

PERTH AND KINROSS COUNCIL
JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF
LOCAL AGREEMENT

A Practical Guide to Managing Teacher Competence

In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of the Council and the recognised unions that this agreement is a binding local agreement effective from 29 April 2008. This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

John Fyffe, Executive Director (Education & Children's Services), on behalf of
Perth and Kinross Council:

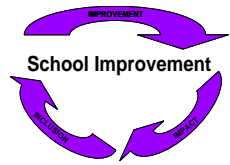
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Douglas Stewart (EIS), on behalf of Teachers' Trade Unions:

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Perth and Kinross Council Education and Children's Services



A Practical Guide to Managing Teacher Competence

Introduction

Within Perth and Kinross Council the Human Resources Strategy outlines ambitions to invest in and develop a highly trained and innovative workforce.

The Strategy sets out how people management and development will underpin a culture of excellence so that every employee identifies with and is valued for their contribution to delivering or facilitating excellent services for Perth and Kinross.

The Council recognises that almost all of the workforce are committed and able employees who provide a strong foundation for the journey to excellence. Employees continue to be the greatest asset of the Council and the Human Resources Strategy aims to nurture and support employees as we all work together to secure the future for Perth and Kinross.

The Policy Framework for Education and Children's Services commits the Service to nurture and support all employees and provide appropriate development opportunities within a competence framework and agreed resources. All employees are expected to participate in the solving of problems and the process of service improvement.

Professional Standards within the Teaching Profession

The General Teaching Council for Scotland (GTCS) has developed the Standard for Full Registration (SFR) for teachers in Scotland.

The Standard for Full Registration sets out three main purposes

- A clear and concise description of the professional qualities and capabilities teachers are expected to develop in the course of induction
- A professional standard against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with the GTCS
- A baseline professional standard which will apply to all teachers throughout their career.

Elements of the Standard for Full Registration are organised into three inter-related categories

- Professional knowledge and understanding
- Professional skills and abilities
- Professional values and personal commitment

Similarly, The Standard for Headship sets out the key aspects of professionalism and expertise which the Scottish education system requires for those entrusted with the leadership and Management of its schools. It defines the level of competence required of effective Headteachers.

The elements which underpin the professional practice of school leadership and management are

- Professional values
- Management functions
- Professional abilities

It may be that an amalgamation of aspects of both Standards are required for some postholders e.g. PTs and DHTs.

Developing Teacher Skills

Within Perth and Kinross there is a clear framework for developing teacher skills. The strategies for development are

- Initial Teacher Education as developed through the universities and accredited by GTCS has placements supported by the local authority and schools.
- Probationer Programme where all students leaving Initial Teacher Education are guaranteed a one year placement to enable them to work towards the Standard for Full Registration
- An annual programme of Employee Review and Development
- A commitment by all to Continuing Professional Development which develops both personal skills and skills required to take forward aspects of school development

Teacher Competence

While almost all teaching staff deliver effective learning experiences to the young people in Perth and Kinross, there may be some instances where teachers underperform against either the Standard for Full Registration or the Standard for Headship.

The main strategy schools should use to review and develop teacher competence is the School Improvement Framework. Similarly, employees may identify within Employee Review and Development opportunities to develop their own practice.

Where underperformance continues to be an issue following significant work within the School Improvement Framework, steps should be taken by the school management team to address the situation and thus ensure the

delivery of high quality learning experiences for the young people in Perth and Kinross.

Issues relating to continued underperformance and teacher competence are dealt with under the GTCS Code of Practice on Teacher Competence and Perth and Kinross Disciplinary Procedures for Teachers

However, it may be that other local policies and agreements are also relevant within this competency framework, for example

- Protocol for Monitoring Learning and Teaching
- Employee Health and Attendance
- Managing Occupational Stress Procedure
- Dignity at Work
- Recruitment and Selection Policy
- Revised Headteacher Appointment Process
- Revised Disciplinary Framework for Teachers
- Guidance on Teacher Precautionary Suspension
- Revised Grievance Procedures for Teachers
- Redeployment Procedure

This practical guide has been set out to support the steps managers must take in dealing with underperformance. Checklists have been included at each stage to help schools manage their approach to dealing with underperformance.

Support for school management in dealing with teacher competence is available through Service Manager (School Improvement), Service Manager (Support for Staff), Staffing Services within ECS at the initial stages and Human Resources at the later stages. Representatives of Professional Associations should also be involved at an early stage.

Differing levels of support may be required at different stages in Managing Teacher Competence.

Support for Students and/or Probationer Teachers will be required at an early stage in their career but may or may not be required thereafter.

However, in Managing Teacher Competence for fully registered teachers it is vital that each step of the process is followed through in the identified procedure and recorded in a systematic way. Failure to follow each step of this process could render invalid possible future disciplinary stages of Managing Teacher Competence and necessitate a return to an earlier stage in the process.

At the earliest stage, discussion should take place with the Service Manager (School Improvement) to clarify roles and responsibilities and procedures to be followed. The Service Manager should also be consulted prior to proceeding between stages. The Service Manager will be the link between the school, Staffing Services, Human Resources and Legal Services

In Managing Teacher Competence it is essential that detailed paperwork be completed for each stage. Schools should set up a filing system to maintain accurate records of meetings, support opportunities and developmental work undertaken.

Care should be taken that all notes, e-mails etc relating to the process of managing competency should be completed using appropriate professional language.

Any confidential files relating to a case of Managing Teacher Competence should be stored securely and have access restricted to those dealing directly with the case. Everyone involved should be aware that materials may potentially be asked for through a Subject Access request and will be subject to Data protection legislation.

All aspects of this paperwork should be available to both managers and the teacher. There must be transparency throughout any competency programme. It is the responsibility of the teacher to share the paperwork with the representative of their Professional Association.

FINAL DRAFT

Initial Teacher Education

Schools provide important practical placements for the development of student teachers. Each school has identified a Student Regent who is the main professional link between the school and university.

Individual teachers within schools provide students with valuable support by

- Modelling and demonstrating good practice in learning and teaching and managing pupil behaviour
- Sharing approaches to planning and assessment
- Discussing ways of meeting learners' needs

Teachers and managers should be very honest in their assessment of students against the ITE Standard for Registration. If there are specific concerns about the student's ability, these should be discussed at an early stage with the student. If concerns continue, early contact should be made with the university to alert them to on-going difficulties.

Oral feedback to university personnel and written reports from schools should be consistent in the assessment of the student during the placement. That is, if concerns are communicated orally they must also be reflected in the written report submitted.

Student placements should be supportive in nature. However, if the school has serious concerns at this stage in the student's development it is important that these concerns are discussed openly to enable appropriate decisions to be taken by both the student and the university.

Checklist for managing competence of student teachers

- Concerns about student competence shared between class teacher and Management team
- Concerns about student competence shared with the student
- Concerns about student competence shared orally with university
- Concerns about student competence clearly set out within the written report to the university and match with oral feedback provided previously

Probationer Teacher

All students completing teacher training are allocated a probationer placement where they are encouraged to develop their skills within a supported environment. A few teachers pursue an alternative route of accumulating 270 days work experience to enable them to achieve the Standard for Full Registration.

Probationers allocated a place on the school programme have an identified mentor who is generally a class teacher within the school.

The role of the mentor includes aspects of support such as

- To create an open, supportive and challenging climate for discussion
- To co-ordinate and manage the professional development programme
- To monitor and evaluate progress through observed teaching sessions, providing feedback, organising regular meetings focussing on self-evaluation and identifying development needs
- To provide pastoral support
- To complete, in conjunction with Headteachers, the interim and final report
- To liaise with the Service Manager (Support for Staff)

While it is accepted that during the probationary period some difficulties may be encountered, these will normally be resolved through in-house support by the school. However, on occasion it may be that significant issues continue to be noted in relation to the competence of the probationer teacher despite support from school staff.

Schools who have specific concerns about the competence of a probationary teacher should raise these concerns directly with the probationer teacher and make contact with the Service Manager (Support for Staff) at an early stage. Prior to completion of the Interim Report, much discussion should have taken place with the probationary teacher. If the mentor and management team continue to have concerns it is important that these are flagged up within the Interim Report either as a cause for concern or by indicating the person's performance is unsatisfactory. Where a person's performance is identified as a cause for concern or unsatisfactory in November, another Interim Report will be expected in March.

Staff should note that the GTCS website provides useful information in addressing a number of these issues.

Schools should continue to work alongside the Service Manager (Support for Staff) to address the areas of underperformance of the probationary teacher. The Service Manager (Support for Staff) will liaise with GTCS to raise awareness of possible difficulties.

At all stages the school should continue to support the probationary teacher but honest and realistic assessments must be made of their competence to achieve full registration.

In negotiation with the Service Manager (Support for Staff) it is possible to provide an extension of 12 weeks additional experience to the probationary period if that is agreed as a suitable course of action. However, there may also be some probationary teachers who come to realise that teaching is not the career choice for them.

FINAL DRAFT

Checklist for managing competence of probationary teachers

- Schools provide appropriate in-house support to probationers
- The mentor raises concerns about competence of the probationary teacher with the management
- The mentor and a member of management raise concerns relating to competence with probationary teacher
- The mentor or member of management conveys concerns relating to competence of the probationary teacher to Service Manager (Support for Staff)
- By mid-October consideration be given to the completion of the Interim Report
- By the end of November, the Interim Report should be completed in an honest and open manner noting any issues relating to teacher competence
- Service Manager (Support for Staff) liaises with GTCS
- School continues to provide support and development opportunities for probationary teacher
- By the end of March a further interim report requires to be written for those still giving cause for concern or whose practice is unsatisfactory.
- By the end of April consideration to be given to completion of the Final Report
- By the end of May the Final Report should be completed in an honest and open manner noting any areas relating to teacher competence
- Service Manager (Support for Staff) to instigate arrangements for an extension to the probationary period, if appropriate.

Fully registered teacher

For all teachers performance will be monitored through processes set out in the School Improvement Framework. That is, through activities such as, discussions about classroom planning, observation of learning and teaching and tracking pupil progress. Teachers are also expected to engage in self-evaluation through activities such as professional reflection and self/peer evaluation to secure continuous improvement to practice. A range of CPD opportunities is available through the school, the local authority and nationally to develop teacher competence. A key feature of the Teacher's Agreement for the 21st Century was teachers' rights and responsibilities in relation to Continuing Professional Development.

Most teachers will provide effective learning experiences for young people throughout their teaching career. However, it will be the case that some teachers underperform in the course of their career for a variety of reasons.

For some teachers, this may be short-term underperformance due to specific circumstances e.g. illness, family issues. Schools should be sensitive to the needs of staff at such times and consider ways of supporting both the member of staff and the young people with whom they work.

Some teachers may wish to raise areas of concern to them during the Employee Review and Development process. The ERD process should not be used to address the issue of long-term underperformance. Rather, the ERD process is a means of enabling personal concerns to be raised by the Reviewee. Targets agreed and CPD opportunities identified within the ERD process should address the areas of concern discussed.

For some teachers, underperformance will be identified through the School Improvement Framework. For example, concerns may relate to one or more of these areas

- Classroom observations carried out by management and Service Manager - School Improvement
- Monitoring of pupil work
- Tracking of pupil progress
- Analysis and discussion of attainment statistics
- Poor relationships with pupils and other members of staff

Underperformance identified through the School Improvement Framework should be taken forward with the individual member of staff. There is an expectation that there is reasonable pace to developmental work and that recognisable progress is made. Areas identified for development should be reviewed regularly through professional discussion and monitoring of the experiences of young people.

Additionally, underperformance of some teachers may be highlighted through concerns raised by pupils, other member of staff and/or parents. In this case, it would be the role of management to investigate issues raised and take appropriate action.

At an early stage in dealing with competency, the teacher should be asked directly if there is any underlying medical reason for their continued underperformance. If yes, the teacher should seek advice from their own GP, be referred to the Council's Medical Adviser and made aware of the Employee Counselling Service.

Schools may find it useful to record briefly meetings held in relation to developing teacher skills. In doing this, a chronology of input and interactions is established. An example is included as Appendix A.

If there continues to be significant concerns about underperformance of the member of staff after these stages have been implemented, then it will be necessary to move to address the issue of competence through the stages set out in the GTC Code of Practice on Teacher Competence and Perth and Kinross Disciplinary Procedure for Teachers.

Throughout this document checklists are provided as a tool for managers as they work through the stages of the competency programme. They are not to be included in any teacher record or used/stored as evidence.

The following checklist gives the opportunity to identify

- reasons for underperformance
- possible actions to address the underperformance

Checklist for managing competence of fully registered teachers through the School Improvement Framework

Identification of under-performance

- relates to personal circumstances
- through classroom observations by Principal Teachers/DHTs/HTs/Service Managers followed by discussion/feedback
- through monitoring of pupil work
- through analysis and discussion of attainment statistics
- concerns raised by pupils, other staff and/or parents

Possible actions to address underperformance

- appropriate personal support provided to member of staff and pupils
- targets and CPD opportunities identified to take forward areas discussed
- support and development opportunities provided by the school to help address areas of underperformance
- concerns raised by pupil/parents investigated by management and reported back to pupil/parent

Possible Outcomes

- progress made in addressing areas of teacher under-performance – continue using strategies already in place to take practice forward
- limited progress in addressing under-performance made through strategies in place – move to working within GTCS Code of Practice on Managing Teacher Competence

Working within the GTCS Code of Practice on Teacher Competence

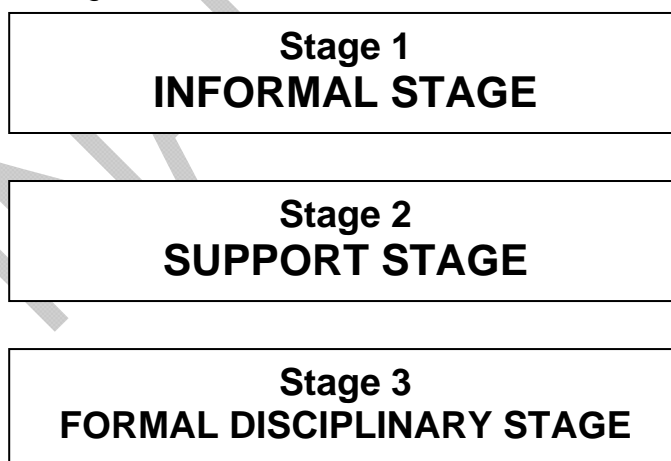
It is important that extensive work has been carried out within the School Improvement Framework to manage teacher competence before moving to this stage in the process. It should also be the case that there has been limited progress through this intensive work.

Before moving to work within the GTCS Code of Practice on Teacher Competence, management should hold discussions with the Service Manager (School Improvement) and a representative of Staffing Services to review actions taken to date and to ensure that reasonable opportunities have already been made available to the teacher concerned prior to moving to this stage.

The GTCS Code of Practice on Teacher Competence is set out in 3 stages. It is essential that each of these stages is undertaken systematically and within timescales which give the teacher a fair opportunity to take forward personal, professional developmental work to improve their practice. There is an expectation that there is reasonable pace to developmental work and that recognisable progress is made.

However, these stages maybe interrupted by other issues such as Occupational Stress, Employee Health and Attendance, Grievance Procedures, Issues relating to Dignity at Work.

It should be noted that while the process for Managing Teacher Competence is now moving to a very structured and systematic process, Stage 1 is termed as the Informal Stage.



The Senior Management Team within a school has the responsibility of working with the teacher to provide support and developmental opportunities.

The teacher has a responsibility to make best use of developmental opportunities available and to make every effort to improve practice.

Stage 1 – Informal

In moving to Stage 1, a meeting should be called and chaired by the Headteacher. The purpose of this meeting is to formally outline to the teacher concerns relating to underperformance.

Personnel attending the meeting should be the teacher and two management representatives. The teacher should be encouraged to bring along a colleague or representative of their Professional Association. If the competency issues relate to a Headteacher, the meeting will be chaired by a Service Manager supported by a colleague.

At this meeting the teacher should be provided with a copy of the Standard for Full Registration, the GTCS Code of Practice on Teacher Competence and a copy of The Standard for Headship, if appropriate

At each meeting dealing with competency, the teacher should be asked directly if there is any underlying medical reason for their continued underperformance. If yes, the teacher should seek advice from their own GP, be referred to the Council's Medical Adviser and made aware of the Employee Counselling Service.

All meetings should

- be advised to the teacher in writing 5 days prior to the meeting (Template Letter in Appendix B)
- have an agenda (Agenda format in Appendix C) identifying the main points for discussion
- be recorded with detailed minutes and signed by both parties (Perth and Kinross minute format agreed in Appendix D)
- include in the minutes an indication of actions to be undertaken, responsibilities of all parties concerned and progress expected prior to the next review meeting
- conclude with a timescale, date and venue being agreed for the next meeting

All development work should have

- agreed targets
- identified developmental opportunities
- agreed roles and responsibilities
- opportunities for reflection and evaluation by all involved
- a formal review to discuss developmental work and identify next steps if appropriate

A clear statement must be made by a management representative of concerns relating to competency against the Standard for Full Registration and/or the Standard for Headship.

Implications must be made clear to the teacher of moving to a structured, supported competency programme and the 3 stages involved in such a programme.

A full list of the competencies to be addressed over time should be set out with an indication that this will be subject to review. However, there should be agreement reached between management and the teacher as to the priorities for development.

Following a full discussion of possible developmental opportunities available, actions for an initial action plan should be agreed. This plan should include targets, specific actions, support/developmental opportunities, personnel responsible and timescales. A proforma for an action plan is set out as Appendix E. The action plan should be created by the responsible member of management to reflect the outcomes of the discussion. The proposed action plan should be shared with the teacher and steps taken to reach agreement on the plan within 10 working days. This should be accompanied by a letter detailing the outcome of the meeting – sample letter Appendix H.

The format of the plan should be able to be adapted to provide opportunities for self-reflection and evaluation towards the end of the agreed timescale. An adaptation of the action plan as a document for self-evaluation by the teacher is set out as Appendix F. A similar observation/evaluation format for use by SMT is set out as Appendix G.

Consideration should be given to the identification of a mutually agreed mentor/supporter to help the teacher move forward with the agreed action plan. Opportunities should be identified for the teacher and mentor/supporter to hold regular discussions to review progress against the identified targets.

Agreement should also be reached about the extent to which information will be shared with the mentor and with any other colleagues if this is relevant to the support process.

All meetings to review the action plan must be minuted using the Perth and Kinross format (see Appendix D). These minutes should be signed by both parties to indicate agreement. If agreement cannot be reached this should be indicated on the minute. A copy of the minute should be signed and retained by both parties.

A date for a Review Meeting should be agreed taking due cognisance of the timescale for development set out within the Action Plan.

A reminder of the Review Meeting should be sent out to the teacher at least ten working days in advance. Management should identify an appropriate venue. Sample letter – Appendix I

Ten working days prior to the Review Meeting, management should create the evaluation format linked to the agreed action plan. A version of this

should be completed by the teacher to reflect upon the work undertaken and the impact of developmental work on classroom practice.

Similarly, management should evaluate the work of the teacher in relation to the agreed action plan. These documents should be exchanged five working days prior to the Review Meeting. These evaluations will form the agenda for discussion at the Review Meeting.

The Review Meeting should be attended by the teacher, who has the right to be accompanied by either a colleague or a representative of their Professional Association, and two management representatives.

At the Review Meeting, the teacher should be asked directly if there is any underlying medical reason for their continued underperformance. If yes, the teacher should seek advice from their own GP, be referred to the Council's Medical Adviser and made aware of the Employee Counselling Service.

At the end of the Review Meeting the possible outcomes are

- Improvements have been made to the required standard for all competencies identified and work will continue to be monitored within the School Improvement Framework.
- Improvements have not reached the required standard for all identified competencies and consideration should be given to
 - Providing further support to address areas of continued underperformance following the stages set out in Stage 1
 - Moving to Stage 2 (Support)

The Informal Stage may continue over a significant period of time as long as recognisable progress against competencies continues to be made.

The decision on the outcome of each Review Meeting should be communicated to the teacher in writing. Sample letters are set out in Appendices J, K and L.

If moving to Stage 2, the Service Manager (School Improvement) should be consulted in moving towards this decision. If moving to Stage 2 is the outcome, a date for the Planning Meeting should be identified within 10 working days. The Service Manager should in turn inform Staffing Services and Human Resources.

Checklist for Stage 1 (Informal) of Code of Practice on Managing Teacher Competence

- Meeting organised with the teacher to set out concerns relating to under-performance. Date, time, venue and agenda for the meeting clarified to the teacher in writing 5 days in advance of the meeting.
- The teacher is encouraged to bring a colleague or representative of their Professional Association to the meeting.
- Management prepare a clear statement outlining concerns relating to SFR/SFH.
- A full list of competencies identified from SFR/SFH which require to be addressed is set out.
- Meeting is held and targets and support/developmental opportunities are agreed.
- Timescale for review is agreed.
- Management create the action plan which identifies targets, timescale and personnel involved and is shared with the teacher.
- The action plan is agreed within ten working days.
- A mutually agreed supporter/mentor is identified if requested by the teacher.
- Meeting is minuted using Perth and Kinross template
- Minutes to be agreed and signed by both parties. Any failure to agree should be recorded.
- Self-Reflection/Evaluation format from the action plan created by the responsible member of management
- Ten working days before the agreed date for the Review Meeting, the teacher and management representative both issued with the evaluation format for completion. This would be arranged by the chair of the meeting.
- A reminder of the date for the Review Meeting sent out to the teacher at least ten working days in advance.
- The reminder for the Review Meeting should inform the teacher that they have the right to be accompanied by a colleague or representative of their Professional Association

- The evaluations of progress against the action plan should be exchanged by the teacher and the member of management at least five working days in advance of the Review Meeting.
- The Review Meeting is chaired by management
- At the Review Meeting the teacher is asked if there is any medical reason for their continued under-performance
- The Review Meeting is minuted using the Perth and Kinross format.
- The outcome of the Review Meeting is clearly conveyed to the teacher in writing.
- If appropriate, notify the Service Manager of the decision to move to Stage 2

Possible outcomes from the Review Meeting for Stage 1

- Improvements have been made to the required standard for all competencies identified and progress will continue through normal School Improvement Framework procedures.
- Improvements have not reached the required standard for all identified competencies and consideration should be given to
 - Providing further support to address areas of continued under-performance following the stages set out in Stage 1
 - Moving to Stage 2 (Support)

Stage 2 – Support

The Support Stage within the GTCS Code of Practice on Teacher Competence does not form part of the employer's formal disciplinary procedures.

Planning Meeting

Within 10 working days of the Stage 1 Review Meeting at which the teacher is informed that the process for Managing Teacher Competence is moving to Stage 2, a Planning Meeting should be held to set out an action plan for Stage 2. Sample letter – Appendix M.

The Planning Meeting will be chaired by the Headteacher or Service Manager in the case of competency relating to a Headteacher. The meeting will also be attended by other management representatives as deemed appropriate by the Chair and by the teacher, who has the right to be accompanied by either a colleague or a representative of the Professional Associations.

Significant concerns still remain about under-performance and the capacity to improve. There will be an expectation within Stage 2 that the pace and quality of recognisable improvement should be noticeable within a shorter, specified timescale. Practice will be monitored on a more frequent basis and steady progress against set targets must be demonstrated.

An identified manager and the teacher should work together to identify specific competencies from the original list identified within SFR and/or SFH which still require to be addressed.

Before the end of the Planning Meeting, a range of targets will be identified supported by developmental opportunities and a programme for monitoring progress.

Following the Planning meeting, an identified manager should draw up the agreed Action Plan (Appendix E) within 10 working days.

At the Planning meeting it is also essential to identify dates for both the Interim Review Meeting and the Final Review Meeting to give clear timescales for the Support Stage of the Competency Programme. The same competencies would be addressed throughout Stage 2. An appropriate time should be allocated to allow improvements to take place. A guide time suggested for this is one term.

After the Planning Meeting the Headteacher should confirm the outcome in writing. This should include

- a) a copy of the action plan indicating improvements to be made and support identified to assist development
- b) confirmation of the Interim and Review Meeting dates. Sample letter – Appendix N.

Interim Review Meeting

Ten working days prior to the Interim Review Meeting, the teacher should be asked to complete a self-evaluation (Appendix F) based on progress towards the agreed targets. An identified manager should also complete an evaluation of progress towards the agreed targets (Appendix G). Five working days before the Interim Review meeting these evaluations should be shared. This will form the agenda for the meeting.

An identified manager should provide a reminder for the meeting and also arrange a suitable venue (Appendix O). The teacher has a right to be accompanied to the Interim Review Meeting by a colleague or a representative of their Professional Association. Other members of Management as deemed appropriate by the Chair should also attend the meeting.

At the Interim Review meeting a professional dialogue should take place in relation to both evaluations.

At the conclusion of the Interim Review Meeting, next steps should be identified against the points in the Action Plan already in place to enable development to continue through to the Final Review Meeting.

After the meeting the teacher should be provided with a record of the Interim Review Meeting (Appendix P) and a clear indication of expectations prior to the Final Review meeting.

Final Review Meeting

Ten working days prior to the Final Review meeting the teacher should be asked to complete a self-evaluation (Appendix F) against the agreed Action Plan. Management should also complete an evaluation against the Action Plan (Appendix G). Five working days prior to the Final Review meeting these evaluations should be exchanged. These will form the agenda for the meeting.

Management should provide a reminder for the meeting and also arrange a suitable venue Sample letter – Appendix Q.

The teacher has a right to be accompanied to the Final Review Meeting by a colleague or a representative of their Professional Association. Other members of Management as deemed appropriate by the Chair should also attend the meeting.

At the Final Review meeting a professional dialogue should take place in relation to both evaluations.

Again at the Final Review Meeting, the teacher should be asked directly if there is any underlying medical reason for their continued underperformance. If yes, the teacher should seek advice from their own GP, should be referred to the Council's Medical Adviser and be made aware of the Employee Counselling Service.

At the conclusion of the professional dialogue, there should be a brief adjournment to enable a decision to be reached. On reconvening, the Headteacher or Service Manager, as chair of the meeting, should inform the teacher or Headteacher verbally of the outcome of the meeting.

Possible outcomes from the Final Review Meeting

- Recognisable improvement has been made to the identified competencies and support will continue through already established school procedures
- Recognisable improvement has not been made to the identified competencies and the teacher is informed that a recommendation will be put forward for formal disciplinary procedures to be implemented.

The outcome of the Final Review meeting should be communicated to the teacher in writing within 5 working days. Sample letters – Appendices R, S and T.

A letter giving notification of the move to formal disciplinary procedures should clearly indicate the underpinning reasons for this decision.

If the teacher moving to formal disciplinary procedures is a representative of a Professional Association, there would be a requirement for formal notification to be sent to that particular Professional Association by Staffing Services.

In moving to Perth and Kinross Council's Disciplinary Procedure for Teachers, competency is now considered to be one of long running under-performance.

A comprehensive statement should now be produced by Management indicating

- Details of the teacher's alleged failure to achieve and maintain standards described in the SFR/SFH
- Details of the support and professional development offered to the teacher
- The duration of Stage 1 (Informal) and Stage 2 (Support)
- The teacher's performance at the start of the Support Stage
- The teacher's performance at the end of the Support Stage

Checklist for Stage 2 (Support) of Code of Practice on Teacher Competence

Planning Meeting

- The Planning Meeting is arranged within 10 days from the Review Meeting for Stage 1.
- Written notification is sent to the teacher and other members of Management as deemed appropriate by the Chair confirming arrangements for the Planning Meeting
- An appropriate venue is organised by an identified manager
- The meeting is chaired by the Headteacher
- The meeting is held and targets and support/developmental opportunities are agreed
- Monitoring programme agreed
- Dates for Interim and Final Review meetings are agreed
- Action Plan drawn up by Management
- Action Plan agreed with teacher
- The Headteacher to confirm to the teacher and other members of Management the outcomes of the Planning meeting in writing

Checklist for Stage 2 (Support) of Code of Practice on Teacher Competence

Interim Review Meeting

- The Interim Review Meeting is arranged at the planning meeting for Stage 2
- 10 working days prior to the meeting a written notification is sent to the teacher confirming arrangements for the Interim Review Meeting
- An appropriate venue is organised by Management
- Ten working days prior to the Interim Review Meeting, self-evaluation forms are issued to the teacher and a representative of Management for completion.
- Five working days prior to the Interim Review Meeting evaluation formats are exchanged by the teacher and member of Management to form the agenda for the meeting
- The meeting is held and progress against the agreed targets is discussed
- Further support/developmental opportunities to take forward the previously agreed competencies are agreed
- A monitoring programme is agreed
- The teacher is provided with a record of the meeting setting out a clear indication of progress expected prior to the Final Review Meeting.

Checklist for Stage 2 (Support) of Code of Practice on Teacher Competence

Final Review Meeting

- The Final Review Meeting is arranged at the planning Meeting for Stage 2
- Ten working days prior to the agreed date written notification is sent to the teacher and other members of Management as deemed appropriate by the Chair confirming arrangements for the Final Review Meeting
- An appropriate venue is organised by Management
- Ten working days prior to the Final Review Meeting, self-evaluation forms are issued to the teacher and a representative of Management for completion.
- Five working days prior to the Final Review Meeting evaluation formats are exchanged by the teacher and member of Management to form the agenda for the meeting
- The meeting is held to discuss progress against agreed targets
- The teacher is asked if there is any medical reason for their continued underperformance.
- At the conclusion of the meeting, a brief adjournment should take place to consider the outcome
- Within a short period of time, the meeting should reconvene at which point the teacher should be informed verbally of the outcome of the meeting and of the next steps to be implemented
- The teacher to be informed in writing of the outcome of the meeting

Possible outcomes from the Final Review meeting

- **Recognisable improvement has been made to the identified competencies and support will continue through already established school procedures**
- **Recognisable improvement has not been made to the identified competencies and the teacher is informed that a recommendation will be put forward for formal disciplinary procedures to be implemented**

Stage 3 – Disciplinary

In moving to the Disciplinary Stage, the issue of teacher competence comes under the Perth and Kinross Disciplinary Procedure for Teachers.

The Disciplinary Hearing

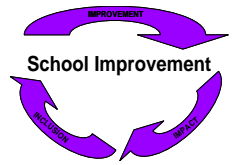
A decision to proceed with a disciplinary hearing should be based on evidence gathered during Stage 1 (Informal) and Stage 2 (Support) of the GTCS Code of Practice on Teacher Competence.

The decision should not be taken by the person who led these stages in the process. The decision to proceed to the disciplinary stage would normally be taken by the Executive Director of Education and Children's Services or his representative.

The disciplinary hearing will be led by the Executive Director of Education and Children's Services or his representative, normally Head of Education Services, accompanied and advised by a member of Human Resources.

The paperwork collated during the earlier stages of the investigation will form the basis of the disciplinary investigation for the matter to proceed to a hearing.

The manager will also be expected to produce a comprehensive statement of the process that has been followed and the rationale for this matter proceeding to a disciplinary hearing.



**Perth and Kinross Council
Education and Children's Services**

Managing Teacher Competence

CHRONOLOGY OF MEETINGS WITH _____

Date	Brief Outline of Meeting	Personnel Involved	Action Taken	Review Date

**SAMPLE LETTER REQUESTING ATTENDANCE AT A MEETING
RELATING TO MANAGING TEACHER COMPETENCE (STAGE 1)**

Dear

Managing Teacher Competence

I refer to your meeting with (*line manager*) and now confirm that you are required to attend a Competence Meeting (Stage 1) on (*date*) at (*time*) in (*location*).

The meeting is being held under the GTCS Code of Practice on Teacher Competence where performance will be discussed in relation to a range of identified competencies.

You have the right to be accompanied at this meeting by a colleague or representative of your Professional Association.

The meeting will be chaired by (*name and job title*) and will also be attended by (*name and job title*).

Yours sincerely

Headteacher

cc Service Manager (School Improvement Services)
Team Leader – Staffing Services



**PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES**

Managing Teacher Competence Meeting

To be held in
on _____ at

Agenda

- 1. Apologies**
- 2. Minute of previous meeting**
- 3.**
- 4.**
- 5.**
- 6.**
- 7. A.O.C.B.**
- 8. Date of next meeting**



**PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES**

Managing Teacher Competence Meeting

Held in _____
on _____ at _____

Minute of Meeting

PRESENT

	WHAT	WHO	WHEN
1			
2			
3			
4			
5			
6			
7	AOB		
8	Next meeting will be held		

Signed by:

_____ (Teacher) Date _____

_____ (Management Representative) Date _____



PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES

Managing Teacher Competence
Personal Development Action Plan for (name of teacher)
August / September 2008

Review Date.....

Professional Skills and Abilities (**sample inserted**)

a	Are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach
b	Communicate clearly, making skilful use of a variety of media, and interact productively with pupils, individually and collectively
g	Manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary

Specific targets agreed

PROFESSIONAL SKILLS AND ABILITIES	SPECIFIC ACTIONS	PERSONNEL RESPONSIBLE AND RESOURCES REQUIRED

Signed by: _____ (Teacher)

Date: _____

_____ (Management Representative)

Date: _____



PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES

Managing Teacher Competence
Personal Development Action Plan for (insert teacher name)
August / September 2008

SELF-EVALUATION

Review Date.....

Professional Skills and Abilities (**sample inserted**)

a	Are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach
b	Communicate clearly, making skilful use of a variety of media, and interact productively with pupils, individually and collectively
g	Manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary

Specific targets agreed

SPECIFIC ACTIONS	SELF-EVALUATION	NEXT STEPS

Signed by: _____ (Teacher)

Date: _____



PERTH AND KINROSS COUNCIL
EDUCATION AND CHILDREN'S SERVICES

Managing Teacher Competence
Personal Development Action Plan for (insert teacher name)
August / September 2008

SMT OBSERVATION/EVALUATION

Completed by

Review Date.....

Professional Skills and Abilities (**sample inserted**)

a	Are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach
b	Communicate clearly, making skilful use of a variety of media, and interact productively with pupils, individually and collectively
g	Manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary

Specific targets agreed

SPECIFIC ACTIONS	SMT OBSERVATION/EVALUATION	NEXT STEPS

Signed by: _____ (Management Representative)

Date: _____

**SAMPLE LETTER ADVISING OUTCOME OF MANAGING TEACHER
COMPETENCE (STAGE 1)**

Dear

Managing Teacher Competence (Stage 1)

I refer to your meeting on *(date)* attended by *(names, job titles)* arranged to discuss areas of performance that are causing concern

At the meeting, the competencies to be addressed were identified and discussed and you stated *(brief resume of what was said by the employee, i.e. any underlying reasons given for poor performance)*.

I confirm that we agreed an Action Plan, a copy of which is attached, to address these areas of performance. I further confirm that a formal review meeting will be held in *(timescale)*.

I will write to you again to confirm the arrangement for our Review Meeting nearer the time.

Yours sincerely

Headteacher

cc Service Manager (School Improvement Services)
Team Leader – Staffing Services

SAMPLE LETTER ADVISING OF REVIEW MEETING FOR MANAGING TEACHER COMPETENCE STAGE 1

Dear

Managing Teacher Competence Stage 1 – Review

I refer to your meeting with *(line manager)* on *(date)* and now confirm that you are required to attend a Review Meeting on *(date)* at *(time)* in *(location)*.

The meeting is being held under the GTCS Code of Practice on Teacher Competence to review the Action Plan agreed on *(date)*.

For this meeting you are required to complete a self-evaluation in respect of the agreed Action Plan. This should be submitted to *(line manager)* by *(date)*. Similarly you will be provided with a copy of observation and evaluation information from *(line manager)* by *(date)*.

You have the right to be accompanied by a colleague or representative of your Professional Association.

The meeting will be chaired by *(name and job title)* and will also be attended by *(name and job title)*

Yours sincerely

Headteacher

cc Service Manager – School Improvement
 Team Leader – Staffing Services

**SAMPLE LETTER ADVISING OF OUTCOME OF MANAGING
TEACHER COMPETENCE STAGE 1 REVIEW MEETING
WORK PERFORMANCE TO ACCEPTABLE LEVEL**

Dear

Managing Teacher Competence (Stage 1) – Review

I refer to our meeting on *(date)* attended by *(names, job titles)* arranged to review the areas of concern with your performance discussed at our meeting on *(date)*.

At this meeting, your Action Plan was discussed and it was established that your performance has reached a satisfactory standard.

I would confirm, as discussed at our meeting, that your performance will continue to be monitored within the School Improvement Framework process and I expect to see this satisfactory standard sustained. If concerns are raised regarding your performance at a future time then I will arrange another meeting to discuss the matter further.

Yours sincerely

Headteacher

cc Service Manager (School Improvement Services)
 Team Leader – Staffing Services

SAMPLE LETTER MANAGING TEACHER COMPETENCE – STAGE 1 REVIEW MEETING WORK PERFORMANCE NOT YET AT ACCEPTABLE LEVEL – CONTINUING WITHIN STAGE 1

Dear

Teacher Competence (Stage 1) - Review

I refer to our meeting on *(date)* attended by *(names, job titles)* arranged to review the areas of concern with your performance discussed at our meeting on *(date)*.

At the meeting, you were advised of the areas of the competencies and Action Plan which still caused concern and you stated *(brief resume of what was said by the employee, i.e. any underlying reasons given for continuing poor performance)*.

I confirm that we agreed an Action Plan, a copy of which is attached, to continue to address these areas of performance. I further confirm that a formal review meeting will be held in *(timescale)*.

I will write to you again to confirm the arrangements for our Review Meeting nearer the time.

Yours sincerely

Headteacher

cc Service Manager – School Improvement
Team Leader – Staffing Services

SAMPLE LETTER MANAGING TEACHER COMPETENCE – STAGE 1 REVIEW MEETING WORK PERFORMANCE NOT YET AT ACCEPTABLE LEVEL – MOVING TO STAGE 2 (SUPPORT)

Dear

Teacher Competence (Stage 1) - Review

I refer to our meeting on *(date)* attended by *(names, job titles)* arranged to review the areas of concern with your performance discussed at our meeting on *(date)*.

At the meeting, you were advised of the areas of the competencies and Action Plan which still caused concern and you stated *(brief resume of what was said by the employee, i.e. any underlying reasons given for continuing poor performance)*.

I would confirm, as discussed at our meeting, that you will now move to Stage 2 of the GTCS Code of Practice on Teacher Competence. A date for a Planning Meeting for Stage 2 will be identified within 10 working days.

Yours sincerely

Headteacher

cc Service Manager – School Improvement
Team Leader – Staffing Services

SAMPLE LETTER REQUESTING ATTENDANCE AT PLANNING MEETING FOR MANAGING TEACHER COMPETENCE (STAGE 2)

Dear

Managing Teacher Competence - Stage 2

I refer to the Review Meeting held on *(date)* and now confirm that you are required to attend a Planning Meeting on moving to Managing Teacher Competence Stage 2.

The Planning Meeting will be held on *(date)* at *(time)* in *(location)*.

You have the right to be accompanied by a colleague or representative of your Professional Association.

The meeting will be chaired by *(name and job title)* and will also be attended by *(name and job title)*

Yours sincerely

Line Manager

cc Human Resources representative
Service Manager – School Improvement
Team Leader – Staffing Services

SAMPLE LETTER ADVISING OUTCOME OF MANAGING TEACHER COMPETENCE (STAGE 2) PLANNING MEETING

Dear

Managing Teacher Competence (Stage 2)

I refer to our meeting on (*date*) attended by (*names, job titles*) arranged to discuss areas of performance that continue to cause concern.

At the meeting, the competencies to be addressed were identified and discussed and you stated (*brief resume of what was said by the employee, i.e. any underlying reasons given for poor performance*).

I confirm that we agreed an Action Plan, a copy of which is attached, to address these areas of performance.

I further confirm that an interim Review meeting will be held in (*timescale*) and a Final Review Meeting in (*timescale*).

I will write to you again to confirm the arrangements for each Review Meeting nearer the time.

Yours sincerely

Headteacher

cc Service Manager (School Improvement Services)
 Team Leader – Staffing Services
 Human Resources representative

SAMPLE LETTER REQUESTING ATTENDANCE AT INTERIM REVIEW MEETING – MANAGING TEACHER COMPETENCE – STAGE 2

Dear

Managing Capability - Interim Review Meeting – Stage 2

I refer to your meeting with *(line manager)* and now confirm that you are required to attend an Interim Review on *(date)* at *(time)* in *(location)*.

The meeting is being held under the GTCS Code of Teacher Competence procedure to review the Action Plan agreed on *(date)*.

For this meeting you are required to complete a self-evaluation in respect of the agreed Action Plan. This should be submitted to *(line manager)* by *(date)*. Similarly, you will be provided with a copy of observation and evaluation information from *(line manager)* by *(date)*.

You have the right to be accompanied by a colleague or a representative of your Professional Association.

The meeting will be chaired by *(name and job title)* and will also be attended by *(name and job title)*.

Yours sincerely

Headteacher

cc Service Manager – School Improvement
Team Leader – Staffing Services
Human Resources representative

**SAMPLE LETTER ADVISING OUTCOME OF INTERIM REVIEW MEETING
– MANAGING TEACHER COMPETENCE – STAGE 2**

Dear

Managing Teacher Competence – Stage 2 – Interim Review

I refer to our meeting on *(date)* attended by *(names, job titles)* arranged to discuss progress against the Action Plan agreed for Managing Teacher Competence – Stage 2.

At the meeting, you were advised of the areas of performance and you stated *(brief resume of what was said by the employee, i.e. any underlying reasons given for poor performance)*.

I confirm that the agreed Action Plan will continue through to the Final Review Meeting taking into account points discussed at the Interim Review Meeting.

I further confirm that a Formal Review Meeting will be held in *(timescale)*.

I will write to you again to confirm the arrangement for the Final Review meeting nearer the time.

Yours sincerely

Line Manager

cc Human Resources representative
Service Manager – School Improvement
Team Leader – Staffing Services

SAMPLE LETTER REQUESTING ATTENDANCE AT FINAL REVIEW MEETING – MANAGING TEACHER COMPETENCE – STAGE 2

Dear

Managing Capability – Final Review Meeting – Stage 2

I refer to your meeting with (line manager) and now confirm that you are required to attend Final Review on *(date)* at *(time)* in *(location)*.

The meeting is being held under the GTCS Code of Teacher Competence procedure to review the Action Plan agreed on *(date)*.

For this meeting you are required to complete a self-evaluation in respect of the agreed Action Plan. This should be submitted to *(line manager)* by *(date)*. Similarly you will be provided with a copy of observation and evaluation information from *(line manager)* by *(date)*.

You have the right to be accompanied by a colleague or a representative of your Professional Association.

The meeting will be chaired by *(name and job title)* and will also be attended by *(name and job title)*.

Yours sincerely

Headteacher

cc Service Manager – School Improvement
Team Leader – Staffing Services
Human Resources representative

**SAMPLE LETTER ADVISING OF OUTCOME OF MANAGING
TEACHER COMPETENCE STAGE 2 FINAL REVIEW MEETING
WORK PERFORMANCE TO ACCEPTABLE LEVEL**

Dear

Managing Teacher Competence Stage 2 – Final Review

I refer to our meeting on *(date)* attended by *(names, job titles)* arranged to review the areas of concern with your performance discussed at our meeting on *(date)*.

At this meeting, your Action Plan was discussed and it was established that your performance has reached a satisfactory standard.

I would confirm, as discussed at our meeting, that your performance will continue to be monitored within the School Improvement Framework process and I expect to see this satisfactory standard sustained. If concerns are raised regarding your performance at a future time then I will arrange another meeting to discuss the matter further.

Yours sincerely

Headteacher

cc Service Manager (School Improvement Services)
 Team Leader – Staffing Services
 Human Resources representative

SAMPLE LETTER MANAGING TEACHER COMPETENCE – STAGE 2 FINAL REVIEW MEETING WORK PERFORMANCE NOT YET AT ACCEPTABLE LEVEL – CONTINUING WITH STAGE 2

Dear

Teacher Competence (Stage 2) – Final Review Meeting

I refer to our meeting on *(date)* attended by *(names, job titles)* arranged to review the areas of concern with your performance discussed at our meeting on *(date)*.

At the meeting, you were advised of the areas of the competencies and Action Plan which still caused concern and you stated *(brief resume of what was said by the employee, i.e. any underlying reasons given for continuing poor performance)*.

I confirm that we agreed an Action Plan, a copy of which is attached, to continue to address these areas of performance. I further confirm that a review meeting will be held in *(timescale)*.

I will write to you again to confirm the arrangements for our Review Meeting nearer the time.

Yours sincerely

Headteacher

cc Service Manager – School Improvement
Team Leader – Staffing Services
Human Resources representative

SAMPLE LETTER MANAGING TEACHER COMPETENCE – STAGE 2 FINAL REVIEW MEETING WORK PERFORMANCE NOT YET AT ACCEPTABLE LEVEL – MOVING TO STAGE 3 (DISCIPLINARY)

Dear

Teacher Competence (Stage 2) – Final Review Meeting

I refer to our meeting on *(date)* attended by *(names, job titles)* arranged to review the areas of concern with your performance discussed at our meeting on *(date)*.

At the meeting, you were advised of the areas of the competencies and Action Plan which still caused concern and you stated *(brief resume of what was said by the employee, i.e. any underlying reasons given for continuing poor performance)*.

I would confirm, further to our meeting, that you will now move to Stage 3 of the GTCS Code of Practice on Teacher Competence. The matter of your competence as a teacher will now be dealt with through Perth & Kinross Council's Revised Disciplinary Framework for teachers.

Yours sincerely

Headteacher

cc Service Manager – School Improvement
 Team Leader – Staffing Services
 Human Resources representative
 Head of Education Services