Teachers, Basic Education Act, KICD Act, KNEC Act and any other relevant legislation;
- (ix) Ensure compliance to teaching standards by preparation and use of professional teaching resources;
- (x) Analyze national examinations and continuous assessment results and propose appropriate intervention and ensure that recommendations from evaluation reports are implemented;
- (xi) Liaise with the County Director of Education and other stakeholders

on matters relating to quality of education in the County;

- (xii) Perform any other duties assigned by the County Director.

2.1.4 Duties of the County Human Resource Officer

The County Human Resource Officer is responsible to the County Director in undertaking the following duties:-

- (i) Head of the Human Resource function in the county.
- (ii) Responsible for handling correspondence on all matters pertaining to terms and condition of service for teachers.
- (iii) Advising the TSC County Director on all matters pertaining to human resource management and development function.

2.1.5 Duties of the TSC Sub-County Director

The TSC Sub- County Director is responsible to the County Director in undertaking the following duties:-

- (i) Facilitate the processing of teacher registration;
- (ii) Update and submit data on staffing levels to the county office;
- (iii) Assign teachers employed by the Commission to public institutions within the sub-county;
- (iv) Co-ordinate teacher performance management activities within the sub-county;
- (v) Investigate allegations of professional misconduct within the sub-county;
- (vi) Receive applications for transfer of service of teachers to public institutions for submission to the county office;
- (vii) Receive applications for release of teachers to other institutions for submission to the county office;
- (viii) Receive retirement documents and submit to the county office;
- (ix) Supervise staff within the sub county office; and
- (x) Perform any other duty as may be assigned by the County Director.

2.1.6 Duties of the Curriculum Support Officer

The Commission may for purposes of providing quality teaching and learning, establish a Curriculum Support Centre at the zonal level or any other level within the Sub County.

The Curriculum Support Officer is responsible to the Sub-County Director in undertaking the following:-

- (i) Identifying the training needs of teachers and heads of institution and advising the Commission accordingly;
- (ii) Liaising with the Sub-County Director and school administrators, providing support services to teachers and to continuously advising on

teaching techniques, appropriate text books, lesson demonstrations and the challenges noted during assessments;

- (iii) Organizing and conducting, in conjunction with the Sub-County Directors, courses on curriculum delivery and implementation through seminars, workshops, retreats and in-service programmes;
- (iv) Advising teachers on appropriate resources including resource books, consumables, audio-visual aids and other materials necessary for effective teaching and learning;
- (v) Assisting teachers to develop and use appropriate teaching aids and other reference materials;
- (vi) Updating teachers on curriculum changes, pedagogy, content coverage and any other emerging issues in the teaching service;
- (vii) Developing work programmes for the Curriculum Support Centre;
- (viii) Visiting schools, observing teaching techniques, conducting lessons demonstrative lessons and advising teachers on the appropriate teaching methods and techniques.
- (ix) Assisting in the setting up and organization of subject and examinations/ panels; and examinations and assessments procedures in schools at the zonal level;
- (x) Providing professional guidance and counseling to teachers and disseminating information on curriculum, evaluation, textbook selection and training;
- (xi) Collecting and submitting to the Sub-County Director data on school enrollment, staff establishment, staff changes and other related information;
- (xii) Participating in the organization and management of co-curricular activities;
- (xiii) Working with the Quality Assurance and Standards Officer to improve teaching and learning;
- (xiv) Preparing regular progress reports for onward transmission to relevant offices;
- (xv) Performing all other duties as may be necessary to promote standards in the teaching profession.

CHAPTER THREE:

3.0 THE DECENTRALIZED CORE FUNCTIONS

3.1 REGISTRATION OF TEACHERS

The legislative framework on teacher registration requires a person to be registered by the Commission in order to teach in any educational institution registered by the Minister responsible for education. Registration is aimed at regulating the teaching profession by ensuring that persons entering the teaching service have the required academic and professional qualifications.

3.1.1 Role of the County Director

The County Director is required to:

- (i) Advise teachers on the process of teacher registration;
- (ii) Certify documents required for registration;
- (iii) Enforce teacher registration requirement by routinely carrying out standards assessments in public educational institutions;
- (iv) Establish and maintain an up to date data of registered and unemployed teachers in the county;
- (v) Sensitize stakeholders on the teacher registration requirement;
- (vi) Report to the Commission Secretary any non-compliance with the teacher registration requirement.

3.2 RECRUITMENT OF TEACHERS

The objective of teacher recruitment is to provide sufficient professional teaching force to all public primary, secondary and tertiary institutions in the country.

3.2.1 Role of the County Director

The County Director is required to:

- i) Analyse and submit to the headquarters an up-to-date data on teacher shortage within the county on quarterly basis.
- ii) Chair the recruitment committee as per the operational guidelines.
- iii) Co-ordinate the selection process at the county as per the guidelines.
- iv) Receive and address appeal and complaints arising from the recruitment exercise.
- v) Conduct selection exercise and prepare county merit list for primary schools.
- vi) Submit the merit list ratified by the county selection panel to the TSC headquarters.
- vii) Assign employed Primary School teachers duty stations
- viii) Follow up reporting of newly employed teachers.

3.2.2 County and sub-county Selection Panels: (Primary Institutions)

A. County Selection Panel

- i) TSC County DirectorChairperson
- ii) Deputy County Director.....Secretary
- iii) County HRO.....Member
- iv) TSC Sub County Directors..... .Member

B. Sub-County level merit Panel

- i) Sub-county DirectorChairperson
- ii) Sub-county Human Resource Officer.....Secretary
- iii) Curriculum support Officers.....Members

3.2.3 Institutional Selection Panels: (Post-Primary Institutions)

A. Institutions with BOMS

- i) Chairperson, Board of Management (BOM) - Chairperson
- ii) Two members of the Board of Management -
- iii) Head of Institution - Secretary
- iv) Deputy Head of Institution - Member
- v) Subject Specialist - Member
- vi) TSC County Director/representative - Member

B. Institutions without BOMS

- i) TSC County Director/representative - Chairperson
- ii) Head of Institution - Secretary
- iii) Deputy Head of Institution - Member
- iv) Subject Specialist - Member
- v) TSC Sub-County Director - Member
- vi) TSC Human Resource Officer - Member
- vii) PTA Chairperson - Member

3.3 DEPLOYMENT /ASSIGNMENT

Deployment refers to the process of assigning serving teachers duties and responsibilities. This is guided by staffing norms; which are rules and formulae used to determine the number of teachers and administrators required in an institution. The purpose of deployment is to attain national equity in teacher distribution, utilization and efficiency in the management of public educational institutions.

3.3.1 Role of County Director:-

The County Director is required to:

- i) Chair the County Assignment and Deployment Committee as per guidelines.
- ii) Undertake continuous teacher rationalization to ensure equity in teacher distribution and optimum utilization.
- iii) Undertake intra county transfer of teachers
- iv) Maintain a data base on all special needs schools/units in the county.
- v) Identify, interview and recommend successful applicants for Education Assessment and Resource Centre Coordinators to TSC HQS for appropriate deployment.
- vi) Identify and deploy institutional administrators within the County.
- vii) Forward transfer application forms for extra county transfers.
- viii) Ensure that teachers perform duties assigned as per laid down regulations.
- ix) Induct all newly employed teachers .
- x) Post newly recruited primary school teachers to schools.
- xi) Follow up reporting of newly appointed teachers and submit entry/ exit reports to the headquarters.

The teacher assignment and deployment process shall be conducted through committees whose membership shall be revised from time to time.

3.3.2 The County Assignment and Deployment Committee

- i) TSC County Director.....Chairperson
- ii) Deputy County Director.....Secretary
- iii) County TSC QAS.....Member
- iv) County HRO.....Member
- v) Relevant Sub county Director.....Member

3.4 PROMOTION OF TEACHERS

3.4.1 Promotion

The objective of promotion is to reward performance, manage succession and expand opportunities for career growth and progression. Promotion is based on existing schemes of Service that may be reviewed from time to time. Promotion of teachers is done in three categories:-

3.4.2 Promotion on common cadre establishment:

This applies to a category of teachers who may move from one grade to another without the need for a competitive selection process or availability of vacancies, provided they meet the minimum qualifications for the grade.

This involves teachers in Job Group J, K and L. Promotion from Job Group J to K and K to L is done after three years satisfactory performance.

3.4.3. Role of County Director

The County Director is required to:

- i) Identify the teachers who are due for promotion.
- ii) Analyze performance appraisal reports from heads of institutions and sub counties
- iii) Issue promotion letters to the qualified teachers

3.4.2 Promotion through Teacher Proficiency Course (TPC):

This covers non-graduate teachers in Job Groups G and H, who must undertake a Teacher Proficiency Course.

3.4.2.1 Role of County Director

The County Director is required to:

- i) Vet applications for promotion as per guidelines.
- ii) Prepare a merit list of the applicants.
- iii) Submit merit list to the headquarters
- iv) Invite successful applicants for training.
- v) Issue promotion letters to successful candidates.

3.4.3 Promotion through competitive selection

Promotion of teachers to Job Groups M, N, P, Q and R is done through competitive selection. Shortlisting shall be done at the TSC headquarters. Names of shortlisted candidates for Job Groups M and N and guidelines shall be forwarded to County Directors who shall conduct the interviews at the county level.

3.4.4 Role of County Director

The County Director is required to:

- i) Chair promotion interview panels.
- ii) Conduct interviews for Job Group M and N for shortlisted candidates
- iii) Prepare merit list and submit the same with minutes of the interview panels to the headquarters.
- iv) Issue regrets letters to all unsuccessful candidates.

The teacher promotion process shall be conducted through committees whose membership shall be revised from time to time.

3.4.4.1 Teacher Promotion panel

- i) County Director.....Chairperson
- ii) TSC County QAS.....Member
- iii) Deputy County Director.....Secretary
- iv) County HRO.....Member
- v) Relevant Sub-County Directors.....Member

3.5 TEACHER DISCIPLINE

The policy on teacher discipline is aimed at regulating the conduct of teachers in order to enhance professionalism and integrity in the teaching service. This is achieved through enforcement of provisions of the Code of Regulations for Teachers and Code of Conduct and Ethics. The disciplinary process should be undertaken fairly to ensure justice for the affected teachers and efficient administration of the disciplinary procedures.

3.5.1 Role of County Director

The County Director is required to:

- i) Sensitize and advise teachers, Heads of Institution, Boards of Management and field staff on the essence of professionalism in the teaching service;
- ii) Initiate investigations on allegations made against teachers;
- iii) Evaluate investigation reports and take appropriate action in line with relevant provisions of the Code of Regulations for Teachers and Code of Conduct and Ethics;
- iv) Forward interdiction letters and supporting evidence to headquarters for action on cases that may lead to dismissal from service and/or re-removal from the Register of Teachers;

- v) Invite interdicted teachers and witnesses (if any) for hearing of cases.
- vi) Hear and determine disciplinary cases.
- vii) Forward decisions of disciplinary panels to headquarters for ratification by the Commission;
- viii) Communicate the Commission's decision to the affected teachers;
- ix) Forward all appeal cases to headquarters;
- x) Initiate investigations and forward to the headquarters reports on discipline cases related to Secretariat Staff.

The teacher disciplinary process shall be conducted through panels whose membership shall be revised from time to time.

3.5.2. Teacher Disciplinary Hearing Panel

- i) Commissioner/County Director.....Chairperson ii)
Two Sub-County Directors.....Members
- iii) Sub-County Director(where the case originates)Prosecutor
- iv) A Sub-County DirectorCS Representative
- v) Any other technical officer/specialist by invitationMember

3.6 MAINTENANCE OF TEACHING STANDARDS

This entails development, review and maintenance of the entry and performance standards of persons in the teaching service. It provides for the procedures of quality assessment of teachers, continuous professional development, performance contracting for heads of institutions and teacher performance appraisal.

3.6.1 Standards Assessment

In the teaching service, teacher registration entails the verification of the qualifications and background information of the applicants before a qualified teacher is subsequently issued with a Teacher Registration certificate. This ensures that, standards on professional qualifications and competencies within the teaching service are maintained thus enforcing teachers compliance with the teaching standards prescribed under the Teachers Service Commission Act 2012.

The County Director is required to:

- i) Facilitate the processing of teacher registration and enforcement of the requirements for teacher registration
- ii) Maintain a data base of registered teachers including the unemployed teachers within the county;
- iii) Ensure that teachers comply with the teaching standards prescribed by

the Commission

- iv) Carry out standards assessment to ensure teachers comply with teaching standards and take appropriate action to address the gaps and emerging issues;
- v) Compile and submit standards Assessment reports to headquarters;
- vi) Sensitize the heads of institution and teachers in regards to quality assurance and standards issues.

3.6.2 Continuous Professional Teacher Development

Teacher Professional Development is the continuous updating of professional knowledge and improvement of personal competence throughout one's teaching life. Due to the dynamic environment in which teachers work, professional teacher development is a prerequisite for effective teaching and learning in the classroom.

Professional development involves the career-long processes and related system and policies designed to enable educators (teachers, administrators, and supervisors) to acquire, broaden, and deepen their knowledge, skill, and competences in order to effectively perform their work roles. Every teacher shall undertake the Teacher Professional Development Programmes prescribed or recommended by the Commission from time to time. The Commission shall accredit training institutions to conduct Teacher Professional Development Programmes. The approved institutions shall issue certificates to teachers upon completion of the Programme. Every teacher is required to successfully complete a prescribed teacher professional development programme to qualify to be issued with a Teaching Certificate by the Commission.

The County Director is required to:

- i) Undertake periodic teacher training needs assessment;
- ii) Coordinate and carry out induction courses for teachers and heads of institution;
- iii) Coordinate Teacher Professional Development programmes;
- iv) Coordinate identification and selection of candidates for Teacher Professional Development courses;
- v) Coordinate the development of teaching and learning materials in the institutions.

3.7 PERFORMANCE MANAGEMENT SYSTEM

The Commission has embraced Result Based Performance Management Approach, which entails Performance Contracting for heads of primary and post-primary institutions and Performance Appraisal system for teachers.

The purpose of performance management system in the teaching service is to improve performance standards and professionalism with a view to enhancing the image of the teaching profession and learning outcomes.

3.7.1 Performance Contract for Heads of Institutions

In order to ensure prudent utilization of public resources, the Commission has cascaded performance contracting to Institutional level.

The objective of Performance Contracting is to promote accountability, transparency and integrity in managing educational resources with a view to continually enhance learning outcomes.

The County Director is required to:

- vi) Ensure that all Heads of Institution sign Performance Contract.
- vii) Sensitize teachers, Head of Institutions and Stakeholders.
- viii) Monitor the PC targets achievement progress.
- ix) Prepare analyzed PC report and submit to Headquarters.
- x) Provide timely feedback to the institutions on the level of target achievement.
- xi) Recommend intervention measures on identified performance gaps.

3.7.2 Teacher Performance Appraisal System

The Commission has developed an open Performance Appraisal System for teachers. The aim of this system is to strengthen supervision, offer professional support and continuously monitor the performance and conduct of teacher.

The County Director is required to:

- i) Coordinate institutionalization of teacher performance appraisal.
- ii) Monitor the conduct and performance of teachers.
- iii) Ensure compliance to the requirements of the appraisal process.
- iv) Prepared teacher appraisal report analysis and submit to the TSC headquarters.
- v) Arbitrate any performance contracting appraisal process wherever necessary.

3.8 SPECIAL NEEDS EDUCATION

The Teachers Service Commission deploys teachers trained in Special Needs Education (SNE) to teach in special schools/units and integrated programmes both in primary and secondary schools. The SNE teachers work in close liaison with Education Assessment and Resource Centre coordinators who are special needs education experts in the county.

3.8.1 Role of County Director

County Directors are required to:

- i) Identify vacant positions for administrators for special schools, carryout interviews and forward recommendations to the headquarters;
- ii) Co-ordinate teacher recruitment to ensure that SNE teachers are recruited for special schools/units;
- iii) Maintain a database on all special schools/units at the County (vacancies for SNE teachers and administrators);
- iv) Ensure standards of Education in special Needs are maintained and;
- v) Supervise, monitor and evaluate performance of SNE teachers in consultation with EARC coordinators in the County.

3.9 TEACHER MANAGEMENT INFORMATION SYSTEM

The Commission is in the process of developing an online data management system. This will replace the current manual system that relies on collection of data by use of the Form 'A's. The TMIS system will enable educational data to be collected on a real time basis which will greatly enhance teacher management.

Role of the County Director

The County director is required to:

- i) Ensure that all schools are correctly placed in the administrative units.
- ii) Assign user rights to the current Heads/Principals.
- iii) Ensure that educational data is entered by all educational institutions into the system.
- iv) Carry out random physical validation/verification of data.

CHAPTER FOUR:

4.0. THE DECENTRALIZED INTEGRATED SUPPORT SERVICES

4.1. Human Resource Management

Human Resources Management and Development entails management of certain aspects of the employee payroll, implementation of schemes of service and policies, performance management, succession management, staff development and facilitation of staff exits among others. The HRM&D services are categorized in three broad areas namely; Human Resource Management, Human Resource Development and Separation from service.

4. 1.1.Role of County Director

The County Director is required to ensure compliance with the relevant schemes of service and other HR policies and procedures.

1. Human Resource Maintenance

The County Director is required to:

- i) Process and issue appointment and confirmation letters to new employees as per the Code of Regulations for Teachers;
- ii) Advise teachers on salary remuneration issues;
- iii) Process and issue promotion letters;
- iv) Amend teachers' bio- data;
- v) Reinstate teachers on temporary detachments on payroll;
- vi) Stop salary on receipt of documents or information necessitating the stoppage.
- vii) Detect, verify and issue appropriate instructions and notices on salary overpayment;
- viii) Report any overpayment made to teachers who are not on payroll to the headquarters for follow up;
- ix) Verify the supporting documents and effect change of pay point upon request by a teacher;
- x) Dispatch pay slips and other payroll records to the employees within the stipulated time;
- xi) Sensitize employees on personal financial management to avoid pecuniary embarrassment;
- xii) Sensitize employees on salary overpayment prevention policy
- xiii) Sensitize employees on HR Policies on regular basis
- xiv) Process and manage applications for sick leave maternity/ paternity

leave, compassionate leave and special leave as per regulations and guidelines issued from time to time.

- xv) Recommend and submit applications for study leave to headquarters.
- xvi) Issue introductory letters to various institutions in line with laid down guidelines.
- xvii) Report promptly on teachers exiting service.

2. Supervision of Secretariat Staff

The County Director is specifically required to:

- i) Assign duties to and supervise secretariat staff in the county;
- ii) Develop annual county work plan and guide county staff on development of individual work plans;
- iii) Sensitize staff on performance appraisal system;
- iv) Appraise staff working in the County and provide feedback on their performance levels;
- v) Submit analyzed performance appraisal reports to the headquarters;
- vi) Investigate any allegations against secretariat staff and refer cases of interdiction to the headquarters;
- vii) Take disciplinary action that may include verbal, written warnings and recommendation for recovery of salary for errant staff in the county as per the provisions of the Code of Regulations for Secretariat Staff and Code of Conduct and Ethics for TSC Employees

3. Separation

The County Director is required to:

- i) Issue retirement notices to teachers due to retire at least 12 months before the retirement date;
- ii) Sensitize teachers on pension matters regularly;
- iii) Verify and forward to headquarters relevant documents upon request/application for resignation;
- iv) Request for relevant documents/applications to facilitate processing of retirement and death gratuity benefits;
- v) Verify and forward the submitted documents to headquarters to facilitate all payments related to exit from service;
- vi) Verify and forward documents to headquarters to facilitate refund of Widows and Children's Pension Scheme (WCPS);

- vii) Prepare contributions schedules for refunds and benefits to National Social Security Fund (NSSF);
- viii) Forward applications for Transfer of Service by teachers to TSC headquarters;
- ix) Verify claims/applications in relation to Work Injury Benefits and forwarding them to TSC headquarters;
- x) Investigate and report work injuries to TSC headquarters;
- xi) Sensitize teachers on filing tax returns and clearing any tax liabilities;
- xii) Sensitize teachers on obtaining HELB clearance certificates;
- xiii) Co-ordinate medical cover issues for Commission employees;

4. Human Resource Development

Capacity building for Secretariat staff is critical for the successful delivery of the decentralized functions. Capacity building initiatives will be carried out in line with the Training and Development Policy and circulars issued from time to time.

Role of County Director

The County Director is required to:

- i) Conduct skills and competency needs assessment in the county on annual basis;
- ii) Submit applications and lists of identified staff for proposed courses to headquarters;
- iii) Conduct skills and competency impact assessment in the county within three months after training;
- iv) Submit Training Needs/Impact data/ reports to the headquarters
- v) Update and maintain skills inventory/database of employees in the county
- vi) Facilitate staff to access library services and information /material.
- vii) Conduct on-the-job induction of staff deployed or newly recruited in the county;
- viii) Undertake coaching and mentoring of staff in the county on a continuous basis;
- ix) Coordinate training activities in the county

5. Information Communication Technology

The Commission will deploy information communication technology in all the decentralized teacher management functions as an enabler in service delivery. The existing systems, namely, IFMIS, CRM, and DMS will be rolled out to the counties. The County Directors will be expected to leverage on the available technology in the execution of the decentralized functions.

6. Records Management

The County Director is required to implement the Records Management Policy and other relevant guidelines issued from time to time by:

- i) Establishing and updating appropriate records;
- ii) Protecting information and information systems from unauthorized access, use, disclosure, disruption, modification, perusal, inspection, recording or destruction;
- iii) Ensuring data accuracy and integrity.

7. Gender and Disability Mainstreaming

The County Director is required to:

- iv) Comply with the principles of gender mainstreaming as stipulated in the Constitution of Kenya, National Gender and Equality Policy, the education sector and TSC gender mainstreaming policies and guidelines;
- v) Integrate gender mainstreaming in county plans, operations and strategies.
- vi) Address cases of Gender-Based Violence (GBV), Sexual Harassment (SH) and sexual abuse of learners as per the TSC Gender Policy and other relevant guidelines issued from time to time;
- vii) Sensitize TSC employees, agents and stakeholders in the county on gender issues;
- viii) Identify gender champions in public educational institutions across the county and build their capacity to articulate gender issues within the institutions;
- ix) Establish and maintain sex disaggregated database at the county.
- x) Ensure establishment of disability friendly structures and environment and conducive to teachers and stakeholders.
- xi) Ensure disability responsive budgeting in all aspects and implement fully. The employees with disabilities policy and National Council with disabilities Act (NC PWD), 2003.

- xii) Maintain a data base on employees with disabilities in the county for effective service delivery.

8. Employee wellness

The County Director is required to:

- i) Sensitize staff on issues of HIV and AIDS and alcohol and drug abuse with focus to comprehensive care and promotion of other aspects of general wellness;
- ii) Establish structures for counseling services;
- iii) Enhance dissemination of wellness policies;
- iv) Encourage formation of psycho-social support structures for HIV and ADA;
- v) Implement wellness activities and capacity building of county staff and mainstream wellness programmes within the core functions of the county;
- vi) Activate satellite wellness centres at the county level to handle cases of HIV and Alcohol and Drug Abuse (ADA) through counseling and refer-ral processes;
- vii) Establish and promote partnerships with the relevant government agencies and other non-state actors in resource mobilization for HIV and Alcohol and Drug Abuse (ADA) intervention programmes.

9. Integrity Assurance

The County Director is required to:

- i) Sensitize TSC employees on the ethical requirements;
- ii) Conduct risk assessment on areas prone to corruption and develop appropriate risk management plans;
- iii) Facilitate capacity building for TSC employees on corruption prevention;
- iv) Establish and operationalize corruption prevention committees at the county;
- v) Investigate and address reported corruption cases in the county;
- vi) Collaborate with organizations involved in corruption eradication programmes in the county;
- vii) Forward Wealth Declaration Forms (WDF) to the headquarters.

10. Annual Planning, Monitoring and Reporting

The County Director is required to:

- viii) Set and negotiate performance contract targets for the county every fi-

nancial year;

- ix) Design and sign performance contract with the Commission Secretary;
- x) Prepare and submit quarterly performance reports to the Commission Secretary;
- xi) Prepare and submit annual reports on achievements, challenges and emerging issues within the county, and proposed recommendations.

11. Financial Management and Sustainability

The County Director is required to effectively manage financial and related resources allocated to counties. In this regard, they should familiarize themselves with the provisions of the Public Financial Management Act, the Public Procurement and disposal Act, the Public Procurement Regulations, the TSC County Financial Manual and any other circulars issued.

The County Director is specifically required to:

- i) Prepare annual work plans, procurement plans and budgets for the implementation of teacher management programmes in the county;
- ii) Authorize all expenditures at the county level;
- iii) Prepare and submit quarterly expenditure reports to the TSC headquarters;
- iv) Establish and maintain an inventory of all the Commission's assets in the county;
- v) Safeguard all the Commission's assets;
- vi) Maintain accounting record

The specific processes and procedures for handling financial matters are outlined in the TSC County Financial Manual (2012), and guidelines issued from time to time.

12. Legal issues

The County Director is required to:

- i) Seek directions from the Commission Secretary immediately upon service of court documents and/or court orders on litigation affecting the Commission;
- ii) Forward all legal instruments involving the Commission to the Commission Secretary immediately upon receipt;
- iii) Adhere to all legal provisions in the executing his/her duties.

13. Communication and Media Relations

In the performance of their duties, the County Directors shall be expected to comply with the TSC Communication policy and other guidelines issued from time to time. This should take cognizance of the existing communication channels and need for efficient flow of information and feedback. In addition, the County Director is required to establish and maintain structures for improved customer relationships and responsiveness.

PPENDICES

Fig 1(a) :TSC COUNTY AND SUB-COUNTY COMBINED TECHNICAL ORGANIZATIONAL STRUCTURE

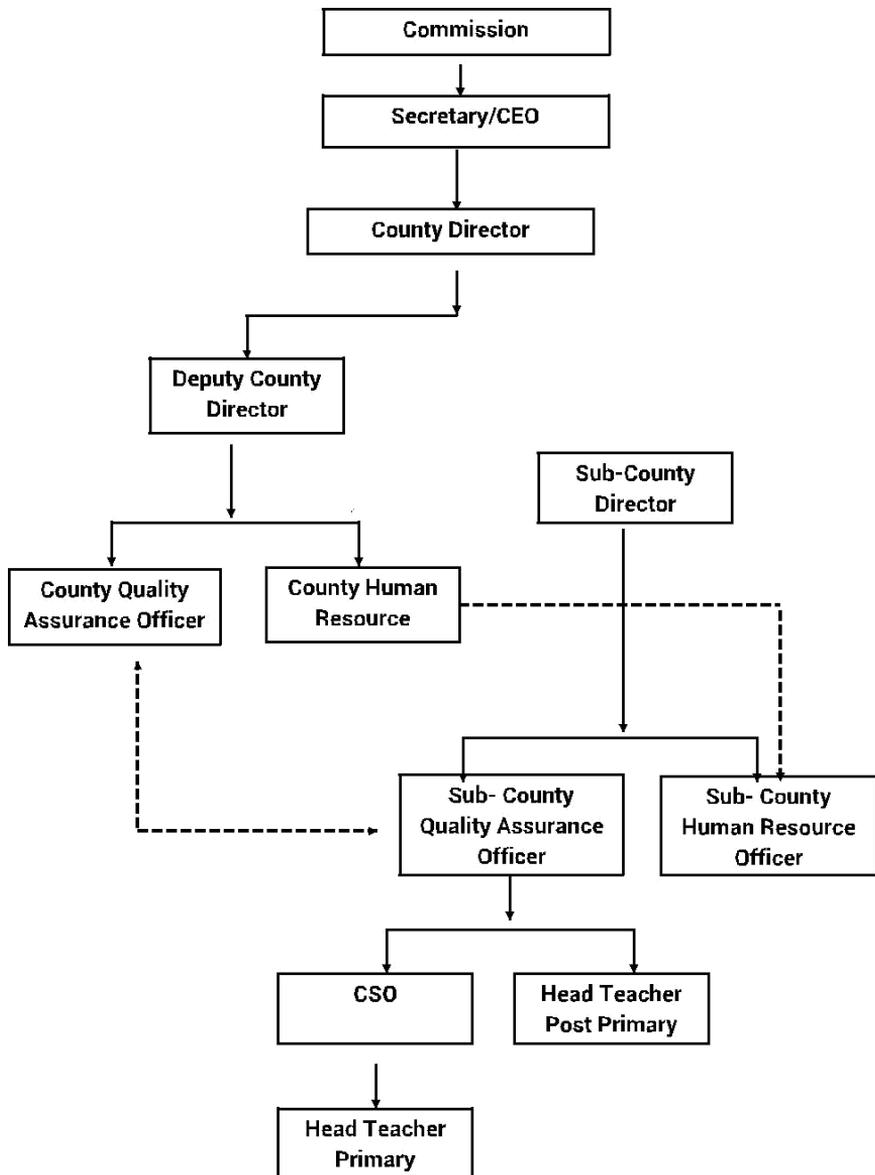


Fig 1(b): TSC COUNTY ORGANIZATIONAL / ADMINISTRATIVE STRUCTURE

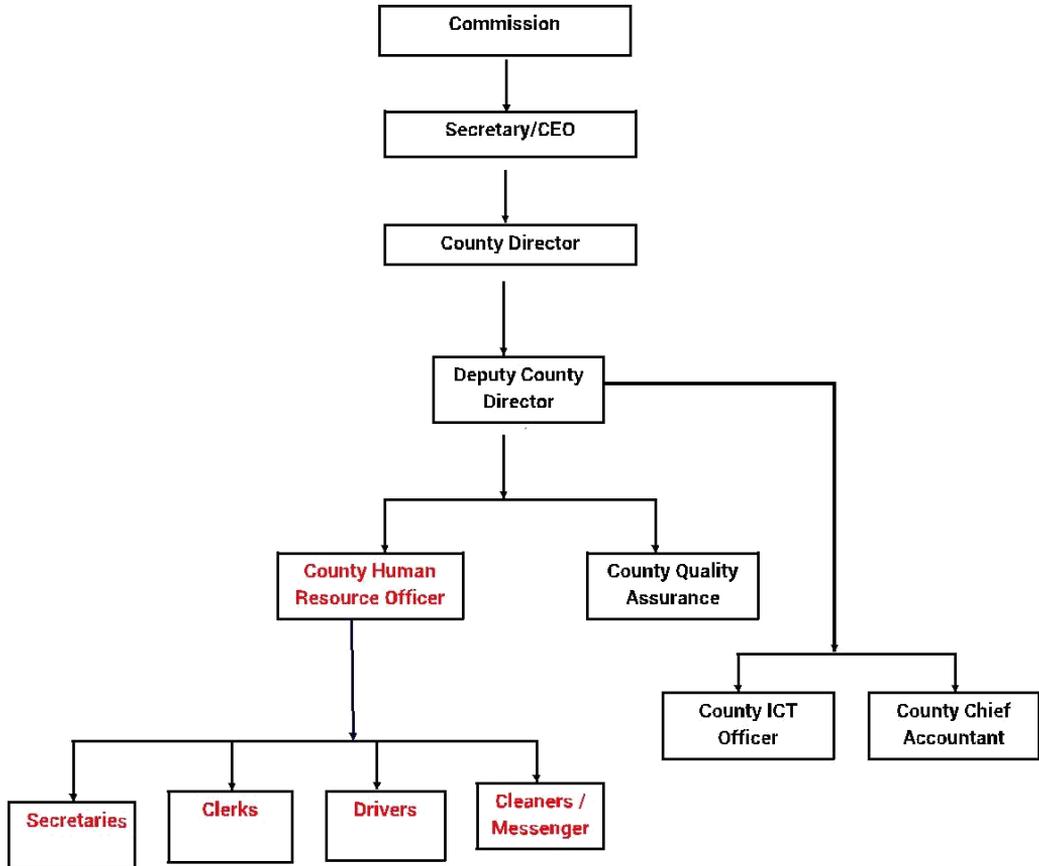
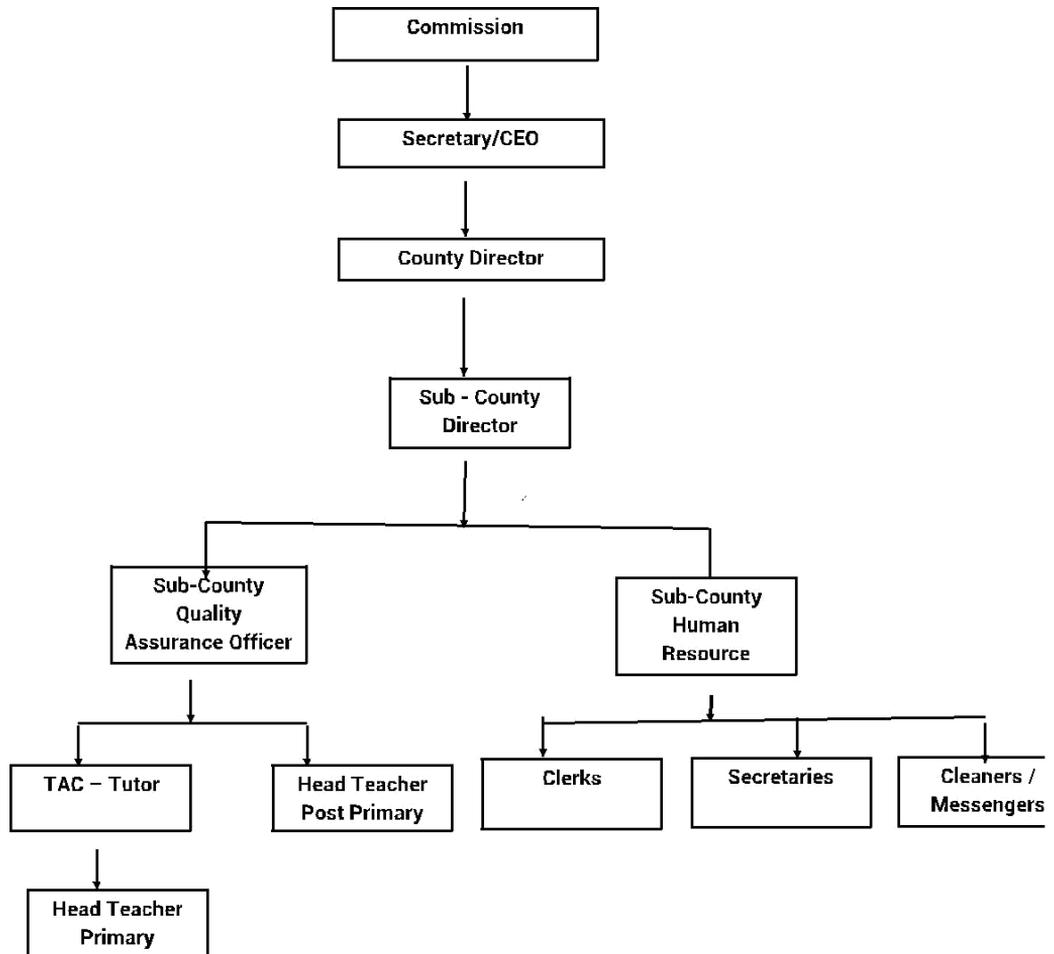


Fig 1(c):TSC SUB-COUNTY ORGANIZATIONAL / ADMINISTRATIVE STRUCTURE



APPENDIX 1:

LIST OF REFERENCE DOCUMENTS TO BE USED BY COUNTY STAFF

S/ NO	Name	Reference Number	DATE OF PUBLICATION	RESPONSIBLE SERVICE AREA
	Constitution of Kenya		2010	Legal Services
	TSC Act		2012	Legal Services
	Code of Regulations for Teachers		2015	TM
	Code of Conduct and Ethics		2005	Integrity
	Public Officers Ethics Act		2003	Legal Services
	TSC Policy Guidelines		Various	PPRI
	Circulars and Guidelines		Various	DCS
	Public Financial Management Act		2011	Director Finance
	Public Procurement and Disposal Act		2005	SDD SCMS
	Public Procurement Regulations		2006	SDD SCMS
	TSC County Financial Manual		2012	Director Finance
	Leadership and Integrity Act		2012	Legal Services
	Basic Education Act		2013	Legal Services
	Labour Relations Act		2007	Legal Services
	Pensions Act		2009	SDD Pensions
	Persons With Disabilities Act		2003	Legal Services
	Occupational Safety and Health Act		2007	SDD OAS
	KICD Act		2013	D TM
	Kenya National Examinations Council Act		2012	D TM
	Work Injury Benefits Act		2007	SDD Pensions
	Childrens Act		2001	Legal Services
	Employment Act		2007	Legal Services
	TVET Act		2014	DTM

APPENDIX II:

Official contact addresses for TSC County Directors

No	County	County Headquarters	County Email Addresses	Post Office	Box No
NAIROBI REGION					
1.	TSC	HQS	info@tsc.go.ke	Nairobi 00100	Private Bag
2.	Nairobi County	Nairobi GPO	cdirnairobi@tsc.go.ke	Nairobi Post Office	P.o. Box 49416 - 00100
3.	Kajiado County	Kajiado	cdirkajiado@tsc.go.ke	Kajiado Post Office	P.o Box 560 – 01100
4.	Kiambu County	Kiambu	cdirkiambu@tsc.go.ke	Kiambu Post Office	P.o. Box 28 - 00900
EASTERN REGION					
1.	Embu county	Embu	cdirembu@tsc.go.ke	Embu Post office	P.o Box 2754-60100
2.	Meru County	Meru	cdirmeru@tsc.go.ke	Meru Post Office	P.o Box 2966 - 60200
3.	Isiolo County	Isiolo	cdirisiolo@tsc.go.ke	Isiolo Post Office	P.o Box 797 - 60300
4.	Machakos County	Machakos	cdirmachakos@tsc.go.ke	Machakos Post Office	P.o Box 351 - 90100
5.	Kitui County	Kitui	cdirkitui@tsc.go.ke	Kitui	P.o Box 1541 -90200

No	County	County Headquarters	County Email Addresses	Post Office	Box No
6.	Marsabit County	Marsabit	cdirmarsabit@tsc.go.ke	Marsabit Post Office	P.o Box 362-60500
7.	Makueni County	Makueni	cdirmakueni@tsc.go.ke	Makueni Post Office	P.o Box 505 - 90300
8.	TharakaNithi	TharakaNithi	cdirtharakanithi@tsc.go.ke	Chuka Post Office	P.o Box 781 -60215
WESTERN REGION					
1.	Kakamega County	Kakamega	cdirkakamega@tsc.go.ke	Kakamega Post Office	P.o Box.2964- 50100
2.	Bungoma County	Bungoma	cdirbungoma@tsc.go.ke	Bungoma Post Office	P.o Box 1285 - 50200
3.	Vihiga County	Maragoli	cdirvihiga@tsc.go.ke	Maragoli Post Office	P.o Box 1453 - 50300
4.	Busia County	Busia	cdirbusia@tsc.go.ke	Busia Post Office	P.o Box 196 - 50400
CENTRAL REGION					
1.	Laikipia County	Nanyuki	cdirlaikipia@tsc.go.ke	Nanyuki Post Office	P.o Box 484 - 10400
2.	Nyeri County	Nyeri	cdirnyeri@tsc.go.ke	Nyeri Post Office	P.o. Box 526 - 10100
3.	Kirinyaga County	Kerugoya	cdirkirinyaga@tsc.go.ke	Kerugoya Post Office	P.o Box 1393 - 10300
4.	Muranga County	Muranga	<u>cdirmuranga@tsc.go.ke</u>	Muranga Post Office	P.o Box 560 - 10200
RIFTVALLEY REGION					
1.	Turkana county	Lodwar	<u>cdirturkana@tsc.go.ke</u>	Lodwar Post office	P.o Box 293 - 30500

No	County	County Headquarters	County Email Addresses	Post Office	Box No
2.	Westpokot County	Kapenguria	cdirwestpokot@tsc.go.ke	Kapenguria Post Office	P.o Box 275 -30600
3.	Samburu County	Maralal	cdirsamburu@tsc.go.ke	Maralal Post Office	P.o Box 32 - 20600
4.	Trans Nzoia County	Kitale	cdirtransnzoia@tsc.go.ke	Kitale Post Office	P.o Box 4442 - 30200
5.	Uasin Gishu County	Eldoret	cdiruasingishu@tsc.go.ke	Eldoret Post Office	P.o Box 256 - 30100
6.	Elgeyo Marakwet County	Iten	cdirgelgeyomarakwet@tsc.go.ke	Iten Post Office	P.o Box 384 - 30700
7.	Nandi County	Kapsabet	cdirnandi@tsc.go.ke	Kapsabet Post Office	P.o Box 1123 - 30300
8.	Baringo County	Kabarnet	cdirbaringo@tsc.go.ke	Kabarnet Post Office	P.o Box 17 - 30400
9.	Nakuru County	Nakuru	cdirnakuru@tsc.go.ke	Nakuru Post Office	P.o Box 491 - 20100
10	Narok County	Narok	cdirnarok@tsc.go.ke	Narok Post Office	P.o Box 931 - 20500
11	Kericho County	Kericho	cdirkericho@tsc.go.ke	Kericho Post Office	P.o. Box 2281 - 20200
12	Bomet County	Bomet	cdirbomet@tsc.go.ke	Bomet Post Office	P.o. Box 369- 20400
13	Nyandarua County	Olkalao	cdirnyandarua@tsc.go.ke	Olkalao Post Office	P.o. Box 224 - 20303
NORTHERN REGION					
1.	Garissa County	Garissa	cdirgarissa@tsc.go.ke	Garissa Post Office	P.O. Box 1688 – 70100
2.	Mandera County	Mandera	cdirmandera@tsc.go.ke	Mandera Post Office	P.O. Box 264 - 70300
3.	Wajir County	Wajir	cdirwajir@tsc.go.ke	Wajir Post Office	P.O. Box 507 - 70200
4.	Tana River	Hola	cdirtanariver@tsc.go.ke	Hola Post Office	P.O. Box 133 - 70101
NYANZA REGION					
1.	Kisumu County	Kisumu	cdirkisumu@tsc.go.ke	Kisumu Post Office	P.O. Box 7489 - 40100

No	County	County Headquarters	County Email Addresses	Post Office	Box No
2.	Kisii County	Kisii	cdirkisii@tsc.go.ke	Kisii Post Office	P.O. Box 556 - 40200
3.	Siaya County	Siaya	cdirsiaya@tsc.go.ke	Siaya Post Office	P.O. Box 622 - 40600
4.	Homa Bay County	Homa Bay	cdirhomabay@tsc.go.ke	Homa Bay Post Office	P.O. Box 673 - 40300
5.	Migori County	Migori	cdirmigori@tsc.go.ke	Suna Post Office	P.O. Box 760 – 40400
6.	Nyamira County	Nyamira	cdirnyamira@tsc.go.ke	Nyamira Post Office	P.O. Box 981 - 40500
COAST REGION					
1.	Kilifi County	Kilifi	cdirkilifi@tsc.go.ke	Kilifi Post Office	P.O. Box 1227- 80108
2.	Lamu County	Lamu	cdirlamu@tsc.go.ke	Mokowe Post Office	P.O. Box 48 - 80502
3.	Taita Taveta County	Mwatate	cdirtaitaveta@tsc.go.ke	TaitaTaveta Post Office	P.O Box 351- 80305
5.	Mombasa County	Mombasa	cdirmombasa@tsc.go.ke	Mombasa Post Office	P.O. Box 88869 - 80100
6.	Kwale County	Kwale	cdirkwale@tsc.go.ke	Kwale Post Office	P.O. Box 76 - 80403

Teachers Service Commission
Upper Hill Kilimanjaro Road
Private Bag 00100 Nairobi- Kenya
Tel: 020 289 200
Email: info@tsc.go.ke
www.tsc.go.ke