

**City of Edinburgh Council**

**Procedures for Professional Review and Development and Professional Update  
for Teaching Posts**

**LOCAL NEGOTIATING COMMITTEE FOR TEACHERS**

**Local Agreement**

**1. PURPOSE**

- 1.1 The purpose of this procedure is to outline the process and procedures to support teachers with engagement in Professional Learning, Professional Review & Development and Professional Update in line with the General Teaching Council for Scotland (GTCS) guidelines and registration requirements.

**2. SCOPE**

- 2.1 This procedure applies to all teaching posts in all sectors/services which require GTCS registration.

**3. DEFINITIONS**

HT – Head Teacher

DHT – Depute Head Teacher

PT – Principal Teacher

CL – Curriculum Leader

HofE – Head of Education

QIEO – Quality Improvement Education Officer

QIEM – Quality Improvement Education Manager

SEO – Senior Education Officer

CLPL – Career Long Professional Learning

PRD – Professional Review & Development

PU – Professional Update

Professional Update Officer – the officer who liaises with the GTCS regarding Professional Updates for CEC

GTCS – General Teaching Council Scotland

MyGTCS – Registration and Record Platform held by the GTCS

#### **4. RATIONALE**

- 4.1 This LNCT agreement sits alongside the CEC Guidance December 2021 and Updated CEC Guidance Document December 2025
- 4.2 Professional Review and Development provides teachers, throughout the year with ongoing opportunities to reflect on their practice and personal learning, supported by the annual review meeting between reviewee and reviewer.
- 4.3 By actively engaging in self-evaluation across the standards and ongoing dialogue, teachers can become agents of change. Professional capital will continue to grow across learning communities with teachers being recognised and valued by the profession.
- 4.4 Professional Update ensures confirmation that a teacher has engaged with professional learning and reflected on the impact of their professional actions as discussed in the annual PRD.

#### **5. PRINCIPLES**

- 5.1 High-quality PRD takes place in schools which have a strong culture and climate of trust, where all teachers feel nurtured, valued and empowered.
- 5.2 The process of Professional Review and Development (PRD) provides an opportunity for rigorous self - evaluation against the appropriate Standard and reflective dialogue with a line manager about professional learning and practice and identification of next steps. The Reviewee should plan and undertake professional learning and have opportunities to adapt planned learning during the course of the year. The Reviewer should have a clear focus on the impact of professional learning and not focus solely on what the planned professional learning was,

*‘Professional learning should be meaningful and relevant to teachers in their context. This may mean that some, or even all, of the professional learning undertaken will come directly from the school improvement plan, but it may also derive from specific circumstances arising that require you to focus on more personalised professional learning.’*

**GTCS What is the professional review and development (PRD) cycle?**

Participation in individual review is a requirement and the responsibility of all teachers to ensure high quality teaching and learning. Schools have a duty to ensure that every

teacher has access to high-quality professional learning conversations, as part of the PRD cycle.

- 5.3 PRD is not a one-off event, it is a continuous process across the year, and is based on a culture of trust. There are no set guidelines on the time of year for formal PRD meetings. The calendaring of PRDs should allow for the outcomes from PRD meetings to best influence and impact on school improvement planning, whilst also taking due consideration of individual staff development needs and workload considerations.
- 5.4 The PRD paperwork MyPL or Professional Learning Profile should capture reflective comments and appropriate evidence of significant impact on learning and teaching or leadership. There is no requirement to complete both. Staff may complete the PLP and upload to MyGTCS. No more than this is required for the purposes of a coaching conversation in the PRD discussions, nor for the purposes of Professional Update. It should be an aide memoire to stimulate conversations during the formal meetings and should not be bureaucratic nor over-burden the reviewer or reviewee.
- 5.5 The PRD meetings should be formally recorded. This record highlights the identified areas of development, the impact of Professional Learning and how these relate to the Professional Standards. This record can be directly entered into MyGTCS.
- 5.6 As part of the Professional Update Process, the employee and line manager will need confirm that they have maintained a reflective record of professional learning and evidence of its impact on professional actions, and that this has been discussed yearly as part of the Professional Review and Development process.

## **6. ARRANGEMENTS AND SCHEME FOR PROFESSIONAL REVIEW AND DEVELOPMENT**

### **6.1 Identification of Reviewers**

#### **ALL TEACHING STAFF**

The person who is designated to line manage the teacher during that academic session, will normally facilitate a teacher's PRD. In certain circumstances, a teacher, or the reviewer, may request that another manager facilitates the PRD process.

#### **PROBATIONER TEACHERS**

Probationer teachers are not part of the CEC PRD process, as they are being reviewed throughout their probation period.

#### **HEAD TEACHERS**

Head Teachers will be partnered with a QIEO, QIM, SEO or Head of Education for Professional Review and Development and Professional Update sign off.

#### **SHORT TERM SUPPLY TEACHERS and SECONDED TEACHERS**

Supply teachers will arrange a PRD with a member of the leadership team in the school in which they most often work. If this is not possible, supply teachers should contact

[edinburghsupply@edinburgh.gov.uk](mailto:edinburghsupply@edinburgh.gov.uk) and a review will be organised. Supply teachers working in more than one local authority should nominate one local authority as employer with whom to undertake their PRD and Professional Update.

Seconded Teachers should have their PRD in the school where they are seconded to, if the PRD/PU falls during the secondment period. If there is no opportunity for this to happen, they should contact their substantive line manager to arrange their PRD within GTCS timeframes.

#### CENTRAL STAFF

Registered teachers who currently work within other roles within Children, Education and Justice Services are required to continue with PRD and Professional Update and will be reviewed by their line manager, Head of Education or QIM.

The Service Director and Chief Education Officer will undertake City of Edinburgh annual review with the Executive Director of Children, Education and Justice Services, and the administration will be managed by the PU co-ordinator.

#### INCLUSION AND WELLBEING STAFF AND VISITING SPECIALISTS

Inclusion and Wellbeing Staff and Visiting Specialist Teachers should engage in annual PRD and Professional Update with a senior manager in their base school.

**It is the responsibility of the teacher to ensure that they have completed their PRD and are able to submit their Professional Update in line with GTCS guidance.**

## 6.2 Training for Reviewers and Reviewees

To ensure reviewers are aware of the principles, tools and practice of coaching the City of Edinburgh Council offers regular and robust training for all reviewers on developing traditional and pedagogical coaching approaches. This will equip reviewers with coaching skills, tools and resources to support colleagues in setting goals to improve pupil outcomes. Coaching training and PRD Reviewer training can be accessed by the CEC MyLearningHub.

## 6.3 Professional Learning Opportunities

When high-quality, sustained professional learning is undertaken, teachers are more likely to inspire pupils and provide high-quality teaching and learning experiences, enabling learners to achieve their best.

Professional learning not only improves a teacher's skills and abilities with reference to the GTCS Standard for Full Registration (SFR) but an up-to-date knowledge and understanding of current developments in learning and teaching are maintained.

Professional learning should be planned to consider next steps for further development identified in the PRD, and evaluated to show the impact of professional learning in their

context.

Professional learning can take different shapes and forms. Examples may include but not limited to attending a learning event, online learning, professional reading, a personal study, or a professional dialogue with a colleague.

A range of resources and access to learning events is available via the CEC My Learning Hub. Further learning opportunities are available on GLOW and on the GTCS website.

#### **6.4 Professional Learning Profile**

PRD meetings should be formally recorded. This record highlights the identified areas of development, the impact of Professional Learning and how these relate to the Professional Standards. This record can be directly entered into MyGTCS, where these records can be stored, referenced, added to and reviewed. Teachers can also use the Professional Learning Profile (Appendix 1) and upload this to the MyPL system. This record can be shared with the reviewer.

As part of the Professional Update Process, the teacher and the line manager will need to confirm that the teacher has maintained a reflective record of professional learning and evidence of its impact on their professional actions, and that this has been discussed yearly as part of the Professional Review and Development Process. It is therefore required that teachers maintain an individual, ongoing record of impact, updating and uploading the Professional Learning Profile or completing this on the online MYPL system. These records should be shared with the reviewer as part of the sign off process.

#### **6.4 Professional Review and Development Process**

School leaders should ensure that PRD meetings do not stand alone. They are part of an on-going professional learning cycle. School leaders should ensure that arrangements are simple, effective, understood by all parties and not constrained by bureaucracy.

Teachers should engage in ongoing professional dialogue throughout the year which includes the opportunity to discuss professional learning opportunities or needs.

There should be one formal PRD meeting scheduled in the WTA. To ensure the PRD process is impactful, and the initial meeting activates an on-going professional learning cycle, and school leaders should consider how they embed structured opportunities for on-going professional dialogue throughout the year to reflect on the engagement and impact of professional learning planned during the formal PRD meeting.

Schools may schedule in a second PRD meeting that provides opportunity for dialogue between the reviewer and reviewee or provide structured opportunities for this to take place collaboratively. Reviewers should ensure that during the formal PRD meeting,

reviewees know where they can access on-going support. A coaching approach should be taken for all PRD conversations.

Working time agreements should be finalised, including time set aside and prioritised for formal PRD conversations.

All teachers should be familiar with their roles and responsibilities in their PRD process, with reviewee and reviewer pairings preferably agreed at an early point in the year. All reviewers are expected to be trained in coaching and/or have significant experience in coaching.

All schools should ensure all reviewers access coaching skills development opportunities prior to taking on the role.

The City of Edinburgh Council will provide training opportunities annually on Professional Learning to Middle and Senior Leaders on Leadership of Teacher Development.

## **6.5 Professional Learning Plan**

The PRD meetings should be formally recorded. This record highlights the identified areas of development, the impact of Professional Learning and how these relate to the Professional Standards. This record can be directly entered into MyGTCS under the MyPL section, where these records can be stored, referenced, added to and reviewed. The teacher may also use the Professional Learning Profile (Appendix 1) and upload this to the MyPL system. The record can be shared with the reviewer.

As part of the Professional Update Process, the teacher and their line manager will need to confirm that the teacher has maintained a reflective record of professional learning and evidence of its impact on professional actions, and that this has been discussed yearly as part of the Professional Review and Development Process. It is therefore required that teachers maintain an individual, ongoing record of impact, updating and uploading the Professional Learning Profile or completing this on the online MYPL system. These records should be shared with the reviewer as part of the sign off process.

## **6.6 Professional Update**

Professional Update is based on effective, consistent Professional Review and Development (PRD) and high-quality professional learning, focused on outcomes for a teacher's own development, as well as aiming to improve outcomes for children and young people.

The CEC Professional Update Officer will email Head Teachers a list of staff who are going through Professional Update in the current session.

Head Teachers will remind all teaching staff to ensure their details with the GTCS are current.

Head Teachers will advise identified staff that this is their PU sign-off year.

Head Teachers will advise identified staff not currently at work (long-term sickness, maternity leave, career break) to seek a deferral.

Head Teachers will inform the PU Co-ordinator of any named individuals no longer working in their school.

## 6.7 Deferral

Due to personal circumstances, it may be appropriate to request a deferral. In the first instance this should be discussed between the teacher and their line manager.

Professional Update Deferrals may only be granted once, unless there are exceptional circumstances.

A request to defer must be made by the teacher, in writing, to the PU-Coordinator, [Education.Operations@edinburgh.gov.uk](mailto:Education.Operations@edinburgh.gov.uk), stating the reason for the deferral. Line managers should be copied into this email for their information.

Once authorised by the PU-Coordinator, the deferral request should be made through MyGTCS portal by the teacher and then approved by the teacher's reviewer.

**It is the responsibility of the teacher to ensure that they have completed their PRD and are able to submit their Professional Update in line with GTCS guidance.**

## 6.8 Non-Engagement with PRD and Appeals

If a registered teacher decides not to meet the requirements of Professional Update through non-compliance with Professional Review and Development, this will be dealt with through disciplinary procedures.

If there is a disagreement between the reviewee and reviewer, this should be resolved by the appropriate line manager as an informal grievance. In exceptional circumstances, this may be progressed through the Formal CEC Grievance Procedures.

In circumstances where a teacher can give reasonable grounds for wishing to have an alternative reviewer, the Head Teacher will arrange for an appropriate promoted member of staff to substitute, who will be at least equal in status to the original reviewer.

Where a Head Teacher can demonstrate reasonable grounds for requesting an alternative reviewer, the Service Director for Education & Chief Education Officer will make alternative arrangements.

## 6.10 Quality Assurance

Registered teachers will be encouraged to participate in an annual Local Authority confidential online surveys which will review the PRD process and monitor the engagement of teachers in the PRD process, their perception of the quality of the process and the impact of the process. Data generated from this will inform our work.

A review of this process will be undertaken in session 28/29 before a the review of this LNCT agreement in 2029/30.

The Learning and Development Team and QIEO for Professional Learning will capture data from the completion and uptake of professional learning through MyLearningHub. This should include evidence from internal self-evaluation regarding the perception & impact of the PRD process.

Signed



Jackie Reid  
Joint Secretary (Management)  
Date 21<sup>st</sup> January 2026



Alison Murphy  
Joint Secretary (Unions)  
Date 21<sup>st</sup> January 2026

*PROFESSIONAL REVIEW and DEVELOPMENT*



<b>Reviewee</b>		<b>Reviewer</b>	
<b>Post</b>		<b>School</b>	
<b>Academic Year</b>		<b>Date of PRD</b>	
<b>Year in Professional Update</b>		<b>Please circle</b> 1   2   3   4   5	

PLANNING					EVALUATION	
Please complete at the beginning of the PRD year					Please complete by the end of the PRD year	
Agreed learning priorities	Link To Standard	Agreed professional learning activities	Timescale	Intended Outcome	Evidence of Progress and Impact	Next Steps
Signed: Reviewee					Signed: Reviewee	
Signed: Reviewer					Signed: Reviewer	