



CODE OF PRACTICE ON TEACHER
COMPETENCE
PROCEDURES FOR IMPLEMENTING THE
GTCS FRAMEWORK ON TEACHER
COMPETENCE

LNCT AGREEMENT

Approved at LNCT November 2024
Review November 2026

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1. SCOPE

This procedure will apply to teaching competence. It applies to fully registered teachers only, not to probationers.

Accordingly, this should be read and used in conjunction with the current Standard for Registration which is the standard of professional competence expected of fully registered teachers by GTCS.

- Teacher competence is measured against the SFR and so any case of alleged lack of competence is considered against this standard.
- Teacher competence is described in terms of the SFR and applies to teachers who have gained full registration with the GTCS.
- The standard describes the professional values and personal commitment of all teachers, their professional knowledge and understanding and their professional skills and abilities which all fully registered teachers are expected to demonstrate in their professional activities.
- The SFR can be downloaded from the GTCS website on <http://www.gtcs.org.uk>
- GTC Scotland Professional Update does not measure teacher competence. Alleged competence issues will therefore continue to be handled in line with this procedure.

2. GENERAL

Under performance can be identified through the appropriate School's Quality Assurance procedures or through the Handling Allegations Policy. It must be addressed immediately. This can often be done through informal counselling which may quickly address the problem.

The procedures assume that the teacher has been performing at a competent level up to the point at which temporary under performance enters Stage 1. Short lived under performance is used to describe a problem which, with support and guidance, will be overcome by the teacher within a short period of time. In Stages 1 and 2 of the following procedures, it is envisaged that the teacher's problem is one of short-lived under performance.

Long-running under performance is the term used to describe the problem when Stage 3 of the procedure is implemented. By this stage, although support and guidance and professional development opportunities have been offered to the teacher, this has not resulted in the teacher maintaining the level defined in the SFR. GTCs 'The Standard for Full Registration'.

Initially this should be dealt with under the Stage 1 Preliminary procedure below. Where completing the Stage 1 Preliminary procedure does not result in a satisfactory level of performance being attained, the Stage 2 Support may be implemented. Neither the Preliminary nor the Support stage constitute part of Aberdeen Council's Disciplinary Policy. Where completing the Support stage does not produce the required improvement, the Formal stage, which consists of Disciplinary proceedings, will be applied.

At all stages those providing advice, guidance and support should consider whether it is the Teacher who is under performing, or whether a period of adjustment may be required to become familiar with a new stage or subject.

It should be noted by all parties that during this procedure the LNCT agreement Quality Improvement Visits in Schools (October 2023) is temporarily suspended.

3. RIGHT TO BE REPRESENTED

Employees have the right to be represented by a colleague or trade union representative at all stages of the procedure.

Identification of under performance

Under performance will be identified through the appropriate School's QI procedures, by the Principal Teacher or School Leadership Team link person. It may also be identified through Aberdeen City Council's Handling Allegations Policy. An individual must meet the Standard for Full Registration in order to become a fully GTC Scotland Registered teacher. Under performance is therefore defined as a failure to maintain the level defined in the Standard.

Procedures for dealing with under performance

The procedures assume that a teacher has been performing at a competent level up to the point at which under performance is identified.

Under performance may 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. In Stages 1 and 2 of the procedure under performance is addressed **informally** at school level and is described as short-lived under performance

Where undertaking Stages 1 and 2 is unsuccessful, Stage 3 (disciplinary) is implemented and is described as long-running under performance. By this stage, although support and guidance and professional development opportunities have been offered to the teacher, this has not resulted in the teacher regaining the level defined in the Standard for Full Registration. Stage 4 (referral to GTC Scotland) may follow.

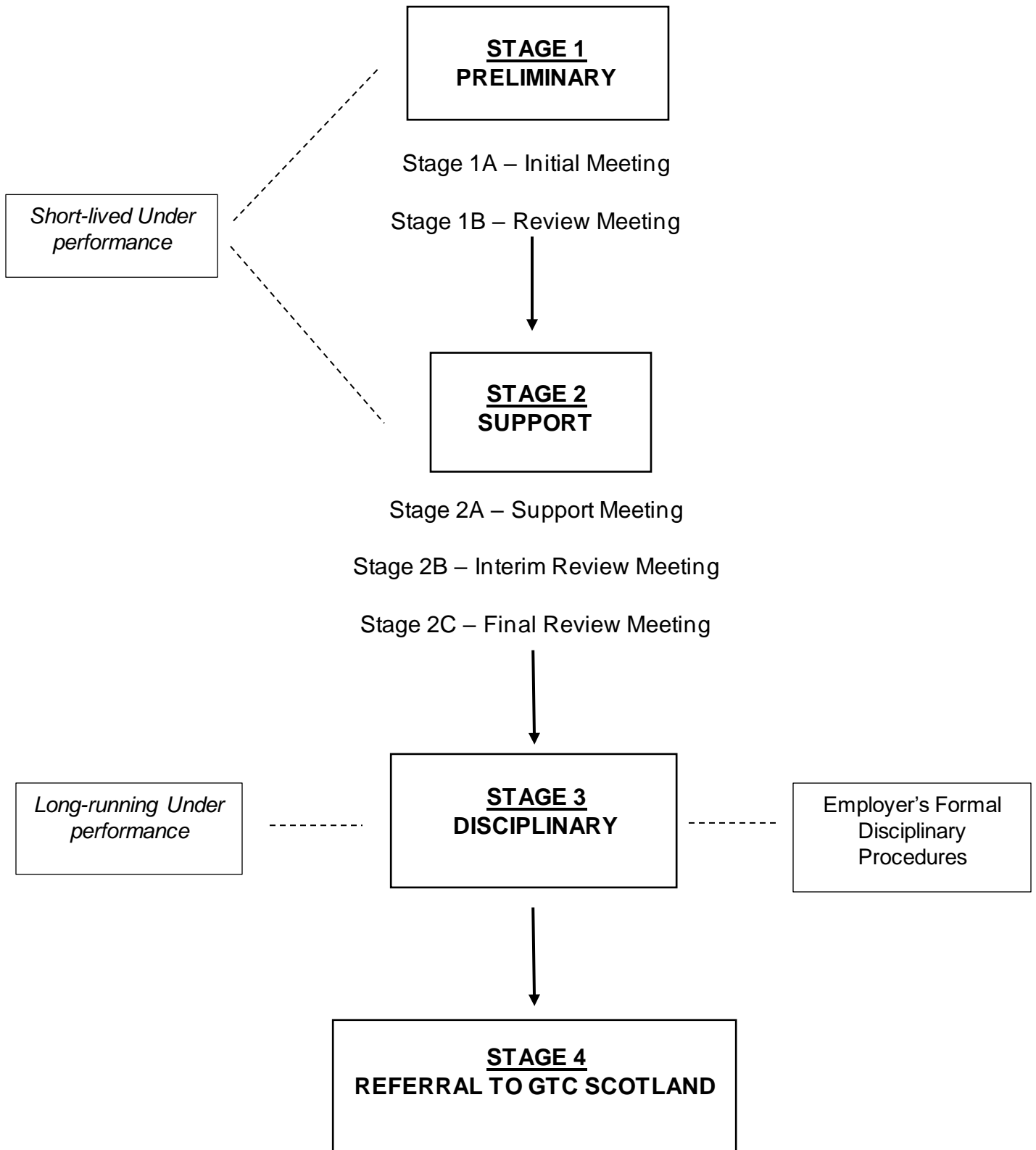
Generally, Stages 1A and 1B below are conducted by senior colleagues (the immediate line manager and/or link person) and the Head Teacher conducts Stages, 2A, 2B and 2C and prepares and presents the case at Stage 3. Where, however, the under performer is a Depute Head Teacher, the Head Teacher will conduct Stages 1A and 1B and the QIO will conduct Stages 1C, 2A, 2B, and 2C.

Throughout all stages of the procedure there should be records kept that will show evidence of:

- consistent and continuing reference to the SFR
- a well-structured and documented process which:
 - sets out and records the evidence gathered, support and development provided, and reasons for the decisions made at each stage

- is fair and reasonable, with clear objectives linked to either the short-lived or long running under performance
- is aimed to improve and not punish the individual concerned, with an indication of reasonable support and professional development offered
- is tailored to the individual circumstances
- complies with the terms of the Equality Act 2010

There are four stages in the procedures:



STAGE 1 - PRELIMINARY

Initial Meeting Stage 1A

It should be noted that all meetings should be recorded in writing. In the first instance the immediate line manager and/or link person (as appropriate) will arrange to meet the teacher to informally discuss the identified area(s) of under performance. Letter 1 should be used.

To enable support and facilitate discussion any reports on performance including evidence for under performance should be shared with all parties prior to the meeting. One calendar weeks' notice should be given. Although the Preliminary Stage does not form part of the formal disciplinary procedures, the teacher should be made aware of the potential for matters to progress to formal procedures and that reliance may be placed upon evidence gathered at Stages 1 and 2.

The teacher should be encouraged to bring a colleague or Union representative to accompany him/her at the meeting. ('Accompany' is defined above.) If required, the date and time of the meeting should be changed to accommodate attendance by the teacher's companion. A new date should normally be set within five working days. The meeting location should be selected to ensure confidentiality and freedom from interruptions.

The purpose of the meeting is:

- If required, to clarify the level of performance required by the Standard for Full Registration
- To identify if a performance gap exists
- To discuss identified area(s) of under-performance, and cause(s)
- To identify possible strategies to support improvement. These may include some or a combination of the following professional learning strategies
 - Review/evaluate current practice
 - Update/refresh knowledge and understanding
 - Engage further with guidelines and documentation
 - Engage further with materials/resources/literature
 - Classroom observation and feedback with an agreed focus
 - Support for planning
 - A period of in-school mentoring
 - Team teaching/observing others
 - Accessing other resources
 - Participate in professional development courses
- To allow the senior colleague(s) to offer advice and guidance to support improvement

- To determine a course of action designed to enable the teacher to reach the required standard. The performance gap and the action(s) designed to rectify it should be put in writing and a copy retained by the teacher and by the senior colleague(s) The Action Plan in the appendix should be used for this but must clearly identify the stage of the process
- To agree the length of time within which it is reasonable to expect the required improvement(s) to be made and set a date for a review meeting at the end of this period. Date and time for an interim meeting should also be scheduled as appropriate

The meeting should be as open as possible and the atmosphere should be one of support and encouragement, not of censure.

The teacher should be encouraged to participate fully in identifying the causes of the under performance and suggesting possible remedies. Depending on the perceived causes, the suggested improvement strategies may require action on the part of others besides the teacher.

Additionally, the teacher may refer to the senior colleague(s) to arrange an interim meeting should a difficulty arise. An interim meeting may result in an adjustment of the action plan and/ or the time period set for reaching the required standard. If the performance problems are related to matters outside of work, then the teacher should be encouraged to seek the appropriate help or services to enable the causes to be dealt with. The Employee Assistance Programme made available by the Council should be considered.

Letter 2 or 3 should be sent within three working days confirming the details discussed at the meeting.

Review Meeting Stage 1B

The review meeting will be held as agreed in Stage 1A. The teacher and the senior colleague(s) involved in Stage 1A will attend.

The purpose of the review meeting is:

- To review progress since the initial meeting and discuss current performance
- To discuss any difficulties encountered in implementing the course of action determined at Stage 1A
- To determine whether the required improvements have been made.

The teacher should be encouraged to bring a colleague or Union representative to accompany him/her at the meeting.

At the conclusion of the discussions the senior colleague(s) will adjourn for a short time to decide whether the required standard has been reached. They will then advise the teacher of their decision, which will be one of the following 'outcomes':

Outcome 1

Where improvements have been made to the required standard, no further action will be taken. The decision will be confirmed to the teacher in writing, in no more than 7 calendar days. (Letter 4)

Outcome 2

Performance is not of the required standard, however further support, guidance and professional development opportunities are thought sufficient to remedy the situation. Therefore, a second review meeting (Stage 1B) will be organised and a date agreed to review the further support, guidance and professional development undertaken and determine whether the remaining improvements have been made. (Letter 5 with changes)

Outcome 3

Performance is not of the required standard, and the second stage of the procedure will be implemented. The teacher will be informed of the decision and the underpinning reasons in writing, no more than 7 calendar days from the meeting. (Letter 5)

STAGE 2 – SUPPORT

Support Meeting Stage 2A

The Head Teacher will hold a meeting with the teacher to discuss the under performance issue. One calendar weeks' notice should be given in writing, along with a brief note of the issues to be discussed (Letter 5). Although the Support Stage does not form part of the formal disciplinary procedures, the teacher should be made aware of the potential for matters to progress to formal procedures and that reliance may be placed upon evidence gathered at Stages 1 and 2.

The teacher should be encouraged to bring a colleague or Union representative to accompany him/her at the meeting.

The meeting location should be selected to ensure confidentiality and freedom from interruptions.

The purpose of the meeting is:

- To advise the teacher of the specific aspects of the Standard for Full Registration which are to be addressed
- To clarify the areas of under performance, and identify the performance gap
- For the Head Teacher to advise of the support mechanisms and professional development opportunities available
- For the teacher to suggest forms of support or professional development which he/she would find helpful
- To agree the way ahead, and the appropriate support/ professional development opportunities to be provided

A written timeframe should be agreed in order to assist the Teacher reach the required standard this should outline the key milestones and take into account the circumstances of the individual case.

- Set dates for an Interim Review meeting and a Final Review.

Sympathetic consideration should be given to all reasonable requests made by the teacher, who should be encouraged to address the issues openly.

The Head Teacher will confirm the following details to the teacher in writing, no more than 7 calendar days after the meeting:

- The improvements to be made
- The support mechanisms and professional development package to be provided
- Confirmation of the review dates.

The teacher may refer to the Head Teacher at any time should a difficulty arise.

The Interim Review Stage 2B

The purpose of the Interim Review is to discuss progress on the action plan determined in Stage 2A. The teacher and head teacher should raise any concerns. The interim review may result in an adjustment of the action plan and/or the time period set for reaching the required standard.

The teacher should be encouraged to bring a colleague or Union representative to accompany him/her at the meeting. (Letter 6 should be issued within three working days of the stage 2B meeting)

The Final Review Stage 2C

The Final Review meeting will be held as agreed in Stage 2A.

The purpose of the review meeting is:

- To review progress since the initial meeting and discuss current performance
- To discuss any difficulties encountered in implementing the action plan
- To determine whether the required improvements have been made.

The teacher should be encouraged to bring a colleague or Union representative to accompany him/her at the meeting.

At the conclusion of the discussions the Head Teacher will adjourn for a short time to decide whether the required standard has been reached. He/she will then advise the teacher of the decision, which will be one of the following 'outcomes':

Outcome 1

Where improvements have been achieved to the required standard, no further action will be taken. The proceedings will be deemed to be complete. The decision will be confirmed to the teacher in writing, in no more than 7 calendar days. (Letter 7)

Outcome 2

Where improvements have not been achieved to the required standard, the teacher will be informed that formal disciplinary procedures will be implemented this decision and the underlying reasons will be confirmed to the teacher in writing, in no more than 7 calendar days. The teacher will also be advised of his/her right to be represented at Stages 3 and 4. (Letter 8)

Outcome 3

Where improvements have not been achieved to the required standard because of difficulties encountered in implementing the agreed action plan, any outstanding difficulties should be resolved and an amended date for a Final Review meeting should be agreed. (Letter 6)

STAGE 3 - DISCIPLINARY

An under performance issue that has reached Stage 3 is considered to be one of long-running under performance, and will be addressed under Aberdeen Council's Disciplinary Policy for teachers.

In relation to any disciplinary hearing convened under the Policy the Head Teacher will produce a comprehensive statement including the following:

- 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 be of the required standard
- How and why it is alleged that the teacher has fallen below the required standard of performance
- Details of the support mechanisms and professional development opportunities

offered to the teacher

- The process, documentation and duration of Stages 1 and 2
- The performance milestones during the process
- The teacher's performance at the start of the support stage
- The teacher's performance at the end of the support stage.

This information will also be considered in any referral of the case to the General Teaching Council for Scotland, which constitutes Stage 4 of this procedure.

STAGE 4 - REFERRAL TO THE GENERAL TEACHING COUNCIL FOR SCOTLAND

1. A case must be referred by the employer (or former employer) to GTC Scotland under the terms of Article 25 of the Public Services Reform (GTC Scotland) Order 2011 if:

- The teacher is dismissed; or
- The teacher resigns or leaves their post in the context of a possible dismissal.

Such referrals should be made to the Fitness to Teach Department at GTC Scotland.

2. The employer must explain to GTC Scotland the circumstances which caused them to dismiss the registered teacher or to conclude that they would have, or might have, dismissed the registered teacher

3. Information relating to GTC Scotland's procedures for dealing with such cases can be found in the Fitness to Teach and Appeals Rules 2012.

Referral to the GTC will take place only in connection with teaching competence.

Stage 1 & 2	Competence Action Plan
Stage 1	
1	Advising Teacher of Potential Under Performance
2	Confirming Under Performance, Content of Competence Action Plan and Review Date
3	Confirming No Under Performance
4	Stage 1 Review Outcome – Standard Achieved
5A	Stage 1 Review Outcome – Extension Agreed
Stage 2	Support
5	Review of Under Performance – Standard NOT Achieved/ Move to Stage 2
6	Interim Review Meeting Progress - Outcome
7	Final Review Meeting Outcome – Standard Achieved
8	Final Review Meeting Outcome – Standard NOT Achieved

MODEL LETTER – ADVISING TEACHER OF POTENTIAL UNDER-PERFORMANCE

NB – The employee must be given at least 1 week’s notice of the date of the meeting

PERSONAL

Dear

PRELIMINARY MEETING

I write to confirm to you that concerns have been raised regarding your practice and performance in accordance with the standards for full registration set by the General Teaching Council for Scotland *and/or* administrative/managerial duties.*

Insert practice and performance issue(s)*

The practice/performance areas for concern relate to:

1. *Professional knowledge and understanding**
2. *Professional skills and abilities**
3. *Professional values and personal commitment**

*Particularly with reference to the following indicators: **

	The Professional Standard	Illustrations of Professional Practice
1.	<i>Professional knowledge and understanding#</i>	
2.	<i>Professional skills and abilities#</i>	
3.	<i>Professional values and personal commitment#</i>	

I would like to meet with you informally on Date/Time/Place to discuss this matter in detail; with a view to putting in place support measures to assist you to achieve the required standards, if these concerns are confirmed. You may be accompanied at this meeting by a work colleague or representative from your professional association.

I wish to emphasise that this process is intended to be supportive and we hope you will participate fully in it; it is not investigatory or disciplinary, and I hope you will understand the reasons for our action. The aim of our meeting is to identify the causes of any under-performance and suggest possible remedies to support improvement if it is required.

On conclusion of our meeting I will consider all the relevant matters that have emerged; consider whether there is any substance to the claim; and decide on a course of action. This may include no action or putting in place a competence action plan to support you to achieve the required standards and if this is the case we will agree a review date at the conclusion of our meeting. I will confirm the outcome to you in writing.

Please telephone me on telephone no. XXXXX to confirm your attendance.

Yours sincerely

Head/Principal Teacher

Enc Copy of Framework on Teacher Competence
Copy of GTC Scotland – The Standard for Full Registration

* delete as appropriate
where the under performance relates to administrative/managerial duties the relevant descriptors from the Job Description should be inserted.

insert details from the General Teaching Council for Scotland, The Standards for Full Registration as appropriate

**MODEL LETTER – CONFIRMING UNDER-PERFORMANCE TO TEACHER,
CONTENT OF COMPETENCE ACTION PLAN & REVIEW DATE**

NB – The employee must be given at least 1 week's notice of the date of the meeting

PERSONAL

Dear

PRELIMINARY MEETING

I write to confirm the outcome of our discussions on DATE when it was confirmed to you that there are issues regarding your practice and performance in accordance with the standards for full registration set by the General Teaching Council for Scotland *and/or* administrative/managerial duties.*

These are drawn together and listed in the attached Competence Action Plan. This details the standard/administrative/managerial area(s) for improvement, evidence, improvement required and support to be given (including guidance and professional development opportunities) which have been put in place to assist you to achieve the required standards.

I will arrange to meet you shortly to enable us both to sign the Competence Action Plan signifying your agreement to undertake the required corrective actions.

As agreed at the conclusion of our meeting we will meet again on Date, Time, Place to review your Competence Action Plan. You may be accompanied at this meeting by a work colleague or representative from your professional association.

Please telephone me on telephone no. XXXXX to confirm your attendance.

Yours sincerely

Head/Principal Teacher

Enc Competence Action Plan
 Copy of Framework on Teacher Competence
 Copy of GTC Scotland – The Standard for Full Registration

* delete as appropriate

MODEL LETTER – CONFIRMING NO UNDER-PERFORMANCE TO TEACHER

PERSONAL

Dear

PRELIMINARY MEETING

I write to confirm the outcome of our discussions on DATE when we discussed potential issues regarding your practice and performance in accordance with the standards for full registration set by the General Teaching Council for Scotland *and/or* administrative/managerial duties.*

I am pleased to confirm following our discussions that there are no areas requiring improvement at this time.

I trust you will understand that we are required to act on receipt of notifications of potential practice issues. I am very pleased this matter has been clarified and concluded satisfactorily.

Please remember that we are all here to assist each other and I am readily available if you need support or advice.

Yours sincerely

Head/Principal Teacher

* delete as appropriate

**MODEL LETTER – REVIEWING OF UNDER-PERFORMANCE WITH TEACHER –
STANDARDS ACHIEVED**

PERSONAL

Dear

PRELIMINARY REVIEW OF COMPETENCE ACTION PLAN MEETING

I write to confirm the outcome of our discussions on DATE when we met to review your Competence Action Plan.

As advised at the conclusion of our meeting I am pleased to confirm that you have made the required performance improvements and reached the required levels in terms of the standards of practice and performance in accordance with the standards for full registration set by the General Teaching Council for Scotland *and/or* administrative/managerial duties.*

Please remember that we are all here to assist each other and I am readily available if you need support or advice.

Yours sincerely

Head/Principal Teacher

* delete as appropriate

LETTER 5

PRELIMINARY - STAGE 1 /SUPPORT STAGE 2

MODEL LETTER – REVIEW OF UNDER-PERFORMANCE WITH TEACHER – OUTCOME - REQUIRED STANDARDS NOT ACHIEVED & MOVE TO SUPPORT

NB – The employee must be given at least 1 week's notice of the date of the meeting

PERSONAL

Dear

REVIEW OF COMPETENCE ACTION PLAN MEETING

I write to confirm the outcome of the Preliminary Stage discussions on DATE when we met to review your Competence Action Plan.

As you were verbally advised at the conclusion of our meeting I regret to confirm to you that you have not achieved the required performance improvements. Accordingly you do not currently meet the required standards of practice and performance in accordance with the standards for full registration set by the General Teaching Council for Scotland *and/or* administrative/managerial duties.*

As advised I considered the matter and decided that you will now proceed to Stage 2 – Support. The underpinning reasons for my decision are:-

Insert reasons here

Please be assured that this measure is intended to be supportive; it is not investigatory or disciplinary; and I hope you will understand the reasons for my action.

We then continued our discussions focussing on the way ahead, agreeing the following and you were informed of:-

- the specific aspects of the General Teaching Council's Standard for Full Registration where you require to improve *and/or* administrative/managerial duties.*
- the proposed mechanisms which will be put in place to support you
- appropriate professional development opportunities which you can access

This process is intended to be participative; and I hope you will engage with it to address the issues. During our meeting I clarified with you that you are clear on the areas of under performance requiring improvement and I welcomed your suggestions on mechanisms and professional development opportunities which could be put in place to support you.

This is drawn up in the attached Competence Action Plan which lists the actions required to address the standard/administrative/managerial* improvements to be made; and the support mechanisms and professional development opportunities which have been put in place to assist you to achieve the required standards.

I will arrange to meet you shortly to enable us both to sign the enclosed Competence Action Plan signifying your agreement to undertake the actions listed.

We also agreed two appointment dates, the first for an Interim Review Meeting and the second for a Final Review Meetings as follows:

Interim	Date / Time / Place
Final	Date / Time / Place.

Again I wish to emphasise that this process is intended to be supportive; it is not investigatory or disciplinary; and I hope you will understand the reasons for our action and engage fully.

Yours sincerely

Head/Principal Teacher

Enc Copy of Framework on Teacher Competence
Copy of GTC Scotland – The Standard for Full Registration
Competence Action Plan

* delete as appropriate

LETTER 5 A

PRELIMINARY - STAGE 1 Extension

MODEL LETTER – REVIEW OF UNDER-PERFORMANCE WITH TEACHER – OUTCOME - REQUIRED STANDARDS NOT ACHIEVED – Extension agreed

NB – The employee must be given at least 1 week’s notice of the date of the meeting

PERSONAL

Dear

PRELIMINARY REVIEW OF COMPETENCE ACTION PLAN MEETING

I write to confirm the outcome of the Preliminary Stage discussions on DATE when we met to review your Competence Action Plan.

As you were verbally advised at the conclusion of our meeting I regret to confirm to you that you have not achieved the required performance improvements. Accordingly you do not currently meet the required standards of practice and performance in accordance with the standards for full registration set by the General Teaching Council for Scotland *and/or* administrative/managerial duties.*

As advised I considered the matter and decided that a Stage 1 extension will be granted to allow additional time to facilitate your continued improvement.. The underpinning reasons for my decision are:-

Insert reasons here

Please be assured that this measure is intended to be supportive; it is not investigatory or disciplinary.;

We then continued our discussions focussing on the way ahead, agreeing the following and you were informed of:-

- the specific aspects of the General Teaching Council’s Standard for Full Registration where you still require to improve *and/or* administrative/managerial duties.*
- the proposed mechanisms which will be put in place to support you
- appropriate professional development opportunities which you can access

This process is intended to be participative; and I hope you will engage with it to address the issues. During our meeting I clarified with you that you are clear on the areas of underperformance still requiring improvement and I welcomed your suggestions on mechanisms and professional development opportunities which could be put in place to support you.

This is drawn up in the attached Competence Action Plan which lists the actions required to address the standard/administrative/managerial* improvements to be made; and the support mechanisms and professional development opportunities which have been put in place to assist you to achieve the required standards.

I will arrange to meet you shortly to enable us both to sign the enclosed Competence Action Plan signifying your agreement to undertake the actions listed.

We also agreed two appointment dates, the first for an Interim Review Meeting and the second for a Final Review Meetings as follows:

Interim	Date / Time / Place
Final	Date / Time / Place.

Again I wish to emphasise that this process is intended to be supportive; it is not investigatory or disciplinary; and I hope you will understand the reasons for our action and engage fully.

Yours sincerely

Head/Principal Teacher

Enc Copy of Framework on Teacher Competence
Copy of GTCS – The Standard for Full Registration
Competence Action Plan

* delete as appropriate

MODEL LETTER – ADVISING TEACHER OF OUTCOME OF INTERIM REVIEW MEETING

PERSONAL

Dear

STAGE 2 (SUPPORT) INTERIM REVIEW MEETING OUTCOME

I write to confirm the outcome of our discussions on DATE when we met to review your Competence Action Plan.

As advised at the conclusion of our meeting I am pleased to confirm that you *

have now achieved the required performance improvements and your performance is acceptable in terms of the required standards of practice and performance in accordance with the standards for full registration set by the General Teaching Council for Scotland *and/or* administrative/managerial duties.* Your progress will continue to be reviewed and monitored in line until Date, our Final Review meeting.

have made (good*) progress in the following areas:*

insert areas

Please remember that colleagues are here to assist each other and I am available if you need support or advice.

Yours sincerely

Head/Principal Teacher

* delete as appropriate

**MODEL LETTER – FINAL REVIEW OF UNDER-PERFORMANCE
WITH TEACHER – STANDARDS ACHIEVED**

PERSONAL

Dear

STAGE 2 (SUPPORT) REVIEW OF COMPETENCE ACTION PLAN MEETING

I write to confirm the outcome of our discussions on DATE when we met to review your Competence Action Plan.

As advised at the conclusion of our meeting I am pleased to confirm that you have made the required performance improvements and reached the required levels in terms of the standards of practice and performance in accordance with the standards for full registration set by the General Teaching Council for Scotland *and/or* administrative/managerial duties.*

Please remember that we are all here to assist each other and I am readily available if you need support or advice.

Yours sincerely

Head/Principal Teacher

* delete as appropriate

LETTER 8

SUPPORT - STAGE 2

MODEL LETTER –FINAL REVIEW MEETING – STANDARDS NOT ACHIEVED

PERSONAL

Dear

STAGE 2 (SUPPORT) FINAL REVIEW MEETING OUTCOME

I write to confirm the outcome of our discussions on DATE when we met to review your Competence Action Plan.

As advised at the conclusion of our meeting I regret to confirm that you have not achieved the required performance improvements and your performance is not acceptable in terms of the required standards of practice and performance in accordance with the standards for full registration set by the General Teaching Council for Scotland *and/or* administrative/managerial duties.*

I have considered the matter and decided that you will now proceed to Stage 3 – Disciplinary. The underpinning reasons for my decision are:-

Insert reasons here

I will write to you shortly providing you with details of the disciplinary hearing.

Yours sincerely

Head/Principal Teacher

* delete / insert as appropriate