



MINISTRY OF EDUCATION
[For Teaching Positions Only]
PERFORMANCE ASSESSMENT AND DEVELOPMENT FORM

SECTION I

STAFF-IN-CONFIDENCE

| | | |
|---|--|--|
| FULL NAME: Surname/Family Name First: | | TPF/EDP No: Salary: |
| Date of Birth: | Date of Joining Government Service: | Date of Appointment to Permanent Establishment: |
| QUALIFICATIONS: (Include teacher training and/or service examinations) | | |
| School/College/Section/Department | District: | Date of Appointment to Substantive Post: |
| Substantive Post: | | Grade: |
| Reporting Officer (Name & Title) | | Report for Year: |

CONFIDENTIALITY

This is a restricted document, which will be seen only by a few senior officers and the incumbent. Please state the facts clearly and correctly and do not hesitate to express your views frankly.

PROCESS

Both the incumbent and their Reporting Officer should complete the relevant sections of this form prior to formal review. The information should then be combined into a single form during the review.

ACTING POSITIONS

Where an incumbent has been acting, a separate form should be completed.

TIMING

A formal review will be held once a year and informal reviews should be held on a term basis.

GRADING OF PERFORMANCE OF DUTIES DURING PERIOD COVERED BY THIS REPORT

Officers who have met or exceeded performance expectations should be given one of the following ratings:

- (5) – Objectives met beyond expectations;
- (4) – Objectives met above expectations;
- (3) – Objectives met to expectation

Officers who have not fully met expectations should be given the following ratings:

- (2) – Objectives partially completes;
- (1) – Objectives not achieved

SECTION II

OBJECTIVE RATINGS

Instructions to the Reporting Officer

- 1) Review the latest copy of the incumbent's position description
- 2) Assess the degree to which the objectives (based on principal accountabilities) have been met using the assessment key provided.
- 3) Discuss the report with the incumbent so that the officer can continue to develop and strengthen his/her performance and contribute effectively to the overall aims of the school or college or section.

| No. | PRINCIPAL ACCOUNTABILITIES [Goals] | OBJECTIVES (Performance Indicators include timing and quantity) | SELF | REPORTING OFFICER | AGREED | COMMENTS |
|-----|---|--|------|-------------------|--------|----------|
| 1. | PLANNING AND PROGRAMMING Plans a comprehensive teaching and learning program including homework and assessment components within the framework and guidelines set by the school and the Ministry of Education | Plans and prepares annual work program in consultation with other officers e.g. HOD/ Assistant HT/ Ets, by the end of the second week of Term 1. | | | | |
| | | Plans and prepares homework and assessment program for the class by the end of the third week of the term. | | | | |
| 2. | CLASSROOM MANAGEMENT Establishes and maintains a classroom environment conducive to positive student learning. | Takes timely action to ensure that student's learning environment is prepared and adequate learning resources provided in all lessons. | | | | |
| | | Maintains classroom discipline based on respect and understanding at all times. | | | | |

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| | | Keeps a clear record of resources used and shows responsibility in the care and maintenance of these resources entrusted in his/her care. | | | | |
| 3. | CONTROLLING, REGULATING AND REPORTING Monitors students' performance and prepares meaningful reports for dissemination to parents and guardians. | Uses appropriate measuring instruments to assess required knowledge, skill and attitude of students. | | | | |
| | | Is up-to-date with setting, marking and communicating assessment results to students. | | | | |
| | | Maintains clear student records. | | | | |
| | | Prepares and disseminates meaningful reports to parents and guardians in accordance with the timing and procedures laid down by the principal. | | | | |
| 4. | RELATIONSHIP Contributes to a positive team culture that facilitates the fulfillment of school goals. | Is punctual with work and attendance at all times. | | | | |
| | | Actively participates in meeting in class/departments/school or extra-curricular groups. | | | | |
| | | Provides professional support to other staff when required. | | | | |

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| 5. | TEACHING RESPONSIBILITIES Implements effectively that proportion of the school curriculum for which he/she is responsible by using pedagogical skills and a thorough understanding of subject matter. | Prepares work plans/ work books including scheme of works for primary teachers on subject he/she teaches on a weekly basis and lesson plans on a daily basis. | | | | |
| | | Covers the syllabus of subject taught in accordance with time allocation in the work plan. | | | | |
| | | Uses appropriate teaching techniques in lessons taught. | | | | |
| | | Displays a thorough knowledge of subject content in all lessons. | | | | |
| | | Uses relevant learning materials that are up-to-date and makes these readily available to students. | | | | |
| | | Continuously develops own supply of teaching resources. | | | | |
| 6. | WHOLE SCHOOL RESPONSIBILITIES Ensures that a healthy, safe and supportive environment for teaching and learning exists in the day school and the hostel [where applicable]. | Checks on the cleanliness, maintenance and safety of buildings and grounds twice daily when on duty and documents observations. | | | | |
| | | Takes immediate action to address situations where the above standards are being compromised. | | | | |

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|-----------------------------------|---|--|----------------------------------|--|--|--|
| 7. | STUDENT NEEDS Ensures equal participation of students in the learning process by eliminating discrimination and harassment. | Takes timely action to address any case of discrimination and harassment between and among students. | | | | |
| 8. | BEHAVIOURAL MANAGEMENT Ensures the observance of the appropriate code of conduct by students. | Takes timely action on cases of student misbehavior | | | | |
| | | Continuously reinforces to students the importance of basic human values and good citizenship | | | | |
| TOTAL RATINGS | | | | | | |
| ASSESSMENT (A): | | RATINGS | OVERALL ASSESSMENT RATING | | | |
| Objectives met beyond expectation | | 5 | | | | |
| Objectives met above expectation | | 4 | | | | |
| Objectives met to expectation | | 3 | | | | |
| Objectives partially completed | | 2 | | | | |
| Objectives not achieved | | 1 | | | | |

SECTION III

REPORT ON QUALITIES AND PERFORMANCE OF DUTIES

Instructions to the Reporting Officer

Listed below are eight factors important to performance on the job. For each factor five statements are given. Carefully read each of the statements listed for the first factor, then choose the statement that you believe best describes the officer being assessed. Tick the box to the right of the chosen statement. Repeat this procedure for each of the factors.

| | COMPETENCY | Rating | Self | Reporting Officer | Agreed |
|---|--|---|--|--|--|
| 1 | INITIATIVE AND RESOURCEFULNESS <ul style="list-style-type: none"> • Has many ideas; can always be counted on to provide a new approach • Has more imagination than most in this job classification and type of work; frequently thinks of new ways of doing things • Comes up with something new now and then • Something of a routine worker, who only infrequently contributes something new • Definitely not imaginative; waits for others to furnish the ideas | 5 4 3 2 1 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2 | JUDGEMENT <ul style="list-style-type: none"> • Almost invariably reaches correct conclusions even in the most difficult problems • Can discriminate between relevant and irrelevant details to reach generally sound conclusions • Makes an average amount of errors of judgment • Finds it quite difficult to analyze a variety of facts to reach a sound conclusion. Often makes poor decisions. • Very erratic in his/her ability to reach a logical conclusion | 5 4 3 2 1 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3 | COMMUNICATION <ul style="list-style-type: none"> • Unusual clarity and facility of expression • Shows organization and consistency in expression of ideas • Express himself/herself without difficulty • Ability to express himself/herself is somewhat limited • Vague and ambiguous in expression of ideas | 5 4 3 2 1 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| | | | |
|---|---|--|--|
| 4 | <p>ATTITUDE</p> <ul style="list-style-type: none"> • Outstanding interest; welcomes constructive criticism; always cooperative 5 • Highly satisfactory, cooperative; accepts policy and criticism without resentment 4 • Satisfactory interest; cooperates; occasionally becomes indifferent or careless 3 • Little interest in job; frequently uncooperative or unpleasant; resents instruction 2 • No interest in job; cooperates only when forced; resents criticism or authority; sometimes hostile or rude 1 | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5 | <p>PUNCTUALITY AND ATTENDANCE</p> <ul style="list-style-type: none"> • Extremely conscientious about his/her attendance and punctuality 5 • Makes a point of always trying to be on the job and on time 4 • Usually makes sure that his/her breaks or leave do not inconvenience the rest of the staff 3 • Takes allotted amount of time for breaks; request leave in advance but not particularly concerned about the effect of his/her being on leave will have on others 2 • Takes longer or more frequent breaks than most; tends to take advantage of leave privileges 1 | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6 | <p>INTERPERSONAL COMMUNICATION</p> <ul style="list-style-type: none"> • Does an outstanding job of human interaction in the work group as well as with the public 5 • Co-operative and able to work well with others so as to accomplish a joint effort, creates a favorable impression 4 • Usually friendly and courteous 3 • Impersonal, stays aloof from others 2 • Creates bad impression, almost always unfriendly. Unwilling to cooperate with co-workers or supervisor 1 | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| | | | |
|---|---|--|--|
| 7 | <p>FLEXIBILITY</p> <ul style="list-style-type: none"> • Ability to adapt as required of a situation change and changing or easily accepting changes; adapts department's goals to suit the short and long term goals of the Ministry 5 • Flexibly applies rules and procedures; able to change own behaviour to suit the situation 4 • Recognises the validity of others viewpoints 3 • Unable to adapt and work effectively within a variety of situations with various individuals or groups 2 • Stubbornly sticks to own opinion 1 | | |
| 8 | <p>COMMITMENT TO PUBLIC SERVICE VALUES</p> <ul style="list-style-type: none"> • Exercises leadership by setting a good example through personal conduct in the community; works to be seen as a respectable, upright public servant; promotes public service values and ethics to colleagues; assists colleagues to align with values and takes action on violation 5 • Identifies situation of potential conflict of interest or negative public perception; acts to prevent situation arising; maintains political neutrality 4 • Follows the code of conduct; maintains confidentiality; is not open to corruption 3 • Lacks professionalism and integrity; does not respect the rights of colleagues and public 2 • Does not perform duties honestly and impartially; does not perform in an efficient or competent manner 1 | | |
| TOTAL OF AGREED RATINGS | | | |
| <p>AGGREGATE COMPETENCY RATING (this is arrived at by totaling all of the ratings in the AGREED Column and dividing it by the total number of competencies i.e. 8). Overall rating to be transferred to <u>Section V on page 10.</u></p> | | | |

SECTION IV

INDIVIDUAL COMMENTS

Outline the actions taken by your Reporting Officer that helped you perform during the year. What could have the Reporting Officer done to be more supportive?

REPORTING OFFICER'S COMMENTS

Consider the incumbent's performance over the year. What are some of the **highlights** and **achievements**? What difficulties did the incumbent encounter? What could the management have done to improve his/her performance?

COUNTERSIGNING OFFICER'S COMMENTS

Consider the incumbent's performance over the year. What are some of the **highlights** and **achievements**? What difficulties did the incumbent encounter? What could the incumbent have done to improve his/her performance?

SECTION V - COMPETENCY RATING

| | | | | |
|--------------------------------|---|---------------------------------|---|---------------------------|
| Average Rating from Section II | + | Average Rating from Section III | = | Overall Assessment Rating |
| <input type="text"/> | + | <input type="text"/> | = | <input type="text"/> |

SECTION VI - TRAINING NEEDS AND DEVELOPMENT

| Select | Tick | Areas [if yes] Individual, Occupational, Organizational Needs |
|--------|------|--|
| YES | | |
| NO | | |

SECTION VII - PERFORMANCE LEVEL

The reporting officer is to place a tick in the appropriate box to indicate as to whether the employee is fitted for promotion or not.

| | | |
|--------------|-----------------------------|--|
| Rating 9- 10 | Highly fitted for promotion | |
| Rating 8 | Well fitted for promotion | |
| Rating 6 - 7 | Fitted for promotion | |
| Rating 2 - 5 | Not fitted for promotion | |

* **This judgment is not to be based solely on the overall assessment rating achieved by the employee for that year. Factors such as the employee’s history of performance in the grade, qualifications and experience should also be taken into consideration.**

Regulation 5 (3) of the Public Service (General) Regulations, 1999, provide the appointment and promotion criteria as follows:

The following work related qualities may be taken into account in making an assessment referred to in sub regulation (2)

- (a) skills and abilities;
- (b) qualifications, training and competencies;
- (c) standard of work performance;
- (d) capacity to perform at the level required;
- (e) demonstrated potential for further development;
- (f) ability to contribute to team performance.

SECTION VIII - ENDORSEMENT

i) Employee

Signature of Incumbent: _____ Date: _____

ii) Reporting Officer

Signature of Reporting Officer: _____ Date: _____

Name of Reporting Officer: _____

Designation: _____

iii) Countersigning Officer

Signature of Countersigning Officer: _____ Date: _____

Name of Countersigning Officer: _____

Designation: _____