

# 2.5 Promotion & Career

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# Rules: Promotion

Includes: Fundamental principles of promotion; Who can be promoted and how; the Teacher Portfolio; and roles and responsibilities.

## Fundamental principles of promotion

- Promotion must be based on merit.
- The candidate with the highest score must be selected for promotion.
- The process of promotion must be objective, fair and transparent.
- The criteria for promotion should be clear, objective, measurable, easy to verify and relevant for the job as teacher (adapted from SMART – see *Performance Appraisal*).
- Promotion must be un-biased, free from favouritism and based on the principle of equal opportunities.

## Who can be promoted and how

- A teacher who has served at least three (3) years in one position and grade is eligible for promotion to a higher position and grade.
- Promotion is based on work experience, performance (performance appraisal), participation in Continuous Professional Development (teacher portfolio), academic achievements and the conduct of the teacher.
- A teacher may apply for promotion if they meet the criteria for promotion.
- A teacher can be recommended for promotion by: the performance appraisal panel, the school leader, the SMC/BoG and Education Secretary.
- The TSC evaluates candidates for promotion, approves and initiates the promotion procedure.
- The TSC may deny a promotion if a teacher is found guilty of a disciplinary offense less than three (3) years prior to the application for promotion, or if the candidate was given an official warning less than two (2) years prior to the application for promotion.
- A re-employed teacher can only be promoted after serving three (3) years as a teacher after the re-employment.
- A teacher on secondment or study leave can only be considered for promotion on return to

service as a teacher.

## The Teacher Portfolio

The Teacher Portfolio is a major tool for determining whether a teacher should be promoted. It is a personal file which accompanies the teacher throughout the teacher's career and is filled in by the school leader. The Teacher Portfolio contains:

- Academic and educational achievements of the teacher
- The teacher's performance as recorded in the annual performance appraisal
- Continuous professional development programs successfully completed by the teacher and the resulting credits
- Performance reports of internal and external pupil exams
- Extra-curricular activities of the teacher
- The conduct of the teacher
- Previous appointments and promotions.

## Roles and responsibilities

Promotion is based on a credit system determined by the TSC (*under development*).

- Teacher: can apply for promotion
- School leader: can recommend a teacher for promotion
- Primary Schools - SMC or school education secretary (mission schools): can recommend promotion of a teacher
- BoG (Secondary Schools): can recommend promotion of a teacher
- TSC-HQ: takes the final decision on a promotion.
- MBSSE: takes the final decision on promotion to the position of Principal and Vice Principal.

# Process: Criteria for promotion of a teacher

A recommendation for promotion of a teacher may result directly from accumulating sufficient credits in the Teacher's Portfolio, from the annual performance appraisal or from the school leader's and SMC's observations during the year. A teacher may also feel that he or she is deserving and that it is time for promotion. Whatever the reason, it is important for transparency, fairness and the provision of equal opportunities that it is always based on objective and commonly accepted criteria.

# Process: Criteria for promotion to a school leader position

For a teacher to be promoted to a school leader position, the following criteria may be applied:

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

# Process: How to apply for promotion

- The School Leader and/or SMC/BoG/Education secretary recommends a teacher for promotion.
- Or, the teacher can apply to the School Leader for promotion, who, if supportive, recommends the promotion.
- In primary schools the head teacher writes to the TSC-DO with the recommendation.
- In secondary schools the Principal writes a recommendation to the board.
- The recommendation is submitted to TSC-HQ.
- TSC-HQ reviews the teacher's portfolio and other criteria.
- The Quality Assurance Committee also examines the portfolio and other criteria.
- If TSC approves, the TSC processes the promotion and updates information in the Teacher Database, informs the Accountant General's Office, etc.

# Process: Salary grades and requirements for teacher & school leader positions

Teacher and school leader positions, salary grades, and qualification and experience requirements.

POSITION	SALARY GRADE	EDUCATION	EXPERIENCE
<b>Principal Secondary School</b>	11	Degree in Education; Degree + Diploma in Education	Min. 8 years
<b>Vice-Principal Secondary School</b>	10	HTC-Secondary; Degree in Education; Degree + Diploma in Education	Min. 8 years
<b>Head-Teacher Primary School</b>	10	HTC- Primary/Secondary; Degree in Education; Degree + Diploma in Education	Min 8 years
<b>Deputy Head Teacher Primary School</b>	9	HTC- Primary/Secondary; Degree in Education; Degree + Diploma in Education	Min. 8 years
<b>Senior Teacher Secondary School</b>	9	HTC Secondary; Degree in Education; Degree + Diploma in Education	Min. 4-5 years

<b>Senior Teacher Primary School</b>	7	HTC-Secondary; Degree in Education; Degree + Diploma in Education	Min. 4-5 years
<b>Teacher Secondary School</b>	8	Degree in Education; Degree+ Diploma in Education	
<b>Teacher Secondary School</b>	7	HTC-Secondary	
<b>Teacher Primary School</b>	7	HTC-Primary	
<b>Teacher</b>	6	TC;	
<b>Teacher</b>	5	TCL (Lower); Arabic Certificate	



# Best Practice: How to use a Promotion Score Chart

It is recommended candidates are assessed against the criteria for promotion using a score chart, to ensure fairness and objectivity, particularly if there is more than one candidate. Information from the latest Performance Appraisal and Teacher Portfolio should be transferred to the Promotion Score Card. For a teacher to be eligible for promotion the minimum years of service and qualifications will always apply.

*[Download Promotion Score Sheet.](#)*

## SAMPLE PROMOTION SCORE CHART

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 Recorded in Teacher's Portfolio						
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

**NOTE:** This is a sample form based on best practice and may be used by School Leaders, and SMC and BoG members to assess teachers for promotion.

# Further reading: Promotion and career path

Promotion and career are essential aspects of strategic HRM. The HR practice of promotion:

1. rewards an employee for years of service, professional performance and achievements, and the competencies the employee acquires
2. ensures the organisation makes optimal use of the skills and experience an employee develops
3. stimulates excellency in performance
4. stimulates individual professional development, i.e. higher levels of education, participation in training courses, and self-directed learning
5. Promotes commitment to the organisation.

Promotion means moving one or more steps up in the hierarchy of positions taking on more demanding responsibilities and tasks and acquiring increased authority and decision-making powers. Promotion also means a higher salary and, in some cases, additional benefits and privileges.

The sense of being on a career path with opportunities for aspiring to higher positions and grades is an important motivational driver for professional development and improvements in performance.

In many professional jobs an employee can choose between a) a professional career path, b) a managerial career path, and c) an academic career path. This also applies to the teaching profession.

Promotion to a managerial position will require demonstration of managerial skills and an aptitude for management. Continuing on a professional career path to higher positions and grades will require demonstration of professional excellence. Pursuing an academic career will require a high

degree of subject interest and an aptitude for academic work, research and teaching at tertiary level.

This has been part of the rationale underlying the introduction of the *professional standards for teachers and school leaders* and the four levels on the competency ladder for teachers, i.e. *new teacher, proficient teacher, highly accomplished teacher, and distinguished teacher*.

For the teaching profession, and especially for school leaders with administrative experience, there is also the possibility of moving from teaching into an administrative job in the teaching service, in TSC, MBSSE, or other organisations in the sector, or working with national, regional or international agencies engaged in education.

If applied optimally as a strategic HR tool, promotion can be a driver of reform and change. Teachers who strive for excellent knowledge and skills in teaching are a prerequisite for improving the quality of teaching in schools. School leaders who strive for good managerial competencies are a prerequisite for well-functioning schools with strong teams and a conducive climate for learning. Academic work and research of an international standard determines the quality and relevance of the school curriculum and the quality of teacher education.