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**Appendix 2 – LNCT Agreement No.20**

**Head Teacher Supporting Statement**

**Voluntary Transfer**

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| **PERSONAL DETAILS:** |
| Teacher Full Name: |  |
| School: |  |
| Service: | To: From: |
| Pointage Held (FTE) |  |

**Assessment of Professional Performance:**

Measured against the GTCS Standards for Registration (See Appendix A page on Summary of Professional Standards), please tick the appropriate boxes below to indicate the overall level of professional competence of the teacher in the following areas:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent** | **Satisfactory** | **Unsatisfactory** |
| Professional Values and Personal Commitment |  |  |  |
| Professional Knowledge and Understanding |  |  |  |
| Professional Skills and Abilities  |  |  |  |

|  |
| --- |
| Comments:: |

**Support:**

If the performance of the teacher has been unsatisfactory in any of the areas above please indicate below which of the following steps you have taken:

|  |  |  |
| --- | --- | --- |
|  | **YES** | **NO** |
| Made Teachers aware of specific concerns on their competency. |  |  |
| Offered appropriate support. |  |  |
| Agreed appropriate professional development opportunities. |  |  |
| Set appropriate targets for improvement. |  |  |
| Asked for teacher to be transferred or removed from supply system. |  |  |

|  |
| --- |
| Comments: |

|  |  |  |
| --- | --- | --- |
|  | **YES** | **NO** |
| Is current disciplinary action recorded on file for this teacher? |  |  |
| Was timekeeping satisfactory? |  |  |
| Is applicant currently subject to any performance management policy (i.e. attendance, competency)? |  |  |

This box can be used if you wish to provide any further comments:

I confirm that this is an accurate report which has been discussed with the teacher concerned, and I support/do not support their application for voluntary transfer.

…………………………………………………………………………. …………………….

**Head Teacher Signature Date:**

**Appendix A – Summary of Professional Standards**

The reference request form asks for your opinion on the skills demonstrated by the candidate, or any potential that the candidate has in: Professional Values and Personal Commitment; Professional Knowledge & Understanding; Professional Skills & Abilities. The three tables below provide a summary of each professional standard to assist with completing the reference request form.

|  |
| --- |
| **1. Professional Values and Personal Commitment** |
| The Professional Values and Personal Commitment should be read in conjunction with the GTC Scotland Code of Professionalism and Conduct (COPAC). The Professional Values and Personal Commitment core to being a teacher are:* **Social Justice**
* **Integrity**
* **Trust and Respect**
* **Professional Commitment**
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|  |
| **2. Professional Knowledge and Understanding** |
| **2.1 Curriculum**2.1.1 Have knowledge and understanding of the nature of the curriculum and its development 2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum 2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes 2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning 2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting **2.2 Education Systems and Professional Responsibilities**2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice 2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them **2.3 Pedagogical Theories and Practice**2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices 2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry  |
|  |
| **3. Professional Skills and Abilities**  |
| **3.1 Teaching and Learning**3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners’ needs and abilities 3.1.2 Communicate effectively and interact productively with learners, individually and collectively 3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners 3.1.4 Have high expectations of all learners 3.1.5 Work effectively in partnership in order to promote learning and wellbeing **3.2 Classroom Organisation and Management**3.2.1 Create a safe, caring and purposeful learning environment 3.2.2 Develop positive relationships and positive behaviour strategies **3.3 Pupil Assessment**3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning **3.4 Professional Reflection and Communication**3.4.1 Read and critically engage with professional literature, educational research and policy 3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise  |