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19th September, 2019

REF. ED/S/15

To:

**ALL SCHOOL PRINCIPALS
CHAIRPERSONS – ALL SCHOOL BOARDS**

Cc:

**MINISTER OF EDUCATION AND TRAINING
MINISTER OF PUBLIC SERVICE
MINISTER OF FINANCE
DEPUTY MINISTERS OF EDUCATION AND TRAINING
SENIOR MANAGEMENT
CEO EXAMINATION COUNCIL
SECRETARY-TEACHING SERVICE COMMISSION
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EDUCATIONAL SECRETARIES (CHURCH SCHOOLS)
REGIONAL INSPECTORS
DISTRICT EDUCATION MANAGERS
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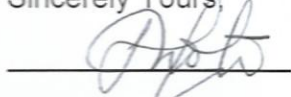
REVISION OF THE TEACHERS' CAREER STRUCTURE

You are informed that the Government of Lesotho has approved the revised Career Structure for teachers in the Teaching Service. The structure will be operational from the 1 April 2020.

The revised Teachers' Career Structure has been developed to guide the career growth of teachers in the employment of the Teaching Service, address the shortcomings of 2009 structure and accommodate new trends in the Teaching Profession.

Attached herewith please find ECCD, Primary, Secondary school teachers' career structure for reference.

Sincerely Yours,



Neo Paul Liphoto (Dr.)

Principal Secretary- Basic Education



GOVERNMENT OF LESOTHO

Ministry of Education and Training

**ECCD, PRIMARY AND SECONDARY SCHOOLS TEACHERS'
CAREER STRUCTURE**

17 SEPTEMBER 2019

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FOREWORD

In 2009, a Teachers' Career Structure was developed by the Joint Reference Committee (JRC) which was by then mandated by the Education Act, No. 10 of 1995 (now replaced by Education Act, 2010). The 2009 Career structure introduced progression of teachers based on performance, experience and qualifications thus reducing an overemphasis on qualifications. The 2009 Career Structure, by creating means by which classroom teachers could progress in their careers, reduced the competition for management and leadership positions. The 2009 Career Structure also enhanced the competitiveness of teaching as a career prospect for school-leavers and other job-seekers in the light of increased demand for good quality teachers. It was however, not without challenges. Among others, the performance assessment framework to support promotion of Teachers and Principals was never developed. There was a feeling of unfairness as to why newly qualified teachers should join the structure as "Senior Teachers" when they have no teaching experience. Technical and Vocation Training (TVET) Instructors were disadvantaged by the Structure which required them to have a teaching qualification.

This revised Teachers' Career Structure has been developed to guide the career growth of teachers in their employment of the Teaching Service, address the shortcomings of 2009 Structure and accommodate new trends in the Teaching profession. It re-affirms the principle that promotion is not solely through qualifications but also based on experience, performance and demonstration of competencies required to move to the next level. The revised Teachers' Career Structure has developed:

- a. Primary school teachers' career structure as well as management career structure;
- b. Secondary school teachers' career structure as well as management career structure; and
- c. Early Childhood Care and Development (ECCD) school teachers' career structure as well as management career structure.

Given the peculiar nature of TVET schools, this revised career structure does not apply to TVET Instructors and those who hold leadership/management positions in TVET schools.

The successful completion of this revised Teachers' Career Structure is attributed to the outstanding teamwork by various stakeholders. In particular, special appreciation and recognition goes to the World Bank which provided the financial and technical support under the Public Service Modernisation Project, the Technical Committee team under the Public Service Modernisation Project, the Career and Salary Structure Task Team which comprised of members of Teaching Service Department of Ministry of Education and Training, and Teachers' Representatives, and AH Consulting team.

I am confident that this Career Structure shall promote teacher's well-being, growth and professional development that will translate into better quality education in the country.



HON PROF NTOI RAPAPA
MINISTER OF EDUCATION AND TRAINING

17/09/2019
DATE

ACRONYMS AND ABBREVIATIONS

ACP	-	Associate of the College of Preceptors
CEO	-	Chief Education Officer
COSC	-	Cambridge Overseas School Certificate
CPD	-	Continuous Professional Development
ECCD	-	Early Childhood Care and Development
GCE	-	General Certificate of Education
GoL	-	Government of Lesotho
HOD	-	Head of Department
HOP	-	Head of Phase
JC	-	Junior Certificate
KSA's	-	Knowledge, Skills and Abilities
LCE	-	Lesotho College of Education
LIET	-	Lesotho In-service Education for Teachers
LPTC	-	Lower Primary Teachers Certificate
MPS	-	Ministry of Public Service
NSDP	-	National Strategic Development Plan
NTTC	-	National Teacher Training College
PHC	-	Primary Higher Certificate
PSMP	-	Public Sector Modernization Project
PTC	-	Primary Teachers Certificate
TQF	-	Teachers Qualification Framework
TSC	-	Teaching Service Commission
TSD	-	Teaching Service Department
TVD	-	Technical and Vocational Education Department
TVET	-	Technical and Vocational Education

1 PREAMBLE

1.1 Introduction

The Government of Lesotho (GoL) through the Public Sector Modernisation Project (PSMP) intends to strengthen the effectiveness of Human Resources Management in the public sector. One of the key assignments of the Project was reviewing the existing teachers' career structure and proposing revisions. After several consultation and validation meetings with key stakeholders, teachers' career structures have been developed for the three (3) levels of Education namely, Pre-primary/ Pre-school/ Early Childhood Care and Development (ECCD), Primary Education and Secondary Education. Leadership/Management career structures have also been developed. This presentation is divided into 3 major sections:

- a. Part A- Preamble/Overview
- b. Part B- The Teachers' Career Structure
- c. Part C- Implementation Mechanisms

1.2 Background to the Career Structure

The 1991 Teaching Service Salary Structure which was the most notable in the history of the Teaching Service was qualification driven. It was effected on 1st April 1991. It brought about new designations such as teacher, experienced teacher and senior teacher in primary schools but failed to indicate progression to further position levels. Without additional qualifications there was stagnation after progression to the last notch of the scale. Ideally, it was more of a salary structure than a career structure. In 1993, the ministry deemed it necessary to improve on the 1991 salary structure by introducing a career structure that lucidly defined the career path for progression from one level to another. This culminated in the 1995 Teacher Career Structure.

The 1995 Teacher Career Structure was partially implemented with teachers being placed into new entry points. The salary structure was implemented leaving aside the implementation guidelines to career structure. In regard to performance assessment advocated for in the career structure, a consultant was employed and training workshops for Educational Secretaries, Inspectors, School Management Committees and Boards were conducted. However, the performance assessment was never implemented. The process necessitated setting of targets, monitoring and evaluating performance which apparently, management was not ready to discharge. As far as effecting progression per guidelines in the accompanying 1996 Training Manual¹, the program was also a failure. Additionally, it is also reported that teachers resented the career structure, claiming it was imposed on them.

In 2009 another Teacher Career Structure was developed by the Joint Reference Committee (JRC) which was by then mandated by the Education Act, No. 10 of 1995 (now replaced by Education Act, 2010). The merits and demerits of the 2009 Teacher Career Structure are presented in sections that follow.

¹ Training Manual for Teachers' Career Structure, 1996 (Prepared by Philip Drake, Consultant)

1.3 Observations on the 2009 Teachers' Career Structure

The primary and secondary school teachers' career structure has seven ranks corresponding to seven career levels of Teacher Assistant, Associate Teacher, Teacher, Senior Teacher, Associate Specialist teacher, Specialist Teacher, Senior Specialist Teacher. There is also a structure for leadership/management with positions of Head of Department, Deputy Principal and principal. The TVET structure was presented separately with levels of Assistant Instructor, Associate Instructor, Instructor, Senior Instructor, Associate Specialist Instructor, Specialist Instructor and Master Instructor. Non-teaching staff, although not placed on any career structure were retained on the salary structure of the Teaching Service.

As per Ministry of Education and Training Circular Notice (No. 4 of 2009), the following were the key changes brought about by the 2009 Teachers' Career Structure:

- a. Seven (7) career levels to which all teachers are ranked;
- b. Teachers were to be promoted from lower rank to higher rank based on their qualifications, experience and competence;
- c. Teachers with equivalent qualifications and responsibility were ranked and paid similarly; whether they taught in primary or post-primary schools;
- d. School management positions (Head of Department, Deputy Principal and Principal) were to be placed on performance contracts not exceeding five school years. This however, was only implemented for Principals;
- e. Teachers with qualifications lower than diploma in education were to be given priority for assistance to enrol in teacher training programmes;
- f. A performance management system for teaching service was to be developed and implemented from 2011 school year;
- g. All schools that employ teachers under the Teaching Service were classified by enrolment size into 3 categories of large, medium and small;
- h. The MOET was to identify "difficult schools" and provide incentives to encourage qualified teachers to teach in such schools;
- i. No person with qualifications below COSC was to be registered as teacher from 1st April 2009; and
- j. Ultimately, the MOET intended to phase out all non-teaching staff from the Teaching Service.

1.3.1 Strengths of the 2009 Career Structure

The following positive changes are attributed to the 2009 Teachers' Career Structure and its subsequent implementation:

- a. The 2009 Teachers' Career structure was set up to update the 1991 teachers' career structure by developing guidelines on the career progression of teachers with clear benchmarks, milestones and competence breaks. The old career structure had been overtaken by events and new trends. In the 1991 Career Structure, progression was based exclusively on *experience* and *qualification* and not on competencies. The 2009 Career structure sought to embrace the tripartite formula i.e. performance, experience and qualifications as the means to progression within the structure, thus reducing an overemphasis on qualifications.
- b. The new career structure, by creating means by which classroom teachers could progress in their careers, reduced the competition for management and leadership positions. Good classroom teachers whose inclination was not towards management were contented to remain in class as there were horizontal progression ladders.

- c. To enhance performance of the schools, principals were to be provided with a 5-year performance contract. This also gave opportunity to those who after five years would want to return to classroom teaching (either voluntarily or because they were unable to carry out the tasks) to return to the classroom teacher stream.
- d. The 2009 Career Structure was to enhance the competitiveness of teaching as a career prospect for school-leavers and other job-seekers in the light of increased demand for good quality teachers and other career opportunities in the public and private sectors. The current situation in which there is generally an oversupply of teachers in the market might be indicative of the degree of accomplishment of this pursuit.

1.3.2 Gaps/challenges of the 2009 Career Structure

Despite the many positive elements of the 2009 Career structure, it had several gaps and challenges:

- a. The performance contract for school managers was misconstrued to mean that such managers would exit the permanent and pensionable service and opt to be on contractual basis. Yet section 8.1.2 of the 2009 Teachers' Career Structure had clearly stipulated thus, "A teacher occupying a management position at any time shall remain employed in the permanent establishment of the Teaching Service, while they will be drawing an allowance to make up the difference between their basic wage and that of the rank they occupy in the management position". This coupled with a gratuity for principals at the end of the contract which was never budgeted for resulted in an operational quagmire;
- b. The performance assessment framework to support promotion of teachers and the re-appointment of school leaders (principals) was never developed;
- c. The ECCD teachers were omitted from the career structure and their qualification (certificate in early childhood education) issued by Lesotho College of Education (LCE) was not recognized. Another qualification omitted included the Advanced Diploma in Special Education;
- d. The unqualified and underqualified teachers were placed on the career structure with a caveat to upgrade or leave the service by 2014. This was never implemented and to date they remain part of the structure;
- e. Similarly, TVET instructors that lack a teaching qualification and are therefore not teachers were retained on the structure. When an instructor leaves, TSD requires that the position be filled by an instructor with a teaching qualification. Such instructors are not readily available;
- f. The rank of Senior Teacher was seen both as an entry point for teachers with a Bachelor of Education and a promotion rank for teachers with a Diploma in Education. There was a feeling of unfairness as to why newly qualified teachers should join the structure as "senior" when they have no teaching experience;
- g. There are also instances when Heads of Departments are currently at a lower career rank than the teachers they manage, while Principals of TVET schools are at a lower level than master instructors. Moreover, the classification of schools into small, medium and large sized meant that no TVET school would by design ever become a large school as they cannot admit a large number of learners; and
- h. The apparent restitution of parity between secondary and primary school teachers in terms of pay was affirmative mainly for primary school teachers, but it may have introduced unintended feeling of inequity and unfair external relativity for the secondary school teachers.

2 THE 2019 TEACHERS' CAREER STRUCTURE

2.1 Purpose

This revised Teachers' Career Structure has been developed to guide the career growth of teachers in the employment of the Teaching Service, address the shortcomings of 2009 structure and accommodate new trends in the Teaching Profession.

2.2 Objectives

The specific objectives of the revised teachers' career structure are:

- a. To review the 2009 career structure so that teacher's paths for classroom and management positions are clearer and better crafted;
- b. To offer different career structures for different groupings within the Teaching Service viz ECCD, primary, post primary and Management/leadership;
- c. To link a teacher's career progression, to his/her performance, qualifications and experience;
- d. To further professionalize the career structure (e.g. removing unqualified and underqualified teachers);
- e. To enhance professionalisation by recognizing the need for development of competences required for teaching and leadership positions;
- f. To provide basic job descriptions, personal qualities and core competencies required for each position on the career ladder; and
- g. To improve staff motivation and retention within the Teaching Service.

2.3 Rationale for this Revised Teacher Career structure

After a period of ten (10) years, the 2009 structure had not been implemented wholesome, and as such some aspects of it have been overtaken by events. Teachers had some grievances with the structures, citing the limited contribution they had been allowed to make into its construction. During the time the structure has been in place, new qualifications have arisen, and these needed to be incorporated.

2.4 Scope of this Revised Career Structure

This Revised career structure (Diagrammatic representation as Annexure A attached) is applicable to professional teachers serving in the public schools in Lesotho who are employed by the Teaching Service Commission i.e. in:

- a. ECCD Schools (mainly reception classes and a few ECCD centres);
- b. Primary Schools;
- c. Post-Primary Schools.

It does not apply to private institutions, TVET schools and higher education institutions. In terms of content, the structure covers both the mainstream class teacher and management positions. It provides the rank, levels, entry and promotions requirements for each group of teachers above.

2.5 Key Modifications/Changes in the Revised Teachers' Career Structure

Below are the key changes that have been made in this revised teachers' career structure:

- a. This revised Teachers' Career Structure re-affirms the principle that promotion is not solely through qualifications. Qualifications are the necessary conditions to get into the Teaching Service and on the ladder (entry) but are not on their own able to procure a promotion. Other attendant issues such as experience, performance and demonstration of competencies are required to move to the next level;
- b. Teachers should psychologically align with the fact that progression within a career structure by qualification ceases to operate immediately after the introduction of the new career structure. Promotions should be based on availability of a vacancy at the higher level, experience and fulfilment of high order competencies;
- c. Career ranks for unqualified and underqualified teachers (Level 1 and 2 of the 2009 structure) are abolished/removed from the new structure;
- d. The following separated but related career structures have been developed:
 - i. Primary school teachers' career structure;
 - ii. Secondary school teachers' career structure;
 - iii. The ECCD school teachers' career structure;
 - iv. Management and Leadership career structure.
- e. The ranks in the primary school structure have been reduced to 4 (four) while those in the secondary school structure have been reduced to 5 (five). Previously they were 7 (seven). There is no entry level by master's degree as had earlier been provided. The entry level for teachers is now divided into two ranks- Teacher I and Teacher II;
- f. The classification of schools by size viz large, medium and small for the purpose of placing the Principals and Deputy Principals on their career structure ceases with the new career structure; and
- g. Given the peculiar nature of TVET schools, this new career structure does not apply to TVET instructors and those who hold leadership/management positions in TVET schools.

2.6 Functional and Organisation Structure

The basis for developing positions in an organisation are the functions required to be performed in order to enable the organisation to meet its mandate or serve its purpose. This career structure covers identified teaching and leadership positions on the organisation structure as shown in the *Functional and Organisation Structure for Schools 2019 Report*. The positions are summarised below:

1. ECCD Centres/Schools
 - i. ECCD Teachers
 - ii. Deputy Principals
 - iii. Principals
2. Primary Schools
 - i. Reception /ECCD Teachers
 - ii. Primary School Teachers
 - iii. Heads of Department
 - iv. Heads of Phase
 - v. Deputy Principals
 - vi. Principals

3. Secondary Schools

- i. Secondary School Teachers (including subject heads, class teachers, special education teachers)
- ii. Heads of Department
- iii. Deputy Principals
- iv. Principals

2.7 Horizontal and Vertical Teachers' Career Development

This career structure has been developed with flexible and multiple career paths. Teachers can progress through education management positions. This is known as vertical progression. For instance, if a Sesotho and English teacher becomes Deputy Principal, that is referred to as vertical progression. However, the structure also allows teachers who wish to keep teaching to do so. In this case, teachers remain in the classroom which promotes quality of instruction. The promotion of such a teacher is referred to as horizontal progression. For instance, the promotion from teacher to senior teacher is horizontal progression.

2.8 ECCD Teachers' Career Structure**2.8.1 Introduction**

The career structure for ECCD teachers has been classified into horizontal progression and vertical progression. Horizontal progression will enable ECCD teachers who want to grow professionally within the classroom teaching ranks to move from one teaching rank to another while vertical progression shall enable teachers grow as per the organizational hierarchy to management/ leadership positions in the teaching service.

2.8.2 Horizontal Progression/Promotion

For horizontal progression, a teacher is interested to grow professionally as he/she graduates from rank one to another. Promotion will be based on qualifications, experience, performance and competencies which shall be measured through a performance assessment system to be developed by the Ministry of Education and Training. The career levels from the lowest to the highest are shown below:

a. Rank 1: ECCD Teacher I

This rank is an entry rank for teachers with the lowest recognised qualification in ECCD i.e. certificate in early childhood education or equivalent. Teacher I are expected to apply pedagogic skills of curriculum planning and assessment, children management and classroom management.

b. Rank 3: ECCD Teacher II

This is an entry rank for teachers with a diploma or equivalent and any other higher ECCD teachers' qualification or for teachers with a certificate in early child education or equivalent and at least three (3) years of teaching experience in a registered pre-school or ECCD centre. ECCD Teacher I with certificate in early childhood education or equivalent can be promoted to this rank after three (3) years of teaching and with satisfactory performance and demonstration of requisite competences measured by a performance appraisal tool developed by the Ministry of Education and Training. These teachers are expected to implement ECCD curriculum learning programmes and assess them appropriately, and to provide guidance and pastoral care to the learners.

c. Rank 3: Senior ECCD Teacher

This is a promotional rank for teachers with a diploma or equivalent and any other higher ECCD teacher's qualification after five (5) years of teaching experience as ECCD Teacher II and with satisfactory performance and demonstration of requisite competences measured by a performance appraisal tool developed by the Ministry of Education and Training. These teachers are also expected to train other less experienced teachers, lead the development of new approaches to pedagogy and facilitate the development of schemes of work and lesson plans.

Table 1: Presentation of the Career Structure for ECCD Teachers

Level	Title	Direct Entry Qualification	Promotion Requirements
3	Senior ECCD Teacher	Promotional only	At least Diploma in early child education or equivalent; and 5 years as an ECCD Teacher II and satisfactory performance and requisite competencies
2	ECCD Teacher II	Diploma in early child education or equivalent OR Certificate in early child education or equivalent + 3 years of teaching experience in a registered pre-school or ECCD centre	3 years of experience as an ECCD Teacher I and satisfactory performance and requisite competencies
1	ECCD Teacher I	Certificate in early child education or equivalent	Entry rank only

2.8.3 Vertical Progression/ Promotion

In ECCD centres possible vertical progression/promotion is to the position of Deputy Principal and Principal of an ECCD Centre. To become eligible for the position of Deputy Principal or Principal in a public ECCD school, a person has to possess the minimum requirements shown in the table below.

Table 2: Minimum Entry Requirements for Principal ECCD School

Title	Requirements
Principal	At least Diploma in early childhood education or higher qualification; and 5 years of teaching experience as Senior ECCD Teacher and with satisfactory performance and requisite competencies OR; Diploma in early childhood education or equivalent; and 3 years as Deputy Principal and satisfactory performance and requisite competencies
Deputy Principal	At least Diploma in early childhood education or equivalent; and at least 5 years of teaching experience as ECCD Teacher II and satisfactory performance and requisite competencies

2.9 Primary School Teachers' Career Structure

2.9.1 Introduction

The revised career structure for primary school teachers is classified into horizontal and vertical progression. Horizontal progression will enable teachers who want to grow professionally within the classroom teaching ranks to move from one teaching rank to another while vertical progression shall enable teachers grow as per the organizational hierarchy to management/ leadership positions in the teaching service.

2.9.2 Horizontal Progression/Promotion

The horizontal progression/ promotion has four (4) ranks/ levels through which teachers can progress as they improve their competencies through training and/or practical experience. Progression from lower to higher ranks shall be attained by a teacher after meeting the minimal requisite qualification and experience and demonstrating competences through a performance appraisal system. For each of these ranks, minimum qualifications for first entry are given, the requirements for promotion are shown. The ranks are as below:

a. Rank 1: Primary Teacher I

This is an entry rank for teachers with a diploma in primary education or equivalent qualification. Teachers on this rank are expected to be able to apply basic pedagogic skills of curriculum and assessment, implement curriculum learning programmes, classroom management and provide guidance and pastoral care to learners.

b. Rank 2: Primary Teacher II

This is also an entry rank for primary school teachers as well as a promotional rank for teachers who joined as Teacher I.

For one to join the Teaching Service at this rank for the first time, a teacher must have attained a bachelor's degree in education (primary) or equivalent or the teacher must have a diploma in primary education with at least three (3) years of teaching experience in a registered primary school and have the necessary competencies required such as to implement curriculum and learning programmes, providing professional advice to pupils in their learning, applying appropriate assessment skills and managing pupils in the classroom.

To be promoted to this rank (when a vacancy is available), a Primary Teacher I should satisfy the following conditions:

- i. Obtain bachelor's degree in education (primary) or equivalent; **OR**
- ii. Has a diploma in primary education or equivalent and has completed at least 3 years of active service in the position of Primary Teacher I **AND** have satisfactory performance throughout the 3 years of active service **AND** demonstrate required competences by the time of application;

c. Rank 3: Senior Primary Teacher I

This is a promotion rank for primary school teachers. To qualify for promotion to the rank of Senior Primary Teacher I, a teacher must satisfy the following conditions:

- i. Must have served as Primary Teacher II for a minimum of five (5) years; **AND**
- ii. Has obtained the satisfactory performance score throughout the 5 years of active service; **AND**

- iii. Has demonstrated required competences by the end of the 5th year of service as Primary Teacher II or at the time of application.

d. Rank 4: Senior Primary Teacher II

This is a promotion grade for primary school teachers. To qualify for promotion to the rank of Senior Primary Teacher II, a teacher must satisfy the following conditions:

- i. Must have a master's degree in education or equivalent; **AND**
- ii. Must have served as Senior Teacher I for a minimum of five (5) years; **AND**
- iii. Must have obtained satisfactory performance score throughout the five (5) years of active service; **AND**
- iv. Must have demonstrated required competences by the end of the 5th year of service in the position of Senior Teacher I or at the time of application.

It should be noted that no promotion is automatic. Promotions shall be effected only when a vacancy is available in the Teaching Service establishment.

Table 3: Horizontal Progression Structure for Primary School Teachers

Level	Title	Direct Entry Qualification	Requirements for Entry by Promotion
4	Senior Primary Teacher II	By Promotion only	Master's degree in Education or equivalent and at least 5 years of experience as Senior Teacher I + Satisfactory performance and requisite competences
3	Senior Primary Teacher I	By promotion only	At least 5 years of experience as Teacher II + Satisfactory performance and requisite competences
2	Teacher II	Bachelor's Degree in Primary Education OR equivalent OR Diploma in Primary Education or equivalent + 3 years teaching experience in registered primary school	Diploma in Primary Education or equivalent and at least 3 years of experience as Teacher I + Satisfactory performance and requisite competences
1	Teacher I	Diploma in Primary Education or equivalent	Entry Point for Diploma NB: In-service teachers with PTC or equivalent qualifications will be assimilated in this position

2.9.3 Vertical Progression/ Promotion

Primary school teachers may grow vertically by aspiring for management/ leadership positions. There are four (4) management positions i.e. Head of Phase, Head of Department, Deputy Principal and Principal. Table 4 shows the minimum requirements for a teacher who would wish to opt for management /leadership positions.

Table 4: Vertical Progression in Primary School

Title	Requirements
Principal	<p>Master's degree in Education or equivalent + at least 2 years as Senior Teacher I + satisfactory performance + requisite competencies; OR</p> <p>Bachelor's degree in Education (B. Ed) or equivalent + 3 years as a Deputy Principal; OR</p> <p>Bachelor's degree in Education (B. Ed) or equivalent + at least 5 years as Senior Teacher I + satisfactory performance + requisite competencies</p>
Deputy Principal	<p>At least 5 years as Senior Teacher I + requisite competencies</p> <p>OR</p> <p>3 years as HOD + satisfactory performance + requisite competencies</p>
Head of Phase (i.e. Foundation- Grade R to 4, intermediate- Grade 5 to 6 and advanced phase- Grade 7)	Must be Senior Teacher I + at least 5 years of experience in teaching that phase
Head of Department	Must be Senior Teacher I + at least 5 years of teaching experience

2.10 Secondary School Teachers' Career Structure**2.10.1 Introduction**

The career structure for secondary school teachers has been categorized into; horizontal and vertical progression. Horizontal progression will enable teachers who want to grow professionally within the classroom teaching ranks move from one teaching rank to another while vertical progression shall enable teachers grow and move from one management/ leadership position to another in the teaching service.

2.10.2 Horizontal Progression/ Promotion

The horizontal progression/ promotion has five (5) ranks/ levels through which teachers can progress as they improve their competencies through training and practical experience. Progression from lower to higher ranks shall be attained by a teacher after meeting the minimal requisite qualification and experience and demonstrating competence through a performance appraisal system. The career levels are as follows:

a. Rank 1: Secondary Teacher I

This is an entry point for secondary school teachers. Teachers on this rank are those with a diploma in secondary education or equivalent. No experience is required. Teachers on this rank are expected to apply basic pedagogic skills of curriculum and

assessment, implement curriculum learning programmes, classroom management and provide guidance/counselling to learners.

b. Rank 2: Secondary Teacher II

This is also an entry grade for secondary school teachers. It is also a promotional rank for teachers who joined the service at Secondary Teacher I.

For one to join the Teaching Service at this rank, a teacher must have attained a bachelor's degree in secondary education or equivalent or possess a diploma in secondary education with at least three (3) years of experience as secondary school teacher in a registered school and have the necessary competencies among others; to implement curriculum and learning programmes, providing professional advice to learners in their study, applying appropriate assessment skills and managing learners in the classroom.

For one to be promoted to this rank, they should satisfy the following conditions:

- i. Have a bachelor's degree in secondary education or equivalent; **OR**
- ii. Complete at least 3 years of active service in the position of Secondary Teacher I **AND** obtain a satisfactory performance score throughout the 3 years of active service **AND** demonstrate required competences by the end of the 3rd year of service in the position of Secondary Teacher I.

c. Rank 3: Senior Secondary Teacher I

Senior Secondary Teacher I is a promotion-only rank. Teachers at this level are expected to demonstrate competencies such as influencing development and implementation of school policies and provide professional advice within the school and demonstrate mastery of curricula content. Secondary Teachers II can be promoted to be Senior Secondary Teacher I should they satisfy the following conditions:

- i. Complete at least 5 years of active service in the position of Secondary Teacher I; **AND**
- ii. Obtain a satisfactory performance score throughout the 5 years of active service; **AND**
- iii. Demonstrate required competences by the end of the 5th year of service in the position of Secondary Teacher II.

d. Rank 4: Senior Secondary Teacher II

Senior Secondary Teacher II is a promotion-only rank. These teachers are highly competent professionals able to operate with minimum supervision and have undertaken school or curriculum-oriented research that provides insight into theory and practice in education. They should be able to demonstrate high levels of mastery in their area of specialisation and share it with fellow professionals beyond their own schools of deployment. They should be resource persons who can design and deliver teacher development programmes in their areas of expertise.

To qualify for promotion to the grade of Senior Secondary Teacher II, a teacher must satisfy the following conditions:

- i. Must have an honours degree or post graduate diploma in education or equivalent **AND**;
- ii. Must have served as Senior Secondary Teacher I for a minimum of five (5) years **AND**;

- iii. Has obtained a satisfactory performance score throughout the 5 years of active service **AND**;
- iv. Has demonstrated required competences by the end of the 5th year of service as Senior Secondary Teacher I.

e. Rank 5: Senior Secondary Teacher III

Senior Secondary Teacher III is also a promotion-only rank. These teachers are the highest ranked professionals in the Teaching Service who have all the skills required at that level but have also performed consistently at the highest level. They should also have published at least two research works in teacher development, pedagogy, or education management in recognised journals or written or made contributions to at least two subject matter books. They should have a good track record of providing professional development services to teachers in their areas of expertise. The Senior Secondary Teacher III operates from a base school but shall have a span of responsibility transcending a cluster of schools within a designated geographic area. She/he provides instructional leadership, mentorship and staff development services to a number of teachers within an area of assignment. A person can only be designated a Senior Secondary Teacher III on promotion following assessment and confirmation of mastery of the requisite competencies. To qualify for promotion to the grade of Senior Secondary Teacher III, a teacher must satisfy the following conditions:

- i. Must have as a minimum, a Master's degree in education or equivalent **AND**;
- ii. Must have served as Senior Secondary Teacher II for a minimum of five (5) years **AND**;
- iii. Has obtained a satisfactory performance score throughout the 5 years of active service **AND**;
- iv. Has demonstrated required competences by the end of the 5th year of service as a Senior Secondary Teacher II.

Table 5: Career Structure for Secondary School Teachers

Level	Title	Direct Entry Qualification	Requirements for Entry by Promotion
5	Senior Teacher III	Promotion only	M. Ed or equivalent + 5 years as Senior Secondary Teacher II + Satisfactory performance + requisite competencies
4	Senior Teacher II	Promotion only	Honours degree or Postgraduate diploma in Education or equivalent + 5 years as a Senior Secondary Teacher I + Satisfactory performance + requisite competencies
3	Senior Teacher I	Promotion only	5 years as a Teacher II + Satisfactory performance + requisite competencies
2	Teacher II	Bachelor's degree in Secondary Education or equivalent OR	3 years as a Teacher I + Satisfactory performance + requisite competencies

Level	Title	Direct Entry Qualification	Requirements for Entry by Promotion
		Diploma in Secondary Education or equivalent + 3 years teaching experience in a registered school	
1	Teacher I	Diploma in Secondary Education or equivalent	Entry only

2.10.3 Vertical Progression/ Promotion

The management/ leadership positions have three (3) positions i.e. Head of Department, Deputy Principal and Principal with the objective of separating the school management function and career path from the mainstream career structure. The school management structural levels reflect the ranking of the school management roles based on their level of responsibility, the complexity of their assignment and the requisite competencies.

a. Principal

The position of the Principal is the highest leadership position in a school. He/she articulates and promotes a shared vision of the future for the school. A Principal working with the board is responsible for planning within the school. The position coordinates all processes to do with learning and teaching within the school and maintains effective professional relationships with members of the school community. The Principal oversees continuous professional development. As secretary to the board, the Principal coordinates board activities. As chief executive of the school and for purposes of accountability, a Principal monitors the performance of all members of the school community and ensures compliance with directives.

To qualify for entry to this position, a person should:

- i. Possess a Master's degree in Education or equivalent and at least 5 years teaching experience and at least 2 years as Senior Teacher I and has obtained a satisfactory performance score throughout the last five (5) years of active service and has demonstrated requisite competencies;
- ii. Possess a Bachelor's degree in Education or equivalent with at least ten (10) years of teaching experience and has been a Deputy Principal for at least three (3) years and has demonstrated requisite competencies and has obtained a satisfactory performance score throughout the last five (5) years of active service;
OR
- iii. Be a teacher with Bachelor's degree in education or equivalent and has at least ten (10) years teaching experience, five (5) of which should be at the level of Senior Teacher I and has demonstrated requisite competencies and has obtained a satisfactory performance score throughout the last five (5) years of active service.

b. Deputy Principal

A Deputy Principal supports the Principal and acts as Principal in the absence of the latter. The position is also directly responsible for academic affairs of the school and supervises all the HODs. The Deputy Principal handles all disciplinary issues involving the teachers and non-teaching staff. The Principal may from time to time delegate responsibilities to the Deputy Principal. To qualify for promotion into this position a teacher:

- i. Should be a holder of a Bachelor's degree in Education or equivalent with at least five (5) years of teaching experience and must have served as Head of Department for at least three (3) years and demonstrated requisite competencies and has obtained a satisfactory performance score throughout the last five (5) years of active service; **OR**
- ii. A teacher with Bachelor's degree in education or its equivalent and five (5) years of teaching at the level of Senior Secondary Teacher I or higher and has demonstrated requisite competencies and has obtained a satisfactory performance score throughout the last five (5) years of active service.

c. Head of Department

The Head of Department (HOD) in a secondary or high school is expected to carry out the same kinds of duties as a Senior Teacher I and, in addition to coordination duties as a HOD. The position holder coordinates the processes of learning and teaching in the group of subjects for which he or she is responsible. He or she ensures preparation of scheme of work and lesson plans and encourages creative approaches on the part of teachers and pupils and yet ensure that the requirements of the official curriculum are met. To promote professional learning on the part of teachers in the department, identifying needs and opportunities for continuing professional development (CPD) and relevant further study and advising the Principal accordingly. To qualify for promotion into HOD, a teacher should:

- i. Have be at the rank of Senior Secondary Teacher I or higher; **AND**
- ii. Have demonstrated requisite competencies and has obtained a satisfactory performance score throughout the last five (5) years of active service.

The table below shows school management/ leadership structure for secondary schools.

Table 6: School Management/ Leadership Structure for Secondary Schools

Level	Title	Requirements for Entry
3	Principal	M. Ed or equivalent + 5 years teaching experience + 2 years as Senior Teacher I + satisfactory performance + requisite competencies; OR B. Ed or equivalent + 10 years teaching experience + 3 years as Deputy Principal + satisfactory performance + requisite competencies OR B. Ed or equivalent + 10 years teaching experience + 5 years as Senior Teacher I + satisfactory performance + requisite competencies
2	Deputy Principal	B. Ed or equivalent +5 years teaching experience + 3 years as HOD + satisfactory performance + requisite competencies OR B. Ed or equivalent + 5 years as Senior Teacher I + satisfactory performance + requisite competencies
1	Head of Department (HOD)	Must be Senior Teacher I or higher + satisfactory performance + requisite competencies

3 IMPLEMENTATION OF THE TEACHERS' CAREER STRUCTURE

3.1 Implementation Tools

The following tools are critical to successfully implement the career structure:

- a. **Performance Management System:** The movement from one career level to another depends on one's performance. Performance of teachers shall be measured using an approved performance management system. A performance management system including a performance appraisal tool shall be developed and rolled out.
- b. **Teacher Standards and Competences:** In this career structure, promotion of teachers shall be based on demonstration of requisite competences for that career level which can be determined through the performance appraisal system indicated (a) above. Ministry of Education and Training shall complete the development of Standards and Competences for its teachers.
- c. **Continuous professional development (CPD) of teachers:** For teachers to acquire the required skills, knowledge and attributes (which make up requisite competences), they shall require training and other capacity building initiatives. The Ministry of Education and Training will develop; support and run a comprehensive annual CPD programme for teachers both those in leadership positions and those in the classroom.
- d. **Transition Strategy:** The Ministry of Education and Training has to develop a clear and transparent transition strategy which will assist in moving teachers from the old career structure to this new structure.
- e. **Monitoring and review of Teachers' Career Structure:** It is important to keep monitoring the implementation of the career structure so that it supports and promotes the improvement of quality of education in the country. The career structure therefore will be reviewed every five (5) years.

3.2 Other Interventions

3.2.1 Non-Professional Teachers

This revised career structure ceases to recognise the Teacher Assistants and Associate Teachers that were recognised by the 2009 career structure:

- a. **Teacher Assistants:** According to the 2009 career structure, Teacher Assistants are defined as those people currently serving in the Teaching Service who do not have formal training as teachers. This group comprises those people with Standard 6 or 7 Certificates, Junior Certificate (JC), General Certificate of Education (GCE) and Cambridge Overseas School Certificate (COSC) teaching mainly in primary schools. It also includes those teachers with Certificates, Diplomas and degrees up to master's degrees but without teachers' qualifications. They also include persons specially employed to provide assistance to teachers in special schools, providing translation in the use of braille and sign language interpreters where necessary.
- b. **Associate Teachers:** According to the 2009 Career Structure, Associate Teachers are those teachers who have some training as teachers but is below the minimum diploma qualification required. The qualifications alluded to include the Primary Higher Certificate (PHC), a Lower Primary Teachers Certificate (LPTC), Primary Teachers Certificate (PTC), and the Lesotho In-service Education for Teachers (LIET II) or Associate of the College of Preceptors (ACP) without a PTC.

The positions above will be phased out of the Teaching Service gradually using the approach below.

Table 7: Number of unqualified and underqualified Teachers

Highest Qualification	Number of Teachers			Approach
	Primary	Secondary	Total	
Non-Education Masters	1	8	9	Phase out approach in line with the Ministry of Education and Training Circular Notice No. 21 of 2019 (Training of unqualified serving teachers to acquire teaching qualifications)
Non-Education Degree	6	208	214	
Non-Education Diploma	149	59	208	
Certificate in Early Childhood Education	117	0	117	
Certificate in Education	583	18	601	
Non-Education Certificate	24	5	29	
COSC	697	2	699	
GCE, JC, St6/St7	209	1	210	
Total	1786	301	2087	

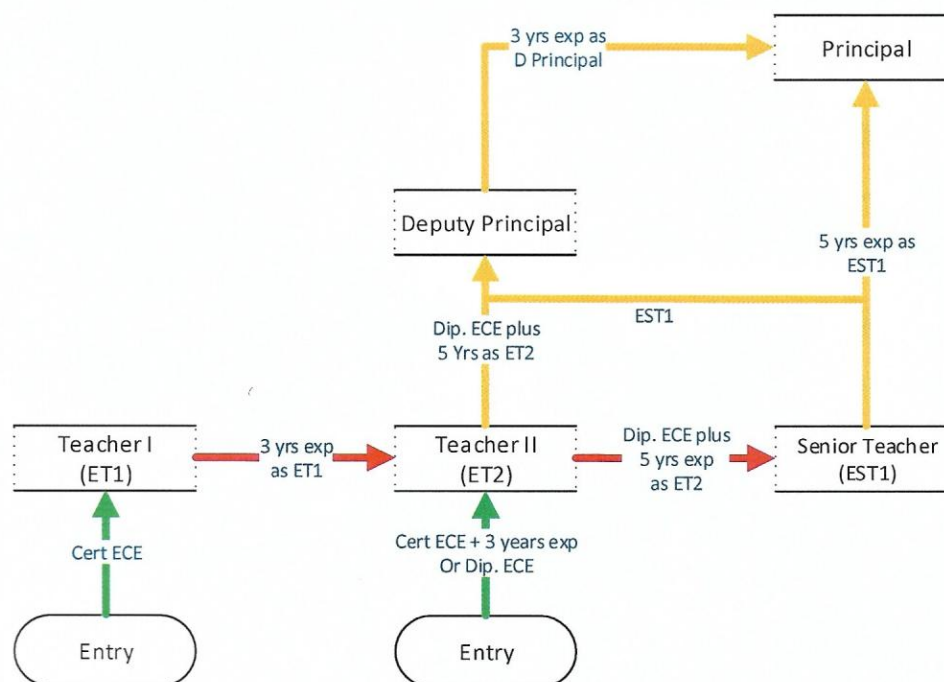
Source: 2019 Public Service Census (Unvalidated) Data

3.2.2 TVET Instructors

Government shall transfer all Technical Schools, Vocational Schools and Skills Centres to the Technical and Vocational Department under MOET and transfer all staff i.e. Principals, Deputy Principals, HODs, Instructors and any non-academic staff from Teaching Service to Civil Service.

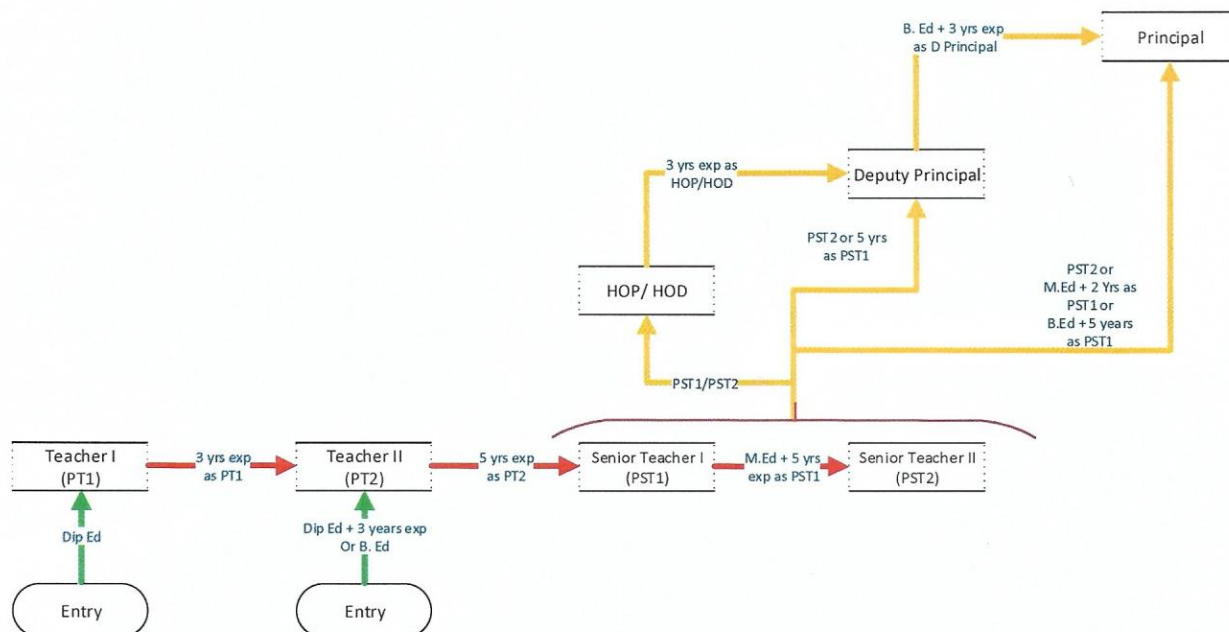
ANNEXURE A- 2019 TEACHERS' CAREER STRUCTURE (DIAGRAMATIC REPRESENTATION)**1. Introduction**

The Career Structure shows the progression of teachers employed in the Teaching Service. The Career Structure is classified into horizontal progression and vertical progression. **Horizontal progression** will enable teachers who want to grow professionally within the classroom teaching ranks to move from one teaching rank to another while **vertical progression** shall enable teachers grow as per the organizational hierarchy to management/ leadership positions in schools.

2. ECCD Teachers

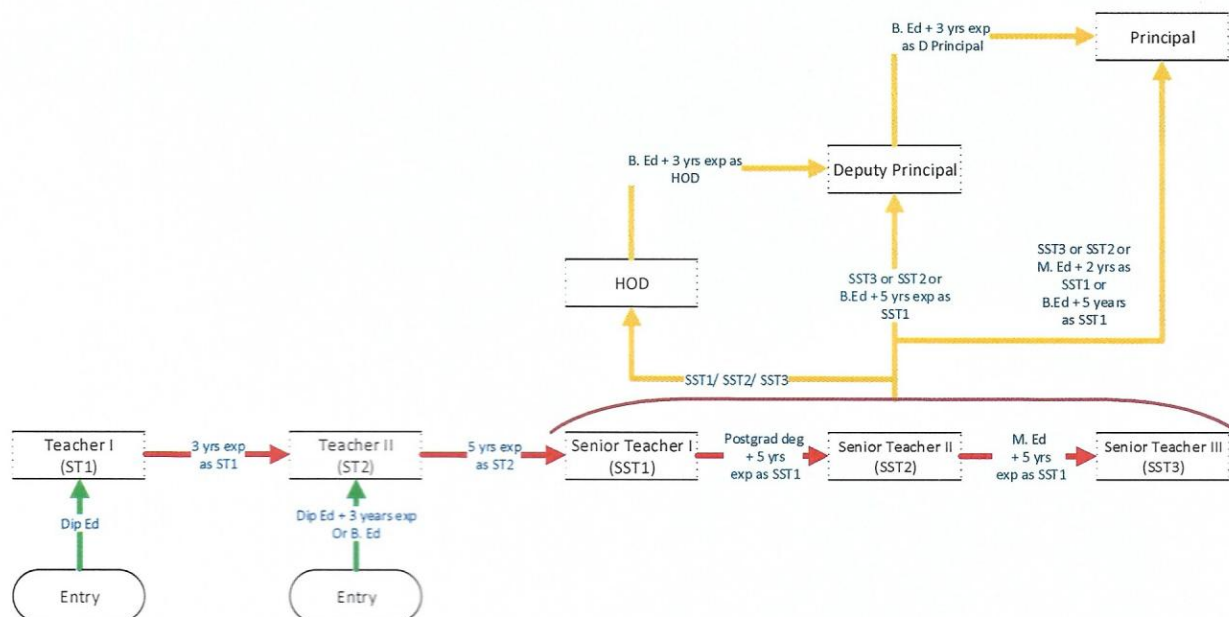
NB: **Green arrows** show entry into the Teaching Service, **red arrows** show horizontal progression, while **yellow arrows** show vertical progression.

3. Primary School Teachers



NB: **Green arrows** show entry into the Teaching Service, **red arrows** show horizontal progression, while **yellow arrows** show vertical progression.

4. Secondary School Teachers



NB: **Green arrows** show entry into the Teaching Service, **red arrows** show horizontal progression, while **yellow arrows** show vertical progression.