

TEACHERS SERVICE COMMISSION



CAREER PROGRESSION GUIDELINES FOR CURRICULUM SUPPORT OFFICERS (CSOs)

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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 deploy teachers to implement the National Basic Education Curriculum. Employees require continuous professional support to perform assigned responsibilities. It is out of this need that the commission has resolved to appoint and deploy curriculum support officers to be at the lowest administrative zone.

The curriculum support officers duties entails assessment of teachers needs training them ,providing professional guidance and assessing learning outcomes among other responsibilities.

In 2015 the Commission re-designated serving Teachers advisory center tutors (TAC) to curriculum support officers .The objective of these appointment was improve supervision of teachers, build their capacity and provide a leaner span of control for management purposes.

This being a new Administrative cadre, the commission has now established a career path that a teacher can choose.

These Career Progression Guidelines are therefore designed to provide for the recruitment of these officers and a structured career growth.

DR. LYDIA N. NZOMO, OGW, CBS
COMMISSION CHAIRPERSON

PREFACE

Following the establishment of the Commission as a constitutional Commission in 2010 with its expanded mandate, it became necessary for the Commission to restructure its operational structures. The commission had been providing support to Teachers Advisory Centres (TACs) through deployment of teachers to the centers as TAC Tutors.

However, following the deployment of county and sub-county directors the commission decided consolidate the supervision of employees in its payroll and resolved to phase out TAC Tutors.

Subsequently the Commission re-designated Tac Tutors as Curriculum Support Officers and deployed them to the zones/wards. Their role is geared towards improvement of curriculum delivery, in-service training and maintenance of up- to-date school data on teachers and student's enrollment.

Consequently, the new cadre of administrators requires a structured approach for their recruitment hence the development of this Career Progression Guideline to facilitate a structured process for their selections and appointment to ensure that those appointed have the requisite competencies to drive the Commission's Agenda in the schools.

DR. NANCY NJERI MACHARIA, CBS
COMMISSION SECRETARY/CEO

SECTION ONE: CAREER GUIDELINES FOR CURRICULUM SUPPORT OFFICERS (CSOs)

1.0 INTRODUCTION AND BACKGROUND

These Career Progression Guidelines outline the academic and professional criteria for curriculum support officers career advancement. The guidelines link an officer's career progression, to his/her performance and professional conduct.

Teachers Advisory Centres (TACs) were established in Kenya 1963 to provide inservice courses to help teachers improve professionally and to offer aid in developing curriculum and using new instructional materials. The centers were manned by Tac tutors. In 2015 the commission decided to change the designation to curriculum support officers and deployed them to zones with an expanded mandate. Consequently, it became necessary to provide for substantive appointment of the cadre and develop a career progression guideline for curriculum support officers. This "career based strategy" is aimed at embracing the principles of performance management that integrate performance appraisal system with an officer's career path. The guidelines set out career progression for curriculum support officers. They provide minimum entry required if a serving teacher wishes to pursue a career as a curriculum support officer. Henceforth, teachers employed by the Teachers Service Commission will take personal responsibility for their professional/career development.

1.1 RATIONALE FOR THE CAREER GUIDELINES

In 2015 the Teachers Service Commission established a cadre of curriculum support officers. The following designations were declared obsolete, Tac Tutors, Dicece lectures and Special Education Assessors. The commission adopted curriculum support officers as the new designation for this cadre of staff whose critical mandate is to support curriculum implementation in schools. The positions are to be filled competitively hence the need for career guidelines to guide their recruitment and progression.

1.2 AIMS OF CAREER PROGRESSION GUIDELINES

- (i) To provide for minimum requirements for recruitment;

- (ii) To provide for a well-defined career structure that will attract, motivate and facilitate retention of suitably qualified and competent staff;
- (iii) To provide for Clearly defined job descriptions and specifications with clear duties and responsibilities at all levels within the career structure, which will ensure proper deployment, advancement and utilization of personnel;
- (iv) Incorporation of human resource planning principles to address career progression and succession management;
- (v) Provision of minimum qualifications for career advancement;
- (vi) To establish standards for recruitment, training and development, and advancement within the career structure on the basis of knowledge, competence, merit, experience and ability as reflected in work performance and results; and
- (vii) A mechanism for monitoring and evaluating career progression.

1.3 SCOPE OF THE CAREER PROGRESSION GUIDELINES

The Career Guidelines provide for entry requirements for Curriculum Support Officers (CSOs) their promotion and capacity building.

These Guidelines are applicable to:-

- (i) Curriculum Support Officers;

1.4 ADMINISTRATION AND TRAINING SCOPE

(a) Responsibility for Administration

This Career Progression Guidelines will be administered by the Commission Secretary/Chief Executive Officer, in consultation with the Commission. In implementing the Guidelines, the Commission Secretary will ensure that the provisions of the guidelines are strictly observed for fair and equitable treatment of officers.

(b) Training Scope

In administering the Career Progression Guidelines, the Commission will provide conducive environment to enable staff advance their careers. The officers should also be encouraged to undertake training privately for self-development.

(C) Professional Development

Officers will be expected to undergo Teachers continuous professional development .

1.5 PROVISION OF POSTS

These Career Progression Guidelines do not constitute authority for creation of posts. Any additional post(s) required under the new grading structure provided in the Career Progression Guidelines must be included in the staff establishment proposals for consideration and approval by the Commission.

1.6 SERVING OFFICERS

Serving officers will adopt and convert as appropriate to the new grading structure and designations though they may not be in possession of the requisite minimum qualifications and/or experience prescribed in the Career Progression Guidelines. However, for advancement to higher grades, officers must possess the prescribed minimum qualifications and/or experience required for appointment to the grades.

1.1.8 ADVANCEMENT WITHIN THE CAREER PROGRESSION GUIDELINES

These Career Progression Guidelines sets out the minimum qualifications and/or experience required for advancement from one grade to another. It is emphasized, however, that these are the minimum requirements entitling an officer/teacher to be considered for appointment or promotion to the next grade. In addition, advancement from one grade to another will depend on: -

- (i) Existence of a vacancy in the approved establishment;
- (ii) merit and ability as reflected in work performance and results; and
- (iii) the approval by the Commission.

1.9 RECOGNIZED QUALIFICATIONS

Recognized qualification as spelt out in this Career Progression Guidelines will be those attained from recognized institutions, colleges, and the Government approved Examination Bodies. These will include among others:-

- (i) Recognized universities and institutions;.
- (ii) Kenya National Examination Council (KNEC);
- (iii) Approved institutions for TPD
- (iv) Kenya School of Government;
- (v) Any other accredited institutions by the Council for University Education (CUE) or the relevant Government Departments as examining bodies.

1.10 IMPLEMENTATION OF THE CAREER GUIDELINES

The Career Progression Guidelines will become operational with effect from t **11th September 2019** and supersedes the existing Schemes of Service . All serving curriculum officers will automatically become members of the Career Progression Guidelines.

SECTION TWO: JOB CLASSIFICATION AND GRADING STRUCTURE

The Curriculum Support Officers are charged with the responsibility assessing teachers needs ,training them ,providing professional guidance and assessing learning outcomes among other responsibilities.They also ensure that teachers comply with the set teaching standards, advise on career progression and professional development for teachers, monitoring the conduct and performance of teachers and collection and maintenance of teacher management data.

GRADING STRUCTURE AND SCOPE

The Career Progression Guidelines establishes four (4) grades of Curriculum Support Officers, who will be designated and graded as follows:

Designation	Teacher Scale	Length of Service
Curriculum Support Officer (11)	10	9
Curriculum Support Officer (1)	11	10
Senior Curriculum Support Officer	12	12
Chief Curriculum Support officer	13	15

SECTION THREE: JOB DESCRIPTIONS AND SPECIFICATIONS

I. CURRICULUM SUPPORT OFFICERS (11) – Tsc Scale 10

(a) Duties and Responsibilities

This is the entry grade for curriculum support officers. An Officer appointed to this grade may be assigned any of the following duties and responsibilities.

- (i) Carrying out regular visits to schools, observe teaching techniques, give demonstration lessons and advice teachers on methods and resources needed for effective teaching and learning.
- (ii) Collecting, collating and submitting data on school enrollment, establishment, staffing and other related information.
- (iii) Participating in the organization and management of co-curriculum activities.
- (iv) Identifying the training needs of teachers and heads of institutions and advice the Commission accordingly.

- (v) Providing support services to teachers and advice on curriculum implementation, supervision and evaluation.
- (vi) Organizing and conducting courses on curriculum delivery and implementation through seminars, workshops, retreats and in service programs in conjunction with the sub county director.
- (vii) Assisting in identification and acquisition of appropriate teaching and learning resources.
- (viii) Assisting teachers to develop teaching aids and other reference materials.
- (ix) Updating teachers on curriculum changes, pedagogy, content coverage and other emerging issues in the teaching service.
- (x) Developing work programs and prepare progress reports for the teachers advisory Centre.
- (xi) Working with the quality assurance officer to improve teaching and learning.
- (xii) Assisting in teacher Performance Appraisal and Development.
- (xiii) Identifying and assess children with special needs and recommend them for appropriate placement in SNE institutions.
- (xiv) Advising the Commission on the staffing needs of special schools and career progression and professional development of SNE teachers.
- (xv) Providing support services to teachers in special schools and advise on curriculum implementation, supervision and evaluation.
- (xvi) Assisting SNE teachers to develop/acquire teaching and learning materials.
- (xvii) Monitoring and ensure compliance with special needs education delivery standards.
- (xviii) Monitoring the conduct of special needs education teachers in the management of special needs learners.
- (xix) Coordinating teacher Performance Appraisal and Development.
- (xx) Organizing and conducting courses, seminars, workshops, retreats and in service program s for SNE teachers on matters related to SNE learners.
- (xxi) Collecting and maintaining data on SNE schools and learners.
- (xxii) Participating in the organization and management of co-curriculum activities for SNE schools
- (xxiii) Mentoring and coaching teachers

(b) Requirements for Appointment

For appointment to this grade, a teacher must have:

Served as a teacher for a cumulative period of not less than six (6) years;

- (i) A Bachelor's degree in Education from a recognized institution,
- OR**

A Bachelor's degree plus a Post Graduate Diploma in Education from a recognized institution;

- (ii) Certificate in computer applications
- (iii) Demonstrated merit and ability as reflected in work performance and results; and
- (iv) Meets the requirements of chapter 6 of the Constitution.'

II. CURRICULUM SUPPORT OFFICERS Tsc Scale 11

(a) Duties and Responsibilities.

Duties and responsibilities at this level will entail:

- (i) Carrying out regular visits to schools, observe teaching techniques, give demonstration lessons and advice teachers on methods and resources needed for effective teaching and learning;
- (ii) Collecting, collating and submitting data on school enrollment, establishment, staffing and other related information;
- (iii) Participating in the organization and management of co-curriculum activities;
- (iv) Identifying the training needs of teachers and heads of institutions and advise the Commission accordingly;
- (v) Providing support services to teachers and advise on curriculum implementation, supervision and evaluation;
- (vi) Organizing and conducting courses on curriculum delivery and implementation through seminars, workshops, retreats and in service programs in conjunction with the sub county director;
- (vii) Assisting in identification and acquisition of appropriate teaching and learning resources;
- (viii) Assisting teachers to develop teaching aids and other reference materials;
- (ix) Updating teachers on curriculum changes, pedagogy, content coverage and other emerging issues in the teaching service;
- (x) Developing work programs and prepare progress reports for the teachers advisory Centre;
- (xi) Working with the quality assurance officer to improve teaching and learning.
- (xii) Assisting in teacher Performance Appraisal and Development;
- (xiii) Identifying and assessing children with special needs and recommend them for appropriate placement in SNE institutions;
- (xiv) Advising the Commission on the staffing needs of special schools and career progression and professional development of SNE teachers;
- (xv) Providing support services to teachers in special schools and advise on curriculum implementation, supervision and evaluation;

- (xvi) Assisting SNE teachers to develop/acquire teaching and learning materials;
- (xvii) Monitoring and ensuring compliance with special needs education delivery standards;
- (xviii) Monitoring the conduct of special needs education teachers in the management of special needs learners;
- (xix) Assisting in teacher Performance Appraisal and Development;
- (xx) Organizing and conducting courses, seminars, workshops, retreats and in service programs for SNE teachers on matters related to SNE learners;
- (xxi) Collecting and maintaining data on SNE schools and learners; and
- (xxii) Participating in the organization and management of co-curriculum activities SNE schools.
- (xxiii) Mentoring and coaching teachers

(b) Requirements for Appointment

For appointment to this grade, one must have:

- (i) Served as a teacher for a minimum period of 10years;
- (ii) Bachelor's degree in Education from a recognized institution;
OR
Bachelor's degree plus a Post Graduate Diploma in Education from a recognized institution;
- (iii) Masters degree in Education/special education from a recognized institution;
- (iv) Certificate in computer applications skills;
- (v) Demonstrated merit and ability as reflected in work performance and results;
- (vi) Meet the requirements of chapter 6 of the Constitution.
- (vii) Attended a Management course lasting for not less than 2 weeks

III. SENIOR CURRICULUM SUPPORT OFFICER, Tsc Scale 12

(a) Duties and Responsibilities

Duties and responsibilities at this level will entail:

- (i) Carrying out regular visits to schools, observe teaching techniques, give demonstration lessons and advice teachers on methods and resources needed for effective teaching and learning;

- (ii) Coordinating the Collection, collation and submission of data on school enrollment, establishment, staffing and other related information;
- (iii) Coordinating the organization and management of co-curriculum activities;
- (iv) Coordinating training needs of teachers and heads of institutions and advise the Commission accordingly;
- (v) Organizing and conducting courses on curriculum delivery and implementation through seminars, workshops, retreats and in service programs in conjunction with the sub county director;
- (vi) Coordinating the identification and acquisition of appropriate teaching and learning resources;
- (vii) Ensuring teachers develop teaching aids and other reference materials;
- (viii) Ensuring teachers are updated on curriculum changes, pedagogy, content coverage and other emerging issues in the teaching service;
- (ix) Working with the quality assurance officer to improve teaching and learning.
- (x) Carry out Performance Appraisal of staff below them;
- (xi) Coordinating identification, assessment and placement of children with special needs in SNE institutions;
- (xii) Advising the Commission on the staffing needs of special schools and career progression and professional development of SNE teachers;
- (xiii) Monitoring and ensure compliance with special needs education delivery standards;
- (xiv) Monitoring the conduct of special needs education teachers in the management of special needs learners; and
- (xv) Maintaining data on SNE schools and learners;
- (xvi) Mentoring and coaching teachers.

(b) Requirements for Appointment

For appointment to this grade, one must have:

- (i) Served as a teacher for a minimum period of 12years;
- (ii) Bachelor’s degree in Education from a recognized institution;
OR
Bachelors degree plus a Post Graduate Diploma in Education from a recognized institution;
- (iii) Masters degree in Education/special education from a recognized institution;
- (iv) Certificate in computer applications skills

- (v) Demonstrated merit and ability as reflected in work performance and results;
- (vi) Meet the requirements of chapter 6 of the Constitution; and
- (vii) Attended a Management course lasting not less than 2 weeks.

IV. CHIEF CURRICULUM SUPPORT OFFICER, Tsc Scale 13

(a) Duties and Responsibilities:

Duties and responsibilities at this level will entail:

- (i) Carrying out regular visits to schools, observe teaching techniques, give demonstration lessons and advice teachers on methods and resources needed for effective teaching and learning;
- (ii) Coordinating the Collection, collation and submission of data on school enrollment, establishment, staffing and other related information;
- (iii) Coordinating the organization and management of co-curriculum activities;
- (iv) Coordinating training needs of teachers and heads of institutions and advise the Commission accordingly;
- (v) Organizing and conducting courses on curriculum delivery and implementation through seminars, workshops, retreats and in service programs in conjunction with the sub county director;
- (vi) Coordinating the identification and acquisition of appropriate teaching and learning resources;
- (vii) Ensuring teachers develop teaching aids and other reference materials;
- (viii) Ensuring teachers are updated on curriculum changes, pedagogy, content coverage and other emerging issues in the teaching service;
- (ix) Working with the quality assurance officer to improve teaching and learning.
- (x) Carry out Performance Appraisal of staff below them;
- (xi) Coordinating identification, assessment and placement of children with special needs in SNE institutions;
- (xii) Advising the Commission on the staffing needs of special schools and career progression and professional development of SNE teachers;
- (xiii) Monitoring and ensure compliance with special needs education delivery standards;
- (xiv) Monitoring the conduct of special needs education teachers in the management of special needs learners; and
- (xv) Maintaining data on SNE schools and learners.

(b) Requirements for Appointment

For appointment to this grade, one must have:

- (i) Served as a teacher for a minimum period of 15years;
- (ii) Bachelor's degree in Education from a recognized institution;
OR
Bachelors degree plus a Post Graduate Diploma in Education from a recognized institution;
- (iii) Masters degree in Education/special education from a recognized institution;
- (iv) Certificate in computer applications skills;
- (v) Demonstrated merit and ability as reflected in work performance and results;
- (vi) Meet the requirements of chapter 6 of the Constitution; and
- (vii) Management course for not less than 2 weeks.