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In any correspondence on
this subject please quote No. **ADM/48/315/01**

8th April 2020

All Heads of Diploma/ Certificate Awarding Tertiary Institutions

All Headteachers of Secondary Schools

All Headteachers of Primary Schools

CIRCULAR LETTER NO. 1 OF 2020

PERFORMANCE MANAGEMENT GUIDELINES FOR SCHOOLS AND TERTIARY INSTITUTIONS

The Performance Management Framework for the Public Service which was issued by Ministry of Public Service under and Circular Standing Instruction No.5 of 2019 empowers all sectors to determine and issue sector specific performance standards, targets and guidelines on an annual basis. It is against this background that these Performance Management Guidelines for Schools and Tertiary Institutions have been developed. The Guidelines are context-specific and respond to the peculiar circumstances of the teaching service.

Generally, these customised performance management tools and guidelines are intended to:

- a) cultivate a performance culture in the teaching service;
- b) promote accountability among teaching staff;
- c) link the performance of Heads and Deputy Heads of Tertiary Institutions and Schools, and teaching staff to learning outcomes; and
- d) enhance the quality of education at all levels.

Specifically, these Guidelines present standardised strategic outputs and targets for Heads and Deputy Heads of Tertiary Institutions, Primary and Secondary Schools and teaching staff in those institutions and schools, as well as the standardised

outputs and targets for other thematic areas. They also provide guidance on the performance management process in the teaching service and how to use the customized and sector-specific performance management tools and the roles of the various stakeholders in performance management process in the sector. The guidelines will be reinforced by a customised Rewards and Sanctions Framework, and a Monitoring and Evaluation Framework to enable effective implementation.

The effective implementation date of these guidelines is 1st May 2020.

I call upon all of you to embrace these Guidelines in a bid to improve the quality of education as envisaged in the Government Manifesto, the National Development Plan and the Education and Sports Sector Strategic Plan.

You are urged to bring the contents of this circular to all teaching staff and non-teaching staff in your school/Institution for information and compliance. The Performance Management Guidelines, tools and other related documents can also be accessed on the Ministry Website: www.education.go.ug



Alex Kakooza

PERMANENT SECRETARY

Copy to:

- Head of Public Service and Secretary to Cabinet
- Deputy Head of Public Service and Deputy Secretary to Cabinet
- Permanent Secretary, Ministry of Public Service
- Permanent Secretary, Ministry of Local Government
- Chief Administrative Officers
- Town Clerks
- District/ Municipal Education Officers
- Chairpersons, Governing Councils
- Chairpersons, Board of Governors
- Chairpersons, School Management Committees



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

**PERFORMANCE MANAGEMENT GUIDELINES FOR
TERTIARY INSTITUTIONS AND SCHOOLS**

MAY 2020

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What you Need to Know About Performance Management

“Performance Management, when handled skillfully in an Organisation today, can increase job satisfaction, employee retention, loyalty and overall performance of the organisation.”

Soumyasanto Sen

“Having a right and continuous performance management system helps an organisation to convert, monitor, provide feedback and course correct, strategize the long-term objectives and its execution.”

Srinivas Chunduru

Transparency and openness is the key to any effective performance management system.”

Vinod Bidwalk

“Organisations that are able to promote a performance management culture that is in keeping with their mission and values, whilst enhancing employee engagement will thrive.”

Kessar Kalim

ABBREVIATIONS AND ACRONYMS

CAO:	Chief Administrative Officer
CSI:	Circular Standing Instruction
DEO:	District Education Officer
MEO:	Municipal Education Officer
MoES:	Ministry of Education and Sports
MoPS:	Ministry of Public Service
TC:	Town Clerk

DEFINITIONS

Term/Concept	Meaning
Appraisee	The person whose performance is assessed or evaluated.
Appraiser	The immediate supervisor or any other person who has been assigned the responsibility of assessing the performance of an Appraisee.
Countersigning Officer	Either the supervisor of the Appraiser or any other person who has been assigned the responsibility of signing the appraisal form in the capacity of the supervisor of the Appraiser.
Culpable	Behaviours in which an employee is in control and responsible for his/her actions.
Deputy Head of Institution	Deputy Principal or Deputy Head Teacher of a tertiary institution or a school.
Education Institution	Primary and Secondary School; and Tertiary Institution.
Head of Institution	Principal or Head Teacher of an education institution
Outputs	Specific products or services (immediate results of an activity) in a given period.
Performance Indicator	One of the measurable variables by which the performance is to be assessed.
Performance Monitoring	Consistent tracking of performance and providing feedback to management, work groups and employees on progress towards achieving the set performance targets.
Performance Target	The desired level of achievement.
Responsible Officer	Permanent Secretary/Chief Administrative Officer or Town Clerk or any other delegated officer.
School	A public primary or secondary institution of learning.
Teacher	A person who has successfully completed a course of training approved by the Ministry responsible for

	education and has been entered on the register of teachers.
Teaching Staff	Someone whose primary responsibility is to teach learners in a tertiary institution or a school.
Tertiary Institutions	Education institutions that offer post-secondary education, either at certificate or diploma level, but do not have degree-awarding status

FOREWORD

Uganda has, over the years, made great strides in increasing access to education at all levels of the education system. However, the quality of education as measured by learning outcomes has been a major concern among the stakeholders in the Education and Sports Sector. Therefore, the imperative to improve the performance of the sector generally and of the learning outcomes in particular cannot be overemphasised. Performance management is increasingly being viewed by the Ministry of Education and Sports as one of the avenues for leapfrogging the multiple challenges that the sector currently experiences and for enhancing the performance of the sector in both the short and long term.

It is against the above backdrop that these Performance Management Guidelines have been developed. The Guidelines are context-specific and respond to the peculiar circumstances of the Teaching Service. The Guidelines have been developed within the performance management framework for the entire Public Service and Circular Standing Instruction No.5 of 2019 on Performance Management in the Public Service. Therefore, the Guidelines neither supersede nor substitute the Guidelines for Staff Performance Appraisal in the Public Service (July 2007) and the Guidelines for Implementing Performance Agreements for Heads and Deputy Heads of Tertiary Institutions, and Secondary and Primary Schools (January 2017), but rather complement them.

Specifically, performance management in the Teaching Service is intended to: (a) cultivate a performance culture; (b) promote accountability among teaching staff; (c) link the performance of Heads and Deputy Heads of tertiary institutions and schools, and teaching staff to learning outcomes; and (d) enhance the quality of education at all levels.

A hallmark of these Guidelines is that they present customised strategic outputs and targets for Heads and Deputy Heads of tertiary institutions, primary and secondary schools and teaching staff in those institutions and schools as well as the customised outputs and targets for other thematic areas; provide guidance on the performance

management process in the Teaching Service, and how to use the customised and sector-specific performance management tools; and underscore the roles of the various stakeholder in performance management in the sector.

I, therefore, call upon the stakeholders in the sector to embrace these Guidelines in a bid to improve the quality of education as envisaged in the Government Manifesto, the National Development Plan and the Education and Sports Sector Strategic Plan.

A handwritten signature in purple ink, appearing to read 'Kakooza', with a large checkmark-like flourish on the left side.

Alex Kakooza

PERMANENT SECRETARY

1.0 INTRODUCTION

- 1.1 These Performance Management Guidelines are designed to address the unique context of the Teaching Service and to promote the delivery of quality education to learners in Tertiary Institutions and Schools. The Guidelines have been developed within the performance management framework for the entire Public Service and Circular Standing Instruction No.5 of 2019 on Performance Management in the Public Service. Therefore, the Guidelines neither supercede nor substitute the guidelines for Staff Performance Appraisal in the Public Service (July 2007) and the Guidelines for Implementing Performance Agreements for Heads and Deputy Heads of tertiary institutions, and secondary and primary schools (January 2017), but rather complement them.
- 1.2 The purpose of the Performance Management Guidelines is to support Tertiary Institutions and Schools in the development and implementation of Performance Agreements/Plans.
- 1.3 The Guidelines operationalise **Section 4.4 of Circular Standing Instruction No.5 of 2019** which requires line Ministries to communicate key outputs for their respective professional cadres that will enable Uganda to achieve the targets in Vision 2040.
- 1.4 Accordingly, these Performance Management Guidelines for the Teaching Service present the standardised strategic outputs and targets for Heads and Deputy Heads of Tertiary Institutions, Primary and Secondary Schools and teaching staff in those institutions as well as the standardised outputs and targets for other thematic areas, provide guidance on the performance management process in the Teaching Service, and how to use the customised and sector-specific performance management tools.

- 1.5** For avoidance of doubt, Heads and Deputy Heads of education institutions, and teaching staff in salary scale U2 shall, in accordance with **Circular Standing Instruction No. 7 of 2018**, sign annual performance agreements with their Appraisers while the rest of teaching staff in tertiary institutions and schools shall develop annual performance plans with their Appraisers. These performance agreements and performance plans shall provide the basis for performance monitoring and appraisal and for the subsequent human resource management decisions.
- 1.6** Consistent with the National Teacher Policy (2019), the term “Teacher” encompasses all teaching staff in schools, and lecturers, tutors and instructors in tertiary institutions.
- 1.7** All Heads, Deputy Heads and entire teaching staff of Tertiary Institutions and Schools, are urged to internalise and ensure compliance to these Guidelines.

2.0 OBJECTIVES OF PERFORMANCE MANAGEMENT GUIDELINES FOR THE TEACHING SERVICE

- 2.1** The overall objective of the guidelines is to realise the mandate, vision, mission and strategic objectives of the Education and Sports Sector as well as to promote the provision of quality education in education institutions.
- 2.2** Specifically, the guidelines are intended to:
- (a) Cultivate a performance culture within the Education and Sports Sector;
 - (b) Promote accountability among teaching staff; and
 - (c) Link the performance of Heads and Deputy Heads of Tertiary Institutions and Schools; and teaching staff to learning outcomes.

3.0 APPLICATION OF THE GUIDELINES

- 3.1 These Guidelines apply to Heads and Deputy Heads of Tertiary Institutions, Heads and Deputy Heads of Schools, and teaching staff (Teachers, Lecturers, Tutors and Instructors) in Tertiary Institutions (both centralised and decentralised) and Schools.
- 3.2 Non-teaching staff in Tertiary Institutions and Schools, and staff at the Ministry of Education and Sports Headquarters shall continue to use the existing Guidelines for Performance Appraisal issued by the Ministry of Public Service.
- 3.3 Staff at the Ministry of Education and Sports Headquarters; and in Education Departments of Districts and Municipalities who sign Performance Agreements shall continue to use the Guidelines for Performance Agreements issued by the Ministry of Public Service from time to time.
- 3.4 Staff at the Ministry of Education and Sports Headquarters; and in Education Departments of Districts and Municipalities who do not sign Performance Agreements shall continue to use the Guidelines relating to the Open Performance Appraisal Instrument issued by Ministry of Public Service.

4.0 PERIOD OF ASSESSMENT

- 4.1 The period of assessment depends on the status of employment in the education institution.
- 4.2 Teaching staff on probation shall be assessed after every three months with effect from the date of assumption of duty.
- 4.3 The assessment period for confirmed teaching staff in centralised Tertiary Institutions shall follow the financial year (1 July to 30 June) while the assessment

period for teaching staff in Schools and in decentralised Tertiary Institutions shall be based on the calendar year (1 January to 31 December).

- 4.4 Within the assessment period, end-of-term/semester performance reviews shall be conducted for all staff to whom these Guidelines apply.
- 4.5 The cumulative assessment for confirmed staff shall be conducted at the end of the assessment period.

5.0 APPRAISERS OF HEADS OF INSTITUTIONS AND TEACHING STAFF

The Appraisers of Heads and Deputy Heads of Tertiary Institutions and teachers in these institutions shall vary depending on the category of the education institution.

5.1 Primary Schools

- (a) Head Teachers shall sign performance agreements with and shall be appraised by the respective Sub County Chiefs or their equivalent in Urban Local Government. The performance agreements shall be witnessed by the Chairperson of the School Management Committee.
- (b) Deputy Chief Administrative Officers (DCAOs)/Deputy Town Clerks shall sign assessment forms/reports for Head Teachers as Countersigning Officers.
- (c) Deputy Head Teachers shall sign performance agreements with and be appraised by Head Teachers. The Chairperson of the School Management Committee shall witness the performance agreement.
- (d) Teachers shall develop annual performance plans with and be appraised by their immediate Supervisors.
- (e) The Head Teacher shall be the Countersigning Officer of the performance appraisal for teachers.

- (f) Chief Administrative Officers (CAOs)/Town Clerks (TCs) shall sign the appraisal forms as the Responsible Officer.
- (g) The DEO/MEO shall prepare and submit summary reports on performance appraisal to CAO/TC for staff on performance agreements and on open performance appraisal using **Annex 16(A)** and **Annex 16(B)**, respectively.
- (h) The CAO/TC shall submit the summary reports from the DEO/MEO to Ministry of Public Service.

5.2 Secondary Schools

- (a) Head Teachers shall sign performance agreements with and be appraised by Chairpersons of Boards of Governors.
- (b) The performance agreement forms of the Head Teachers shall be witnessed by the DEO/MEO.
- (c) Deputy Head Teachers shall sign performance agreements with and be appraised by Head Teachers.
- (d) The performance agreements of Deputy Head Teachers shall be witnessed by DEO/MEO.
- (e) The DEO/MEO shall sign performance assessment/reports for Head Teachers as the Countersigning Officer.
- (f) The CAO/TC shall sign the performance assessment/reports forms for Head Teachers as the Responsible Officer.
- (g) Teachers shall develop performance plans with and be appraised by their immediate Supervisors.
- (h) Head Teachers shall countersign the performance appraisal forms for Teachers.
- (i) The DEO/MEO shall sign the performance appraisal forms of Teachers (**Annex 8**) on behalf of the Responsible Officer.
- (j) The DEO/MEO shall prepare and submit summary reports on performance appraisal to CAO/TC for staff on performance agreements and on open performance appraisal using **Annex 16(A)** and **Annex 16(B)**, respectively.

- (k) The CAO/TC shall submit the summary reports from the DEO/MEO to Ministry of Public Service.

5.3 Tertiary Institutions

5.3.1 Centralised Tertiary Institutions

- (a) Heads of institutions shall sign Performance Agreements with the respective Head of Department (or Commissioner) at the Ministry of Education who will also appraise them.
- (b) Deputy Heads of institutions shall sign performance agreements with Heads of institutions who will also appraise them. The performance agreement shall be witnessed by the respective Head of Department (or Commissioner) at the Ministry of Education.
- (c) The Permanent Secretary MoES shall sign the Performance Appraisal forms for Heads and Deputy Heads of centralized Tertiary Institutions as the Responsible Officer.
- (d) Teaching staff in salary scale U2 shall sign performance agreements with the Deputy Heads of institutions and the Performance Agreements shall be witnessed by the Head of Institution who shall also act as the Countersigning Officer.
- (e) The respective Head of Department (or Commissioner) shall prepare and submit summary reports on performance appraisal to the Permanent Secretary, Ministry of Education and Sports, for staff on performance agreements and on open performance appraisal using **Annex 16(A)** and **Annex 16(B)** respectively.
- (f) The Permanent Secretary, Ministry of Education and Sports shall submit the summary reports from the Head of Department to Ministry of Public Service.

5.3.2 Decentralised Tertiary Institutions

- (a) Heads of institutions shall sign Performance Agreements with Chairpersons of the respective Governing Bodies who will also appraise them. The performance agreements shall be witnessed by the DEO/MEO.
- (b) Deputy Heads of institutions shall sign performance agreements with Heads of institutions who will also appraise them. The performance agreement shall be witnessed by the Chairpersons of the respective Governing Bodies.
- (c) The DEO/MEO shall sign performance reports/assessment forms for Heads of institutions as the Countersigning Officer.
- (d) Teaching staff shall sign Performance Plans with the Deputy Heads of institutions and the performance plans shall be witnessed by the Head of institution.
- (e) Teaching staff shall be appraised by the Deputy Heads of institution while the Head of institution shall sign the appraisal forms as the Countersigning Officer.
- (f) The CAO/TC shall sign the performance assessment/reports for Heads and Deputy Heads of institutions and all teaching staff as the Responsible Officer.
- (g) The DEO/MEO shall prepare and submit summary reports on performance appraisal to CAO/TC for staff on performance agreements and on open performance appraisal using Annex 16(A) and Annex 16(B), respectively.
- (h) The CAO/TC shall submit the summary reports from the DEO/MEO to Ministry of Public Service.

6.0 MANAGEMENT OF PERFORMANCE REPORTS/ASSESSMENT AND APPRAISAL FORMS

- (a) It is the responsibility of the Heads of Human Resources at the Ministry of Education and Sports and in Local Governments to maintain a performance report/assessment and appraisal forms for each officer.

- (b) Where an officer is transferred from one Local Government to another, the appraisal folder should be transferred to the receiving Local Government.

7.0 THE PERFORMANCE MANAGEMENT CYCLE

Performance management in the Teaching Service shall follow a four-stage process:

- (a) Performance Planning
- (b) Performance Monitoring
- (c) Performance Appraisal
- (d) Performance Improvement

7.1 Performance Planning

- (a) The performance plan establishes an officer's commitments for the assessment period and provides a framework within which the performance outputs/achievements of an individual shall be measured at the end of the assessment period.
- (b) Every teacher in a Tertiary Institution or School, other than those in salary scale U2, shall develop an Annual Performance Plan with the respective Appraiser using the form prescribed by the Ministry of Public Service (see Annex 1).
- (c) Every Head, Deputy Head of Institution/School and Teacher in salary scale U2 in an institution or school shall, using Annex 2, sign a performance agreement with the Appraiser using the form prescribed by the Ministry of Public Service by 31st December for institutions whose performance management cycle follows the calendar year and by 15th August for Institutions whose performance management cycle is anchored to a financial year.
- (d) The Ministry of Education and Sports shall, in consultation with the Ministry of Public Service, on an annual basis, issue outputs and targets based on the sector's annual policy agenda, the sector strategic plan, the Education

and Sports Sector Budget Framework Paper, and the Ministerial Policy Statement, for inclusion into the performance agreements and plans.

- (e) The initial performance agreement or performance plan should be developed by the Appraisee using the standardised outputs and targets for the financial or calendar year and thereafter be jointly discussed and agreed upon with the Appraiser.
- (f) The outputs, performance indicators and targets for the various positions shall be derived from Annex 3 of these Guidelines.
- (g) It is recommended that NOT less than five (5) and NOT more than 10 targets should be set for each Appraisee per term/semester.

7.2 Performance Monitoring

- (a) Good practice in performance management requires that implementation of performance agreements and plans is monitored and reports prepared to, among others, assess the extent of achievement of the set targets and inform decision making by management.
- (b) The Appraiser has the responsibility of monitoring performance on a continuous basis throughout the year to ensure that activities are in line with the performance agreement/plan and that the performance agreement/plan is on track and to provide advice and take remedial action where necessary.
- (c) During performance monitoring, the critical events or outputs over the assessment period should be noted, by recording them.
- (d) Teaching staff shall be monitored every term/semester using **Annex 11**.
- (e) A performance review meeting between Appraisers and Appraisees shall be held at the end of every term/semester.
- (f) After each term/semester performance review, the Appraiser and Appraisee should, using **Annex 12**, identify the general performance gaps and develop a teacher support and professional development plan to be implemented during the following term/semester. The performance gaps to be identified may relate to areas such as:

- (i) Integration of ICT into learning
- (ii) Subject mastery
- (iii) Teaching methods
- (iv) Identification of talent
- (v) Interpersonal skills
- (vi) Planning and time management
- (vii) Record management
- (viii) Innovation and creativity
- (ix) Learner assessment

On the other hand, the support/development activities may include:

- (i) Mentoring
- (ii) Induction
- (iii) Coaching
- (iv) Peer support/team teaching
- (v) Attachment
- (vi) Institution-based professional development courses, seminars and workshops
- (vii) Subject symposiums
- (viii) Professional learning Communities

(g) Performance monitoring shall be conducted using the following tools:

(i) Teacher lesson attendance

- Teacher lesson attendance shall be monitored using the lesson attendance register. The lesson attendance register for schools is marked **Annex 4(A)** while the attendance register for tertiary institutions is marked **Annex 4(B)** in these Guidelines.
- The lesson attendance register shall be completed by the Class Monitor/Leader for upper primary, secondary and tertiary institutions, and by the Head of Section for lower primary.

- The weekly attendance register for schools shall be submitted to the Deputy Head of School at the end of the week.
- The Deputy Head of School shall use the daily lesson attendance register to complete the weekly attendance analysis section of the attendance register in **Annex 4(A)**.
- The Deputy Head of School should then submit the completed teacher lesson attendance register to the Head of School.
- After taking all the necessary action, the Head of School should file all the forms so that they are available when needed.
- The lesson attendance register shall provide evidence for rating the teacher on the target relating to conducting lessons.

(ii) Lesson Recovery Schedule

- Any lessons missed by the teacher, for whatever reason, **MUST** be recovered and the lesson recovery schedule in Annex 5 shall be filled.
- Lessons recovered should not be considered as lessons missed during performance assessment.

(iii) Lesson observation

- Section 7.6.1 of the National Teacher Policy Implementation Guidelines (2019) requires all teachers to be evaluated using, among others, classroom observation by peers and senior teachers.
- Accordingly, all teachers shall have at least one of their lessons in a term/semester observed by the Head of Institution/School, a peer or a senior teacher and the resultant feedback recorded on the lesson observation form (Annex 6).
- There should always be a preparatory meeting before the lesson observation and a feedback session soon after the lesson observation.

- Lesson observation should not aim at finding fault but helping the teacher to improve his/her performance. In other words, it should be used for developmental purposes.
- Feedback from lesson observation should inform the rating of the teacher on core competence 1 (professional knowledge/skills) of the Open Performance Appraisal Instrument or PS Form 5 (Annex 8) and the resultant teacher support and professional development plan which should be developed every term/semester.

(iv) Amendment of Performance Agreements/Plans

The outputs and targets on the performance agreement may change during the year. This may arise due to emergencies which may bring on board other key outputs of national importance that have to be performed. The outputs and targets should be agreed upon between the Appraiser and the Appraisee and included in the performance agreement/plan as an addendum.

(v) Submission of term/semester Progress Reports

As part of performance monitoring, Heads and Deputy Heads of institutions/schools shall prepare term/semester performance agreement targets progress reports and submit them to their respective Appraisers using **Annex 9** and **Annex 10**, respectively.



7.3 Performance Appraisal

- 7.3.1 Term/Semester performance appraisals will cumulatively constitute the annual performance appraisal report.
- 7.3.2 The end of cycle performance appraisal of Head and Deputy Heads of Institutions/Schools and teaching staff in salary scale U2 shall be done using the Annual Performance Report/ Assessment Form (**Annex 7**).
- 7.3.3 The end of cycle performance appraisal of teaching staff, other than those in salary scale U2 and above, should be done using **PS Form 5 (Annex 8)** for the Public Service following a performance review meeting.
- 7.3.4 End of cycle performance appraisal/assessment shall take place at the end of the assessment period as follows: (a) after three months with effect from the date of assumption of duty for teaching staff serving on probation; (b) by 31st December for confirmed teaching staff in schools and Institutions that follow terms and (c) by 15th August for confirmed teaching staff in tertiary institutions that follow semesters.
- 7.3.5 Appraisees are expected to provide verifiable documented evidence of achievement of performance targets.
- 7.3.6 Performance appraisal meetings **MUST** be held between the Appraisers and Appraisees.
- 7.3.7 Teaching staff and their respective Appraisers shall refer to the Guidelines for Managers and Staff (2007) while completing the Public Service Performance Appraisal Tool.
- 7.3.8 Feedback from performance monitoring, using the tools in these Guidelines, should inform the performance rating. For example, the lesson observation report

should be referred to while rating an employee on **core competence 1** (professional knowledge and skills) while summarised lesson attendance reports should be referred to, though not singularly, while rating an employee on the core competence of **time management** and on **core competence 1**.

7.3.9 Heads of institutions should submit to the Responsible Officer an annual performance report based on the targets in the performance agreements using **Annex 13** while Deputy Heads of Institutions should submit an annual performance report to their Heads of institution using **Annex 14**.

7.4 Dos and Don'ts during an Appraisal Meeting

In conducting an appraisal meeting, there are practices which are encouraged and those that are discouraged. Below is a compendium of positive and negative practices for both Appraisers and Appraisees:

7.4.1 Dos of the Appraiser

- (a) Prepare for the appraisal meeting
- (b) Be honest and open to the Appraisee
- (c) Provide a conducive climate for the appraisal meeting
- (d) Make the appraisal a positive experience
- (e) Deal with the problem, not the supervisee
- (f) Be a good listener
- (g) Seek the Appraisee's input
- (h) Provide immediate constructive feedback on performance
- (i) Base rating decisions and recommendations on evidence

7.4.2 Don'ts of the Appraiser

During the appraisal meeting do not:

- (a) Become emotional and argumentative

- (b) Use stereotype-based judgement
- (c) Dominate the appraisal meeting
- (d) Use the appraisal meeting to settle a personal grudge with the Appraisee
- (e) Be afraid to draw attention to shortcomings, but do it in a constructive way
- (f) Push the process by treating it as an unwanted chore
- (g) Take the easy way out and rate everyone as “average”

7.4.3 Dos of the Appraisee

As an Appraisee, you need to:

- (a) Prepare adequately for the appraisal meeting
- (b) Complete your part of the paperwork
- (c) Accept justifiable criticism
- (d) Be open and honest with the Appraiser
- (e) Accept feedback on performance

7.4.4 Don'ts of the Appraisee

During the appraisal meeting, do not:

- (a) Be defensive unnecessarily
- (b) Be driven by emotions
- (c) Be rude
- (d) Delay paperwork
- (e) Fear to seek support from your Appraiser
- (f) Be dishonest with yourself

7.5 Performance Improvement

For staff who do not sign performance agreements, **Section D** of **PS Form 5** entitled “*action plan to improve performance*” of the Public Service Performance Appraisal Form (**Annex 15**) should be filled during the performance appraisal meeting.

- 7.5.1 When the Appraiser realises that one of the expected results defined in the Appraisee's performance plan was not achieved, the Appraiser must first determine if non-achievement is a result of the Appraisee's individual performance or general organisational factors, such as changes in priorities, reorganisation or restructuring initiatives. In the context of an individual performance appraisal, if non-achievement is the result of an organisational factor, it does not constitute a performance gap.
- 7.5.2 Only non-achievements that stem from individual performance and where circumstances impacting achievement were within the Appraisee's control constitute a performance gap that the Appraiser should explore and address.
- 7.5.3 Once a performance gap has been identified, the Appraiser and the Appraisee should sit and agree upon a remedial measure.
- 7.5.4 Initiatives or a programme to improve performance should be developed and integrated into the action plan.
- 7.5.5 Based on the results of the performance assessment, supervisors may recommend to the Rewards and Sanctions Committee that the officer be rewarded or recognised for his or her excellent performance.
- 7.5.6 The rewards will be in line with the Public Service Rewards and Recognition Framework, the Teacher Incentive Framework and Guidelines issued by the Ministry of Education and Sports from time to time.
- 7.5.7 The supervisor may recommend/institute disciplinary action against an officer in the case of culpable unsatisfactory performance.
- 7.5.8 The sanctions will be in accordance with the Public Service Act 2008; Public Finance Management and Accountability Act, 2015; the Public Procurement and Disposal of Assets Act, 2006; the Leadership Code Act, 2002; the Uganda Public

Service Standing Orders 2010; the Public Service Code of Conduct and Ethics; the Public Service Commission Regulations 2008, the Public Service, Teachers Professional Code of Conduct, 2012; the Rewards and Sanctions Framework; or any other relevant laws or regulations.

8.0 ASSESSMENT CRITERIA

The following rating scale should be used:

- (a) **Excellent (5):** Has exceeded the agreed targets and has consistently produced results of excellent quality and demonstrated a high level of productivity and timeliness. The Officer is a model of excellence in terms of the results achieved and the means by which they are achieved.
- (b) **Very good (4):** Has achieved all the agreed outputs in line with the agreed targets and has consistently met the expectations for the outputs achieved and the means by which they were achieved.
- (c) **Good (3):** Has achieved most, but not all, the agreed outputs in line with the agreed targets, and there is no supporting rationale for not meeting the other commitments.
- (d) **Fair (2):** Has achieved minimal outputs in line with the agreed targets and without a supporting rationale for inability to meet the commitments.
- (e) **Poor (1):** Has not achieved most of the agreed targets and without a supporting rationale for not achieving them.

The overall assessment of performance shall be derived by adding the scores for each section and the total divided by the number of outputs. The average of the scores obtained shall be the overall assessment.

Performance appraisal should be as objective as possible. Therefore, Appraisers should be mindful of the following errors and try to avoid them using the strategies that have been suggested:

Table 1: Common Rating Errors and How to Avoid Them

Error	Description	How Appraisers should overcome it
The Halo Effect	Letting a positive area prevent you from providing constructive feedback in another area	<ul style="list-style-type: none">• Evaluate all employees on one dimension before proceeding to the next dimension
The Horn Effect	Letting one negative work factor or behavior you dislike color your opinion of other factors.	<ul style="list-style-type: none">• Provide constructive feedback based on evidence
Recency Effect	Considering only recent performance rather than the entire review period	<ul style="list-style-type: none">• Maintain records of performance• Encourage frequent evaluation• Remember that appraisals cover a specific time frame and an individual's performance has to be seen in the light of the whole period.
Leniency	Finding it difficult to give poor rating	<ul style="list-style-type: none">• Provide evidence-based rating in accordance with the agreed performance plan.
Similar-to-me	Giving a more favourable rating to someone perceived as being similar to him or her	<ul style="list-style-type: none">• Provide evidence-based rating in accordance with the agreed performance plan
Central Tendency	Rating all employees as average	<ul style="list-style-type: none">• Base the rating on documentation of an employee's performance and assessment criteria

9.0 DISTRIBUTION OF THE PERFORMANCE ASSESSMENT REPORTS

Three copies of the Performance Assessment Report will be signed and distributed as follows:

- (a) One (1) copy to the Head of Institution/School.
- (b) One (1) copy to the Chief Administrative Officer/Town Clerk in the case of Primary Schools, Secondary Schools and decentralized Tertiary Institutions.
- (c) One (1) copy to the individual officer.
- (d) One (1) copy to the Ministry of Education and Sports in the case of centralised Heads and Deputy Heads of Tertiary Institutions.

10.0 APPEAL MECHANISM

- (a) If there is any disagreement over any element of the performance agreement or assessment, a record of disagreements should be documented and the guidance of the Countersigning Officer should be sought by the Appraiser in writing.
- (b) An employee, or a Head/Deputy Head of a Tertiary Institution/School who is not satisfied with the performance assessment/appraisal may appeal to the supervisor of the Appraiser for administrative review.
- (c) The appeal shall be lodged within 30 days from the date of disagreement.
- (d) Appeals shall be disposed of in a period not exceeding 90 days.

11.0 ROLES AND RESPONSIBILITIES OF KEY PLAYERS

11.1 Ministry of Education and Sports

- (a) Determine the key strategic outputs and targets on an annual basis;
- (b) Ensure the necessary technical support for the implementation of the performance management initiatives;
- (c) Ensure curriculum support to all schools and institutions;

- (d) Provide continuous professional development and technical supervision;
- (e) Conduct monitoring and evaluation;
- (f) Support implementation of the Rewards and Sanctions Framework;
- (g) Monitor compliance with the Guidelines by Secondary School Head Teachers and Heads of Institutions;
- (h) Provide support to Heads and Deputy Heads of Education Institutions and Schools, in the use of the support supervision tool;
- (i) Assist Education Institutions and Schools in developing improvement plans;
- (j) Through the Directorate of Education Standards:
 - (i) conduct a comprehensive analysis of appraisal forms to identify cross-cutting teaching gaps and areas for improvement; and
 - (ii) analyse performance appraisal reports for teaching staff and submit a synthesized/summarised report, using **Annex 16 (A) Annex 16 (B)** to the Permanent Secretary, Ministry of Education and Sports to inform decision making by 28th February.

11.2 Ministry of Public Service

- (a) Provide the general performance management framework and the implementation guidelines;
- (b) Determine and communicate the key human resource outputs and targets on an annual basis;
- (c) Undertake reviews on the implementation of performance management;
- (d) Sensitise stakeholders on performance management;
- (e) Provide technical support as and when required; and
- (f) Monitor the implementation of performance management initiatives.

11.3 Ministry of Local Government

- (a) Ensure that Districts and Municipalities conduct performance management for the teaching service;
- (b) Ensure that Local Governments comply with the Performance Management Guidelines for the Teaching Service; and

- (c) Build the capacity of Local Governments in performance management.

11.4 Chief Administrative Officer/Town Clerk

- (a) The overall Responsible Officer in implementing the provision of the performance management initiatives within their respective Districts/Municipalities;
- (b) Enforce the implementation of the Rewards and Sanctions framework within their jurisdiction;
- (c) Ensure that each financial year, adequate funds are budgeted for rewarding and recognising excellent performers;
- (d) Ensure continuous capacity building of Public Officers in Performance Management;
- (e) Consider and implement the recommendation following the performance assessment of the Heads of Tertiary Institutions/ Schools ; and
- (f) Compile and submit a synthesised/summarised annual report on the implementation of performance management initiatives for teaching staff in their respective Local Government to Ministry of Public Service by 15th February using **Annex 16(A)**.

11.5 Deputy Chief Administrative Officer/Deputy Town Clerk

- (a) Ensure that Sub County Chiefs/Senior Assistant Town Clerks sign performance agreements with Head Teachers of Primary Schools; and monitor and assess/appraise their performance within the stipulated timelines.
- (b) Ensure that Sub County Chief/Senior Assistant Town Clerks submit reports on performance management.
- (c) Handle appeals of Head Teachers arising out of performance assessment/appraisal.

11.6 District/Municipal Education Officer

- (a) Ensure that periodical support supervision of the Institutions and Schools is carried out;
- (b) Implement the recommendations on areas requiring performance improvement;
- (c) Conduct lesson observation for Head Teachers and document the lesson observation findings;
- (d) Handle appeals of Heads of decentralised Tertiary Institutions arising out of the performance management process;
- (e) Witness the signing of performance agreements of Head Teachers of Secondary Schools and Heads of decentralised Tertiary Institutions;
- (f) Participate in sensitising the Institutions and Schools about the performance management;
- (g) Provide technical guidance on the implementation of Performance Management, where necessary.
- (h) Sign performance appraisal forms of Teachers (Annex 8) on behalf of the Responsible Officer.
- (i) Sign performance reports/assessment forms for Head Teachers of Secondary Schools and Heads of decentralised Tertiary Institutions as the Countersigning Officer.
- (j) Prepare and submit summary reports on Performance Appraisal to CAO/TC for staff in Primary and Secondary Schools, and decentralised Tertiary Institutions on Performance Agreements and on Open Performance Appraisal using **Annex 16(A)** and **Annex 16(B)**.

11.7 Governing Boards/Councils

11.7.1 School Management Committees

- (a) Provide a conducive working environment for the achievement of the set targets;

- (b) Foster harmony between staff and Heads of Institutions/Schools to accomplish the tasks;
- (c) Play an oversight role in monitoring and supervising school/institution activities;
- (d) Monitor the performance and conduct of the Heads of Institutions/Schools;
- (e) Supervise and appraise Head Teachers of Primary Schools; and
- (f) Provide progress reports to the Sub County Chief/Senior Assistant Town Clerk.

11.7.2 Board of Governors

- (a) Provide conducive working environment for the achievement of the set targets;
- (b) Foster harmony between staff and Head of Institutions to accomplish the tasks;
- (c) Play an oversight role in monitoring and supervising School/Institution activities;
- (d) Through the Chairperson, sign performance agreements with Heads of Institutions;
- (e) Through the Chairperson, witness the signing of Performance Agreements of Deputy Heads of Institutions;
- (f) Monitor the performance and conduct of the Heads of Institutions; and
- (g) Through the Chairperson, appraise the performance of the Head of Institution.

11.8 Sub County Chief/Senior Assistant Town Clerk

- (a) Develop Performance Agreements with Head Teachers of Primary Schools in their area of jurisdiction;
- (b) Monitor the performance of Head Teachers against the terms of the Performance Agreement;

- (c) Appraisee the performance of Head Teachers in their area of jurisdiction;
and
- (d) Submit reports to the Deputy Chief Administrative Officer/Town Clerk.

11.9 Head of Human Resource Management Function

- (a) Manage and update records of Heads and Deputy Heads of Institutions/Schools who complete the performance agreement;
- (b) Ensure that Performance Agreements are signed on schedule;
- (c) Coordinate and provide training and guidance on Performance Management;
- (d) Act as a liaison Officer between the Ministry of Public Service and the Ministry of Education and Sports in monitoring the implementation of performance management;
- (e) Acknowledge receipt of Performance Assessment Reports;
- (f) Keep a record of Heads and Deputy Heads of Institutions/Schools who excel in performance
- (g) Keep a record of Heads and Deputy Heads of Institutions/Schools who have been sanctioned for underperformance and the nature of intervention undertaken; and
- (h) Open and ensure safe custody of both the open and appraisal file for each staff in the Teaching Service.

11.10 Heads of Institutions/Schools

- (a) Coordinate performance management initiatives in the School or Institution;
- (b) Sign the performance agreements forms for Deputy Heads of Institutions/Schools as the immediate Supervisor; and sign Performance Appraisal forms for teaching staff as the Countersigning Officer;
- (c) Perform the necessary tasks to realise the outputs and targets;
- (d) Prepare and submit progress reports on the outputs and targets;
- (e) Observe the commitments in their Performance Agreements;
- (f) Ensure compliance with the Guidelines;

- (g) Constantly monitor and evaluate performance against the set targets to ensure that they are on track;
- (h) Record any performance related critical incidents that occur during the year;
- (i) Fill the performance assessment reports and submit them to the Appraiser in accordance with the specified timelines.
- (j) Build the capacity of staff to perform their duties and in Performance Management;
- (k) Implement the Rewards and Sactions framework in accordance with the Public Service guidelines and the Teacher Incentive Framework and Guidelines issued by the Ministry of Education and Sports from time to time;
- (l) Prepare and submit reports on Performance Management;
- (m) Maintain records on Performance Management; and
- (n) Provide the necessary logistical support for Performance Management.

11.11 Supervisors

- (a) Issue a schedule of duties to the Appraisee;
- (b) Develop a Performance Plan;
- (c) Offer guidance, coach and mentor the Appraisee;
- (d) Provide the Appraisee with relevant resources and documentation;
- (e) Conduct periodic performance review meetings, make notes on Appraisee's achievements, areas of improvement and circumstances that may have affected performance;
- (f) Guide the Appraisee in filling the staff performance assessment/reports/appraisal form;
- (g) Invest enough time and effort in managing performance throughout the year;
- (h) Encourage Appraisee to take ownership of his/her own performance and development, and provide support as needed;
- (i) Give regular, honest and constructive feedback on the Appraisee's performance, by recognizing good performance and challenging and managing poor or unacceptable performance as they occur;

- (j) Schedule the appraisal meeting well in advance to ensure that both Appraiser and Appraisee have time to prepare.
- (k) Identify a convenient place to hold the appraisal meetings with Appraisee and ensuring that the environment is suitable and there will be no interruptions; and
- (l) Objectively evaluate the performance of the Appraisee.

11.12 The Individual/ Appraisee

- (a) Participate in the development of a Performance Agreement/Plan;
- (b) Execute his/her duties in line with the agreed Performance Agreement/ Plan;
- (c) Seek guidance and or clarification whenever needed;
- (d) Prepare for the appraisal meeting by completing the Appraisee section of the Performance Assessment/Appraisal form, referring in particular to the previous year's jointly agreed objectives and action plan;
- (e) Make notes of issues he/she wishes covered during the appraisal meetings;
- (f) Effectively participate in the appraisal meetings;
- (g) Agree with the Appraiser on the performance plan of the following assessment period;
- (h) Ensure that he/she receives the final assessment forms, reads through and; signs and return to the Appraiser if in full agreement. (If agreement cannot be reached the Appraiser's line manager should be consulted);
- (i) Ensure that all agreed training and development objectives are met; and objectively determine any competency gaps that need to be addressed;
- (j) Participate in Term/Semester and end-of-cycle performance appraisal; and
- (k) Report any constraint, if any, in implementing the performance plans.

12.0 TIMELINES

The following time frames will apply to Decentralised Institutions/ Schools annually:

31 December	A performance management circular issued to the Teaching Service
Performance Agreements/Plans	
15 January	Duly filled annual performance agreement forms and plans submitted to the Appraiser
31 January	Performance agreements/plans signed by all parties
Performance Monitoring	
30 May	First term/semester termly/semester performance review form completed
30 August	Second term performance report submitted
31 December	Performance assessment concluded
31 January	<ul style="list-style-type: none"> • Annual performance report (cumulative) submitted to the respective officer • Performance plans completed
15 February	Signed performance reports submitted to the relevant offices and summary reports submitted to the Ministry of Public Service

The following time frames will apply to **Centralised Tertiary Institutions** annually:

30 June	A performance management circular issued to the service
Performance Agreements/plans	
31 August	Duly filled annual performance agreement forms/plans submitted to the supervisor
15 September	Performance agreements signed and copies submitted to the relevant offices
Performance Reports and Assessment	
30 May	Annual performance reports submitted to the supervisor
31 July	Performance assessment concluded
15 August	Signed performance reports submitted to the relevant offices

13.0 REFERENCE DOCUMENTS

The following, among others, should be used as reference documents in the performance management process in the Teaching Service and can be accessed on the Ministry of Education and Sports website (<http://www.education.go.ug>):

- (a) The National Teacher Policy, 2019;
- (b) The Ministerial Policy Statement of the Ministry of Education and Sports;
- (c) The Education and Sports Sector Strategic Plan;
- (d) The Code of Conduct and Ethics for Uganda Public Service, 2005;
- (e) The Handbook for School Inspection;
- (f) Staff Performance Appraisal in the Public Service (July 2007)
- (g) Guidelines for Implementing Performance Agreements for Heads and Deputy Heads of tertiary institutions, and secondary and primary schools (January 2017),
- (h) Circular Standing Instruction No.5 of 2019 on Performance Management in the Public Service.
- (i) Basic Requirements and Minimum Standards Indicators for Education Institutions, 2010;

- (j) Basic Requirements and Minimum Standards for Establishing, Licensing, Registering and Accrediting of Health Training Institutions (HTIs) in Uganda, May 2014;
- (k) Teachers' Professional Code of Conduct, 2012;
- (l) The customised outputs, performance indicators, targets and means of verification for Heads of institutions, Deputy Heads of institutions, and teaching staff;
- (m) The performance agreement for the assessment period;
- (n) The performance plan for the assessment period;
- (o) Previous year's completed performance assessment/ appraisal forms;
- (p) The term/semester performance review forms; and
- (q) Other documents that the Appraiser and Appraisee may deem necessary.

14. ANNEXES

ANNEX 1: TEMPLATE FOR PERFORMANCE PLAN (INDIVIDUAL)

GOVERNMENT OF UGANDA

(This form should be filled at the beginning of the assessment period)



Period of Assessment to
Name of Appraisee.....
Job Title..... Salary Scale
Job Description (summary).....

OUTPUT	PERFORMANCE INDICATORS	PERFORMANCE TARGETS

Signature of Appraisee..... Date.....

Name and Signature of Appraiser Date.....

ANNEX 2: PERFORMANCE AGREEMENT FORM



THE REPUBLIC OF UGANDA

PUBLIC SERVICE PERFORMANCE AGREEMENT FORM

FINANCIAL YEAR

<p>PUBLIC OFFICER’S PERFORMANCE AGREEMENT WITH THE IMMEDIATE SUPERVISOR</p>
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PREAMBLE

- a) The Performance Agreement will be filled by the Public Officer and signed with the Immediate Supervisor
- b) The Performance Agreement form has four sections. **Section A** provides for personal particulars; **Section B** Provides for key deliverables for the Public Officer which also are critical to effective service delivery for the institution; **Section C:** Provides for Commitment by the Government and the Public Officer; and **Section D:** Signatures.

- c) The Public Officer and the Immediate Supervisor are advised to read the detailed guidelines before completing and signing the Agreement.

SECTION A: PERSONAL PARTICULARS

NAME OF THE OFFICER:	
DESIGNATION AND SALARY SCALE:	
NAME OF THE SUPERVISOR:	
DESIGNATION AND SALARY SCALE:	
DEPARTMENT:	
NAME OF THE MDA/LG:	

SECTION B: KEY OUTPUTS AND TARGETS

SUB-SECTION B1: TECHNICAL OUTPUTS
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In this sub-section, the Public Officer is required to deliver on at least four (4) Key Outputs which are critical in attainment of Government's Strategic Goals.

Strategic Objective	Key Outputs	Targets	Means of Verification

**SUB-SECTION B2: FINANCIAL, ASSETS AND HUMAN RESOURCE
MANAGEMENT OUTPUTS**

In this sub section, the Public Officer is required to deliver on Financial, Human Resource and Assets Management Outputs

Key Results Area	Outputs	Targets	Means of Verification
Financial Management			
Human Resource Management			
Assets Management			

SUB-SECTION B3: CROSS CUTTING INITIATIVES AND INNOVATION

In this sub-section the Public Officer will be required to deliver on at least one crosscutting initiative such as Good Governance, Gender, HIV/AIDs and Environment and at least one Innovation.

Cross cutting Initiative/ Innovation	Output	Target	Means of Verification
Gender/HIV/AID/Environment			
Innovation			

Note: Both the Public Officer and the Immediate supervisor will agree on the means of verification.

SECTION C: COMMITMENTS

1. Government commits to provide financial and other resources to facilitate the Officer to meet his/her performance targets; to ensure timely release of resources as per Annual Work Plan.
2. The Public Officer commits to ensure that there is effective service delivery in as far as the Service Standards of his/her institution are concerned.
3. The Public Officer also commits to observe the Professional Code of Conduct and the Public Service Code of Conduct and Ethics.

SECTION D: SIGNATURES

In this Section, the Public Officer and the immediate supervisor will sign the Form.

(a) **Public Officer**

Name: Signature: Date:

(b) Immediate Supervisor

Name: Signature: Date:

ANNEX 3: EDUCATION SECTOR-SPECIFIC OUTPUTS FOR HEADS OF TERTIARY INSTITUTIONS AND SCHOOLS (HEAD TEACHERS AND PRINCIPALS)

1. GENERAL MANAGEMENT OUTPUTS			
Outputs	Performance Indicators	Targets	Means of Verification
Strategic/development plan developed and revised	<ul style="list-style-type: none"> • Time within which the Strategic plan will be revised • Quality of the plan (alignment to ESSP) 	<ul style="list-style-type: none"> • Strategic plan developed/ revised by the stipulated date • Strategic Plan aligned to the ESSP 	<ul style="list-style-type: none"> • An approved strategic plan • Minutes and attendance sheets for consultative meetings
Strategic/development plan implemented	<ul style="list-style-type: none"> • Percentage of activities in the strategic plan implemented 	At least 90% of the annual planned activities implemented	Progress reports
An annual work plan prepared	<ul style="list-style-type: none"> • An annual work plan developed within the stipulated time • Quality of the Annual workplan 	<ul style="list-style-type: none"> • By 1 January of every year • Annual work plan consistent with the strategic/development plan 	<ul style="list-style-type: none"> • An approved annual work plan • Minutes and attendance sheets for consultative meetings
Procurement and Disposal plan developed	<ul style="list-style-type: none"> • A Procurement and Disposal plan developed within the stipulated time • Quality of the procurement plan 	<ul style="list-style-type: none"> • By 1 January of every year • Procurement plan aligned to the with the annual work plan 	An approved Procurement and Disposal plan

Goods and services procured	<ul style="list-style-type: none"> Percentage of achieved procurement activities against plan Procurements undertaken in accordance with the stipulated guidelines and regulations 	<ul style="list-style-type: none"> At least 70% of planned procurements accomplished within the stipulated timelines. 100% compliance of procurement activities with the procurement guidelines and regulations 	<p>Stores records and goods received notes</p> <p>Procurement reports</p> <p>Audit reports</p>
Client complaints resolved	<ul style="list-style-type: none"> Time taken to resolve public complaints 	Within five working days from date of receipt	Register of complaints received and action taken
School improvement plan developed	<ul style="list-style-type: none"> A school improvement plan developed by stipulated time 	By 31 January of each year	An approved school improvement plan
School/Institution performance improvement plan developed and implemented	<ul style="list-style-type: none"> A School/Institution performance improvement plan developed by agreed time Percentage of achieved interventions against plan 	<ul style="list-style-type: none"> By 1 January of every calendar year At least 80% of the interventions are implemented 	Copy of the plan and status reports on implementation

Curriculum implementation monitored	Syllabus coverage	100% Syllabus covered	Learners' books
Meetings with prefectorate, student council and class monitors held	Number of meetings held	At least once a month	Minutes of the meetings held
Staff meetings held	Number of meetings held	Monthly, excluding holidays/recess	Minutes of meetings
Database on learners' enrolment, and establishment for teaching and non-teaching staff established and updated	Quality of database	Database on learners' enrolment, and establishment for teaching and non-teaching staff updated in accordance with agreed standard	Database
Records maintained and updated	Proportion of files maintained against those stipulated in Indicator 1 of the Basic Requirements and Minimum Standards for Education Institutions, March 2010	100% records maintained against those stipulated in Indicator 1 of the Basic Requirements and Minimum Standards for Education Institutions, March 2010	Inventory and catalogue
Periodic reports prepared and submitted	<ul style="list-style-type: none"> • Number of reports prepared • Timeliness in preparing and submitting reports 	<ul style="list-style-type: none"> • Three termly reports/two semester reports • Reports prepared and submitted within two weeks after the 	<ul style="list-style-type: none"> • Reports • Acknowledgement of receipt of the reports

		end of the term/semester	
Teacher professional performance gaps identified	<ul style="list-style-type: none"> • Training needs assessment conducted by agreed date 	Termly/ semester training needs assessment conducted	A termly/semester needs assessment report
2. FINANCIAL MANAGEMENT OUTPUTS			
Annual budget prepared	<ul style="list-style-type: none"> • A draft annual budget prepared by set date • Degree of alignment of the budget with the annual work plan 	<ul style="list-style-type: none"> • By the date stipulated by MoFPED • 100% alignment of the budget with the annual work plan 	Copy of the Approved budget
Budgeted revenue collected	<ul style="list-style-type: none"> • Amount collected against the target 	At least 80% of budgeted revenue collected	Bank statements and financial reports
Books of accounts maintained	Proportion of books of accounts maintained against agreed standard	100% books of accounts maintained against those stipulated in Indicator 7 of the Basic Requirements and Minimum Standards for Education Institutions, March 2010	Copies of Books of Accounts
Accountabilities prepared and submitted	Accountabilities submitted within the stipulated time	All accountabilities prepared and submitted Termly/per semester	<ul style="list-style-type: none"> • Copies of accountability reports • Copies of accountability reports

			acknowledged by the receiving office
Audit queries answered	Timeliness in responding to audit queries	Within five working days upon receipt of the query	Submissions on audit queries
Audit recommendations implemented	Number of audit recommendations implemented	100% (All) of audit recommendations implemented	Report on implementation of audit recommendations of the previous year audits
Annual financial report prepared	An annual financial report prepared by set date	<ul style="list-style-type: none"> • An annual financial report to the Governing Body by the 31st December • Financial statements prepared i.e 1 per term/per semester and 1 annual financial statement • 100% compliance with the statutory timelines 	<ul style="list-style-type: none"> • A copy of an annual financial report • Copies of financial statements
3. HUMAN RESOURCE MANAGEMENT OUTPUTS			
Schedules of duty prepared	<ul style="list-style-type: none"> • Percentage of staff with schedules of duties 	100% of staff availed with their schedules of duties by the beginning of the calendar year	Copies of schedules of duties

Performance agreements/plans signed	<ul style="list-style-type: none"> Percentage of officers under direct supervision with performance agreements by the stipulated date Percentage of staff within the institution with performance agreements/plans by the stipulated date 	All staff (100%) develop performance agreements/plans by 31 st January	Signed copies of performance agreements/forms
Term/semester performance reviews conducted	<ul style="list-style-type: none"> Number of staff appraised per term/semester against the total number of staff Proportion of staff appraised per term/semester within the target time 	100% of staff under direct supervision appraised within one week after the end of the term/semester	Copies of termly/semester review forms
Performance assessments/appraisals conducted	<ul style="list-style-type: none"> Percentage of staff appraised 	100% of staff under direct supervision appraised within one week after the end of the term/semester	Copies of appraisal reports/forms
Staff and learners rewarded/sanctioned	<ul style="list-style-type: none"> Number of staff and learners rewarded/sanctioned in a term against submissions made 	90% of staff and learners rewarded/sanctioned Must they be rewarded or sanctioned?	Lists of staff/learners rewarded
Disciplinary cases reported/handled	<ul style="list-style-type: none"> Proportion of disciplinary cases 	Within one week from the date of occurrence	Reports on staff and

	reported/handled within the stipulated time frame		student indiscipline
Teacher professional development programme developed and implemented	<ul style="list-style-type: none"> • A programme to mitigate teachers' professional performance gaps in place Check the one for Deputies • Number of seminars/workshops for teaching staff organised 	<ul style="list-style-type: none"> • To organise at least one by the beginning of the year • To organize one seminar/workshop per term/semester for teaching staff 	<p>An approved programme</p> <p>Seminar/workshop reports</p>
Staff/learners grievances handled	<ul style="list-style-type: none"> • Number of grievances handled against the number reported • Timeliness in handling grievances 	All staff and learner grievances handled objectively, promptly and in accordance with the grievance handling procedure	<p>Grievance register for staff</p> <p>Grievance register for learners</p>
Payroll displayed	<ul style="list-style-type: none"> • Payroll displayed by agreed date 	Monthly by the 30 th of every month	Copies of payroll on noticeboards

4. ASSETS MANAGEMENT OUTPUTS

An assets inventory developed and updated	<ul style="list-style-type: none"> • An assets inventory updated within agreed timelines • Percentage of assets reflected in the inventory 	Regularly and 100% of assets included in the register	Record of the inventory comprising equipment, textbooks, and teaching materials
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Idle Assets disposed	<ul style="list-style-type: none"> Proportion of unserviceable, obsolete and surplus items disposed Level of conformity of disposal with the existing regulatory requirements 	Dispose 100% of the identified items in accordance with the legal framework (PPDA Act and Regulations)	Audit reports Minutes
Institution/ school plant and facility maintained.	Maintenance plan	Termly/semester Maintenance Plan	Physical state of the plant and all facilities
5. CROSS-CUTTING INITIATIVES (GOOD GOVERNANCE, GENDER, HIV/AIDS, ENVIRONMENT, HEALTH AND INNOVATION)			
5.1 Good Governance			
Quality of teaching and learning monitored	<ul style="list-style-type: none"> Number of classroom observation reports made Number of Governing Body recommendations implemented. 	Termly/semester observation reports 90% of the recommendations implemented	<ul style="list-style-type: none"> Classroom observation reports Number of actions taken Minutes
Parent, community and student involved in school activities	<ul style="list-style-type: none"> Number of community outreach programmes conducted 	At least one school outreach program conducted in accordance with basic requirements and minimum standards	<ul style="list-style-type: none"> School outreach programme Evidence-based report A community outreach programme

			<ul style="list-style-type: none"> • A report with photos as evidence
Vision, mission, values, culture and objectives shared.	<ul style="list-style-type: none"> • Frequency of sharing the vision, mission, culture and objectives of the institutions 	<ul style="list-style-type: none"> • At least once annually for each class 	<ul style="list-style-type: none"> • Orientation programmes • Orientation reports
Anti-corruption sensitisation conducted	<ul style="list-style-type: none"> • Number of sensitisation meetings conducted 	<ul style="list-style-type: none"> • At least one per term/semester for each class 	Report on the sensitisation

5.2 HIV AND AIDS EDUCATION

PIASCY implemented	<ul style="list-style-type: none"> • Number of assembly talks conducted • Quality of PIASCY activities 	<ul style="list-style-type: none"> • Twice a year Talking compound with age-appropriate messages • Updated PIASCY logbook • PIASCY timetabled 	<ul style="list-style-type: none"> • PIASCY logbook • PIASCY timetable • Report on learner-led activities
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5.3 Gender

Gender-disaggregated data maintained	Level of desegregation of the data	Disaggregate data by age, sex etc. and maintain a record of the same	All school reports engendered
Gender awareness campaigns conducted	Number of gender awareness campaigns conducted for staff	Termly/semester	Report

5.4 SPECIAL NEEDS EDUCATION

Environmentally SNE-friendly	<ul style="list-style-type: none"> • Number of SNE awareness programmes 	<ul style="list-style-type: none"> • At least one program per Term/semester 	<ul style="list-style-type: none"> • Institution/school report with
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institutions and schools	<ul style="list-style-type: none"> Disaggregated data according to agreed SNE categories Outreach assessment programmes by the school 		disaggregated data <ul style="list-style-type: none"> Report with photos on SNE awareness programmes
5.5 Health and Wellness			
Functional physical fitness programme for staff conducted	<ul style="list-style-type: none"> Number of physical fitness exercises for staff conducted per week Number of health talks conducted Number of health camps conducted per year 	<ul style="list-style-type: none"> At least one (1) per week At least once per semester At least once per year 	<ul style="list-style-type: none"> Attendance register Reports with photos
6. TECHNICAL OUTPUTS			
Schemes of work prepared and approved	<ul style="list-style-type: none"> Approved schemes of work in place by agreed date Number of schemes of work prepared against the subjects and classes taught Degree of consistency of the schemes of work with the curriculum 	<ul style="list-style-type: none"> Within the first week of every Term/Semester Scheme of work for each subject/class taught within the first week of February 	<ul style="list-style-type: none"> Approved schemes of work File of schemes of work per subject per class
Subject/Course Unit targets set	<ul style="list-style-type: none"> Subject/Course Unit targets in place by set date 	Two (2) weeks before the beginning of Term/Semester	<ul style="list-style-type: none"> Record of Subject/Course Unit targets

Master timetable approved	<ul style="list-style-type: none"> An approved master timetable in place by set date 	By 15 of December	Approved master/block timetable
Duty prepared rota and approved	<ul style="list-style-type: none"> An approved duty rota in place by agreed date 	Two (2) weeks before the start of term	Approved duty rota
Lesson attendance monitored	<ul style="list-style-type: none"> Proportion of teachers who attend lessons as timetabled 	100%	Summarised weekly teacher duty attendance reports
Subject/Course Unit targets set and updated	<ul style="list-style-type: none"> Subject/Course Unit targets in place by agreed date 	Termly/ Semester	Record of Subject/Course unit targets
Lesson plans prepared and delivered	<ul style="list-style-type: none"> Number of lessons delivered for which lesson plans were prepared Feedback on lesson plans Provision of Assessment for Learning (AfL) Key questions to guide learning The extent to which the lesson plans meet the curriculum guidelines, knowledge, skills and values Number of lessons taught per week 	100%	<ul style="list-style-type: none"> Lesson attendance sheets Summarised teacher attendance sheets Lessons observation records

	<ul style="list-style-type: none"> • Number of lessons observed per teacher, per term • Number of periods or lessons taught as prescribed in the curriculum guidelines per week 		
Lesson notes prepared and updated	<ul style="list-style-type: none"> • Quality of lesson notes 	<ul style="list-style-type: none"> • Lesson notes well aligned with topic and curriculum 	Record of updated lesson notes
Learning aids prepared	<ul style="list-style-type: none"> • Time interval between preparation of the training aids and the lesson 	At least one (1) day to the lesson	<ul style="list-style-type: none"> • Activity plans • Record of teaching/ learning aids
Learners' attendance record maintained	<ul style="list-style-type: none"> • A learners' attendance register in place 	<ul style="list-style-type: none"> • Daily attendance register for institutions/ schools • Subject attendance register for secondary and tertiary institutions 	<ul style="list-style-type: none"> • Learners' attendance register/record
Learners assessed and feedback provided	<ul style="list-style-type: none"> • Timeliness in providing feedback to learners and parents 	Assess the learners and provide feedback as per the assessment policy	<ul style="list-style-type: none"> • Learners' books and • Mark sheets • Reports on assessment
Lesson observation conducted	<ul style="list-style-type: none"> • Number of teachers whose lessons were 	100%	Lesson observation reports

	observed in a term/semester		
Learners' progress records maintained	<ul style="list-style-type: none"> Proportion of learners whose progress records were maintained per subject 	100%	Progress records
Workbook/file maintained	<ul style="list-style-type: none"> A workbook/file in place by a given time 	A workbook/file maintained at all times	Copy of workbook/file
Learners counselled	<ul style="list-style-type: none"> Number of learners counselled Number of counselling sessions conducted 	Counsel all cases requiring counselling	Counselling register
Professional development activities undertaken	<ul style="list-style-type: none"> Number of professional development activities undertaken 	<ul style="list-style-type: none"> At least one activity per term 	<ul style="list-style-type: none"> Certificates Reports
Co-curricular activities organised	<ul style="list-style-type: none"> Number of co-curricular activities organised per term 	<ul style="list-style-type: none"> At least one co-curricular activity per term/semester 	Record of co-curricular activities
Science exhibitions conducted	<ul style="list-style-type: none"> Number of exhibitions conducted 	<ul style="list-style-type: none"> At least one science exhibition per term 	Exhibition reports

EDUCATION SECTOR-SPECIFIC OUTPUTS FOR DEPUTY HEADS OF EDUCATION INSTITUTIONS/ SCHOOLS

1.GENERAL MANAGEMENT AND LEADERSHIP OUTPUTS			
Outputs	Performance Indicators	Targets	Means of Verification
Teaching and learning monitored	<ul style="list-style-type: none"> Frequency of monitoring teaching and learning 	On a weekly basis	<ul style="list-style-type: none"> Weekly monitoring reports Number of reports and evidence of submission to head teacher
Attendance of teachers and learners monitored	Frequency of monitoring attendance	Monthly	Monthly reports Attendance registers
Minutes of the Governing Body prepared	<ul style="list-style-type: none"> Timeliness in preparing minutes Number of recommendations implemented against those made 	<ul style="list-style-type: none"> Minutes prepared Prepare and circulate minutes within five days from the date of the meeting All (100%) recommendations implemented against those made 	Copies of minutes
Meetings for administrative staff coordinated	<ul style="list-style-type: none"> The frequency of meetings Number of issues attended to 	<ul style="list-style-type: none"> Weekly All identified issues attended to 	Minutes of weekly meetings.

Staff meetings organised and coordinated	<ul style="list-style-type: none"> • The frequency of meetings held • Number of issues attended to 	<ul style="list-style-type: none"> • Minimum of two meetings per term • All identified issues attended to 	Minutes of meetings held
Meetings of prefectorate, School Council and Class Monitors held	<ul style="list-style-type: none"> • Frequency of meetings • Number of Issues identified and acted upon 	<ul style="list-style-type: none"> • Monthly • All identified issues acted upon 	Minutes of meetings held
Elections of prefectorate, school council and monitors held	<ul style="list-style-type: none"> • Frequency of holding democratic electoral process 	Annually	<ul style="list-style-type: none"> • A report on elections and list of prefects, school council members and monitors • Electoral guidelines in place

Human Resource Management Outputs

Schedules of duties prepared	<ul style="list-style-type: none"> • Percentage of support staff with schedules of duties • Degree of alignment of schedules of duties with the jobs of staff 	100% of staff availed with their schedules of duties by the beginning of the calendar year	Copy of approved schedules of duties on file
Performance agreements/forms signed	<ul style="list-style-type: none"> • Percentage of officers under direct supervision with performance agreements by 	<ul style="list-style-type: none"> • By 31st January • 100% 	Signed copies of performance agreements/forms

	<p>the stipulated date</p> <ul style="list-style-type: none"> Percentage of staff within the institution with performance agreements/plans by the stipulated date 		
Term/Semester performance reviews conducted	<ul style="list-style-type: none"> Number of staff appraised per term/semester against the total number of staff Proportion of staff appraised per term/semester within the target time 	100% of staff under direct supervision within one week after the end of the term/semester	Copies of termly/semester performance review forms
Performance assessments/appraisals conducted	Percentage of staff appraised	100% of staff under direct supervision within one week after the end of the term/semester	Copies of appraisal reports/forms
Staff attendance analyses prepared	Number of submissions made within the stipulated time	First day of the month after the end of the term/semester	Acknowledgement from HR/Responsible Officer
Teacher professional performance gaps identified	A training needs assessment report in place by agreed date	Termly/semester	Needs assessment report
2. TECHNICAL OUTPUTS			
Master timetable prepared and updated	<ul style="list-style-type: none"> Master/block timetable in place by stipulated date 	A month before beginning of Calender/Financial Year	Approved Copy of master timetable

	<ul style="list-style-type: none"> • Compliance to agreed standard of master/block timetable 	In accordance with standard set by authorised body e.g NCDC	
Duty rota prepared and approved	<ul style="list-style-type: none"> • A duty Rota in place by agreed date 	Two (2) weeks before the start of Term	Copy of the duty rota?
Periodical lesson attendance reports compiled	<ul style="list-style-type: none"> • Frequency of compiling lesson attendance reports 	Weekly	Weekly lesson attendance reports
Schemes of work prepared	<ul style="list-style-type: none"> • Number of schemes of work prepared against the subjects and classes taught • Degree of consistency of the scheme of work with the curriculum 	<ul style="list-style-type: none"> • A Scheme of work for each subject/class taught prepared within the first week of January • All (100%) schemes of work consistent with the curriculum 	Schemes of work
Lesson plans prepared and delivered	<ul style="list-style-type: none"> • lesson plans prepared for all lessons to be delivered • Feedback on lesson plans • Provision of Assessment for Learning (AfL) • Key questions to guide learning • The extent to which the lesson plans meet the curriculum guidelines, knowledge, 	100%	<ul style="list-style-type: none"> • Lesson attendance sheets • Summarised teacher attendance sheets • Lesson observation records

	skills and values		
	<ul style="list-style-type: none"> • Number of lessons taught per week 		
Lesson prepared and updated	<ul style="list-style-type: none"> • Alignment of lesson notes with topic and curriculum 	<ul style="list-style-type: none"> • For each lesson • Termly/ semester 	Record of updated lesson notes
Learning aids prepared	<ul style="list-style-type: none"> • Time interval between preparation of the training aids and the lesson • Activity plans 	At least one (1) day to the lesson	<ul style="list-style-type: none"> • Activity plans • Record of teaching/learning aids
Learners' attendance and behaviour record maintained	<ul style="list-style-type: none"> • A learners' attendance record in place 	<ul style="list-style-type: none"> • Daily attendance record for primary schools • Subject attendance per subject for secondary and tertiary institutions 	<ul style="list-style-type: none"> • Learners' attendance register/record • Learners' behaviour record maintained
Learners assessed and feedback provided	<ul style="list-style-type: none"> • Timeliness in providing feedback to learners and parents 	Assess the learners and provide feedback as per the assessment policy	<ul style="list-style-type: none"> • Learners' books and • Mark sheets • Reports on assessment
Learners' progress records maintained and updated	<ul style="list-style-type: none"> • Proportion of learners whose progress records were maintained per subject • Proportion of learners maintaining 	100%	<ul style="list-style-type: none"> • Progress records(teacher, learners personal progress tracking sheets/ files

	<ul style="list-style-type: none"> personal tracking sheets/ files Monthly report on learning 		<ul style="list-style-type: none"> Reports on learning per subject per class
Learners guided and counselled	<ul style="list-style-type: none"> Number of learners counselled Number of counselling sessions conducted 	Counsel all cases requiring counselling	<ul style="list-style-type: none"> Counselling register
Continuous professional development undertaken	<ul style="list-style-type: none"> Number of professional development activities undertaken 	<ul style="list-style-type: none"> At least one activity per term 	<ul style="list-style-type: none"> Certificates Reports
Co-curricular activities coordinated	<ul style="list-style-type: none"> Number of functional student clubs Frequency of Music, dance and drama 	<ul style="list-style-type: none"> At least six (6) functional clubs with at least one on each of the following areas: <ul style="list-style-type: none"> i. Patriotism ii. Environmental protection and awareness (woodlots, ban on <i>kavera</i>) iii. Greening (utilisation of energy, water, stationery, rain harvesting etc.) iv. Science v. HIV and AIDS vi. Entrepreneurship vii. Human rights Annual MDD competition 	<ul style="list-style-type: none"> Reports and photos of club activities Report on MDD competition Report and photos on games and sports competition

	<p>(MDD) competitions</p> <ul style="list-style-type: none"> • Number of games and sports programme and competitions • Number of co-curricular activities organised per term 	<ul style="list-style-type: none"> • At least five (5) games or sports held annually • All agreed Co-curricular activities timetabled and implemented 	
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EDUCATION SECTOR-SPECIFIC OUTPUTS FOR TEACHING STAFF IN INSTITUTIONS/SCHOOLS

3.GENERAL MANAGEMENT AND LEADERSHIP OUTPUTS			
Outputs	Performance Indicators	Targets	Means of Verification
Schemes of work prepared	<ul style="list-style-type: none"> • Number of schemes of work prepared against the subjects and classes taught • Degree of consistency of the scheme of work with the curriculum 	<ul style="list-style-type: none"> • All schemes of work for each subject/class taught prepared within the first week of January • All schemes of work consistent with the curriculum 	File/book of schemes of work
Lesson plans developed	<ul style="list-style-type: none"> • Number of lessons delivered for which lesson 	100%	File /book of lesson plans

	<p>plans were prepared</p> <ul style="list-style-type: none"> The extent to which the lesson plans meet the curriculum guidelines and requisite knowledge, skills and values 	<p>All (100%) lesson plans meet the curriculum guidelines and requisite knowledge, skills and values</p>	
Lesson notes prepared	<ul style="list-style-type: none"> Alignment of lesson notes with topic and curriculum 	<ul style="list-style-type: none"> For each lesson Termly/ semester 	Record of updated lesson notes
Teaching/Learning Aids prepared	<ul style="list-style-type: none"> Time interval between preparation of the training aids and the lesson Activity plans 	<p>At least one (1) day to the lesson</p>	<ul style="list-style-type: none"> Activity plans Record of teaching/learning aids
Lessons conducted	<ul style="list-style-type: none"> Number of periods/lessons taught per week Proportion of periods/lessons in a week that complied with the time duration and teaching methodology 	<p>To teach 100% of the minimum number of periods/lessons stipulated per week by the MoES for the minimum duration</p>	<ul style="list-style-type: none"> Lesson attendance sheets Summarised teacher attendance sheets
Learners' attendance record maintained	<ul style="list-style-type: none"> A learners' attendance record in place 	<ul style="list-style-type: none"> Daily attendance record for primary schools 	<ul style="list-style-type: none"> Learners' attendance Register/Record

	<ul style="list-style-type: none"> • A follow-up report of absent learners 	<ul style="list-style-type: none"> • Subject attendance per subject for Secondary and Tertiary Institutions 	<ul style="list-style-type: none"> • Record of follow-up of absentees
Learners assessed and feedback provided	<ul style="list-style-type: none"> • Number of assessments per subject • Timeliness in providing feedback • Number of reports on assessment 	All learners assessed as per the assessment policy	<ul style="list-style-type: none"> • Learners' books and mark sheets • Reports on assessment per subject per class
Learners' progress records maintained	<ul style="list-style-type: none"> • Proportion of learners whose progress records were maintained per subject • Proportion of learners maintaining personal tracking sheets/files • Monthly report on learning 	<ul style="list-style-type: none"> • 100% learners progress records maintained per subject • 100% learners maintain personal tracking sheets/files • Progress report prepared monthly 	<ul style="list-style-type: none"> • Progress records (teacher) • Learners' personal progress tracking sheets/files • Reports on learning per subject per class
Workbook/file maintained	A detailed workbook/file in place	To maintain a workbook/file	Copy of workbook/file
Learners guided and counselled	<ul style="list-style-type: none"> • Number of learners counselled • Number of counselling sessions conducted 	Counsel all cases requiring counselling	<ul style="list-style-type: none"> • Counselling register • Record of guidance per class

	<ul style="list-style-type: none"> • Number of guidance sessions for each class taught 		
Professional development activities undertaken	<ul style="list-style-type: none"> • Number of professional development activities undertaken 	<ul style="list-style-type: none"> • At least one (1) activity per annum 	<ul style="list-style-type: none"> • Certificates • Reports
Co-curricular activities implemented	<ul style="list-style-type: none"> • Number of co-curricular activities organised per term/semester • Number of co-curricular activities attended 	<ul style="list-style-type: none"> • At least one co-curricular activity per term/semester • Every teacher participating in at least one co-curricular activity 	Record of co-curricular activities

ANNEX 4 (A): TEACHER LESSON ATTENDANCE REGISTER FOR SCHOOLS

Introduction

- (a) This form should be completed by the Class Monitor/Leader with the knowledge of the teachers.
- (b) The form should be submitted to the Deputy Head of the School to complete the weekly analysis section.
- (c) For lower primary, the Class Teacher should fill the tool.
- (d) The Deputy Head of School should then submit the completed form to the Head of School.
- (e) After taking all the necessary action, the Head of School should file all the forms so that they are available when needed.

School.....

Class.....Year...Term/Semester.....Dates: From Monday.....to Friday.....

Lesson	Teacher	Time In	Time Out	Assignment
Monday				
Tuesday				
Wednesday				

Thursday				
Friday				

NB: The Class Monitor is expected to mark Yes/No if assignment is given or not.

Class Monitor's Name.....Signature.....Date.....

Remarks by the Deputy Head of School:

.....
.....
.....

WEEKLY ATTENDANCE ANALYSIS

Monday		
No.	Teacher Absent	Reason
Tuesday		

Wednesday		
Thursday		
Friday		

Summary:

Total Number of Teachers Absent	
Absent with Permission	
Absent without Permission	
Lessons Taught	
Lessons not Taught	

Submitted by Deputy Head of School/Institution:

SignatureName.....Date.....

Confirmed by Head of School:

SignatureName.....Date.....

ANNEX 4(B): LESSON ATTENDANCE FORM TERTIARY INSTITUTIONS

Preamble

In completing this form, the total number of lessons should exclude public holidays and the lessons recovered should not be counted as lessons missed.

Name of Teacher/Tutor/Lecturer/Instructor.....

Year:.....

Term/Semester	Number of Lessons to be Taught	Actual Number of Lessons Taught	Percentage of Lessons Taught	Remarks
Term/Semester 1				
Term/Semester 2				
Term/Semester 3				
Total				

ANNEX 5: WEEKLY LESSON RECOVERY SCHEDULE

School/Institution.....

Class.....Year.....Term/Semester.....Week.....Dates: From Monday...to Friday...

LESSONS MISSED						LESSONS RECOVERED			LESSONS NOT RECOVERED	
No	Teacher	Reg. No	Date	Subject	Number of Lessons	Date	Week	Time	No. of Lessons not Recovered	Teacher's Sign.
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
Total Number of Lessons Missed						Total Number of Lessons Recovered			Total Number of Lessons not Recovered	

Maintained and Confirmed by Deputy Head of Institution:

Name.....Date.....Signature.....

Verified by Head of Institution:

Name.....Date.....Signature.....

ANNEX 6: LESSON OBSERVATION FORM FOR HEADS OF SCHOOLS AND INSTITUTIONS

Assessment criteria:
<p>Use a four-scale rating to judge performance against each Standard i.e 4-Very Good (95% and above) 3-Good(75% and above), 2-Fair(55 and above) and 1-Poor 55 and below which require immediate remedial action)</p> <p>(a) The overall rating for each teaching standard should be arrived at by adding the total scored per teaching standard and dividing with the total scores expected per standard multiplied by 100.</p> <p>(b) The overall rating for the entire teaching standard should be the sum of the overall scores of each standard divided by the overall total multiplied by 100.</p> <p>(c) Do not score beyond the range given .</p>

Name of the School /Institution:			
Teacher's Name		Observer's Name	
Class	Learners Present	Time: Date:	Subject: Topic:
Lesson Topic:			
Teaching Standard.	Issues to Observe	Record observations and evidence	Score
1.Teaching Preparation	Scheme of work linked to the curriculum and up to date with clear learning outcomes/objectives, references, teaching methods. Scoring range (0-5)		

	Lesson plans are linked to the scheme of work, Clear lesson structure, Variety of teaching methods that are learner centred described and appropriate Instructional materials for the topic. Scoring range (0-5)		
	Lesson notes are clear, organised and detailed and linked to the lesson plan scoring range (0 - 5)		
	Teacher record of work is up to date and Lesson recovery plans in place in case of missed lessons. scoring range(0-5)		
Overall rating for Teaching Preparation			
2.Lesson Delivery	Review of earlier learning done at the beginning of the lesson scoring range (0-1)		
	Range and suitability of the teaching methods which includes application of practical skills scoring range (0-5)		
	Appropriateness and effective use of instructional materials scoring range (0-3)		
	Adequate detail, sequencing and accurate knowledge of subject matter and use of relevant examples and illustrations . scoring range (0-5)		
	Pace of learning and use of time well managed. lesson begins and ends on time scoring range (0-3)		

	Lesson conclusion, clear summary, extended learning through homework/projects/assignments scoring range (0-3)		
Overall rating for the Teaching Standard for Lesson Delivery			
3.Student Engagement and Gender Inclusivity	Questioning technique is varied, clear, appropriate and provoking. scoring range (0-5)		
	Walked through the room to attend to groups or individuals and providing corrective feedback scoring range (0-5)		
	Praised or complemented learners did not use harsh language or corporal punishment but rather motivated all learners with different abilities to participate. Scoring range (0-5)		
	Balanced opportunities for girls, boys and learners with special needs scoring range (0-3)		
	All learners participate meaningfully in the lesson (0-2)		
Overall rating for the Teaching Standard on Student Engagement and Gender Inclusivity			
4. Leaner Assessment and Feedback	Teacher evaluates behavior, knowledge, skills, values and attitudes during the teaching process 0-5		
	Learners receive clear and timely feedback on their progress and results are used to support learners and set targets (0-5)		

	Learners work are regularly marked and supportive comments given (0-5)		
	Assignment/homework/projects are given regularly and marked in time (0-5)		
Overall Rating for the Teaching Standards- Learner Assessment and Feedback			
Overall Rating for all the Teaching Standards			
Teacher's Signature and Name 		Observer's Signature and Name 	

TEACHER FEED BACK REPORT (Teacher's copy)

DATE -----NAME OF TEACHER -----

SCHOOL-----CLASS -----SUBJECT OBSERVED-----

Strengths

-----Areas that require improvement

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.....

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.....

.....

Recommendations

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.....

Name and Signature of Teacher

.....

Name and signature of Headteacher

.....

ANNEX 7: ANNUAL PERFORMANCE REPORT/ASSESSMENT FORM FOR STAFF IN SALARY SCALE U2 AND ABOVE



THE REPUBLIC OF UGANDA

FINANCIAL YEAR.....

PUBLIC OFFICER'S PERFORMANCE REPORT/ASSESSMENT

PREAMBLE

At the end of the Financial Year, the Public Officer and the immediate Supervisor will meet to discuss and determine the level of achievement against the agreed Outputs and Targets. The assessment of the Outputs should be reflected as Performance Levels which shall be defined as follows; **Excellent 5, Very Good 4, Good 3, Fair 2 and Poor 1.**

The Public Officer and the immediate supervisor are advised to read the detailed guideline Before completing the Performance Report

SECTION A: PERSONAL PARTICULARS

<i>Name of the Officer</i>	
<i>Name of Ministry or Department or Local Government</i>	
<i>Name and Designation of the Supervisor</i>	

ASSESSMENT CRITERIA

a) The following Assessment Criteria will be used:

- i) **Excellent (5):** Has exceeded the agreed Targets and has consistently produced results of excellent quality and demonstrated a high level of productivity and timeliness. The Officer is a model of excellence in terms of the results achieved and the means by which they are achieved.
- ii) **Very good (4):** Has achieved all the agreed Outputs in line with the agreed Targets and has consistently met the expectations for the Outputs achieved and the means by which they were achieved.
- iii) **Good (3):** Has achieved most, but not all the agreed Outputs in line with the agreed Targets, and there is no supporting rationale for not meeting the other commitments.
- iv) **Fair (2):** Has achieved minimal Outputs in line with the agreed Targets and without a supporting rationale for inability to meet the commitments.
- v) **Poor (1):** Has not achieved most of the agreed Targets and without supporting rationale for not achieving them.

b) Overall Assessment of Performance

The overall assessment of Performance shall be derived by adding the scores for each section and the total divided by 3. The average of the scores obtained shall be the **Overall Assessment**.

SECTION B: KEY OUTPUTS AND TARGETS

SUB-SECTION B1: TECHNICAL OUTPUTS OF THE PUBLIC OFFICER

In this Sub-section, the Public Officer will be assessed on the key Outputs which were agreed upon at the beginning of the Financial Year.

Key Outputs	Key Targets	Actual Achievement	Score	Remarks
Average score for sub section B1				

SUB-SECTION B2: FINANCIAL, ASSETS AND HUMAN RESOURCE MANAGEMENT
--

In this Sub section the Public Officer will be assessed based on the Financial, Human Resource and Assets Management Outputs and Targets as set out at the beginning of the Financial Year.

	Outputs	Targets	Actual Achievement	Score	Remarks
Financial Mgt					
Human Resource Mgt					
Assets Mgt					
Average score for sub section B2					

SUB-SECTION B3: CROSS- CUTTING INITIATIVES AND INNOVATION
--

In this Sub -section the Public Officer will be assessed on the achievements on the Cross-Cutting Initiatives during the year as agreed at the beginning of the Financial Year e.g., in areas of Good Governance, HIV/AIDs, Gender and Environmental Concerns, and at least one Innovation.

Initiative and Innovation	Output	Target	Actual Achievement	Score	Remarks
Initiative or Innovation					
Cross Cutting Issues HIV/AIDs, Genders and Environment					
Sub section B3					

SECTION C: OVERALL ASSESSMENT OF PERFORMANCE

The Overall Assessment of Performance shall be derived by adding the scores for each section. The average of the scores obtained shall be the ***Overall Assessment***

	Section B1	Section B2	Section B3
Total Score			
Rating for overall Performance			

SECTION D: PERFORMANCE IMPROVEMENT PLAN

In cases where desired Performance has not been achieved, a Plan for Improvement should be agreed upon between the Appraisee and Supervisor.

Identified Performance Gap	Immediate support offered to improve Performance	Agreed Action	Time Frame

SECTION E: SIGNATURES

In this section, the Public Officer and the immediate Supervisor will comment and sign this Report.

a) Comments by the Officer (Public Officer)

.....
.....

Name: Signature: Date:

b) Comments by the Immediate Supervisor

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.....
.....

Name: Signature: Date:

c) Comments by Supervisor of the Supervisor:

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.....
.....

Name: Signature: Date:

d) Comments by the Responsible Officer

.....
.....
.....

Name:.....Signature:.....Date:.....

ANNEX 8: PS FORM 5



REPUBLIC OF UGANDA

STAFF PERFORMANCE APPRAISAL FORM FOR THE PUBLIC SERVICE

Uganda Government Standing Orders Section A-e

Preamble

Staff Performance Appraisal is part of the Performance Management System for the Public Service of Uganda. It is used as a management tool for establishing the extent to which set targets within overall goals of the organisation are achieved. Through staff performance appraisal, performance gaps and development needs of an individual employee are identified. The appraisal process offers an opportunity to the Appraisee and Appraiser to dialogue and obtain feedback on performance. This, therefore, calls for a participatory approach to the appraisal process and consistency in the use of guidelines by all Public Officers in filling the form.

The Appraiser and Appraisee are, therefore, advised to read the detailed guidelines before filling this form.¹

Period of Assessment:

From

DD
<input type="text"/>

MM
<input type="text"/>

YY
<input type="text"/>

 To

DD
<input type="text"/>

MM
<input type="text"/>

YY
<input type="text"/>

SECTION A: PERSONAL INFORMATION (To be filled by the Appraisee)

Name of the Appraisee

Date of Birth

DD
<input type="text"/>

MM
<input type="text"/>

YY
<input type="text"/>

Job Title/Rank..... Salary scale

Date of present appointment

DD
<input type="text"/>

MM
<input type="text"/>

YY
<input type="text"/>

¹ Every Public Officer should be provided with a copy of the staff performance appraisal guidelines, which is also available on the Ministry website: www.publicservice.go.ug

Terms of employment (Probation, Permanent, Contract).....

Name of the Appraiser

Job Title/Rank.....Salary scale

Ministry/ Department/ Local Government/Institution

Department.....Division.....

SECTION B: ASSESSMENT OF THE LEVEL OF ACHIEVEMENT

This section should be filled by both the Appraiser and the Appraisee. At the beginning of each assessment period, the Appraiser and Appraisee will agree on the key outputs for the assessment period. The means by which performance shall be measured (performance indicators) and the minimum level of performance (performance targets) for each output shall be agreed upon. If in the course of the assessment period other activities are assigned to the Appraisee, the outputs related to the new activities should be agreed upon and included immediately or at least before the end of the assessment period. It is recommended that the maximum number of outputs for each assessment period should not exceed 10.

At the end of the assessment period, an appraisal meeting should be conducted by the Appraiser. The Appraisee completes part B (1), before the appraisal meeting, by indicating the key outputs, performance indicators and targets agreed upon in the performance plan at the beginning of the assessment period. The Appraiser should complete part B (2), after the appraisal meeting. The assessment should reflect the jointly agreed position.

The assessment of the individual outputs shall be reflected as a performance level under section B(2), and this will be supported by relevant comments on performance under the same section. The performance levels shall be described as Excellent, Very Good, Good, Fair and Poor. In order to quantify the assessment, the performance levels shall be awarded scores, namely 5 for Excellent; 4 for Very Good; 3 for Good; 2 for Fair; and 1 for Poor. Right after the table below is a detailed description of the performance levels.

B(1) Agreed Key Outputs, Performance Indicators and Targets			B(2) Agreed Assessment of Performance between the Appraiser and the Appraisee	
Key Outputs	Performance Indicators (How results will be measured)	Performance targets (An agreed minimum level of performance)	Performance Level	Comments on Performance

Definition of the Performance Levels

Excellent (5): The Appraisee has exceeded the agreed targets and has consistently produced results of excellent quality and demonstrated a high level of productivity and timeliness. The Appraisee is a model of excellence in both the results achieved and the means by which they are achieved.

Very good (4): The Appraisee achieved all the agreed outputs in line with the agreed targets. The Appraisee consistently meets expectations for the outputs achieved and the means by which they are achieved.

Good (3): The Appraisee achieved most, but not all, the agreed outputs in line with the agreed targets, and there is no supporting rationale for not meeting the other commitments.

Fair (2): The Appraisee has achieved minimal outputs in line with the agreed targets and without a supporting rationale for inability to meet the commitments.

Poor (1): The Appraisee has not achieved most of the agreed targets and without a supporting rationale for not achieving them.

Overall Assessment of Performance

Overall assessment of performance should be derived by adding the scores at each performance level and the total divided by the total number of outputs. The average of the scores obtained shall be the overall assessment.

Overall Performance Level	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Tick the relevant box					

SECTION C: ASSESSMENT OF CORE COMPETENCIES

This section should be filled by the Appraiser after joint discussions between the Appraiser and the Appraisee. The assessment will help establish any areas where some training or development is necessary. The Appraisee should be rated only in areas which are relevant to his/her job. The maximum points per competence are 5, where 5 is for Excellent; followed by 4 – Very Good; 3 – Good; 2 – Fair; 1 – Poor; and N/A – Not Applicable. The Appraiser should give work-related examples under comments, to justify their rating.

COMPETENCE	ASSESSMENT Performance level attained (Please tick)						COMMENTS
	5	4	3	2	1	N/A	

Professional knowledge/skills Draws on own experience, knowledge and expertise to demonstrate good judgement; relates professional knowledge to work.							
Planning, organising and coordinating Prioritises own work; develops and implements plans; rationally allocates resources; builds group capacity for effective planning and executing of work; has ability to meet deadlines.							
Leadership Keeps people informed; models and encourages personal accountability; uses power and authority fairly; demonstrates credible leadership, champions new initiatives; reinforces and communicates a compelling vision for change.							
Decision Making Makes logical analysis of relevant information and factors; develops appropriate solutions and takes action; generates ideas that provide new insight; provides reasons for decision or actions, is objective.							
Teamwork Works cooperatively and collaboratively; builds strong teams; shares information and develops processes to improve the efficiency of the team.							
Initiative Shows persistence by addressing current problems; acts proactively, plans for the future and implements comprehensive plans. Is open to new ideas; curious about and actively explores new possibilities; identifies how to create more value for customers; takes action on innovative ideas and champions innovation.							
Communication Actively listens and speaks respectfully; seeks to send clear oral and written messages; understands the impact of messages on others.							

Result Orientation Takes up duty willingly and produces results.							
Integrity Communicates values to others, monitors own actions for consistency with values and beliefs, takes pride in being trustworthy; is open and honest and provides quality services without the need for inducements.							
Human Resource Management Works effectively with people to achieve organisational goals. Motivates the supervisees, focuses on the knowledge, skills and attitudes and the general work environment that affects their efficiency and effectiveness. Trains, mentors, coaches, inspires, motivates the supervisees, delegates effectively and is able to build a strong working team.							
Financial Management Knows the basic financial policies and procedures; familiar with the overall financial management processes.							
Management of Other Resources (Equipment & Facilities) Effectively and efficiently uses resources to accomplish tasks.							
Time Management Always in time and accomplishes tasks in the time required and maximises the use of time to achieve set targets.							
Customer Care Responds well and attends to clients. Reflects a good image of the Public Service.							
Loyalty Complies with lawful instructions of supervisor and is able to provide ongoing support to supervisors.							

Any other relevant competence							
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SECTION D: ACTION PLAN TO IMPROVE PERFORMANCE

The action plan shall be jointly agreed during the performance appraisal meeting, taking into consideration the Appraisee's required job competences and the identified performance gaps.

The action plan to improve performance may include: Training, coaching, mentoring, attachment, job rotation, counselling and/or the provision of other facilities and resources.

Where the plan(s) involves formal training of the Appraisee, the record should be forwarded to the Training Committee.

Performance Gap	Agreed Action	Time frame

SECTION E: COMMENTS, RECOMMENDATIONS (IF ANY) AND SIGNATURES

This section is to be completed by the Appraisee, the Appraiser and the countersigning officers. It is a confirmation that the appraisal meeting took place and that there was agreement, or if there was disagreement, it was resolved. It is also confirmation that the action plan to improve performance was discussed and agreed upon. The Appraisee/Appraiser/countersigning officer should use this section to comment about the job, career and any other relevant information.

COMMENTS OF THE APPRAISEE

Signature	DD	MM	YY								
.....	<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td></tr></table>			<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				
.....											
.....											
.....											

COMMENTS OF THE APPRAISER

.....
.....
.....
.....

Signature

DD	

MM	

YY			

COMMENTS OF THE COUNTERSIGNING OFFICER/SUPERVISOR OF APPRAISER

.....
.....
.....
.....

Name of Countersigning Officer
Job Title

Signature

DD	

MM	

YY			

COMMENTS OF THE RESPONSIBLE OFFICER

.....
.....
.....

Name

Job Title

Signature

DD	

MM	

YY			

ANNEX 9: TERM/SEMESTER PERFORMANCE AGREEMENT TARGETS PROGRESS REPORT FOR HEADS OF SCHOOLS/INSTITUTIONS

SCHOOL/INSTITUTION.....

DISTRICT.....

TERM/SEMESTER.....YEAR.....

No	TARGET	ACTUAL ACHIEVEMENT	VARIANCE	CAUSE VARIANCE	OF	SUGGESTED INTERVENTION(S)
1.						
2.						
3.						
4.						
5.						
6.						
7.						

8.					
9.					
10					

Name of Head of Institution.....Sign.....Date.....

Received By.....Designation.....Sign.....Date.....

**ANNEX 10: TERM/SEMESTER PERFORMANCE AGREEMENT TARGET PROGRESS REPORT FOR DEPUTY
HEADS OF SCHOOL/INSTITUTIONS**

SCHOOL/INSTITUTION.....

DISTRICT.....

TERM/SEMESTER.....**YEAR**.....

No	TARGET	ACTUAL ACHIEVEMENT	VARIANCE	CAUSE VARIANCE	OF	SUGGESTED INTERVENTION(S)
1.						
2.						
3.						
4.						
5.						
6.						
7.						

8.					
9.					
10					

Name of Deputy Head of Institution.....Sign.....Date.....

Received By.....Designation.....Sign.....Date.....

ANNEX 11: TEMPLATE FOR TERM/SEMESTER PERFORMANCE ASSESSMENT

Period of Assessment.....To.....

Term/Semester.....Year.....

..

Name of Appraisee.....

Name of Appraiser.....

No.	Output	Performance Indicators	Targets	Progress	Areas for Improvement
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					

Signature of Appraisee.....Date.....

Signature of Appraiser.....Date.....

ANNEX 12: TEACHER SUPPORT AND PROFESSIONAL DEVELOPMENT PLANNING

Review the performance progress of the term/semester, identify performance gaps and generate a teacher support and professional development plan to be implemented during the following term/semester.

Performance Gaps	Recommended Support/Development Activities	Achievements	Remarks
<u>Term/Semester 1:</u>			
<u>Term/Semester 2:</u>			
<u>Term3:</u>			

Signature of the Appraiser.....

Signature of the Appraisee.....

ANNEX 13: ANNUAL PERFORMANCE AGREEMENT TARGET PROGRESS REPORT FOR HEADS OF SCHOOLS/INSTITUTIONS

SCHOOL/INSTITUTION.....

DISTRICT.....

YEAR.....

No	TARGET	ACTUAL ACHIEVEMENT	VARIANCE	CAUSE VARIANCE	OF	SUGGESTED INTERVENTION(S)
1.						
2.						
3.						
4.						
5.						
6.						

7.					
8.					
9.					
10					

Name of Head of Institution.....Sign.....Date.....

Received

By.....Designation.....Sign.....Date.....

ANNEX 14: ANNUAL PERFORMANCE AGREEMENT TARGET PROGRESS REPORT FOR DEPUTY HEADS OF INSTITUTIONS

INSTITUTION.....

DISTRICT.....

YEAR.....

No	TARGET	ACTUAL ACHIEVEMENT	VARIANCE	CAUSE VARIANCE	OF	SUGGESTED INTERVENTION(S)
1.						
2.						
3.						
4.						
7.						
8.						
9.						
10						

Name of Deputy Head of Institution.....Sign.....Date.....

Received By.....Designation.....Sign.....Date.....

APPENDIX 15: TEMPLATE FOR THE PERFORMANCE IMPROVEMENT PLAN

Performance Gap	Agreed Action	Timeframe

ANNEX 16 (A): SYNTHESISED/SUMMARISED REPORT FOR STAFF ON PERFORMANCE AGREEMENTS

Name of Institution..... FY/Calendar Year.....

Number of Departments

Number of Officers in U1 & U2 (Not Acting/ Heads of Department or Heads of Department)

Number of Town Councils (for LGs).....

Number of Sub Counties (for LGs).....

SN	Name	Title	Department	Gender	Assessment					Remarks
					Technical Outputs	Financial, and HR Outputs	Assets Management	Cross-Cutting issues	Overall rating	

Observations and Recommendations

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Name of Responsible Officer..... Signature and date

ANNEX 16 (B): SYNTHESISED/SUMMARISED REPORT FOR STAFF ON OPEN PERFORMANCE APPRAISAL

Name of Institution..... FY/Calender Year

Total Number of Officers

SN	Name	Title	Department	Gender	Date of Assessment	Overall Score	Comments

Number of Officers not assessed.....

	Name	Title	Department	Gender	Reasons for non-assessment	Action taken by Responsible Officer

Observations and Recommendations

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.....

Name of Responsible Officer.....

Signature

Date.....



“Performance Management should focus on strengths and help employees develop these, rather than weaknesses”