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**Appendix 3**

**Head Teacher Report**

 **Short Term Supply/Temporary Cover**

This report **must** be completed at the end of a teacher’s temporary appointment when **this reaches or exceeds 30 days** in total in any school year. This can be completed earlier if necessary at the request of the Head Teacher or the Supply Teacher.

Please return completed form to: educationstaffingteach@west-dunbarton.gov.uk

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

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:

**Assessment of 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 and Professional Commitment

Please provide your assessment in this area.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent** | **Satisfactory** | **Unsatisfactory** |
| Professional Values and Personal Commitment |  |  |  |

 **Assessment of Professional Knowledge and Understanding**

Provide your assessment in relation to knowledge and understanding of the curriculum, education systems and professional responsibilities and pedagogical theories and practice.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent** | **Satisfactory** | **Unsatisfactory** |
| Professional Knowledge and Understanding |  |  |  |

**Assessment of Professional Skills and Abilities**

Provide your assessment in relation to professional skills and abilities in relation to: teaching and learning; classroom organization and management; pupil assessment and professional reflection and communication.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent** | **Satisfactory** | **Unsatisfactory** |
| Professional Skills and Abilities |  |  |  |

|  |
| --- |
| If you have ticked “unsatisfactory” to any of the above please provide further details: |

**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 Teacher 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. |  |  |

|  |
| --- |
| If you have answered YES to any of the above please provide further details: |
|  | **YES** | **NO** |
| Is current disciplinary action recorded on file for this teacher? |  |  |
| Was timekeeping satisfactory? |  |  |

I confirm that this is an accurate report which has been discussed with the supply teacher concerned.

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

**Head Teacher Signature Date:**

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

**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**
 |
|  |
| **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  |