

ANGUS JOINT NEGOTIATING COMMITTEE FOR TEACHERS

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4 June 2026

Dear Colleague

AJNCT/15 PROFESSIONAL REVIEW AND DEVELOPMENT (AMENDED)

This agreement was first ratified in 2004 and amended in 2009. The agreement was revised to reflect the implementation of the new GTCS professional learning platform and its associated requirement.

This amendment to the local agreement was approved by the Angus Joint Negotiating Committee for Teachers at its meeting on Thursday 19 March 2026 and subsequently ratified by the Staffing Sub-Committee on 2 June 2026.

Yours sincerely

**NEIL LOWDEN
MIKE CALLAGHAN**

Joint Secretaries

Enc.

cc: Chief Executive
Director of Education and Lifelong Learning
Director of HR, Digital Enablement & Business Support



APPENDIX 1 to CIRCULAR AJNCT/15 (AMENDED)

ANGUS COUNCIL – EDUCATION AND LIFE LONG LEARNING PROFESSIONAL REVIEW AND DEVELOPMENT FOR TEACHING STAFF POLICY STATEMENT

1.1 PURPOSE

Professional Review and Development (PRD) is central to raising achievement and improving the effectiveness of learning and teaching. It **supports teacher professionalism and underlines the importance of professional learning** as a fundamental part of school improvement, leading to improved outcomes for children and young people in Angus.

The following principles underpin this policy:

- The national commitment of all teachers to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice as stated in the General Teaching Council Scotland (GTCS) Professional Standards
- Angus Council's vision that Angus is a great place to live, work and visit
- The Education and Lifelong Learning Directorate aims: Angus Cares; Angus Learns; Angus Improves
- PRD is an **entitlement for all teaching staff** as is equal access to this process
- A culture and climate of trust is key to the provision of high-quality PRD

PRD involves all teaching staff and provides them, throughout the school year, with ongoing opportunities to reflect on their practice and personal learning (e.g. during collegiate activities). It is a process supported by an annual formal review meeting between reviewee and reviewer. The **annual** review meeting:

- Is focused on positive high quality professional dialogue
- Is timed to fit the needs of the reviewer, reviewee and the needs of the school, i.e. there is no expectation that review meetings are all scheduled in the Summer Term
- Is the responsibility of the reviewee in terms of requesting that this entitlement is respected and scheduled at a mutually convenient time
- Is an opportunity for teachers to reflect on and be critical of their professional practice

- Uses the GTCS Professional Standards and a record of professional learning to celebrate successes and strengths and identify next steps, including in career development
- Is characterised by a coaching approach to ensure the reviewee is supported and challenged in the professional learning conversation
- All teaching staff (specific roles and responsibilities are detailed in the accompanying Policy Guidance)
- This refreshed policy takes into consideration national updates from General Teaching Council for Scotland (GTCS) and the GTCS's Professional Review and Development Guidelines 2019

2.1 INTRODUCTION

The following guidelines aim to ensure a positive PRD experience for all. The expectation is that all schools strive to:

- Create a positive climate and culture of trust
- Be prepared and ready to engage in high quality PRD
- Promote ongoing professional dialogue between colleagues

Settings readiness for high quality PRD is captured in the GTCS graphic organiser (Appendix 1).

All teachers are expected to be committed to and undertake ongoing, professional learning.

Professional learning is what teachers engage in to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and up to date.

A wide range of high-quality, sustained professional learning experiences, including appropriate professional reading, means that teachers are more likely to inspire pupils and provide high quality teaching and learning experiences, enabling learners to achieve their best. Professional learning provides rich opportunities for teachers to develop and enhance their professional knowledge and practice, to improve the quality of learning and teaching and school improvement.

The national model identifies the key principles and features of effective professional learning and offers strategic guidance for schools on how to support, structure and plan for professional learning (Appendix 2).

The only GTCS statutory requirement to record learning is to maintain a record of professional learning. The easiest way to provide this update is by creating a MyGTCS account. MyGTCS is a personalised and secure web portal which is maintained by GTCS and is only available to GTCS registrants who are either provisionally or fully registered.

Professional dialogue should be ongoing throughout the year and the PRD meeting formally recorded. This record highlights the identified areas of development and how these relate to the Professional Standards and local and national improvement priorities.

Teachers should use MyPL/PU within MyGTCS, and the Angus Professional Review and Development Record (Appendix 4) to record only the **significant pieces of professional learning** undertaken that have had an impact on learning and teaching or leadership. Lengthy entries are not required to 'justify' professional learning undertaken. Records should serve as an aide-memoire to support the professional conversations in PRD, where more in-depth reflections should be shared.

It is important to note, that discussions around non-engagement in professional learning should not be left to the annual PRD meeting, or the sign-off year.

Reviewers should also use other professional discussions, e.g. planning/attainment meetings to explore the need for professional learning.

Engagement in Professional Update is an ongoing process, with professional learning and PRD at the heart.

The Professional Update is a five yearly process and is a requirement for registration with GTCS. It is the responsibility of every teacher to confirm their engagement in this process with GTCS. Professional Update is also completed via a MyGTCS account.

As part of Professional Update it is essential that all teaching staff provide an annual update of their details held on the register by GTCS including checking that personal and employment details are up to date. Teachers can be removed from the register if they do not do this. In advance of Professional Update, reviewees should ensure that they are associated to the appropriate reviewer. Reviewers and reviewees should discuss any potential issues regarding the Professional Update process early in the cycle.

Self-evaluation against the appropriate professional standard is a key feature of Professional Update. It is not a process for teachers to "prove" they have met every aspect of the Standards. Instead, the Standards should help in planning professional learning. The Standards have been designed to offer reviewees and reviewers support in identifying strengths as well as planning and developing professional learning to ensure continuing development of professional knowledge, skills, understanding and practice.

The outcome of the Professional Update process is confirmation of the following and should be updated via the GTCS portal:

I confirm that I have engaged in ongoing professional learning and reflected against the appropriate GTCS Professional Standards. I have maintained a reflective record of professional learning and evidence of its impact on my thinking and professional actions. I have discussed this with my line manager as part of my Professional Review and Development process.

Reviewers will be asked to confirm that teachers have engaged in the process and will sign off a similar statement using the GTCS portal.

I confirm that this teacher has engaged in ongoing professional learning and reflected against the appropriate GTCS Professional Standards. They have maintained a reflective record of professional learning and evidence of its impact on their thinking and professional actions. They have discussed this with me as their line manager as part of the Professional Review and Development process.

Angus Council recognises that there will be a few circumstances which may make completion of the Professional Update process within the designated timescale difficult. There may be reasons why it is appropriate to defer or bring forward Professional Update. For example, teachers who are planning to retire and undertake supply work may choose to complete the Professional Update sign off process in their last year of teaching. Maternity leave and career breaks may also be reasons for deferral or bringing forward Professional Update sign off. Further guidance on this can be found in Appendix 3.

The Fully Registered (Associate) is a legacy status, which was available to registrants who did not wish to remain in the general category because of circumstances. For example, this may have been if you were working outside Scotland with no intention of returning for the foreseeable future but wished to remain fully registered as a teacher in Scotland.

Teachers with associate status will continue to hold this status with no change. From April 2026, full registrants with general status can no longer move to this legacy status.

A coaching approach is key to high quality PRD. It aims to:

- Promote self-evaluation, personal reflection and learning

- Create higher levels of performance
- Enable teachers to be more accountable for their role and responsibilities
- Promote active listening and empathy
- Provide effective feedback
- Increase confidence and commitment to:
 - Engage in self-development and learning
 - Contribute to others' personal development
 - Transfer experience and learning into the leadership environment

The use of a coaching wheel can provide a useful structure for reviewees' self-evaluation prior to the PRD annual meeting and a means by which the professional dialogue can be framed to explore each of the Professional Standards (Appendix 5).

Angus Council is committed to developing the coaching approach to PRD and the provision of appropriate coaching training opportunities for reviewers.

The GTCS offers resources relating to the principles and practice of coaching which can be found on the GTCS website www.gtcs.org.uk

In the unlikely event of any teacher's wilful lack of engagement in PRD and/or PU, it is essential that focused and supportive steps are taken to work towards an acceptable outcome. See Appendix 7: Professional Update in Angus.

Reviewees should:

Before PRD

- be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
- be familiar with expectations within the Angus PRD policy
- have an understanding and appreciation of the value, purpose and process of coaching conversations and be aware when a coaching conversation is happening
- be familiar with current and new career structures and consider own next steps
- request an Annual PRD Meeting to be scheduled at a mutually convenient time (this is particularly important for supply teachers working in Angus)

- allow the reviewer sufficient time to prepare for a high-quality PRD session by submitting any preparatory work in a timely fashion
- engage in self-evaluation across GTCS Professional Standards, and other appropriate reference points, as an integral part of the PRD process, and share those reflections with the reviewer, using the Angus Professional Review and Development Record
- Take responsibility for knowing when it is PU sign-off year and engage with the process

During PRD

- share through professional dialogue how professional learning has impacted on practice, supported through appropriate evidence. Avoid solely talking about what was done.

After PRD

- review their part in the PRD conversation and reflect on their ownership, self-reflections and general professionalism in their own approach to Professional Learning and the potential of PRD
- plan and undertake professional learning once areas of development have been identified and have opportunities to adapt during the year if the need or opportunity dictates

Ongoing throughout PRD

- play their part in ensuring the Reviewee/ Reviewer relationship is one of trust and respect
- have some knowledge of varying different sources where professional learning can be sought, such as professional reading, practitioner enquiry, Education Scotland, Professional Recognition, school and Angus leadership opportunities
- maintain a reflective professional learning record with associated evidence of impact, recording only significant pieces of professional learning, linking them to the professional standards
- regularly seek-out professional learning conversations with peers/ Reviewer to discuss ongoing learning experiences
- embrace a culture of professional learning and engage in life-long learning opportunities for improved outcomes for the children and young people of Angus

Reviewers should:

Before PRD

- be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
- be familiar with expectations of the Angus PRD policy
- be knowledgeable of current and new career options to support career conversations, whether about potential promotional opportunities or developing and deepening the knowledge and skills within the classroom
- be trained in coaching and/or have significant experience in coaching and make reviewees aware of the coaching conversation taking place
- provide a planned PRD meeting each session as part of the school calendar and Working Time Agreement
- respect the fact that it is the reviewee's responsibility to request an annual PRD meeting, where this has not been arranged
- take time to prepare and familiarise themselves in advance with shared information from the reviewee for a PRD discussion, and consider a coaching approach to help identify next steps in learning
- be familiar with the professional standards to support the professional dialogue around recent professional learning experiences and identification of future areas of development
- familiarise themselves with the self-evaluation of the reviewee prior to the PRD and be prepared to ask relevant questions with a coaching approach of challenge and support

During PRD

- be clear to focus the professional discussion around the impact of professional learning on the reviewee as well as the learners and community, and not solely on what was done. Ask coaching questions to explore future planned professional learning

After PRD

- review their part in the PRD conversation and consider the experience the reviewee has received
- consider the reviewee's identified areas for development and consider how these might relate/ contribute to priorities, and offer support in this area where necessary

Ongoing throughout PRD

- develop a trusting relationship with the reviewee so the reviewee feels 'safe' and comfortable with both challenging and supportive PRD discussions

- where appropriate, recognise the valuable professional learning experience of supply teachers and those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities
- have current knowledge of varying different sources where professional learning can be sought, such as professional reading, practitioner enquiry, Education Scotland, Professional Recognition, school and Angus leadership opportunities
- whenever possible engage in ongoing professional learning conversations with reviewee to discuss ongoing learning experiences
- promote a culture of professional learning linked explicitly to improved outcomes for children and young people in Angus, encouraging reviewees to identify themselves as life-long learners

School Leadership Teams should:

Before PRD

- be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
- be familiar with expectations of the Angus PRD policy
- ensure all reviewers access coaching skills development opportunities prior to taking on the role
- make clear to reviewees and reviewers that it is the reviewee's responsibility to request an annual PRD meeting, but reviewers may need to prompt reviewees as required
- support all reviewers in having a relevant and current knowledge of current and new career options, and a knowledge of professional learning opportunities available locally and nationally
- allow both reviewer and reviewee sufficient time to prepare for a high-quality PRD session through the working time agreement
- endeavor to make links between professional standards and collegiate activities undertaken in school to support staff in making these connections
- ensure all staff are proficient in self-evaluation against GTCS Professional Standards and have access to appropriate sources of support

After PRD

- provide opportunities for reviewers to moderate their approaches to PRD and share their understanding, being mindful of confidentiality
- consider all identified areas for development of staff as a whole and consider how these might relate/ contribute to priorities and influence the School Improvement Plan, offering support in these areas where necessary

Ongoing throughout PRD

- use self-evaluation tools to measure the culture of trust and seek to improve if required
- acknowledge that protected characteristics may create barriers to accessing professional learning, and take steps to remove such barriers to allow equal access
- recognise the valuable professional learning experience of supply teachers and those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities
- stay abreast of local and national professional learning opportunities and share across school community
- provide opportunities for ongoing professional dialogue e.g. as an item on departmental meeting agendas
- monitor participation in PRD to ensure the entitlement of all, including any associated supply teachers. Prompt as required, those reviewees due sign off to make associations via MyGTCS
- promote a culture of professional learning in the school linked explicitly to improved outcomes for children and young people in Angus, ensuring teachers see themselves as learners

Education and Lifelong Learning Directorate should:

Before PRD

- be familiar with the benefits and impact a high-quality PRD can have, and know and understand the roles and responsibilities for all within the process
- review the expectations of the Angus PRD policy in line with revised national PRD Guidelines
- ensure all reviewers access coaching skills development opportunities from early in their career, by providing training
- ensure that time for the formal PRD process is recognised within AJNCT agreements
- provide a method for teachers to maintain a professional learning record, with clear, non-bureaucratic policies (Appendix 4)
- regularly review the materials available to schools to support self-evaluation against the standards, and provide training in self-evaluation if and when required
- engage with professional associations locally through the AJNCT to ensure that local policies and procedures for PRD, and support materials, reflect the revised national PRD guidelines

After PRD

- take opportunities to seek feedback from reviewees and reviewers, through quality assurance processes
- consider all identified areas for development of staff as a whole and consider how these might relate/ contribute to priorities/ influence opportunities for professional learning being offered across Angus and beyond

Ongoing throughout PRD

- through self-evaluation, encourage an organisation-wide ethos and culture, built on the foundations of trust and respect
- provide training in awareness to support and challenge our thinking during PRD conversations to ensure there is an equity of experience for all
- acknowledge that protected characteristics may create barriers to accessing professional learning, and should take steps to remove such barriers to allow equal access
- share current information re career options and professional learning opportunities with all schools/teachers through local communication channels
- recognise the valuable professional learning experience of supply teachers and those undertaking 'acting headteacher' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities
- keep all schools informed through regular communication of local, regional and national professional learning opportunities available to teachers
- provide opportunities to share and reflect on developments across school communities
- monitor participation in PRD to ensure the entitlement of all, including supply teachers and Head Teachers. Alert schools of those teachers due their PU sign off that year
- support schools by identifying, exemplifying, sharing and disseminating good practice
- promote a culture of professional learning across the organisation linked explicitly to improved outcomes for children and young people, encouraging all teachers to see themselves as learners

A commitment to improving outcomes for children and young people in Angus is dependent on teachers who are professional in their day to day working lives and who recognise that their own professional learning is a fundamental part of their individual and collective efficacy. When set within a culture of professional trust and positive relationships where everyone has a shared understanding of its purpose, high quality PRD empowers teachers whether they are reviewers or reviewees to be leaders of and for learning.

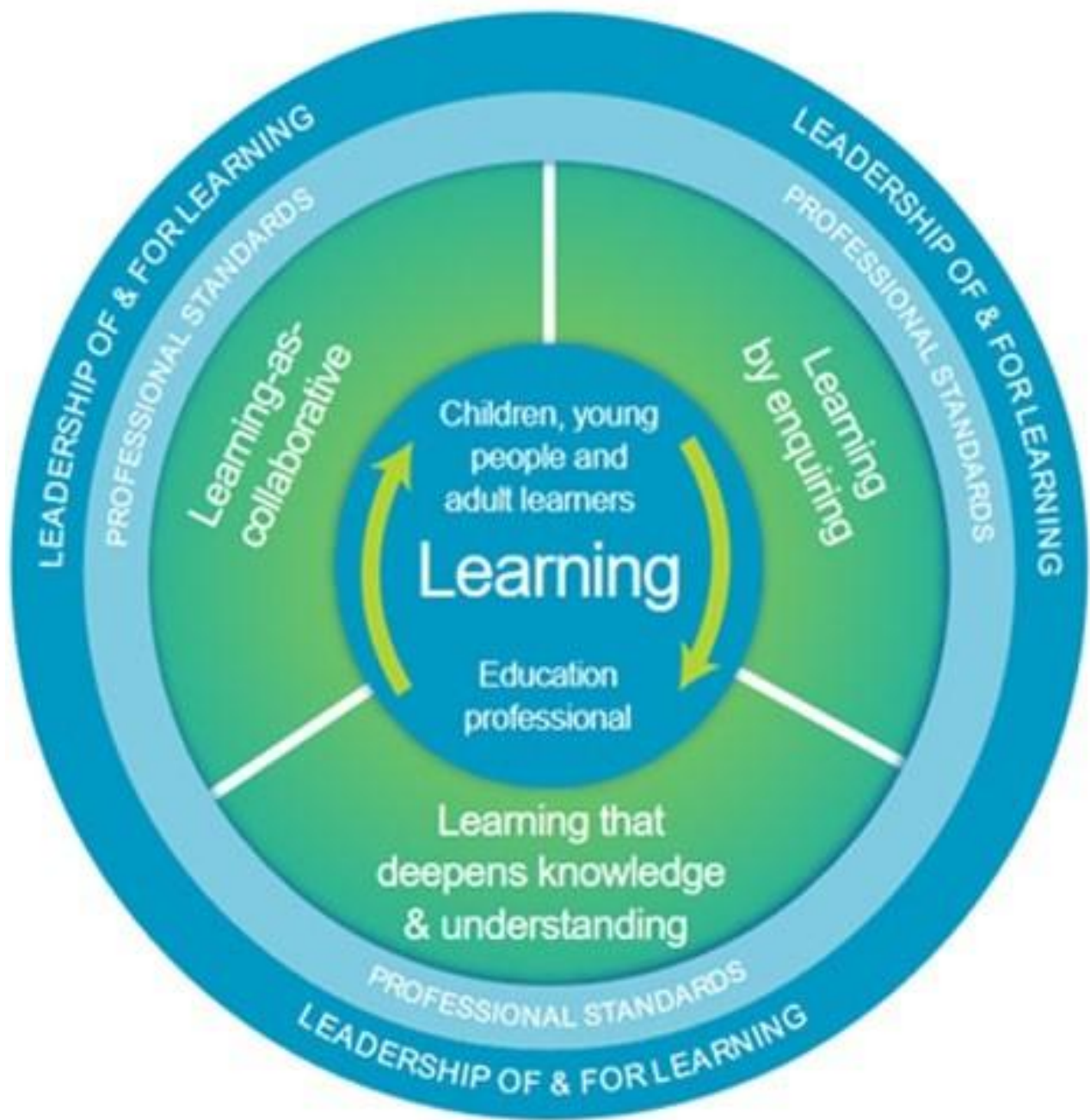
PRD as an ongoing process is formalised and validated by the annual PRD meeting – an opportunity to take time to reflect on the impact of professional learning and development as well as to consider how best to move forward positively in future learning and career development. The key features of PRD are captured in the graphic organiser (Appendix 6).

APPENDIX 1 SCHOOL READINESS FOR PRD



Resources to support schools in their readiness for PRD can be found on the GTCS website www.gtcs.org.uk

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There are potential barriers to completion of the Professional Update process including career breaks, extended illness, maternity/ paternity/ adoption leave and occasional supply work, for which extensions to the five year sign-off period may be required. If a teacher is unable to complete the process in the designated year, then the teacher has the opportunity either to bring forward his/her Professional Update or request a deferral. This should be discussed with the reviewer in the first instance and then the GTCS should be notified as per [Professional Update Guidance](#).

The PRD and PU process is not connected to teacher competence. PU is not about “proving” but “improving”. Teacher competency cases will continue to operate in line with the agreed framework '[Framework on Teacher Competence](#)'.

If a teacher is not satisfied by their PRD experience or any decisions arising from it they can request a review of the process. In this instance, the relevant Service Leader will organise a review of the professional update procedure. An alternative review process may be organised as a result of this review. This appeals procedure does not prevent teachers from accessing any existing policies for their support and protection.

A teacher may also request a change of reviewer for a variety of reasons, e.g. absence/change of line manager; grievance; extenuating circumstances. The request should be considered by the Head Teacher/Service Leaders who can appoint another reviewer as appropriate.

Click below for access to:

[Standards for Registration](#)

[Standard for Career Long Professional Learning](#)

[Standards for Leadership and Management](#)

[GTCS Toolkit to Explore the Standards](#)

Professional Review and Development

Date	
Reviewer	
Reviewee	

Review of Professional Learning and Impact Session (Insert Year/Session)

Brief summary of PL and impact. No need to record every PL activity, especially if it is already documented on MyPL; instead focus on highlights/agreed actions from last PRD meeting.

Area for Development Will tend to be generic needs	Professional Learning Activity specific related to need	Link to Appropriate GTCS Standard The most relevant key area	Impact Key points

Career Aspirations

Not solely about promotion but also developing skills and knowledge

Comments:

Signed (Reviewer)	
Signed (Reviewee)	

Reviewee Comments

Reviewer Comments

APPENDIX 5 USE OF A COACHING WHEEL

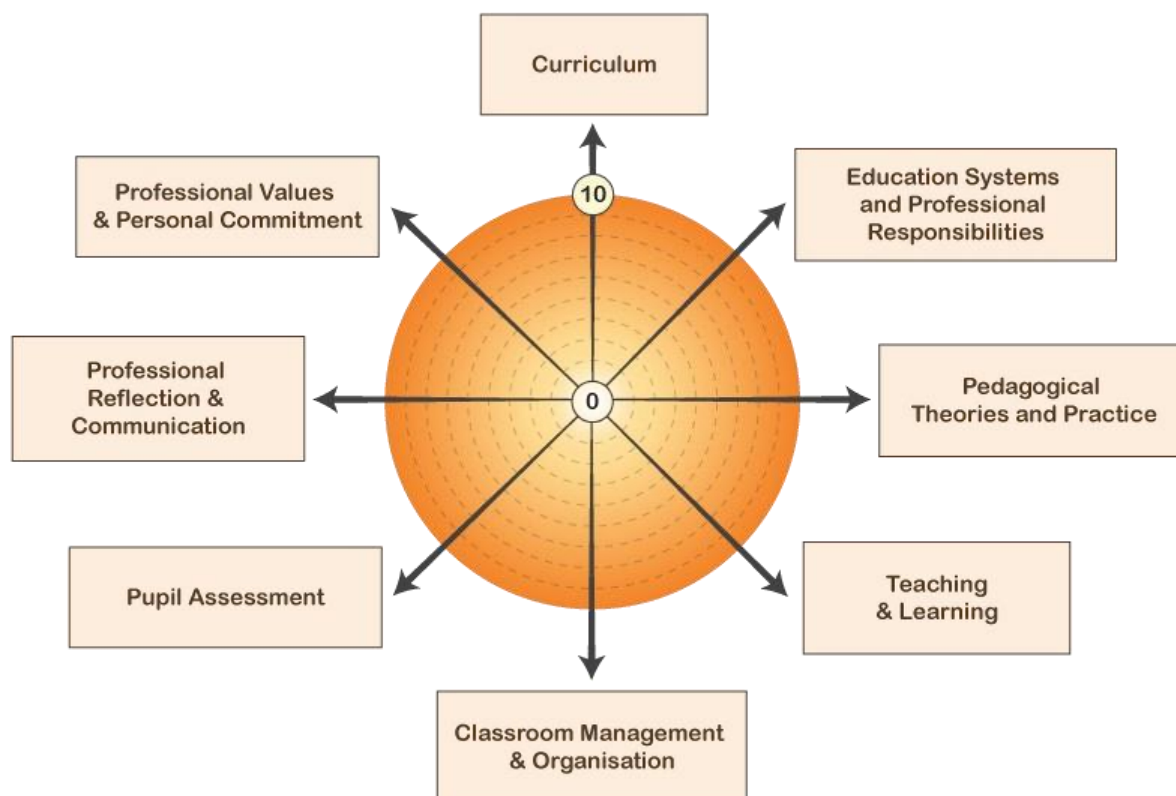
Coaching wheels relating to each of the GTCS Professional Standards can be found on the GTCS website www.gtcs.org.uk

Example of a coaching wheel

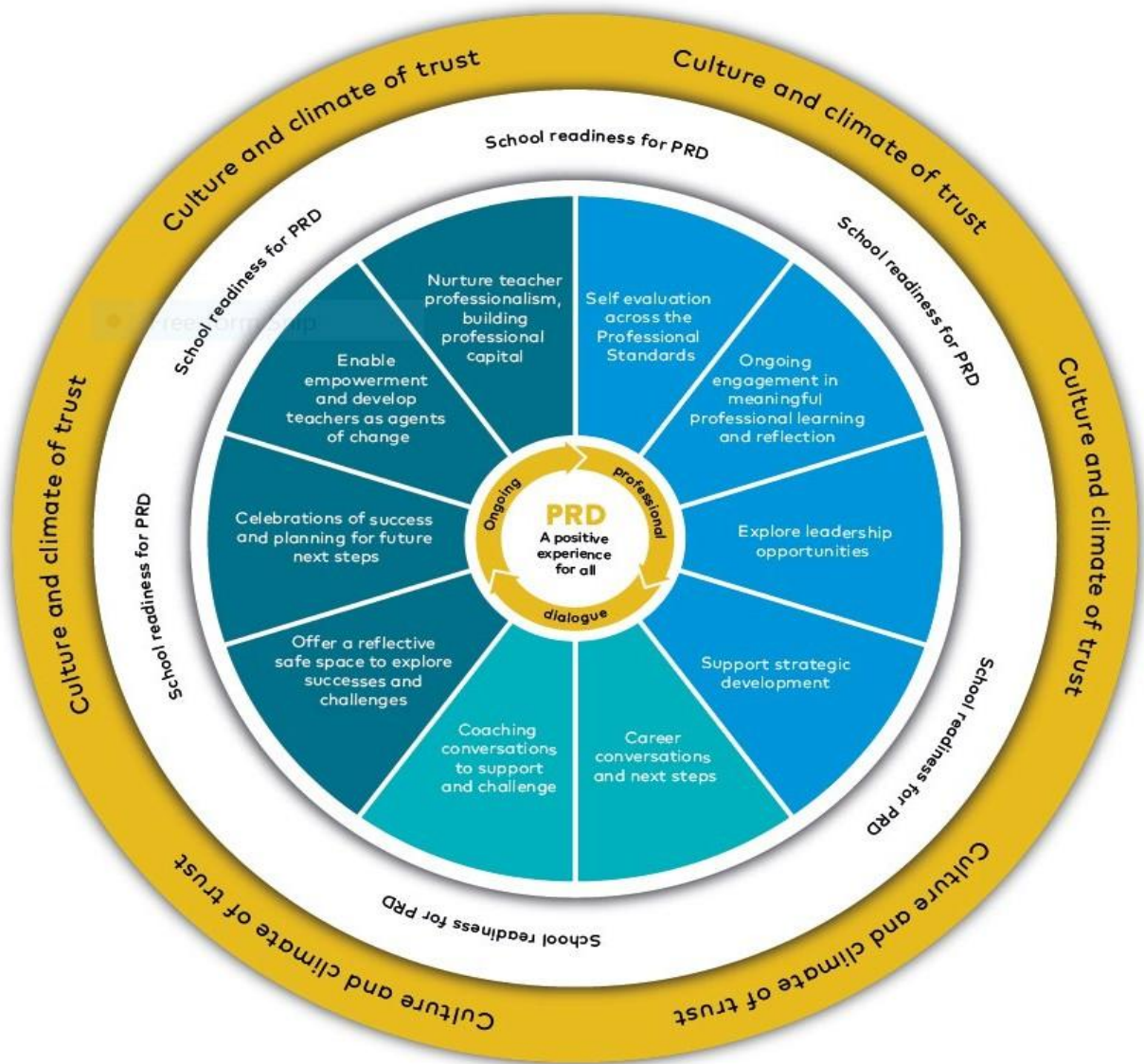
The reviewee should consider each point on the wheel in turn:

- Think about where you might gauge yourself on the wheel: 0 = really not confident/lots of areas to develop or work on; 10 = feel very confident/accomplished in this area. Think about 'why' you place yourself on that point
- Looking at areas you have identified, what should/could be your next steps to help take PU forward?

The Standard for Registration Wheel



APPENDIX 6 KEY FEATURES OF HIGH-QUALITY PRD



APPENDIX 7

PROFESSIONAL UPDATE IN ANGUS

Date	Task	Responsibility
May - August	<p>Annual Presentation to all school staff</p> <ul style="list-style-type: none"> • trigger for update of details on GTCS portal • August Supply Teacher briefing (invite all staff on register, including those not currently in post) <p>PRD/PU Arrangements built into WTAs</p> <p>All eligible staff aware of Professional Update date (including supply)</p> <ul style="list-style-type: none"> • Workforce Development Officer aware of staff due for PU • Reviewee and Reviewer negotiate and agree timing of Professional Update sign-off 	<p>School SLT</p> <p>Angus Education Improvement Service (AEIS)</p> <p>Individual</p>
September	<p>Initial Engagement Meeting (HT Triads)</p> <ul style="list-style-type: none"> • AEIS link to confirm PU staff with HT • Email to HTs to notify them of staff due for Professional Update 	<p>Angus Education Improvement Service</p> <p>HTs</p>
October	<p>Reminder 1 to Reviewee of Professional Update date</p> <p>Check for deferrals/requests to bring Professional Update forward</p>	<p>Angus Education Improvement Service</p>
April	<p>Check database for completed Professional Updates</p> <p>Reminder 2 (include HTs)</p>	<p>Angus Education Improvement Service</p>
June	<p>Reminder 3 (include HTs)</p> <p>Request any information concerning possible non-engagement</p>	<p>Angus Education Improvement Service</p>

August	<p>Non-engagement statement communicated to Reviewee and HT</p> <ul style="list-style-type: none"> • Reviewee to confirm Professional Update date by return. • Notify Director of Professional Update sign-off figures <p>AEIS review of data</p> <ul style="list-style-type: none"> • AEIS liaise with HTs from link schools • Contact HTs with regard to non-engagement and support arrangements, i.e. alternative reviewer, coaching conversation with individual, agree plan for Professional Update to take place 	Angus Education Improvement Service
October	<p>Formal notification from Director with regard to wilful non-engagement, breach of contract</p> <ul style="list-style-type: none"> • Refer to HR as an employment matter • AJNCT 11 Disciplinary Procedures for Angus Teachers • Right to appeal disciplinary decision as per AJNCT 11 • GTCS Fitness to Teach Policy • Right to appeal removal from GTCS register • Report to GTCS accordingly • Impact of removal from register may result in a vacancy – follow recruitment procedures to fill vacancy 	<p>Angus Education Improvement Service</p> <p>Director of Education & Lifelong Learning</p> <p>Human Resources Team</p>