

Education and Learning  
Procedures and Guidelines

# Teacher Competency Procedures Support Pack

2023

## 1 Introduction

This support pack has been prepared to give promoted staff advice and support in working with teachers who may be deemed to be cases of short-lived underperformance or long running underperformance. In all cases, the LNCT agreed Code of Practice on Teacher Competence - Procedures for Dealing with Underperformance 2022 must be followed. The initial assumption must be that the issue is one of short-lived underperformance. The documentation contained within the Support Pack will aid promoted staff to identify, monitor and address short term underperformance.

## 2 Early Warning

In Stages 1 and 2 it is assumed that the issue is one of short-lived underperformance. Short-lived underperformance can be caused by many different factors such as illness, personal circumstances, lack of understanding of current methodology, loss of confidence or external factors beyond the control of the teacher.

**Appendix 1** should be used to record any issues of concern against the GTCS Standard for Full Registration at Stage 1: Preliminary of the Code of Practice on Teacher Competence. A copy of Appendix 1 should be provided to the relevant senior manager.

## 3 Concerns Remain

Where performance matters progress from Stage 1 to Stage 2 as per the Code of Practice on Teacher Competence, **Appendix 2** should be used to support the process. Any meetings held require to be documented and signed by those present.

**Appendix 3** should be used by schools to record support through an Additional Support Log matched to the Standard for Full Registration, detailing observations, support provision in place and evidence gathered.

## 4 Stage 3 – Long Running Underperformance

Should the matter progress to Stage 3 – Long Running Underperformance of the Code of Practice on Teacher Competence a comprehensive statement will have to be prepared. **Appendix 4** provides advice for preparing the statement. The Headteacher and line manager are required to keep a copy of all paperwork in case of appeal.

Rodger Hill  
Schools' Manager - People  
1 August 2023

Agreed by LNCT October 2023

**EARLY NOTIFICATION FORM**

The purpose of this form is to ensure that areas of concern are identified early, with actions detailed to help address any issues of short-term underperformance. The form should also be used to make school management aware of any issues that are being addressed. In this way, the teacher will know in which area(s) they have to concentrate in particular and what support strategies will be put in place. This form should be seen as part of an 'early alert' system.

**Standard for Full Registration**

**Name:**

**School:**

Area of the SFR	Reason for Concern
<p>Support Actions</p>	

Signed:

(PT/DHT/HT)

Date:

Signed:

(Teacher)

Date:

**NOTIFICATION OF CONCERN FORM**

This form should be completed as part of the Stage 2: Support of the Code of Practice on Teacher Competence.

Name of teacher:

Name of school:

Line Manager:

Date:

Comment (related to appropriate Professional Standard)	Relevant Professional Standard	Agreed next steps

Teacher's comments:

Signed: \_\_\_\_\_ (Teacher)      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (PT/DHT/HT)      Date: \_\_\_\_\_

## **Additional Support Log for Teachers at Stage 2: Support of the Code of Practice on Teacher Competence**

### **Support**

The teacher's areas for development should be carefully linked to the three aspects of Professional Development in the Standard for Full Registration.

The degree of support will depend upon the individual's needs but may include:

- (Subject) specific CPD.
- Team-teaching.
- Modelling teaching/ learning.
- Lesson plans produced in advance and given to the line manager.
- Programme of observing colleagues across school with detailed record of what is observed.
- Programme of observing colleagues within own subject specialism / department.
- Setting of clear deadlines with timescales.
- Targets given for incorporating, for example, AifL strategies, behaviour management strategies, etc.
- Practice in other schools identified for teacher to observe.
- Increased monitoring with feedback.

**Additional Support Log for Teachers who are at Stage 2: Support of the Code of Practice on Teacher Competence**

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Running Log of support provided by line manager and evidence trail:

Date/ Relevant SfR:	Support given (who/ what/ how)	Expected Action By Teacher	Evidence Trail (evidence should be collated)	Signatures

Date/ Relevant SfR:	Support given (who/ what/ how)	Expected Action By Teacher	Evidence Trail (evidence should be collated)	Signatures



## EVIDENCE FILE FOR STAGE 3: LONG RUNNING UNDERPERFORMANCE

### General Advice

- Start gathering evidence as soon as you feel there may be an issue.
- Liaise closely with Headteacher.
- Discuss concerns early with the teacher as per the procedures in the Code of Practice on Teacher Competence - Procedures for Dealing with Underperformance 2022.
- Helpful to organise evidence by dividing into themes / sections e.g. support provision, CPD, planning, health etc. (customise to suit particular areas of concern).
- Gather all evidence into one file. Code / number each piece of evidence to make cross-referencing easier.
- Ensure that the following is included in the final statement:
  - Details of the teacher's alleged failure to maintain the standards described in the SFR with clear identification of which aspects are alleged not to meet the required standards.
  - Details of the support mechanisms and professional development opportunities offered to the teacher.
  - The duration of Stages 1 and 2.
  - The teacher's performance at the start of the support stage.
  - The teacher's performance at the end of the support stage.
  - This is collated and passed to the Headteacher in the first instance who reviews all information to ensure evidence is robust and in standard format before submitting it to the Disciplining Officer.

### What kinds of evidence?

- Minutes of meetings e.g. stage, dept. collegiate, Headteacher.
- Planning documents (e.g. long / short term, evaluations).
- Attainment records.
- Photographs e.g. wall displays, class organisation, resources.
- School documents.
- Teaching observation records.
- Action plans
- Professional learning records.
- SIP extracts.
- Written communication from teacher.
- Letters / complaints from parents.
- Transition info from previous teacher.
- Return to work reports / minutes.
- Log of meeting/key dates.

### Helpful Hints

- Ensure as much of the evidence is countersigned by the teacher as possible e.g. observation records, minutes of meeting.
- Highlight repetitions of advice or specific areas of concern.

- Consider someone else to be on hand when having discussions with teacher to ensure objectivity.
- Consider professional association involvement.
- Ensure the teacher receives copy of all evidence.