

SIERRA LEONE

SCHOOL LEADER GUIDELINES

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Table of Contents

FOREWORD	2
1. INTRODUCTION	3
2. ACKNOWLEDGEMENTS	4
3. ACRONYMS	4
4. GLOSSARY OF TERMS	5
5. HOW TO READ THE GUIDELINES	5
6.SCHOOL LEADER GUIDELINES	6
6.1. Recruitment and selection	6
6.2. Professional status, salary and licensing	11
6.2.1. Job classifications and salary grades	11
6.2.2. Additional monetary benefits	13
6.2.3. Salary negotiation	13
6.2.4. Salary management	13
6.2.5. License renewal	14
6.3. Roles and responsibilities	14
6.3.1. Purpose & job description	14
6.3.2. Overview of responsibilities	15
6.3.3. Wider school leadership ecosystem	24
6.4. Career progression and professional development	27
6.4.1. Career progression	27
6.4.2. Professional development	29
7. CONCLUSION	32
8. ANNEXES	34

Foreword

While many factors contribute to student outcomes, evidence suggests that improvement in learning rarely occurs in the absence of effective school leadership. Within schools, school leaders help shape the climate and conditions in which learning and teaching occur. They are the first line of support for teachers and students, and therefore must be adequately trained and supported themselves. Outside of schools, school leaders act as intermediaries, with parents and the community, and with district and regional leaders. They are critical links connecting schools to the local community and wider education system. A UNESCO review of leadership policies and practices found that effective school leadership is the key to large-scale sustainable education reform.

The Government of Sierra Leone recognizes the importance of school leadership to meeting education system goals and is prioritizing support for school leaders starting at the policy level. The Ministry of Basic and Senior Secondary Education (MBSSE) and the Teaching Service Commission (TSC) play a key role in setting out the policy framework for ensuring principals and head teachers are selected, trained and supported to provide quality leadership for teaching and learning.

Guidance on school leadership in Sierra Leone is covered in a wide range of policies, legislation and other government resources. These guidelines are based on a wide review of these materials and bring together all existing information on school leader management and practice in one place. They also include recommendations for addressing current gaps and ensuring coherence in supporting school leaders moving forward. These guidelines are intended to serve as a practical resource for MBSSE and TSC staff at the national and district level as well as school-based staff and school governing bodies, such as SMCs and BoGs.

1. Introduction

Purpose and scope of the guidelines

The Sierra Leone School Leader Guidelines aim to provide an overview of all elements composing school leaders’ professional careers. This includes guidance on recruitment and selection, training and qualifications, role and responsibilities, career progression and professional development, and management. All the information in these Guidelines is drawn from existing legislation, policies, and other government resources, such as the Professional Standards for Teachers and School Leaders (see Table 1 below and Annex 1 for the full list of resources reviewed).

Table 1: Reviewed legislation, policy and resources	
Basic and Senior Secondary Education Act 2023	Professional Standards for Teachers and School Leaders in Sierra Leone
Collective Agreement Between the Employers of Teachers of Sierra Leone and The Sierra Leone Teachers Union (2022)	School Based Management: Training Manual (MBSEE, 2021)
Comprehensive School Safety Policy	School Based Management: A Training Guide for School Management Committees (MBSSE, 2021)
Gender Equality and Women’s Empowerment Act 2022	Sierra Leone Education Sector Plan 2022-2027
Human Resource Manual for Teachers and School Leaders	Sierra Leone 2022-2026 Partnership Compact Foundations of Learning for All
National Policy on Integrated Early Childhood Development	Teacher Development and Performance for Sierra Leone
National Policy on Radical Inclusion in Schools	Teacher Management Policy for Sierra Leone
National Policy on Teacher Professional Development	The Code of Conduct for Teachers and Other Education Personnel in Sierra Leone
National Teachers Policy for Sierra Leone	The State of School Quality Assurance Officers and Ways Forward – Information Brief (Leh Wi Lan, 2023)
Policy on Teacher Employer Relations in Sierra Leone	

These Guidelines are intended to bring together all legislative and policy directives around school leadership in one place for MBSSE and TSC staff at the national level. They are also intended to serve as a practical resource on school leader management and practice for district and school-based staff as well as school governing bodies, such as SMCs and BoGs.

The School Leader Guidelines focus on the role of head teachers at the primary level and principals at the secondary level at government and government-assisted schools. The guidelines also outline how school leaders interact with other roles and processes in the wider school leadership ecosystem, including deputy heads and vice principals, School Management Committees (SMCs), Board of Governors (BoGs), and Community Teacher Associations (CTAs).

Please note that these guidelines do not cover pre-primary level. While there is a national pre-primary policy - “National Policy on Integrated Early Childhood Development” - it does not provide specific guidance on the role of head teachers. The policy only indicates that ongoing, annual, high-quality and accessible in-service and pre-service training opportunities should be available for pre-primary head

teachers. These guidelines also do not cover private schools. At the time these guidelines were developed, the TSC prioritized guidance on government-assisted schools. In the future, the inclusion of pre-primary and private schools into these guidelines could be considered.

Development of the guidelines

The School Leader Guidelines were developed by the Learning Generation Initiative (formerly the Education Commission) as part of the FCDO-funded consortium with Education Development Trust and Fab Inc, who are leading on SSEIP II, Pillar I. This draft is based on a comprehensive review of education legislation, policies, and programming (see Annex 1 for a full list) that includes existing guidance on school leadership in Sierra Leone. The review also included non-education legislation and policies relevant to school leadership, for example, the Gender Equality and Women’s Empowerment Act 2022. This draft incorporates input from the Minister of Education, Conrad Sackey, MBSSE Chief Education Officer, Dr. Yatta Kanu., and the Chair of the TSC, Lans Keifala. A formal consultation with education stakeholders was undertaken on the second version of the guidelines to clarify inconsistencies and obtain additional input on key issues. Additional consultations were undertaken as necessary to resolve remaining issues and obtain relevant information.

2. Acknowledgements

These guidelines were drafted under the leadership of the Teaching Service Commission and Ministry of Basic and Senior Secondary Education. MBSSE and TSC would like to thank the Learning Generation Initiative for their support in developing these guidelines, as well as their partners Miriam Mason, Fab Inc, Mott MacDonald, and Education Development Trust for their review and input.

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Our profound gratitude goes to Hon. Minister Conrad Sackey, MBSSE Chief Education Officer, Dr. Yatta Kanu and TSC Chair, Lans Keifala, and his senior management team, who have provided quality leadership and extensive oversight during the development of these guidelines, ensuring that they provide a robust and clear framework to stakeholders at all levels of the education system.

3. Acronyms

BoG	Board of Governors
DD	Deputy Director
DEO	District Education Officer
FQSE	Free Quality School Education
HQ	Head Quarters
MBSSE	Ministry of Basic and Senior Secondary Education
SIP	School Improvement Plan

SMC	School Management Committee
SQAO	School Quality Assurance Officer
TSC	Teaching Service Commission

4. Glossary of Terms

Board of Governors	A committee of reputable individuals charged with the responsibility of supporting the running of junior and senior secondary schools
District Education Office	A unit of the MBSSE Inspectorate Directorate that is responsible for oversight of education delivery at the district level. It is led by a Deputy Director
Education Secretary	The equivalent of an SMC or BoG for a mission school. Throughout these Guidelines, only SMCs and BoGs will be referenced with the understanding that the Education Secretary maintains those responsibilities for mission schools.
Government Assisted Schools	Schools that are approved by the Ministry of Basic and Senior Secondary Education that receive facilitates and resources provided by the government, including teacher salaries, textbooks, exercise books, school fees payments, etc
Government School	Schools that are considered to be fully owned and run by the government
Mission School	Schools that are owned or founded by faith-based organisations or religious bodies.
School Leaders	Heads and Deputy Heads of primary schools and Principals and Vice Principals of secondary schools
School Management Committee	A committee of reputable community members charged with the responsibility of supporting the running of primary schools.

5. How to Read the Guidelines

The School Leader Guidelines are organized by the key elements of the school leadership lifecycle, beginning with recruitment and selection, then moving to professional status, salary and licensing; roles and responsibilities; career progression and professional development. The final section of the guidelines covers management of school leaders, including the mandate of each relevant government body and their roles and responsibilities.

6.School Leader Guidelines

6.1. Recruitment and selection

Recruitment and selection of school leaders is distinct for primary and secondary levels.

Primary Level Process

At the primary level, head teachers are recruited from among senior teachers in the school. The SMC selects candidates for promotion based on their Performance Appraisalⁱ results. In theory, Performance Appraisal results and accumulated merits should be recorded in the Teacher Portfolio;ⁱⁱ however, the standardization of credits has not yet been formalized so the Teacher Portfolio is not being used currently. The candidate must have demonstrated the skills necessary to be a school leader (see Section 2) and meet the criteria for promotion (see section below). SMCs submit promotions for head teacher positions to the TSC which approves and signs the promotion form as the employer of school leaders.ⁱⁱⁱ The distinct roles of the TSC District Office (DO) versus the TSC Head Quarters (HQ) in this process are not explicitly laid out in TSC policy.

Handover of the school to the incoming school leader is undertaken by the leaving school leader under the supervision of the TSC's District Head, who may be accompanied by the Chairperson of the SMC or a representative. The leaving school leader is expected to prepare hand-over notes covering student numbers, teaching staff, class allocations, financial management, and assets (including buildings).^{iv}

Secondary Level Process

With the passing of the new Education Act 2023, the responsibility for recruitment and selection of secondary school principals has been transferred to the TSC. The TSC has updated the process from what was previously used by MBSSE and includes the steps in Table 2.

1. BoG notifies the TSC DD of school leader vacancy.	7. BoG and TSC DD conduct interviews for all shortlisted candidates.
2. TSC DD confirms the vacancy.	8. TSC DD recommends a candidate to TSC HQ through a standardised report form.
3. BoG advertises the vacancy through newspaper, radio, MBSSE and TSC websites and social media. It has been proposed that school leader vacancies be advertised once a quarter on a specific day of the month to support transparency and fairness.	9. TSC HQ reviews the recommendation and approves or rejects the candidate. If the recommended candidate is rejected, TSC and BoG must make another recommendation, even if this means undertaking another round of interviews.

4. School leaders submit an application through a formal template on a future TSC digital platform that the BoG and TSC can access. Please note that this digital platform does not exist and would need to be developed.	10. Once the TSC approves a candidate, they must write a letter of appointment signed by the Chair or Secretary.
5. Applications are reviewed by the BoG and TSC DD on the digital portal.	11. The candidate must accept the offer in writing within a seven-day period.
6. BoG and TSC DD shortlist candidates in line with the school leader selection criteria and document verification of these criteria.	12. TSC arranges an orientation and induction process for the new school leader by district or region.

To enable this new process, an existing platform needs to be identified, or a new platform developed, to allow the TSC and BoGs to digitally review and select school leader candidates. While the platform is being developed, the TSC and BoGs should continue to track candidate review and selection decisions through paper-based resources.

Please note that the relevant materials required for secondary school leader recruitment are in the process of being drafted or reviewed and revised where existing documents exist. These include the vacancy announcement template, application template, selection criteria and scoring rubric, interview protocol and standardised report form for TSC HQ.

Qualifications

The Sierra Leonean vertical career pathway encourages those with leadership and management potential to become school leaders following specific training and demonstrated compliance of professional standards and not by the traditional practice of simple promotion.v Qualifications for promotion to a school leader role include minimum years of service and education attainment. At both primary and secondary levels, school leaders are required to have a minimum of 8 years of experience as a teacher. For head teachers at primary level, an HTC primary or secondary OR a degree in education OR degree plus a diploma in education are required. For principals at secondary level, a degree in education OR a degree plus a diploma in education is required.vi In addition to years of service and education attainment, the criteria for promotion are to be considered when selecting school leaders (Table 3).

Criteria for promotion

Criteria for promotion^{vii} that may be applied to both head teachers and principals are detailed in Table 3 and are drawn from the Human Resource Manual for Teachers and School Leaders. It is recommended that candidates are assessed against the criteria using a Promotion Score Chart^{viii} to ensure fairness and objectivity, especially if there is more than one candidate. The Promotion Score Card (see Annex 6) draws on Performance Appraisal results, the Teacher Portfolio and criteria for promotion. According to recent consultations with the TSC, the Promotion Score Card is undertaken as a whole country exercise periodically and led by the Department of Professional Standards. The last one was conducted in 2023, and the next is planned for the third term of 2024. School leaders who

held previous employment and were terminated due to deficiencies in academic qualification but have since obtained the necessary qualifications are eligible to apply for open positions.^{ix}

Table 3: Criteria for promotion of school leaders^x	
Education	Shows empathy & supports others, especially new teachers
Years of service as a teacher	Able to cope with stress under pressure
Integrity and adherence to the Code of Conduct	Excellent subject knowledge
Strategic, planning and organising skills	Excellent teaching skills
Able to manage school economy, budget and administration	Engages with the community and parents
Team-leader and motivational skills	Engages in extra-curricular activities like sports
Able to take decisions and initiative and assume responsibility	Cares for the school upkeep and environment
Good at mentoring, coaching and supervising teachers	Maintains health and safety procedures at the school.

The criteria for school leader selection currently draws on the Human Resource Manual recommendations and the Promotion Score Chart. Recent development of the Professional Standards for Teachers and School Leaders includes detailed competences in knowledge, skills, ethics and values that school leaders should have. The Standards include a career progression from New Teacher to Distinguished Teacher with associated criteria for each stage. It has been recommended that new school leaders should meet the criteria associated with the Distinguished Teacher stage; however, this has not yet been implemented. It is therefore recommended that the existing criteria for school leader promotion be reviewed and revised to align with the criteria for the Distinguished Teacher stage of the Professional Standards. The criteria includes serving five years as a Highly Accomplished Teacher and obtaining 50 professional development credits. See section [6.4 on career progression](#) for more details. for more details.

Orientation & induction

There is currently no formal orientation or induction required for individuals who have accepted promotion to the role of school leader. This is left up to individual schools and districts. It is recommended that the TSC introduce a required and standard orientation session for new school leaders to introduce them to their role and provide an opportunity for them to clarify their responsibilities and ask questions. Although pre-service education for teachers includes training on general education administration and management, there is no initial training required of or provided for newly appointed school leaders.

Special consideration: Recruiting female school leaders

In selecting and recruiting school leaders, the Gender Equality and Women’s Empowerment Act 2022 prohibits public employers from discrimination in employment against women and dismissal as a result of pregnancy. TSC policies state that the TSC may introduce additional or adapted processes to ensure that equitable numbers of women and men are able to achieve school leadership posts.¹ This is particularly relevant as the recent Gender Equality and Women’s Empowerment Act 2022 requires that public employers have **at least 30% women in their employment**, and **at least 30% women in decision-making positions at all levels within the organisation**.

The current gender composition of school leaders in Sierra Leone is predominately male (75%) except at pre-primary level (data from 2022). The percentage of female school leaders (25%) is less than the overall share of female teachers which indicates that there are barriers to female teachers becoming school leaders. Figure 1 shows a gender analysis conducted by the Education Commission and Fab Inc in 2022.

Figure 1: Gender composition of school leaders in Sierra Leone (pre-primary – secondary)

Gender

School leaders overall

75% MALE

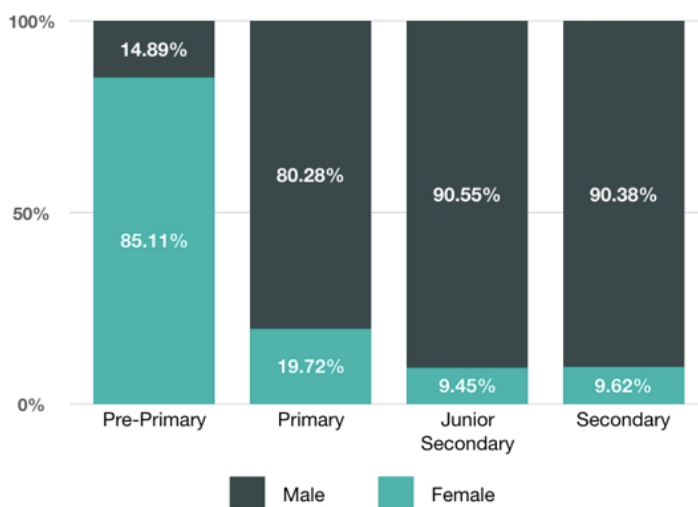
25% FEMALE

Barriers to promotion

These *shares are also slightly less than the overall share of females* in the teaching workforce, suggesting there are barriers to the promotion of female teachers to leadership positions

School Leaders by Gender and Level

The shares vary significantly across levels



Although there is limited evidence on how to effectively increase participation of women in school leadership, one place to start is **strengthening the women in leadership pipeline**, which could include:

- *Positive discrimination*: A policy that preferences a certain percentage of female applicants for school leadership positions who meet the qualifications.
- *Recruitment*: Existing school leaders and district officials can identify female teachers interested in leadership and support them to access in-service training and formal leadership development programmes. They can also ensure all teachers have equal access to information on how to progress to school leadership positions. In the school leadership professional development pilot programme being led by Leh Wi Lan, they found that communicating information about the programme more widely through local radio, word of

mouth and WhatsApp groups was more effective at recruiting female school leaders than simply relying on existing school leaders, who are mostly men, to share the information.

- *Selection:* The introduction of quotas can ensure there is a baseline number of women in leadership positions who can then encourage more women to pursue and take up leadership roles (O’Neil et al, 2015). In selecting female school leaders, especially from remote or hard-to-reach areas, incentives could be offered such as career guarantees for accompanying spouses and housing and transportation support (Naylor et al. 2019).
- *Training:* Training programmes and professional development specifically targeting female teachers could be used to create a pipeline of women prepared to lead schools. Ensuring training and professional development is accessible to women is important, meaning it is flexible and meets their unique constraints, especially for those in hard-to-reach areas. It is important to highlight that training programmes should not be run at times that disadvantage women, who often have additional responsibilities at home, e.g. outside normal working hours.
- *Funding support:* This could include scholarships and financial incentives, such as stipends, to female teachers to pursue higher education, professional development, or other types of formal leadership training.
- *Mentorship and coaching:* Mentors and coaches could be provided to support qualified female teachers who want to become school leaders (Martínez, Molina-López, & de Cabo, 2021). The Building Learning Foundations programme in Rwanda helped get more women in leadership through coaching and providing more female trainers for teachers (Education Development Trust, 2022).

Additionally, once women are in leadership positions, they need ongoing support to help them remain there and address ongoing challenges. A few options for **supporting women in leadership positions** includes:

- *Childcare support:* Providing childcare services to women leaders with school-age children to help relieve childcare duties.
- *Collaboration and networks:* Networks of women leaders can provide support to each other, act as role models for and encourage female teachers who want to pursue leadership, and work with community leaders to normalise women’s leadership (O’Neil et al, 2015).
- *Professional development:* Access to high-quality opportunities for professional development to refine knowledge and skills, gain new competences and provide continuous professional growth.
- *Research:* Additional data collection and research to better understand the barriers to women taking up and retaining leadership positions.

It is important to note that policy and legislative measures are limited in their ability to address long-standing cultural norms and institutional biases that hinder women from attaining leadership positions. Research can be undertaken to better understand existing practices and attitudes that keep women from leadership roles, but additional measures, such as socialisation campaigns, would be required to address these types of issues.

6.2. Professional status, salary and licensing

6.2.1. Job classifications and salary grades

Salary rates for civil posts are usually determined by an evaluation of the job using criteria such as comparison with other similar jobs in the job market and qualifications needed for the job.^{xi} Following a job evaluation, a job is classified into positions within the context of the profession and may be compared to other professions or occupations before being graded for salary. The higher the grade the higher the salary.^{xii} Salary grades for the roles of principal and head teacher correspond to the qualifications outlined in Section 2. Current job classifications and salary grades within the teaching service are:

- Principal
- Head teacher
- Vice Principal
- Deputy Head Teacher
- Head of Department
- Senior teacher
- Junior teacher

The HR Manual for Teachers and School Leaders provides further details on the salary grades attached to specific roles and their associated qualifications (see Table 4). Please note that consultations with the TSC have flagged that this table needs to be updated. Head teachers are grade 9 and deputy head teachers are grade 8.

Table 4: Salary grades for teacher job classifications and required qualifications			
Position	Salary Grade	Education	Experience
Principal Secondary School	11	Degree in Education; Degree + Diploma in Education	Min. 8 years
Vice-President Secondary School	10	HTC- Secondary; Degree in Education; Degree + Diploma in Education	Min. 8 years
Head-Teacher Primary School	10	HTC- Primary/ Secondary; Degree in Education; Degree + Diploma in Education	Min. 8 years
Deputy Head Teacher Primary School	9	HTC- Primary/ Secondary; Degree in Education; Degree + Diploma in Education	Min. 8 years

Senior Teacher Secondary School	9	HTC- Secondary; Degree in Education; Degree + Diploma in Education	Min. 4-5 years
Senior Teacher Primary School	7	HTC- Secondary; Degree in Education; Degree + Diploma in Education	Min. 4-5 years
Teacher Secondary School	8	Degree in Education; Degree + Diploma in Education	
Teacher Secondary School	7	HTC- Secondary	
Teacher Primary School	7	HTC – Primary	
Teacher	6	TC;	
Teacher	5	TCl (Lower); Arabic Certificate	

Special consideration: Professional Standards and Salary Grades

The TSC is currently reviewing the classification and grading of teacher jobs.¹ There is a new classification of career stages based on a competency ladder that is linked to the *Professional Standards for Teachers and School Leaders*. The career stages include:

- New teacher
- Proficient teacher
- Highly accomplished teacher
- Distinguished teacher

The existing salary grades and job classifications are not aligned with the career stages of the Professional Standards. The Professional Standards explain that “the career stages are not civil service salary grade levels. Rather, they are professional statuses to be awarded by the Teaching Service Commission to all registered teachers after due assessment of their professional competences and services. Therefore, teachers shall have their status (career stage) indicated in their teaching license and shall carry along their professional status to any job whatsoever they are assigned to perform, regardless of the level of the education system involved” (p. 41). **The TSC has not yet started awarding professional status to teachers based on the Professional Standards.**

It is important to note that the Collective Agreement between Employers of Teachers of Sierra Leone and the Sierra Leone Teachers Union (2022) says that the career stages of Professional Standards will

determine job grades and salary scale. It indicates that head teachers and deputy head teachers should at least be at the proficient teacher stage and principals/vice principals should at least be at the highly accomplished teacher stage. Given this agreement, the TSC should consider how to align the Professional Standards career stages with the existing teacher job grades and salary scales.

See [Section 6.4](#) for more details on career progression and professional development.

6.2.2. Additional monetary benefits

TSC policy mentions that there may be additional monetary benefits, such as overtime pay, bonuses and occupational benefits, including salary during holidays and leave, pension, housing, etc. but it is unclear who determines these and how. The Collective Agreement between Employers of Teachers of Sierra Leone and the Sierra Leone Teachers Union (2022) states that principals and head teachers shall be granted vacation leave as such times as may be determined by the Employer and should be paid one month's gross salary as leave allowance. Allowances should cover expenditures incurred by the employee or teacher in connection with work and should not be viewed as an incentive.^{xiii} The Gender Equality and Women's Empowerment Act 2022 requires public employers to pay maternity leave of at least 14 weeks to women who have a baby.

6.2.3. Salary negotiation

Salary is often negotiated between representatives of employers and employees. In Sierra Leone the main representative of teachers is the Sierra Leone Teachers' Union. Important for negotiations on salary for school leaders are the National Council of Head Teachers and the Conference of Principals of Secondary Schools.^{xiv} A recent collective bargaining agreement was made between the Sierra Leone Teachers Union and the Employers of Teachers in Sierra Leone (2022) that outlines an agreement for the government to increase teacher salaries by 15% annually, effective 2023 -2025. It is unclear if this applies to school leaders.

Additionally, the Teacher Development and Performance Policy states that "Budgetary provision will be made to ensure that over time (and within a structured and fully costed implementation plan)... reform of school leader salaries, aligned with successful completion of specific training in school leadership and management, including increments triggered by successful completion of planned professional development and appraisals."^{xv}

6.2.4. Salary management

The *Human Resource Manual for Teachers and School Leaders* outlines several important principles to be applied to remuneration, including:

- classification of positions based on international standards;
- clear and objective criteria for salary grading;
- equal opportunities;
- equal pay for equal work;
- a living wage; and
- timely and accurate payment.^{xvi}

Additionally, the Gender Equality and Women's Empowerment Act 2022 requires public employers to ensure equal remuneration for persons of equal skills, competences, expertise and knowledge without discrimination of any kind.

The agencies responsible for managing school leaders' salaries include:

- TSC: Manages the teacher database and processes information on recruitment, promotion, transfer, separation from service, etc. to the Accountant General's Office through the Ministry of Finance;
- Ministry of Finance: Authorizes the Accountant General's office to pay teacher salaries;
- Accountant General's Office: Transfers teacher salaries to bank accounts; and
- Banks: Teachers draw their salaries directly from their bank account.^{xvii}

6.2.5. License renewal

Teacher and school leader licenses must be renewed every three years. The TSC is responsible for registering and licensing teachers and school leaders. To renew the license, a school leader must complete a license form and attach a copy of his/her registration certificate together with the expired license. School leaders must pay for their license, as stipulated by Cabinet. The price is determined by the level on the career progression (New teacher, Proficient teacher, Highly accomplished teacher, Distinguished teacher).^{xviii}

To qualify for renewal of license and maintenance of name in the register of professional teachers, the school leader should comply with the performance standards stipulated for his/her category showing evidence of compliance through effective quality assurance functions such as:

- Effective supervision of teachers and teaching-learning activities;
- Ensure adequate implementation of the curriculum /syllabus and their actual coverage;
- Ensure the availability and appropriate use of learning materials/resources by teachers;
- Ensure conducive teaching and learner friendly environment in the school;
- Ensure appropriate mentoring of new teachers on induction and objective assessment and reports of their activities;
- Ensure accurate documentation of all relevant official records and documents for inspection and other purposes, etc.; and
- Provide objective appraisal of all teachers under their supervision.^{xix}

For more information on licensing, see the [Teacher Registration and Licensing Policy](#).

6.3. Roles and responsibilities

6.3.1. Purpose & job description

The Teacher Management Policy for Sierra Leone defines the school leader as the lead educator and administrator who is to perform any other function assigned to him or her under any law or practice including school administration. The recent Basic and Senior Secondary Education Act 2023 confirms that school leaders have the primary responsibility for the day-to-day administration of their school, supported by colleague teachers, facilitators, and other staff.

The purpose of the role as outlined in the job description for school leaders includes:

- Effective school strategic and detailed planning;
- School budgets and financial administration meet the stipulated standards;
- The school is overall well-managed;
- Satisfactory pupil achievements;
- Good teamwork, teachers express job satisfaction; and
- Teaching at the school is of a high standard.

The job description (see Annex 2) included in the Human Resource Manual for Teachers and School Leaders provides a brief snapshot of the school leaders' main tasks, learning and development, special demands of the job, competences (knowledge, skills, aptitude), qualifications and also references the Professional Standards. Each of these are incorporated in the following sections. It is important to note that the job of a school leader is not confined to the job description. The school leader will also be expected to perform tasks in accordance with the profession, level and nature of the job as requested by their superior.^{xx}

“The school leader is the embodiment of the profession at the school level. He/she is expected to provide professional leadership to the teaching and non-teaching staff.” - Code of Conduct for Teachers and School Leaders

6.3.2. Overview of responsibilities

The job description delineates school leader tasks across three areas – managerial, people management and social. However, additional responsibilities and tasks for school leaders are included in other legislation and policies. The combined tasks and responsibilities from all existing legislation and policies can be structured across five overarching categories:

1. Vision & strategy
2. Teaching and learning
3. Administration, management & operations
4. Safety, welfare & ethics
5. Inclusion

The Teacher Management Policy also requires that school leaders perform other duties as may be assigned by the TSC, and that they delegate some responsibilities to other staff members as and when this may be appropriate. Specifically, the school leader is expected to delegate some of his or her functions and duties to the Deputy Head or Vice Principal, whilst retaining overall control. The duties that can be delegated are not specified. The Deputy Head or Vice Principal is required to act as the school leader in the absence of the Head or Principal.^{xxi}

Special consideration: Teaching workload for school leaders

The Collective Agreement between the Sierra Leone Teachers Union and the Employers of Teachers in Sierra Leone (2022) states that the assigned instructional time per week for school leaders shall not be less than 2 teaching periods for head teachers and principals and 5 teaching periods for deputy head teachers and vice principals. It is important to note that no other policy includes guidance on the teaching responsibilities for school leaders. The collective bargaining agreement outlines the minimum number of teaching hours for school leaders, and the TSC has recommended that a maximum number of teaching hours for school leaders not be established given that the diverse characteristics and needs of schools would make this difficult to determine.

6.3.2.1. Vision & Strategy

The school leader is tasked with overall strategic control of the school and working collaboratively with all stakeholders to achieve the school vision.^{xxii} The Professional Standards for Teachers and School Leaders also calls on school leaders to lead organisational transformation (Standard 5, see Annex 3) which includes important responsibilities around organisational vision, mission, core values

and culture and external relations, as well as those related to human behaviour, such as the power of attitudes and emotional intelligence.

The school leader drives school strategy through development of the **School Improvement Plan (SIP)**, undertaken with the School Management Committee or Board of Governors. The SIP is a set of goals and actions that help the school continuously make and track structural quality improvements. For more information see Section 4.3.2 and the School Based Management Training Manual.

In overseeing the school strategy and vision, the school leader is to serve as a liaison between the school and the MBSSE, the TSS, local education institutions and other stakeholders, including the community.^{xxiii} The school leader is responsible for keeping in constant communication with the TSC to ensure that the school adheres to approved policies, practices and guidelines.^{xxiv} The school leader acts as secretary to the SMC/BoG and provides technical advice that would facilitate understanding and effective decision-making by those governing bodies. The school leader represents the school at meetings, workshops, and conferences.^{xxv}

6.3.2.2. Teaching & learning

Several policies indicate school leaders' important role in overseeing teaching and learning. The Code of Conduct specifically refers to school leaders' responsibility to provide **instructional leadership**, and the Human Resource Manual and Teacher Management Policy outline several concrete responsibilities related to teaching and learning, including:

- ensuring adherence to policy guidelines and maintenance of teaching standards, whilst implementing the approved national curriculum^{xxvi};
- ensuring that up-to-date curriculum is taught at the school^{xxvii};
- ensuring that teachers deliver lessons in line with accepted practice, including use of lesson plans, textbooks and other pedagogical materials as required^{xxviii};
- monitoring and reporting on the performance of teachers^{xxix};
- supervising tests and examinations^{xxx};
- supervising CAR (Continuous Assessment Records) and pupil Progress Reports^{xxxi}; and
- overseeing sports and other extra-curricular activities^{xxxii}.

Detailed competences for school leaders related to leading **professional knowledge, practice and engagement** are laid out in the Professional Standards 2-4 (see Annex 3). These include a wide diversity of skills, knowledge and actions, ranging from understanding the broader Sierra Leonean context and goals of education to knowledge of subject content, pedagogy and learner assessment. The national professional development framework for school leadership (see Section 5.3 and Annex 5) includes a more specific set of competences for school leaders focused on instructional leadership that are aligned to the Professional Standards. These include:

- Competency 1: Demonstrate a commitment to improving learning outcomes and promoting inclusion
- Competency 2: Promote a culture of continuous self-sustaining school improvement
- Competency 3: Model and guide leadership for learning for the inclusion and safety of all within the school
- Competency 4: Use evidence to plan, implement and review improvements to inclusion and learning
- Competency 5: Work collectively with all stakeholders to drive school and system improvement

To ensure high quality teaching and learning, school leaders are responsible for supporting teachers across two interdependent areas that are important to highlight (included in the Standards and other policies): 1) Motivation and job satisfaction and 2) Professional development and performance management.

Teacher motivation and job satisfaction

To provide quality education, teachers must be motivated and satisfied professionally. The HR Manual for Teachers and School Leaders suggests that teachers should have enough job satisfaction to remain in the service for a reasonable length of time while being stimulated to develop themselves professionally towards increasing excellence in teaching.^{xxxiii}

Beyond system level factors (such as salary and career progression), teacher motivation and job satisfaction can be driven by the school leader through a **conducive work environment** with appropriate facilities which is safe, healthy, and pleasant to work in. **Teamwork and professional support** from school leaders is also key to teacher motivation. Delegating responsibilities to teachers and creating a sense of shared ownership of the school can be a way to facilitate teamwork, and mentoring can be a useful approach to professional support (discussed below). **Encouragement** – such as promoting creativity and innovation in teaching or simulating interest in subject matter and academic pursuits – is another key strategy school leaders can use to promote teacher motivation and job satisfaction. The HR Manual for Teachers and School Leaders provides more examples and specific guidelines for motivating teachers (section 6.3.2) and enriching a teacher’s job (section 2.2.8).

Teacher professional development and performance management

The school leader plays an important role in teacher professional development. The Professional Standards require that school leaders: 1) provide leadership, inspiration and support to all teachers to effectively plan and design their learning experiences (Standard 3.1) and 2) inspire and support colleagues towards self-appraisal and actions to continually improve their professional knowledge, practices and engagement (Standard 4.6) (see Annex 3).

One of the concrete ways in which school leaders can support teacher PD is through **mentoring**, as suggested by the HR Manual for Teachers and School Leaders. This can include:

- Providing a role model of best practice;
- Providing advice on how to deal with challenges and shortcomings;
- Helping new teachers to develop confidence in themselves as teachers and build their knowledge, skills and attitudes;
- Helping the mentee develop best-practice teaching practices and work to the professional standards for teachers;
- Assisting the new teachers in developing personal targets and developing a career plan;
- Providing helpful contacts and networks;
- Helping the mentee become adept in self-management, building relationships with colleagues, stress management, and related areas;
- Helping the mentee become an effective self-directed learner; and
- Help promote equal opportunities by mentoring disadvantages groups.^{xxxiv}

Section 5.3.5 of the HR Manual for Teachers and School Leaders gives more details on how school leaders can provide quality mentoring, especially for new teachers.

Performance management is a key tool for teacher professional development. It includes three key activities between teachers and the school leader or other management role:

- A planning meeting between the teacher and their manager (which could be the school leader) in September/October to agree new PD objectives for the school year, assess these against the professional standards and agree on the evidence/success criteria and PD plan;
- Monitor and review progress throughout the year, including regular dialogue between the teacher and their manager throughout the year; and a mid-year review halfway through the school year;
- An annual appraisal meeting at the end of the school year (or in September to allow TPD activities undertaken during the school vacation to be included) to assess progress and

achievements, offer career guidance and make decisions or recommendations regarding career and/or reward progression).

The **annual appraisal** meeting is conducted between the teacher and a panel consisting of the school leader, a TSC representative and a third person of the teacher's choice (e.g. a SLTU representative, mentor, or teacher colleague) to ensure equitable treatment and transparency.

The meeting is based on a self-appraisal exercise completed in advance by the teacher which includes evidence such as teaching observation notes, peer assessment notes, the teachers' PD portfolio, lesson plans, research notes, materials developed, photographs of classroom practice, etc. Sections 34.7-11 of the National Teachers Policy for Sierra Leone provides more details on the annual teacher appraisal process.

6.3.2.3. Administration, management & operations

The school leader is head of administration and has overall operational control of the school.³⁹ This includes responsibilities for finances; data, records, and reporting; school facilities and materials; human resources; and engagement with stakeholders.

Finances

Fiscal responsibilities include managing and controlling finances and all school assets, ensuring strict adherence to the appropriate public finance and management guidelines.^{xxxv} This includes but is not limited to:

- preparing, signing and submitting school budgets;
- approving activities and financial spending;
- receiving education subsidies/dues and all other funds meant for the school and accounting correctly for all such funds, property and other educational materials in accordance with policy (see the Policy Guidelines on the Use of School Subsidy for more information); and
- paying all wages and other charges to the rightful recipient as soon as such monies are received.^{xxxvi}

The school leader is required to work with the SMC or BoG (as its secretary) to undertake fiscal responsibilities. See Section 4.3.2 for further details.

Data, records and reporting

The school leader is responsible for keeping all school records in safe and good condition and ensuring they contain correct information.^{xxxvii} Although not stipulated in policy, it is recommended that all school data should be disaggregated by sex where relevant. This includes proper and verifiable records for:

- student enrolment^{xxxviii}
- student attendance^{xxxix}
- tests and examinations^{xl}
- Continuous Assessment Records and pupil Progress Reports^{xli}
- teacher attendance^{xlii}
- performance of teachers^{xliii}
- performance of the school^{xliv}

In addition to regularly updating the TSC and other stakeholders on the general performance of the school, the school leader will also respond in a timely manner to requests for information on the school from the TSC and others and ensure that records are available for inspection and verification.^{xlv} The latest Education Sector Plan 2022-2027 notes that that government should "ensure at least one teacher/school head has a registered cell phone with the MBSSE"; however, further

guidance from MBSSE and TSC is required to understand how this is being supported, and if cell phones should be used for data collection.

If the school has a **Registrar**, they will support the school leader with data, record keeping and reporting. Responsibilities for registrars in this area can include but are not limited to:

- Being responsible for learner selection, enrolment, and progress through the institution (student intake and annual promotion),
- Being the custodian of the records of the institution, including: examination results, attendance records, minutes of key meetings (School Board, etc.), and
- Ensuring operational standards are maintained in: implementing the timetable, conducting examinations, releasing school information, etc.^{xlvi}

Each year Head Teachers and Principals at both public and private schools, are responsible for the correct and accurate completion of their schools' paper-based questionnaire for the **Annual School Census (ASC)**. Distribution and collection of the questionnaires to school leaders are overseen by the MBSSE and School Quality Assurance Officers (SQAOs).^{xlvii} It is important to note that a digital version of the ASC questionnaire has been used, and in the past training for some principals to use the digital version has been provided. Further guidance should be provided on current and future training planned for school leaders on the digital ASC questionnaire.

Special consideration: School leader use of data

Within existing policy and other government guidance, there is little information available on school leader responsibilities regarding the collection, use and management of education data. Further guidance should be developed around the following topics to clarify this aspect of school leaders' role:

- how school leaders should maintain and report on school records
- which data school leaders have access to and how they should use it; this should include specific guidance on how school leaders are expected to use school, teacher and student level data for school improvement
- which data school leaders are responsible for collecting and managing, including the ASC
- how school leaders' data responsibilities articulate with School Quality Assurance Officers' data collection for quality monitoring and support

School facilities and materials

The school leader manages the school facilities and all supplies, including teaching and learning materials.^{xlviii} This means ensuring that the school's facilities are maintained in good order and that action is taken when this is not the case. It involves overseeing procurement of goods and services within the context of the public procurement guidelines.^{xlix}

Human resources

The school leader is responsible for all human resource (HR) tasks and processes at the school in liaison with the TSC-District Office (TSC-DO) and TSC Head Quarters-Human Resources. This includes:

- supporting teacher entry and probation, induction, promotion, transfer, leave and separation^l (see the Teacher Management Policy for detailed actions required by the school leader for each);
- organising work and delegating tasks at the school^{li};
- preparing semester plans and calendars and allocating teachers to classes^{lii};
- allocating teaching duties to teachers^{liii};
- assigning non-teaching responsibilities to staff as appropriate, in consultation with the TSC^{liv};
- checking and registering teacher attendance^{lv}; and

- ensuring punctuality is observed by learners and teachers including practicing teachers^{lvi}.

Engagement with stakeholders

The Professional Standards require school leaders to engage with several categories of stakeholders both within and external to the education system. These include administrative authorities (Standard 4.1); parents and guardians, including CTAs and PTAs (Standard 4.4); wider society, including community involvement in education (Standard 4.5); and external relations (Standard 5.21) (see Annex 3 for more details). Guidance and concrete examples for engaging with parents, guardians and community members can be found in the School Based Management Training Manual and Training Guide for School Management Committees. This includes activities such as inviting community members to participate in school open days and giving parents opportunities to address the gathering with words of encouragement.

Additionally, recent international evidence, which includes research from Sierra Leone, suggests six key takeaways for how to engage families and communities to transform education. These include 1) understanding families', educators', and students' beliefs and experiences to build a shared vision and purpose of education; 2) positioning families as partners; 3) collectively breaking structural and situational barriers to build stronger partnerships; 4) taking time to build trust; 5) making family, school and community engagement a must; 6) disrupting power dynamics through community-driven research. More information can be found in the full report: Morris, E.M. & Nóra, L. (2024). *Six Global Lessons on How Family, School, and Community Engagement Can Transform Education*. Brookings Institution.

6.3.2.4. Safety, welfare & ethics

The Teacher Management Policy states that the primary role of the school leader is to create an environment that is safe and conducive to learning. The Code of Conduct for Teachers and Other Education Personnel in Sierra Leone and Comprehensive School Safety Policy serve as the primary guides for issues of ethics, safety and welfare for schools. The Code of Conduct includes specific principles and actions covering six areas: service delivery, commitment to the teaching profession, management of school resources, school environment and safety, work ethics and reporting channels.

A school leader is bound by the Code of Conduct and expected to set a good example in the strict compliance with all its provisions. School leaders are to enforce adherence of the Code of Conduct on all teachers under their authority in accordance with the Laws, regulations and other provisions of the Teaching Service Commission Acts of 2011 and promptly deal appropriately with all breaches of the Code. The Code requires school leaders to:

- make the teachers Code of Conduct available to every registered and licensed teacher;^z
- orientate new teachers on the Code of Conduct;
- conduct regular supervision and monitoring to ensure the implementation of the Code of Conduct for Teachers and the achievement of learning outcomes;
- ensure proper documentation of all reported cases that violate the Code of Conduct; and
- send annual report to authorities concerning the implementation of the Code of Conduct.^{lvii}

As part of the SMC or BoG, a school leader takes part in any **disciplinary actions** required in relation to breaches in the Code of Conduct. The HR Manual for Teachers and School Leaders also highlights that each school should have a Disciplinary Committee composed of teachers within the school who select a Committee Chairman and other members. The Code of Conduct outlines reporting channels for different levels of education (Section 6.2), however, there is no template for the annual report or guidance on how to properly document reported violations of the Code of Conduct. Additionally, the role and responsibilities of the Disciplinary Committee are unclear. The school leader's role on this

Committee should be clarified as well as who the Committee reports to and how they interact with the SMCs/BoGs.

Concrete responsibilities for school leaders relating to safety, welfare and ethics included in the Code and related policies include:

- enrolling children in school without bias or discrimination and within regulations and provisions of the Laws in Sierra Leone;
- ensuring conducive working environment for teachers and learners, ensuring their overall welfare, health and safety^{lviii};
- making provision for a first aid kit in the incident of accidents or any such eventualities;
- training teachers in the administering of first aid;
- not conniving with members of staff, Board of Governors or any other group or persons to commit crime or any act that will bring the teaching profession into disrepute; and
- not accepting a bribe in relation to the discharge of his/ her duties and ensure that his/her staff members refrain from doing so.

The Comprehensive School Safety Policy is structured around three core pillars:

- 1) Safe school facilities and learning environment;
- 2) School disaster management and risk reduction;
- 3) Protection from violence and other forms of abuse and harm in and around schools.

It requires that all schools form **School Safety Committees (SSCs)** made up of key school stakeholders including: SMC Head/Representatives, Headteachers, Disciplinary Committee Heads, School Matron/Food Committee Heads, Guidance and Counselling Committee Heads, School Health Officer/Health Committee Heads, and a Parent representing CTA. The SSC coordinates school safety activities at the school level and steer activities of the SMCs, School Administration, School Health Council (initiated by the School Health Policy, which is responsible for the coordination of school health and school feeding activities), and the Community Teacher Association (CTA). Further guidance is needed from MBSSE and the TSC to clarify the direct responsibilities of the school leader are regarding the SSCs.

Additional resources around the specific issue of gender-based violence include the [Training Manual for Girls and Boys' Clubs on School-Related Gender-Based Violence Prevention and Response](#) and the [National Referral Protocol on Sexual and Gender-Based Violence](#) from MBSSE and the Ministry of Social Welfare, Gender and Children's Affairs.

School leader competences related to safety, welfare and ethics are also covered in the Professional Standards for Teachers and School Leaders, specifically standards 3.5 (Human rights & security of lives) and 4.2 (Engagement with learners) (see Table 4).

6.3.2.5. Inclusion

The Code of Conduct and Radical Inclusion Policy are the key sources of information on school leader responsibilities for inclusion in schools. The Radical Inclusion Policy approach is based on the following assumptions:

- Upholding the worth and value of children: Every child is valued and welcome in the education system of Sierra Leone, which recognises diversity as a strength and an asset.
- Holding all entities (government, ministries, schools, teachers, communities, etc.) accountable: Inclusion is the responsibility of every school, every teacher, and every community leader (National Policy on Radical Inclusion in Schools).

This means that every school leader is to be held accountable for inclusion, and in order for the government (through the TSC) to safeguard the right to high quality education of every Sierra Leonean child, **schools must be managed by head teachers and principals who meet the Professional Standards for school leaders** (see Annex 3). Specific school leader Professional Standards that relate to inclusion include 2.5, 3.2, 3.5, and 4.2 (see Table 5).

Table 5: Professional Standards for school leaders relating to safety, welfare, ethics & inclusion	
Professional Standard	Actions
2.5 Knowledge of learners' physical socio-cultural and psychological characteristics	<p>Demonstrate knowledge of the following educational concepts and lead the school to excel in the utilisation of best practices:</p> <ul style="list-style-type: none"> • Diversity among learners • Impact of diversity on school achievement • Management of diversity and multi-cultural education • Inclusive education • Holistic education • Identification of Students with special needs • Treatment of students with special needs • Stages in physical, emotional, social and cognitive development of learners • ix. Sequencing and progression in learning
3.2 Delivery of learning activities and programmes	<p>Monitor, evaluate and cause a continual renewal of the strategies for delivering learning activities and programmes in the school, paying attention to:</p> <ul style="list-style-type: none"> • Management of classroom activities • Classroom atmosphere • Classroom discipline • Entry behaviour in the teaching-learning process • Instructional communication • Educational technologies • Instructional aids • Presentation of lessons • Learner-centredness • Learners' group work in class • Learners with special needs • Equality of learning opportunities for all • Spirit of enquiry and critical thinking among learners • Questioning techniques • Reinforcement of learning • Holistic education

	<ul style="list-style-type: none"> • Lesson summary • Home assignments • Class attendance records • Time management • Care of classroom facilities
3.5 Human rights and security of lives	<p>Demonstrate understanding of the concepts, national and international laws and conventions, and efforts related to under-listed issues and apply them to deliver high quality health and security services for the school:</p> <ul style="list-style-type: none"> • Human rights • Safety and security of learners • Safe use of ICT • Provision of health services • Prevention and control of HIV/AIDS • vi. Safe environment
4.2 Engagement with learners	<p>Serve as model for all teachers in professional engagement with learners especially with reference to:</p> <ul style="list-style-type: none"> • All-round development of the learners • Diligence and confidentiality of learners • Learners' dignity • Responsibility for diagnosis and treatment of learners' academic problems • Empathy for learners • Zero tolerance to sexual exploitation and other related offences • Zero tolerance to examination malpractice • Zero tolerance to cultism and violence • Zero tolerance to corruption. • Zero tolerance to ideological indoctrination of learners • Modelling for learners • Zero tolerance to corporal punishment • Zero tolerance to violence • Zero tolerance to use obscene language • xv. Teacher's dressing

Special consideration: Radical Inclusion

- The Radical Inclusion Policy includes a specific provision for learners who are pregnant or parents: “Radical inclusion in education explicitly includes children who are or have been pregnant, and those who are already parents. This requires that: no student, teacher, or school principal should act as a barrier to a girl’s retention in school during pregnancy or return to school after delivery or miscarriage.”

Further guidance on safety, welfare and inclusion at the school level can be found in the following MBSSE resources:

- [Radical Inclusion Implementation Plan](#)
- [Comprehensive School Safety Policy](#)
- [School Health Policy](#)
- [Improving Inclusion and Learning Outcomes for Pupils with Disabilities Info Brief](#)
- [Disability Inclusion Responsive Practice Guide](#)
- [Ways to Support Students with Difficulties in Class, Teacher Professional Development](#)
- [Reducing Violence in Schools Guide](#)
- [Keeping Girls Safe and Included in Sierra Leone's Schools Info Brief](#)
- [Gender Responsive Practice Guide](#)
- [School Safety and Inclusion: Building a Platform for Sustainability Lessons, Policy Brief](#)
- [Strengthening the Provision of Menstrual Hygiene Kit, Toolkit](#)
- [Menstrual Hygiene Kits: Supporting Girls' Participation in School, Info Brief](#)
- [A School-Based Approach to Providing Assistive Devices to Young People](#)
- [Reducing Violence in School’s Manual](#)
- [Creating Safer Schools: Alternatives to Corporal Punishment in Schools](#)
- [National Referral Protocol on Sexual and Gender-Based Violence](#)

6.3.3. Wider school leadership ecosystem

The school leader undertakes their responsibilities as part of a wider ecosystem of school leadership that is composed of other roles and governing bodies at different levels, including school, community and district.

6.3.3.1. School level

At the school level, school leaders can delegate some of their responsibilities to the Deputy Head and Vice Principal. The Deputy Head and Vice Principal also have responsibility for acting as the school leader in the absence of the Head or Principal. It is up to the discretion of the school leader and their Deputy Head/Vice Principal to agree their respective responsibilities. In recent consultations with the TSC, it has been noted that school leaders lack the skills to delegate effectively, and there is no guidance or training to support them to do this. This can create blockages in school level administration and breakdowns in school management when school leaders are absent. It is recommended that clear job descriptions outlining core responsibilities be developed for Deputy Heads and Vice Principals and training on delegation be included in future professional development for school leaders.

Other TSC designated roles and formal posts in the school system that could be in place to support school leaders include: Registrar, Head of Curriculum, Head of Student Welfare, Head of Monitoring and Evaluation, Head of Academic Department, Head of Remedial Teaching (see section 10.1 of the National Teacher Management Policy or National Teacher Policy for Sierra Leone for details on each). MBSSE has Leadership Training Materials available for the Head of Department (HoD) role which include details on the relationship between school leaders and HoDs.

6.3.3.2. Community level

At the school-community level, there are several governing bodies that work alongside the school leader in overall management of the school. These include the SMC or BoG as well as the Community Teachers Association (CTA) and Parent Teacher Association (PTA). The Basic and Senior Secondary Education Act 2023 stipulates that a government or government-assisted primary and secondary System of school should have two-tier governance structure: one to provide oversight functions and the other to handle the day-to-day running of the institution. It is the oversight function of the school leader that should be performed in conjunction with the School Management Committee or Board of Governors, local council, and District Education Office. This includes monitoring and developing strategies to improve the performance of the school or the centre and resource mobilisation for the benefit of the school.^{ix}

School Management Committees

The composition of a School Management Committee shall be gender balanced and comprise the following members: (a) 3 proprietor's nominees, one of whom shall be Chairman; (b) the head teacher; (c) a representative of the School Quality Assurance, Monitoring and Resource Division of the Ministry; (d) a representative of the local council; (e) the Chairman of the Community Teachers Association; (f) a traditional ruler or elder of the village or area concerned; (g) an educator in the community.^{ixi} School leaders serve as the secretary to the School Management Committee (SMC) at primary level and the Board of Governors (BoG) at secondary level. However, the school leader has no voting right in these bodies.^{ixii}

Members meet before the school year starts, at least once during each term, at the end of each school year, and on an ad-hoc basis if there are matters to address. The School Management Committee has overall responsibility for the smooth running and management of the school including:

- Supervises the functioning of the school and visits on a regular basis;
- Checks and signs the school budget;
- Checks teacher attendance and punctuality;
- Promotes teacher welfare;
- Takes an active role in the recruitment process of a Head Teacher, including receiving the shortlist, inviting candidates for interview, sitting on the interview panel and selecting the final candidate;
- Recommends teachers for promotion;
- Settles disputes;
- Engages in disciplinary action.^{ixiii}

Within the SMC, the school leader, along with the SMC Chair, is held legally accountable for the use and management of all funds received at schools, including PBF (performance-based financing). The school leader is also responsible within the SMC for:

- Signing off on the school budget;
- Signing off on requests for withdrawal of funds from fee subsidy account;

- Signing off on purchase decisions, local purchase order and payment authorisations for SIP and PBF activities;
- Signing off on financial reporting documents; and
- Providing general oversight of financial transactions and recordkeeping, including ensuring payment is made for goods and services.

The SMC is also responsible for developing the School Improvement Plan (SIP). The school leader leads this process and signs off on the final SIP. For details on the process and template for a SIP, please see the School Based Management Training Manual.

Board of Governors

A Board of Governors for a secondary school shall consist of 13 to 15 members including the Chairperson, and the following other members -(a) 4 persons nominated by the proprietor of the school; one of whom shall be appointed Chairperson by the Minister; (b) 4 persons nominated by the Minister; (c) the Chief Education Officer or his or her representative in the district; (d) the Education Secretary or his or her representative in the district; (e) the District Deputy Director, Sierra Leone Teaching Service Commission; (f) a local council representative from the district or city council); (g) a Chiefdom authority, where applicable; (h) a representative of the old pupils' association of the school, where applicable; (i) the Chairperson, of the Community Teachers Association. The School Principal acts as Secretary to the Board.lxiv

The Board of Governors shall be responsible for

- Overseeing the development and implementation of the School Improvement Plan;
- Development of the school;
- The welfare of pupils and staff;
- Fix charges, where appropriate, with the approval of the Minister;
- Review and approve the school budget prepared by the school administration;
- Recommend to Sierra Leone Teaching Service Commission suitable candidates for the positions of principal, vice principal and senior teachers;
- Mediate or arbitrate in matters brought before it by aggrieved pupils, parents or teachers;
- Perform such other functions as may be directed by the Minister
- Conduct job interviews and a selection exercise for advertised vacancy/vacancies in their institution.lxv

Community Teachers Association

The Community Teachers Association should promote greater involvement of community members in the affairs of the school. A Community Teachers Association should determine its own leadership structure and method of operation but shall always work in the best interest of the pupils and the school. Further guidance is needed from MBSSE and the TSC on how CTAs work with school leaders, SMCs and BoGs.

6.3.3.3. District level

The district is at the core of the decentralised education system in Sierra Leone, responsible for delivery and accountability in the area of quality basic education. The district is the locus of the MBSSE Deputy Directors who head the District Education Offices. It is also the seat of the TSC Deputy Directors.

The MBSSE District Education Office, headed by a Deputy Director, is the highest education authority in the district and has many functions, including: oversight for adherence to national policy;

supervising implementation of official programmes and activities; and providing inspection and supervision services.^{lxvi}

MBSSE provides quality assurance for the school system through its Division of Quality Assurance that houses the inspectors and superintendents working in districts.^{lxvii} Each district has a Quality Assurance Committee, which operates under the MBSSE and provides assistance in quality assurance of schools. Committee members comprise: School supervisor; TSC District staff member; Conference of Principles representative; Head Teachers’ Council representative; SLTU representative; District Council Education Committee representative; Teacher representative.^{lxviii} School Quality Assurance Officers are responsible for visiting schools to assess school quality and provide instructional support to teachers.^{lxix} As noted in Section 3.2.3, distribution and collection of annual school census questionnaires to school leaders are overseen by the MBSSE and SQAOs.

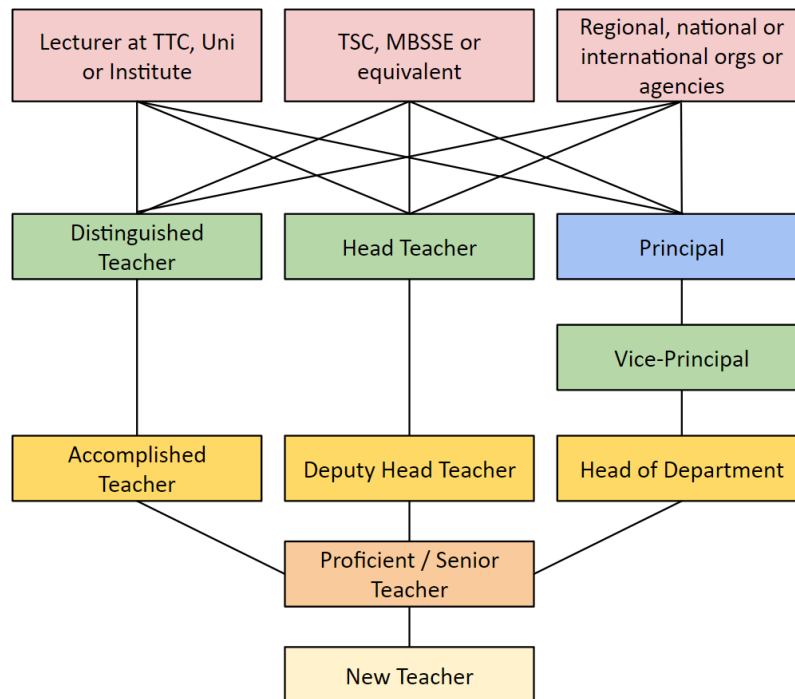
The district offices of the TSC are headed by TSC Deputy Directors. These offices provide the entry point for teachers and schools to address all matters pertaining to recruitment, deployment, promotion, management, and general well-being of teachers and school leaders; in line with the professional standards for teachers and school leaders.^{lxx}

6.4. Career progression and professional development

6.4.1. Career progression

Career pathways for teachers begin with new teacher status, rise to leadership positions in the school and then extend beyond the school system to positions within the TSC or MBSSE (see Figure 2 from the National Policy on Teacher Professional Development).

Figure 2: Teacher career pathways^{lxxi}



The **career stages and professional status progression** for teachers is a key element of the career pathways (see Table 5 and Annex 4). Professional status is linked to progression on each of the Professional Standards. The Standards describe a school leader as a teacher who has reached the level of ‘Distinguished Teacher’ on the career stages scale (see Box 1).^{lxxii} **However, as of the writing of these guidelines, reaching this level is not a formal requirement for taking up the post of school leader.**

Box 1: Distinguished Teacher

The Distinguished Teacher has a special role in ensuring high academic standards in the school and ensuring the quality and relevance of teaching materials. He/she has the same qualities as a Highly Accomplished Teacher, but in addition the following:

- 15 years’ experience as a teacher
- 150 credits of professional development – please note that these have not been standardised and are not currently in effect
- Head of academic functions at the school
- Develops and compiles original teaching materials
- Oversees the school’s academic engagements, writes articles, newsletters, etc.
- Participates in, and occasionally leads, professional forums, associations, communities of practice, etc.

As previously outlined in section 2.1, the teacher career stages are not civil service salary grade levels. Rather, they are professional statuses outlined in the Professional Standards and awarded by the TSC to all registered teachers after due assessment of their professional competences and services. Teachers have their professional status and career stage indicated in their teaching license and carry that professional status to any job they are assigned to perform, regardless of the level of the education system.^{lxxiii} This process has not yet come into effect as the professional development credits have not been standardised and there is currently no system for tracking individual teacher credits.

Movement from one career stage to another is described by the number of years spent in the profession and the amount of professional development (PD) credits received (see Table 5). For example, it would take a minimum of 15 years for a ‘New Teacher’ to eventually become a ‘Distinguished Teacher’ (see Box 1). Further guidance is needed on how the TSC will monitor and track these new professional development credits. In theory, the Department of Teacher Professional Development will keep track of these types of records. It is suggested that the Department of Teacher Professional Development coordinate with the Teacher Management Information System (TMIS) that is being developed to help track this teacher level data.

Table 6: Teacher career progression and professional status scale			
NEW TEACHER	PROFICIENT TEACHER	HIGHLY ACCOMPLISHED TEACHER	DISTINGUISHED TEACHER
3 or 4 years of teacher education	5 years as new teacher	5 years as proficient teacher	5 years as Highly Accomplished
	+	+	+

	50 credits of Professional Development	50 credits of Professional Development	50 credits of Professional Development
--	--	--	--

Special consideration: Aligning professional statuses with salary grades

It is acknowledged that current budgetary issues create constraints on teacher and school leader recruitment and career progression; however, in the future, it is recommended that the professional statuses be harmonised with the teacher salary grade levels to avoid confusion and parallel systems of teacher career progression. For example, a new teacher would receive a salary grade commensurate with their qualification, e.g. a ‘new teacher’ with a Masters would be Grade 9, B.Ed would be Grade 8, HTC would be Grade 7, TC would be Grade 6, TCL and all other certificates would be Grade 5. A ‘proficient teacher’ would be what is now assigned as a senior teacher and ‘highly accomplished’ teachers would be vice principals or deputy heads. Finally, ‘distinguished teachers’ would be head teachers or principals.

6.4.2. Professional development

School leaders are expected to undertake relevant school leadership training, engage in self-directed learning and participate in professional associations and forums.^{lxxiv} Throughout a school leader’s career there should be ample professional development (PD) opportunities promoted by the TSC. PD shall not be construed as a specific event only available at certain stages of a teaching career.^{lxxv} The TSC is responsible for teacher and school leader professional development and must promote PD as a process that applies across all stages of a teaching career and continues throughout the professional life of a teacher and school leader. The TSC ensures that all in-service training through Continuous Professional Development programmes is aligned with the Professional Standards (Annex 3). At the district level, the offices of the MBSSE and TSC should fully coordinate to determine the PD needs of school leaders. In addition to the TSC, Teacher Training Institutions are tasked with providing expertise for and designing and implementing distance learning programmes, in consultation with TSC, for in-service training of teachers and school leaders.

The Professional Standards

A school leader’s career progression, and thus professional development, (Table 5) is linked to the Professional Standards which are statements of competences that a teacher must have in knowledge, skills, ethics and values. It signifies a consensus about what a school leader must know and put into practice as well as how to manage organisational resources and relate with all individuals, groups and the entire society.^{lxxvi}

There are five professional standards for school leaders composed of 49 sub-standards (see Annex 3 for the full list). The five professional standards are:

1. Standard 1: Nurture self for leadership excellence (with 10 sub-standards)
2. Standard 2: Lead professional knowledge (7 sub-standards)
3. Standard 3: Lead professional practice (5 sub-standards)
4. Standard 4: Lead professional engagement (6 sub-standards)
5. Standard 5: Lead organizational management and transformation (21 sub-standards)

To properly assess school leaders, each standard is also accompanied with assessment guides and indicators. All standards and their sub-standards are assessed on a 5-point scale (from excellent to very poor) with highlights the strengths and weaknesses of the school leader and can then be used for the various purposes including professional development.^{lxxvii}

Performance management, including the regular appraisal of school leaders against these standards, should be built into school system activities. The National Teacher Policy for Sierra Leone includes details on performance management for teachers including evaluation and promotion, but it is unclear if these same protocols apply to school leaders. Other TSC policy suggest that BoGs and SMCs are to be supportive of and, where appropriate, actively involved in the professional development of school leaders.^{lxxviii}

If a school leader, or teacher, falls short of obtaining the standards, they are designated to an “auxiliary” role and undergo a probationary period until the TSC and MBSSE and other stakeholders deem the deficiency remedied.^{lxxix} There is no explicit guidance on who leads this process and how the probationary period and subsequent remediation are determined.

The Standards indicate that professional development for school leaders must be designed based on the Standards and that teachers must be grouped according to their stages in the career path, so that professional development can target specific teachers for specific competences instead of using approaches that are ‘one size fits all’. The Standards provide the framework and content for accreditation and monitoring of professional development programmes by service providers. However, the Standards provide no guidance on how or by whom professional development is to be delivered to school leaders.

National professional development framework for school leadership

A scoping study undertaken in 2022 found that in-service training and PD for school leaders is fragmented and undertaken by many different actors (MBSSE, TSC, SQAM, SMCs and BoGs, and NGOs). This study instigated development of the National Professional Development Framework for school leadership. In recognition of the importance of school leadership for reaching the goals of the Education Sector Plan, the Sierra Leone School Leadership Consortium⁸⁵ led by the TSC helped address the lack of an overarching framework for school leadership training and professional development. From 2022-23, the Consortium worked with the TSC to design a new system-wide approach to school leadership professional development with a competency framework based on research and evidence of what works for instructional leadership to improve teaching and learning as well as the professional standards. A competency-based approach is one that ensures school leaders can demonstrate application of a set of knowledge, skills and behaviours that improve teaching and learning. It also helps ‘meet school leaders here they are’, acknowledging their leadership journey, current knowledge and experience, and giving them a way to grow and progress over time. The framework acts as a roadmap so school leaders can see what success looks like in clear practical ways at various levels.

The competency framework is aligned with the Education Sector Plan 2022-2026 priorities and objectives, the Professional Standards for Teachers and School Leaders and the Radical Inclusion Policy. They were mapped to the Professional Standards to ensure a single coherent and consistent set of expectations for school leadership development (listed above). The framework is designed to be delivered through a foundational programme and ongoing professional development in a hybrid model of face-to-face training, guided self-learning and professional learning communities. See Annex 5 for more details. Providers of school leadership professional development would be expected to align with this framework and/or seek approval from the Chair of the TSC.

Ministry of Basic and Senior Secondary Education (MBSSE)

The Ministry of Basic and Senior Secondary Education (MBSSE) is responsible for legislation and regulations relating to primary and secondary education. It is responsible for teacher and school leader payroll as well as data collection for the overall education system, including the Annual School Census of which school leaders are a key provider of data. It is also responsible for schools, including overall planning, budgeting and information management, school infrastructure, supervision and quality assurance, curriculum and education materials, approval and certification of new schools, and other core school and education sector issues. The Ministry's role in teacher HR management includes:

- Final signing of a new teacher's employment;
- Final approval of a teacher's termination of service; and
- Appointment of school leaders at secondary level.

Teaching Service Commission (TSC)

The Teaching Service Commission (TSC) has overall responsibility for the human resource management of teachers and school leaders in Sierra Leone. Its Mission is to: "ensure adequate, professionally qualified, motivated and disciplined teaching staff in all public, basic, secondary and technical and vocational schools for the successful implementation of national education policies, plans and programmes."

The TSC has four departments for overseeing teachers and school leaders:

- **Teacher Management:** responsible for recruitment, promotion, transfer, retirement, leave, separation from service, and other fundamental teacher personnel management tasks.
- **Teacher Registration and Licensing:** responsible for the registration of teachers, teacher records, teacher database and teacher licensing.
- **Teacher Development and Performance:** responsible for overseeing teacher qualifications, professional standards, induction and orientation of new teachers, the continued professional development of teachers and school leaders, and managing teacher performance.
- **Teacher - Employer Relations:** is responsible for defining and monitoring rights and obligations in relation to teachers and their employers, upholding the Code of Ethics, the condition of service for teachers, and for issues such as equal opportunities, safety and health and work environment.

Leaders, administrators, and managers are usually teachers who have been appointed to management positions, with responsibility to administer prescribed rules and regulations for good practice and for efficient use of available resources. The well-being of leaders, administrators, and managers falls under the purview of the TSC, and they can be regarded as teachers with managerial responsibilities.^{lxxx}

Progressively ensuring trained/qualified and experienced teachers are duly appointed school leaders in adequate numbers for the needs of the country and are put on the government payroll, as space is created by attrition and payroll cleaning. The district offices of the TSC are headed by TSC Deputy Directors and provide the entry point for teachers and schools to address all matters pertaining to recruitment, deployment, promotion, management, and general well-being of teachers and school leaders; in line with the professional standards for teachers and school leaders.^{lxxxi}

Proprietors of Education Institutions

School leaders also exercise their managerial functions on behalf of those who own the education institutions. This means that school leaders, managers, and administrators act on behalf of owners of education institutions as they oversee the professional work of teachers within the prevailing rules

and regulations. But they also have a duty to administer and manage education institutions in ways that facilitate effective and efficient execution of the functions of teachers, whilst respecting the rights and entitlements of teachers.

Representative bodies

The dual responsibility to proprietors and teachers means that school leaders, administrators, and managers have special bodies that address their role and interests as part of the education system. In Sierra Leone, these bodies include: Sierra Leone Teachers Union (SLTU); Conference of Principals of Secondary Schools (CPSS); National Council of Head Teachers (NACOHT); and Council of Heads of Technical and Vocational Institutions (CHTVI).lxxxii

7. Conclusion

These policy guidelines summarise policy and legislative requirements and guidance on all elements composing school leaders' professional careers: recruitment and selection, training and qualifications, role and responsibilities, career progression and professional development, and management. The guidelines do not relate to one specific policy – they bring together relevant information on school leaders from existing government policies, legislation, and resources. The guidelines focus on the role of head teachers at the primary level and school principals at the secondary level at government approved schools, and how school leaders interact with other roles and processes in the wider school leadership ecosystem, including deputy heads and vice principals, School Management Committees (SMCs), Board of Governors (BoGs), and Community Teacher Associations (CTAs).

The guidelines also set out where additional clarity or information is needed to ensure a holistic understanding of how to support school leaders in every aspect of their professional careers. Specific recommendations have been included throughout these guidelines to clarify and resolve key issues related to school leadership. A summary of these recommendations is included below.

Recommendations to clarify key school leadership issues:

- **Recruitment & selection criteria:** The criteria for school leader selection currently draws on the Human Resource Manual recommendations and the Promotion Score Chart. Recent development of the Professional Standards for Teachers and School Leaders includes detailed competences in the knowledge, skills, ethics and values that school leaders should have. It is recommended that the existing criteria for promotion be reviewed and revised to align with the Professional Standards. The Standards include a career progression from New Teacher to Distinguished Teacher with associated criteria for each stage. It has been recommended that new school leaders should meet the criteria associated with the Distinguished Teacher stage; however, this has not yet been implemented. It is therefore recommended that the existing criteria for school leader promotion be reviewed and revised to align with the criteria for the Distinguished Teacher stage of the Professional Standards. The criteria include serving five years as a Highly Accomplished Teacher and obtaining 50 professional development credits. See section [6.2 on career progression](#) for more details. for more details.
- **Orientation & induction for new school leaders:** There is currently no formal orientation or induction required for individuals who have accepted promotion to the role of school leader. This is left up to individual schools and districts. It is recommended that the TSC introduce a required and standard orientation session for new school leaders to introduce them to their role and provide an opportunity for them to clarify their responsibilities and ask questions. Although a recent scoping study of school leadership in Sierra Leone identified that all pre-service education for teachers includes general education administration and management,

there is no initial training required of or provided for newly appointed school leaders. It is recommended that the findings and insights from the school leadership pilot programme being led by Leh Wi Lan at secondary level be used to provide guidance on how the TSC could provide initial training for newly appointed school leaders.

- **School leader career progression & salary grades:** 1) The HR Manual for Teachers and School Leaders provides further details on the salary grades attached to specific roles and their associated qualifications (see Table 4). Please note that consultations with the TSC have flagged that this table needs to be updated. Head teachers are grade 9 and deputy head teachers are grade 8. 2) It is important to note that the Collective Agreement between Employers of Teachers of Sierra Leone and the Sierra Leone Teachers Union (2022) says that the career stages of Professional Standards will determine job grades and salary scale. It indicates that head teachers and deputy head teachers should at least be at the proficient teacher stage and principals/vice principals should at least be at the highly accomplished teacher stage. It is acknowledged that current budgetary issues create constraints on teacher and school leader recruitment and career progression; however, in the future, it is recommended that the professional statuses be harmonised with the teacher salary grade levels to avoid confusion and parallel systems of teacher career progression. For example, a new teacher would receive a salary grade commensurate with their qualification, e.g. a 'new teacher' with a Masters would be Grade 9, B.Ed would be Grade 8, HTC would be Grade 7, TC would be Grade 6, TCL and all other certificates would be Grade 5. A 'proficient teacher' would be what is now assigned as a senior teacher and 'highly accomplished' teachers would be vice principals or deputy heads. Finally, 'distinguished teachers' would be head teachers or principals.
- **School leader data responsibilities:** Within existing policy and other government guidance, there is little information available on school leader responsibilities regarding education data. It is recommended that further guidance should be developed around the following topics:
 - How school leaders should maintain and report on school records
 - Which data school leaders have access to and how they should use it; this should include specific guidance on how school leaders are expected to use school, teacher and student level data for school improvement
 - Which data school leaders are responsible for collecting and managing, including the ASC data
 - How school leaders' data responsibilities articulate with School Quality Assurance Officers' data collection for quality monitoring and support
- **School leader role on Disciplinary Committees & School Safety Committees:** The Code of Conduct outlines reporting channels for different levels of education (Section 6.2), however, there is no template for the annual report or guidance on how to properly document reported violations of the Code of Conduct. Additionally, the role and responsibilities of the Disciplinary Committee are unclear. It is recommended that the TSC and MBSSE clarify the school leader's role on this Committee as well as who the Committee reports to and how they interact with the SMCs/BoGs. It is also recommended that the TSC and MBSSE clarify the direct responsibilities of the school leader regarding the School Safety Committees.
- **School leader delegation capabilities:** In recent consultations with the TSC, it has been noted that school leaders lack the skills to delegate effectively, and there is no guidance or training to support them to do this. This can create blockages in school level administration and breakdowns in school management when school leaders are absent. It is recommended that clear job descriptions outlining core responsibilities be developed for Deputy Heads and Vice Principals and training on delegation be included in future professional development for school leaders.
- **Tracking school leader professional development:** It is unclear how the TSC will monitor and track the new professional development credits related to the Professional Standards. In

theory, the Department of Teacher Professional Development will keep track of these types of records. It is suggested that the Department of Teacher Professional Development coordinate with the Teacher Management Information System (TMIS) that is being developed to help track this teacher level data.

8. Annexes

Annex 1: Reviewed legislation, policies and resources regarding school leadership in Sierra Leone

- Basic and Senior Secondary Education Act 2023
- Comprehensive School Safety Policy
- Gender Equality and Women’s Empowerment Act 2022
- Human Resource Manual for Teachers and School Leaders
- National Policy on Radical Inclusion in Schools
- National Policy on Teacher Professional Development
- National Teachers Policy for Sierra Leone
- Policy on Teacher Employer Relations in Sierra Leone
- Professional Standards for Teachers and School Leaders in Sierra Leone
- School Based Management: Training Manual (MBSEE, 2021)
- School Based Management: A Training Guide for School Management Committees (MBSSE, 2021)
- Sierra Leone 2022-2026 Partnership Compact Foundations of Learning for All
- Sierra Leone Education Sector Plan 2022-2027
- Teacher Development and Performance for Sierra Leone
- Teacher Management Policy for Sierra Leone
- The Code of Conduct for Teachers and Other Education Personnel in Sierra Leone
- National Policy on Integrated Early Childhood Development
- Collective Agreement Between the Employers of Teachers of Sierra Leone and The Sierra Leone Teachers Union (2022)
- The State of School Quality Assurance Officers and Ways Forward – Information Brief (Leh Wi Lan, 2023)

Annex 2: Job Description of a School Leader

Positions: Primary: Deputy Head Teacher; Head Teacher; Secondary: Vice-Principal; Principal

Grades: 8-11 (for details see the attached table)

Place of work: School assigned by MBSSE

Reports to: SMC/BOD, TSC, MBSSE, TSC-DO, DEO (depending on the type of reporting)

1. Purpose of the Job

- Effective school strategic and detailed planning
- School budgets and financial administration meet the stipulated standards
- The school is overall well-managed
- Satisfactory pupil achievements

- Good teamwork, teachers express job satisfaction
- Teaching at the school is of a high standard

2. Tasks

Core Managerial tasks:

- Head of administration
- Prepares, signs, and submits school budgets, approves activities and financial spending
- Prepares semester plans and calendars and allocates teachers to classes
- Checks and registers teacher attendance
- Ensures that up-to-date curriculum is taught at the school
- Supervises tests and examinations
- Supervises CAR (Continuous Assessment Records) and pupil Progress Reports
- Manages learning materials, supplies, facilities, maintenance, procurements, etc.
- Oversees sports and other extra-curricular activities

People Management:

- Is responsible for all HR tasks and processes at the school in liaison with the TSC-DO and HQ
- Organizes work and delegates tasks at the school
- Promotes a good work climate, teamwork, and job satisfaction amongst teachers
- Ensures the overall welfare, health, and safety of teachers and pupils
- Monitors the probation period of new teachers
- Ensures teachers' learning and development
- Monitors and appraises teacher performance
- Engages the school and its teachers in learning and development activities

Social tasks:

- Liaison between school and MBSSE, TCS, local education institutions, and other stakeholders
- Liaison between school and the community
- Represents the school at meetings, workshops, conferences, etc.
- Acts as secretary to the SMC/BOG
- Attends the conferences of school leaders

3. Learning & Development:

- Participates in relevant school leadership training
- Engages in self-directed learning
- Participates in relevant professional associations and forums

4. Special Demands of the Job:

- Pressure from politicians, community, and parents
- Manages a constrained school budget
- Work can be periodically stressful

5. Competencies:

Knowledge:

- Same as for teachers, in addition:
- Regulations, procedures, and practices pertaining to school management, teacher HR management, administration, finance, and budgeting
- Professional standards for School Leaders
- Performance management and appraisal

Skills:

- Same as for teachers, in addition:
- Leadership and organization
- Teambuilding, leading, and motivation
- Problem-solving and conflict resolution
- Communication and media

Aptitude:

- Well-organized
- Results-orientated
- Integrity and high standards of ethics
- Human attitude and empathy towards teachers, pupils, and the community

6. Qualifications:

- 8-10 years’ experience as a teacher
- Higher Teacher Certificate — Primary (HTC-primary)
- Higher Teacher Certificate — Secondary (HTC-secondary)
- Degree in Education
- Degree + Post-graduate Diploma in Education

7. Professional Standards for School Leaders:

A school leader is expected to aim at excellence in leadership and school management and develop the associated competencies. These are described in detail in the Professional Standards for Teachers and School Leaders, TSC, 2017.

Annex 3: Professional Standards for School Leaders

Professional Standards for School Leaders

Standard 1: Nurture self for leadership excellence

SPECIFICS	ACTION
1.1 Self-appraisal	Apply a variety of self-diagnostic strategies to determine his/her strengths and weaknesses as leader and develop short and long-term plans to improve the strengths and eradicate the weaknesses.

1.2 Personal vision and mission	<ul style="list-style-type: none"> • Demonstrate concisely and conscientiously articulated personal vision and mission, showing what is personally desired out of life and professionally speaking. • Share vision and mission with colleagues and other staff.
1.3 Career dreams and aspirations	Identify and implement vision and mission and career dreams and aspirations that are inspiring enough to drive determination, hard work, and excellence.
1.4 Academic standing	<p>Acquire academic qualifications stated as minimum for the leadership position and excel this where possible</p> <ul style="list-style-type: none"> • Possess minimum of Bachelor’s degree in Education or degree in other fields plus Post Graduate Diploma in Education as Head Teacher of Pre-Primary and Primary School; or Master degree in Education or Master degree in other fields plus Post Graduate Diploma in Education to qualify as Principal for Junior or Senior Secondary School • Possess a Certificate in School Leadership approved by the Teaching Service Commission.
1.5 Professional standing	<ul style="list-style-type: none"> • Possess a certificate of professional registration and teaching license issued by the Teaching Service Commission. • Meet the provisions of the Professional Standards for Teachers • Meet the provisions of the Professional Standards for School Leaders. • Must have attained the career position of Highly Accomplished as specified in the teachers' career path prior to appointment as Head Teacher or Principal.
1.6 Professional exposure	Demonstrate understanding and provide evidence of extensive engagement in professional development programs, nationally and internationally.
1.7 Professional networks	Demonstrate understanding and provide evidence of membership in professional associations and networks, nationally and internationally.
1.8 Moral and ethical status	Have a high moral and ethical status as can be ascertained from background checks, peer reports, and assessments from supervisors and other sources.
1.9 Charisma	Possess a pleasant personality that inspires and motivates learners, colleagues, and other stakeholders.

1.10 Hi-tech prowess	Have a good appreciation and skill of information and communication technology.
Assessment guides/indicators	<ul style="list-style-type: none"> • Portfolio of professional development with hard facts or evidence of advanced professional development, additional academic and professional certifications. • Membership of professional associations and networks. • Demonstration and evidence of self-development. • Record of evidence-based self-assessment reports. • Personal development plan. • Evidence of contributions and services to the community, institutions, and professional associations. • Evidence of participation in stakeholder meetings, workshops, summits, etc. • Papers, technical and research reports, theoretical materials, book reviews, etc. • Membership of Teachers Union and Conference of Principals/Head Teachers.

STANDARD 2: Lead Professional Knowledge

SPECIFICS	ACTION
2.1 Knowledge of the international context and goals of education	<p>Demonstrate knowledge and application of the following:</p> <ul style="list-style-type: none"> • The Sustainable Development Goals (SDG) 2030 • SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all • African Union Agenda for 2063: The Africa We Want • African Union's Continental Education Strategy for Africa (CESA 2016-2015) • West African Teacher Professional Qualifications Frameworks and Standards developed by UNESCO and other international stakeholders. • The teacher as a global change agent
2.2 Knowledge of the Sierra Leonean context and goals of education (law and policies)	<p>Demonstrate knowledge and application of the following issues:</p> <ul style="list-style-type: none"> • Historical, political, and socio-cultural backgrounds of education in Sierra Leone • National vision, goals and development objectives of Sierra Leone • National philosophy, goals and objectives of education in Sierra Leone

	<ul style="list-style-type: none"> • National education structure and system in Sierra Leone • Relevant provisions on teacher education and professionalism by the Sierra Leonean Constitution, Teaching Services Act, laws and policies • Prospects and challenges of education in districts. • National curriculum requirements for basic and secondary education
2.3 Knowledge of subject content	<p>Demonstrate knowledge of the following and capacity to ensure their effective application in the various subjects and teaching-learning contexts in the school:</p> <ul style="list-style-type: none"> • Subject content • Curriculum prescriptions relevant to the various subjects.
2.4 Knowledge of teaching methodology	<p>Demonstrate knowledge of the following and capacity to ensure their effective application in the various subjects and teaching-learning contexts in the school:</p> <ul style="list-style-type: none"> • Lesson plan • Key stages of lesson delivery • General teaching methods • Learner-centered and individualized teaching strategies • Critical inquiry and reflective approaches • Sourcing of instructional aids • Application of instructional aids • Educational technologies • Classroom organization and management • Innovative strategies for management of large classes • Instructional communication • Handwriting in the teaching process • Use of writing board and flip charts • Questioning techniques in the teaching process and other relevant instructional matters
2.5 Knowledge of learners' socio-cultural and psychological characteristics	<p>Demonstrate knowledge of the following educational concepts and lead the school to excel in the utilization of best practices:</p> <ul style="list-style-type: none"> • Diversity among leaders • Impact of diversity on school achievement • Management of diversity and multi-cultural education • Inclusive education • Holistic education • Identification of Students with special needs • Treatment of students with special needs

	<ul style="list-style-type: none"> • Stages in physical, emotional, social and cognitive development of learners • Sequencing and progression in learning
2.6 Knowledge of learning assessment	<p>Demonstrate knowledge and expertise as well as capacity to inspire teachers to adopt best practices of these issues:</p> <ul style="list-style-type: none"> • Philosophies and approaches to assessment • Monitoring of assessments • Records of assessment • Application/uses of assessments.
2.6 Other relevant matters	<p>Excel in the following respects:</p> <ul style="list-style-type: none"> • Guide and encourage both self and colleagues for lifelong learning • Lead other relevant matters connected with professional knowledge in the school • Have mastery of all other relevant academic issues and knowledge in and out of school.

STANDARD 3: Lead Professional Practice

SPECIFICS	ACTION
3.1 Planning of learning activities and programmes	<p>Provide leadership, inspiration, and support to all teachers in the school to effectively plan and design their learning experiences, taking cognisance of the following:</p> <ul style="list-style-type: none"> • Long and short term learning programmes • Scheme of work • Lesson plan • Lesson note • Mastery of subject • SMART (simple, measurable, achievable, reliable, time-bound) and challenging learning objectives • Progression of lesson objectives • Sequencing of subject content • Prior assessment outcomes • Global and wider curriculum needs • Gathering of instructional materials needed for the subject • Improvisation of instructional resources • Internet-based resource materials • Team planning where applicable

	<ul style="list-style-type: none"> • Variety of teaching methods • Classroom arrangement • Grouping of learners • Management of large class size • Differentiation of learning activities • Use of English language • Use of local language where applicable • African/Sierra Leonean culture • Care of classroom facilities.
<p>3.2 Delivery of learning activities and programmes</p>	<p>Monitor, evaluate, and cause a continual renewal of the strategies for delivering learning activities and programmes in the school, paying attention to:</p> <ul style="list-style-type: none"> • Management of classroom activities • Classroom atmosphere • Classroom discipline • Entry behaviour in the teaching-learning process • Instructional communication • Educational technologies • Instructional aids • Presentation of lessons • Learner-centeredness • Learners' group work in class • Learners with special needs • Equality of learning opportunities for all • Spirit of enquiry and critical thinking among learners • Questioning techniques • Reinforcement of learning • Holistic education • Lesson summary • Home assignments • Class attendance records • Time management • Care of classroom facilities.
<p>3.3 Learning assessments</p>	<p>Monitor, evaluate, and cause a continual renewal of the strategies for assessing learning activities and programmes in the school, paying attention to:</p> <ul style="list-style-type: none"> • Marking schemes • Assessment strategies • Nature of assessments • Domains of learning • Team and peer assessments

	<ul style="list-style-type: none"> • Validity and reliability of assessments • SMART-ness of assessments • Matching assessment with lesson objectives • Preparation of learners for assessment • Administration of assessments • Fairness in assessments • Feedback to learners and other stakeholders • Acting on outcome of assessments • Records of assessments • Annual Assessment Report of the school.
3.4 Extra-curricular activities	Demonstrate knowledge of all extra-curricular activities in the school and capacity to supervise, monitor, and continually improve their practices.
3.5 Human rights and security of lives	<p>Demonstrate understanding of the concepts, national and international laws and conventions, and efforts related to the under-listed issues and apply them to deliver high-quality health and security services for the school:</p> <ul style="list-style-type: none"> • Human rights • Safety and security of learners • Safe use of ICT • Provision of health services • Prevention and control of HIV/AIDS • Safe environment.

STANDARD 4: Lead professional engagement

SPECIFICS	ACTION
4.1 Engagement with statutory and administrative authorities	<p>Apply knowledge of the following issues to guide and support teachers in their relevant professional engagements:</p> <ul style="list-style-type: none"> • Registration and licensing requirements by TSC • Statutory, administrative, and organizational requirements and policies • Education Laws

	<ul style="list-style-type: none"> • Education Vision and Mission.
4.2 Engagement with learners	<p>Serve as a model for all teachers in professional engagement with learners, especially with reference to:</p> <ul style="list-style-type: none"> • All-round development of learners • Diligence and confidentiality of learners • Learners' dignity • Responsibility for diagnosis and treatment of learners' academic problems • Empathy for learners • Zero tolerance to sexual exploitation and other related offenses • Zero tolerance to examination malpractice • Zero tolerance to extremism and violence • Zero tolerance to corruption • Zero tolerance to ideological indoctrination of learners • Modelling for learners • Zero tolerance to corporal punishment • Zero tolerance to violence • Zero tolerance to use of obscene language • Teacher's dressing.
4.3 Engagement with colleagues	<p>Model best practices in professional engagement with colleagues and promote:</p> <ul style="list-style-type: none"> • Team spirit among teachers • High integrity • Zero tolerance to touting • Zero tolerance to plagiarism and other academic misconducts • Inspiration of peers, seniors, and juniors • Objectivity • Democratic decision-making.
4.4 Engagement with parents and guardians	<p>Model best practices in professional engagement with parents and guardians and promote:</p> <ul style="list-style-type: none"> • Rights of parents and guardians • Involvement of parents and guardians in educational matters • Communication with parents and guardians • Zero tolerance for bribes from parents and guardians • Parents-Teachers Association/Community-Teacher Association.

4.5 Engagement with society	<p>Be an epitome of professionalism with exemplary records in terms of:</p> <ul style="list-style-type: none"> • Professional independence • Adherence to professional competence • Professional commitment • Community involvement in education • Professional ethics • Good citizenship • Advisory to government on educational matters • Tolerance • Healthy and decent personal habits • Constructive criticism • Open-mindedness.
4.6 Professional development of colleagues	<p>Inspire and support colleagues towards self-appraisal and actions to continually improve their professional knowledge, practices, and engagement through the following as a guide:</p> <ul style="list-style-type: none"> • Self-appraisal • Standards and plan for self-development • Career path • Holistic professional development • Engagement with peers for professional development • Professional development networks • Application of knowledge, skills, and values acquired from professional development programmes • Teachers as change agents • Academic excellence and productivity

STANDARD 5: Lead organizational management and transformation

SPECIFICS	ACTION
5.1 Transformational leadership	<p>Demonstrate qualities of transformational leadership which include great personal and organizational vision, creativity, participatory leadership style, all-round excellence, and extensive national and global reach.</p>

5.2 Organizational vision	<ul style="list-style-type: none"> • Have clearly articulated school vision publicly displayed to inspire learners, colleagues, parents, and other stakeholders • Have demonstrable evidence that the Vision is the fulcrum of engagements of the school.
5.3 Organizational mission	<ul style="list-style-type: none"> • Have a superbly articulated mission of how to accomplish the school vision, publicly displayed to inspire learners, colleagues, parents, and other stakeholders • Have demonstrable evidence that the Mission is the fulcrum of engagements of the school.
5.4 Organizational core values	<ul style="list-style-type: none"> • Have a constructive list of core values of the school, publicly displayed to inspire learners, colleagues, parents, and other stakeholders • Have demonstrable evidence that the core values are the fulcrum of engagements of the school.
5.5 Organizational culture and values	<ul style="list-style-type: none"> • Demonstrate the existence of a conducive social atmosphere, values, and attitudes that are teacher and learner-friendly • Create a sustainable teaching and learning environment.
5.6 The power of attitudes	Demonstrate understanding of the concept and power of attitudes and possess clear strategies for working on organizational attitudes to optimize human behaviour within the system.
5.7 Emotional intelligence	Demonstrate understanding of the concept and power of emotional intelligence and have clear strategies for enhancing emotional intelligence to create positive human relations within and outside the school.
5.8 Organizational efficiency and effectiveness	Periodically conduct SWOT analysis of the school and take constructive steps to boost opportunities and strengths while minimizing threats and weaknesses. (SWOT: S = Strength; W = Weaknesses; O = Opportunities; T = Threats).
5.9 Technology and innovation	Initiate and sustain technological innovation in the school.
5.10 Change management	Lead positive changes in the school spanning human behaviour, attitudes, and culture as well as organizational practices, principles, policies, methods of work, etc.
5.11 Democratization and participatory systems	Entrench participatory systems that give all stakeholders a voice in the management of the school.

5.12 Succession plan	Coach and mentor colleagues that may serve as competent replacements in times of retirement or re-deployment.
5.13 Human resources	<ul style="list-style-type: none"> • Perform human resource management functions of the school in accordance with best practices: recruitment, deployment, motivation, welfare, employment contracts, discipline, labor relations/trade unions, etc. • Have demonstrable training and skills in human resource management best practices.
5.14 Planning & budgeting	Demonstrate expertise in the development of short and long-term plans and budgeting for the school.
5.15 Financial management systems	<ul style="list-style-type: none"> • Understand and apply extant financial management principles and policies • Run a financial management system that is transparent, accountable, and conforms to best financial rules and regulations.
5.16 Coordinating/delegation	<ul style="list-style-type: none"> • Demonstrate understanding of the importance and rules of delegation of duties and provide sufficient support to staff who perform delegated responsibilities • Monitor and supervise staff for compliance.
5.17 Commanding	<ul style="list-style-type: none"> • Understand and apply the concept of organizational command • Run a command system that generates peace, tranquillity, enthusiasm, and team spirit in the school.
5.18 Communicating	Understand and utilize knowledge of the art of excellent organizational communication.
5.19 Infrastructure and facilities	<ul style="list-style-type: none"> • Maintain records of school assets • Exhibit expertise in the procurement, management, and maintenance of school infrastructure and facilities.
5.20 Health/anti-executive stress management	<p>i. Have demonstrable anti-stress knowledge and practices to create a healthy mind, body, and working environment</p> <p>ii. Engage in extra-curricular activities in and out of the school to promote the health of teachers and learners.</p>
5.21 External relations/institutional reputation	<ul style="list-style-type: none"> • Demonstrate expertise in the professional management of complex sets of external stakeholders • Demonstrate understanding of the concept of corporate reputation and have strategies that keep the image of the school in high regard in the eye of the public.

Annex 4: Descriptions of Teacher Career Progression Stages

Professional Standards for Teachers

While all teachers to a large extent perform the same tasks, the Professional Standards of Teachers refer to the detailed standards and competencies of teaching and related work, i.e. the standards and competencies of professional knowledge, professional practice, and professional engagement subdivided into 19 standards and 189 sub-standards for each of four stages on the career path based on the level of responsibility, the ability to work independently, the capacity to guide other teachers, the social engagement with the community, etc.

New Teacher

The New Teacher has the same fundamental responsibilities and tasks as more experienced teachers. But he/she lacks practical experience and requires mentoring and supervision. But new teachers also add value to the schools in which they teach. They help to introduce the latest knowledge and teaching methods which they have acquired at the TTCs. They can also be expected to bring IT, internet, digital and mobile know-how to the school and can support school leaders and older teachers in this area.

Proficient Teacher

The Proficient Teacher can be expected to master the curriculum and subjects and teach to a high standard, engage the learners, plan semesters and calendars of events effectively, prepare lessons well, manage the classroom, and interact and cooperate professionally with peer teachers. The proficient teacher has developed ownership to the school and therefore looks well after the school environment. He or she contributes to a good work and learning climate and takes responsibility for his or her own learning and development. The proficient teacher engages actively in extra-curricular activities and begins to interact with the parents.

- 5 years' experience as teacher
- 50 credits of professional development

Highly Accomplished Teacher

The Highly Accomplished Teachers has all the same qualities as the proficient teachers. But the Highly Accomplished Teacher has acquired considerable seniority and therefore has a special role in guiding, mentoring, and supporting other more junior teachers. The Highly Accomplished Teachers additional competencies may be summarised as:

- 10 years teaching experience
- 100 credits of professional development
- Has a profound mastery of curriculum and subjects
- Applies best practices in teaching and is a role model for other teachers
- Improves the quality of teaching and learning in the school
- Supervises extra-curricular activities including sports and excursions
- Mentors new teachers and students during their practice
- Has a profound grasp of the professional standards for teachers and guides other teachers.
- Demonstrates excellent competencies in mentoring and in learner orientated and participatory teaching methods.

Distinguished Teacher

The Distinguished Teacher has a special role in ensuring high academic standards in the school and ensuring the quality and relevance of teaching materials. He/she has the same qualities as a Highly Accomplished Teacher, but in addition the following:

- 15 years' experience as a teacher
- 150 credits of professional development
- Head of academic functions at the school
- Develops and compiles original teaching materials
- Oversees the school's academic engagements, writes articles, newsletters, etc.
- Participates in, and occasionally leads, professional forums, associations, communities of practice, etc.

Annex 5: The National Framework for School Leadership Professional Development

In recognition of the importance for school leadership training and professional development, in 2022, the Sierra Leone School Leadership Consortium was established – led by the TSC in partnership with the Education Commission, Education Development Trust, EducAid and Fab Inc - to lead the design of a new system-wide approach to school leadership professional development.

Approach. A systemwide approach to school leadership training and professional development leveraging the existing whole team model of school quality and improvement and recognising the role of school leaders in each education system priority.

Vision. Sierra Leone has qualified and capable school leaders who are lifelong learners and continuously develop their knowledge, skills and values to ensure universal access, comprehensive safety, radical inclusion and quality teacher and learning in order to meet the education system goals.

The competency framework is based on research and evidence of what works for instructional leadership to improve teaching and learning. It sits at the heart of the national school leadership programme and it is designed to meet the context and needs in Sierra Leone. A competency-based approach is one that ensures school leaders can demonstrate application of a set of knowledge, skills and behaviours that improve teaching and learning. It also helps 'meet school leaders where they are' acknowledging their leadership journey, current knowledge and experience, and giving them a way to grow and progress over time. The framework acts as a roadmap so school leaders can see what success looks like in clear practical ways at various levels.

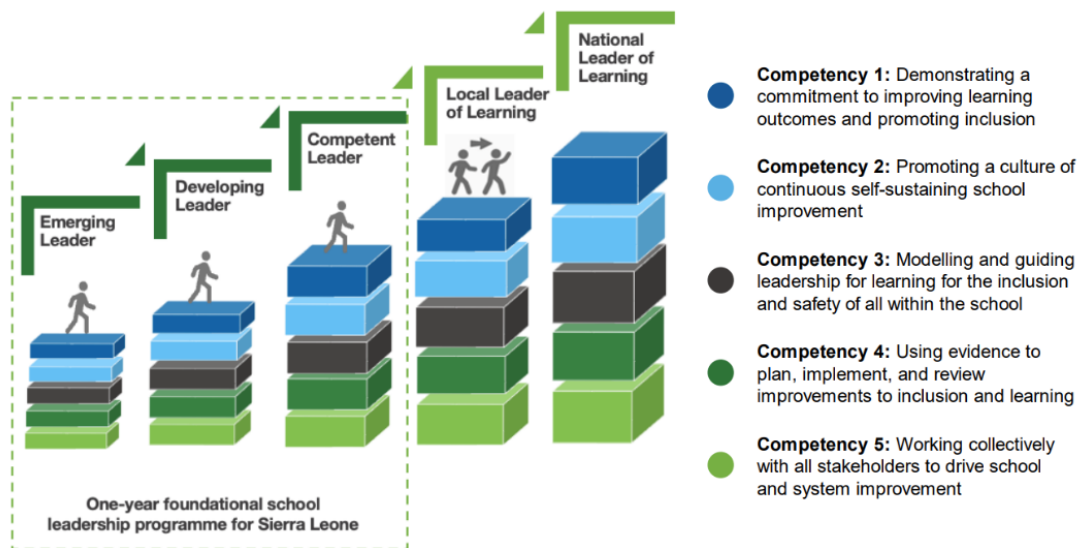
Competencies allow leaders to assess their own strengths, weaknesses, and areas for improvement and chart their own progress. It also helps them to do this with peers, learning with other school leaders and providing mutual support.

The competency framework is composed of five key competencies, with each one broken down into a set of related and observable sub-competencies which describe specific actions and behaviours. School leaders who complete the leadership programme will be able to:

- Competency 1: Demonstrate a commitment to improving learning outcomes and promoting inclusion
- Competency 2: Promote a culture of continuous self-sustaining school improvement

- Competency 3: Model and guide leadership for learning for the inclusion and safety of all within the school
- Competency 4: Use evidence to plan, implement and review improvements to inclusion and learning
- Competency 5: Work collectively with all stakeholders to drive school and system improvement

The competencies are aligned with the Education Sector Plan 2022-2026 priorities and nine objectives, the Professional Standards for Teachers and School Leaders in Sierra Leone and the Radical Inclusion Policy. They were also mapped to the existing Professional Standards for School Leaders in Sierra Leone to ensure a single coherent and consistent set of expectations for school leadership development (listed above). The five competencies and their associated sub-competencies will be developed over time through a continuum of five leadership levels – Emerging Leader, Developing Leader, Competent Leader, Local Leader of Learning and National Leader of Learning - to ensure the programme meets school leaders where they are in their journey.



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The programme will combine new learning with support through three elements: face-to-face training sessions, the application of learning in the school enabled by individualised coaching by Local Leaders of Learning (LLL) and peer support through professional learning communities.

- Face-to-face training with toolkits: At cluster level is where the Local Leader of Learning (LLL) works with a group of school leaders in their cluster through the content of the toolkits.
- Guided self-learning in school supported by coaching: Two guided individual face-to-face sessions between the LLL and school leader take place in school focusing on work-based learning.
- Professional learning communities (PLCs): PLCs provide structured peer learning, which can be delivered through existing cluster meetings or termly school leader association meetings to maximise efficiencies.

Annex 6: The Promotion Score Card

	Criteria for Promotion	5	4	3	2	1	Comments & Detailing
1	Seniority and experience						

2	Records of attendance & punctuality						
3	Academic & professional qualifications						
4	Successful participation in CPD						
5	Demonstrated managerial and supervisory skills						
6	Demonstrated knowledge						
7	Demonstrated teaching skills						
8	Engagement in extra-curricular activities						
9	Engagement with parents & community						
10	Adherence to Code of Conduct						
11	Special contribution of excellence to teaching profession, society or school						
General comments and rationale for promotion:							
School Leader : Date and Signature				TSC : Date and Signature			

Adapted from Armstrong, 2005, p. 501

A major breach of Code of Conduct will automatically bar promotion for the next 3 years

Rating scale:

- 5: Outstanding (distinguished teacher)
- 4: Highly accomplished
- 3: Proficient
- 2: Developing
- 1: Improvable

ⁱ Performance Appraisal is conducted midway and at the end of the school year. It is based on a teacher's Personal Development Plan developed at the beginning of the school year which includes 3-4 results to be achieved during the

semester. These are undertaken by supervisors (usually the school leader) through dialogue and observation. A panel (for a school or cluster of schools) oversees and approves the process. See Section 6.2 of the HR Manual for more details.

ii The Teacher Portfolio is a personal file which accompanies a teacher throughout their career and is filled in by the school leader. It contains academic and education achievements, annual performance appraisal results, CPD completed and resulting credits, performance reports of pupil exams, extra-curricular activities, conduct and previous appointments and promotions. It is a key tool used in determining teacher promotion. See Section 2.5.6 of the HR Manual for more details.

iii Human Resource Manual for Teachers and School Leaders, p. 70

iv Teacher management policy for Sierra Leone

v Teacher Development and Performance for Sierra Leone

vi Teaching Service Commission HR Manual for Teachers & School Leaders, p. 200, 2.5.7

vii Human Resource Manual for Teachers and School Leaders, p. 69

viii Human Resource Manual for Teachers and School Leaders

ix Teacher Management Policy for Sierra Leone

x Human Resource Manual for Teachers and School Leaders, Section 2.5.9

xi Other criteria include: comparison with other similar jobs in the job market; comparison with jobs within the sector or organisation; general pay level and rates within the profession or occupation; qualifications needed for the job; complexity of the job; physical demands of the job; intellectual demands of the job; responsibilities assumed by the job holder; managerial responsibilities; difficulties, risks, hazards, etc.

xii Human Resource Manual for Teachers and School Leaders

xiii Human Resource Manual for Teachers and School Leaders

xiv Human Resource Manual for Teachers and School Leaders

xv Teacher Development and Performance for Sierra Leone

xvi Human Resource Manual for Teachers and School Leaders

xvii Human Resource Manual for Teachers and School Leaders

xviii Human Resource Manual for Teachers and School Leaders, p. 95; National Policy on Teachers

xix National Policy on Teachers, p. 10

xx Human Resource Manual for Teachers and School Leaders

xxi Teacher Management Policy

xxii Code of Conduct for Teachers and School Leaders and Teacher Management Policy

xxiii Human Resource Manual for Teachers and School Leaders

xxiv Teacher Management Policy

xxv Human Resource Manual for Teachers and School Leaders and Teacher Management Policy

xxvi Teacher management policy

xxvii Human Resource Manual for Teachers and School Leaders

xxviii Teacher Management Policy

xxix Teacher Management Policy

xxx Human Resource Manual for Teachers and School Leaders

xxxi Human Resource Manual for Teachers and School Leaders

xxxii Human Resource Manual for Teachers and School Leaders

xxxiii Human Resource Manual for Teachers and School Leaders

xxxiv Human Resource Manual for Teachers and School Leaders

xxxv Teacher Management Policy

xxxvi Code of Conduct for Teachers and School Leaders

xxxvii Code of Conduct for Teachers and School Leaders

xxxviii Code of Conduct for Teachers and School Leaders

xxxix Professional Standards for Teachers and School Leaders in Sierra Leone

xl Human Resource Manual for Teachers and School Leaders

xli Human Resource Manual for Teachers and School Leaders

xlii Human Resource Manual for Teachers and School Leaders

xliii Teacher management policy

xliv Teacher management policy

xlv Teacher management policy

xlvi Teacher management policy

xlvii Annual School Census 2021, MBSSE

xlviii Teacher Management Policy and HR Manual for Teachers and School Leaders

xlivx Teacher Management Policy; Public Procurement Regulation 2020

l Teacher Management Policy; National Policy on Teacher Professional Development

li Human Resource Manual for Teachers and School Leaders

lii Human Resource Manual for Teachers and School Leaders

liii Teacher Management Policy

liiv Teacher Management Policy

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- lv Human Resource Manual for Teachers and School Leaders
 - lvi Code of Conduct for Teachers and School Leaders
 - lvii The Teacher Management Policy also requires that school leaders report incidents and claims of breach of the code of ethics and take relevant action in consultation with the district head (TSC-DO) and TSC-Head Quarters.
 - lviii Human Resource Manual for Teachers and School Leaders
 - lix Teacher Management Policy
 - lx Basic and Senior Secondary Education Act, 2023, Part 2
 - lxi Basic and Senior Secondary Education Act, 2023, Part 2
 - lxii Basic and Senior Secondary Education Act, 2023, Part 2
 - lxiii Human Resource Manual for Teachers and School Leaders; Basic and Senior Secondary Education Act, 2023, Part 2
 - lxiv Basic and Senior Secondary Education Act, 2023, Part 2
 - lxv Basic and Senior Secondary Education Act, 2023, Part 2
 - lxvi National Policy on Teacher Professional Development
 - lxvii Teacher Development and Performance for Sierra Leone
 - lxviii Human Resource Manual for Teachers and School Leaders
 - lxix The State of School Quality Assurance Officers and Ways Forward – Information Brief, 2023:
<https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2023/03/The-state-of-the-School-Quality-Assurance-Officers-and-Ways-Forward-Information-Brief.pdf>
 - lxx National Policy on Teacher Professional Development
 - lxxi HR Manual for Teachers and School Leaders
 - lxxii Policy on Teacher Employer Relations in Sierra Leone and HR Manual
 - lxxiii Professional Standards for Teachers and School Leaders in Sierra Leone
 - lxxiv Human Resource Manual for Teachers and School Leaders
 - lxxv Teacher Development and Performance for Sierra Leone
 - lxxvi The Human Resource Manual for Teachers and School Leaders also includes a list of school leader competences, skills and aptitudes as part of the job description. These overlap with the Professional Standards, so they are not included here.
 - lxxvii Professional Standards for Teachers and School Leaders in Sierra Leone
 - lxxviii Teacher Development and Performance for Sierra Leone
 - lxxix Professional Standards for Teachers and School Leaders in Sierra Leone
 - lxxx Policy on Teacher-Employer Relations in Sierra Leone
 - lxxxi Teacher Development and Performance for Sierra Leone
 - lxxxii Policy on Teacher-Employer Relations in Sierra Leone