

# Shetland Islands Council



# Children's Services

# Shetland Islands Council Teacher Competency Guidelines

Shetland Islands Council's Children's Services  
Department

April 2019

Applies to all teaching staff and associated  
professionals in Shetland Islands Council within the  
SNCT Conditions of Service

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## 1. Introduction

The purpose of these guidelines are to set out an agreed local process for the implementation of the Framework on Teacher Competence (FTC). This FTC replaced the Code of Practice on Teacher Competence issued by the General Teaching Council for Scotland (GTC Scotland) in September 2002 and came into effect on 2 April 2012.

The FTC takes into account the legislative changes brought about by the Public Services Reform (General Teaching Council for Scotland) Order 2011, with particular reference to GTC Scotland's duty to ensure that those who are registered meet the standard of professional competence expected of a registered teacher and are fit to teach.

Having attained the '*General Teaching Council's Standards for Registration - Mandatory requirements for Registration with the General Teaching Council for Scotland*' (SFR) a registered teacher must maintain that standard of professional competence throughout his/her career. Accordingly, the FTC is to be read and used in conjunction with the current SFR. The SFR sets out the standard of professional competence expected by GTC Scotland for fully registered teachers. <http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf>

Both of these documents should be an integral part of the employer processes in the management of any teacher competence issue arising.

## 2. Purpose, Scope and General Principles of the Teacher Competency Guidelines

Concerning the process for dealing with short-lived and long-running under-teacher performance, the purpose of Shetland Islands Council's Teacher Competency Guidelines are to:

- set out and explain the practical steps involved;
- affirm the central role of the FTC and the SFR in this process and as the baseline professional standard for teacher competence;
- encourage good and consistent practice amongst all school managers;
- encourage parties to operate within procedural timescales which are efficient and reasonable, taking into account all the circumstances and complexities of the individual case, as well as the public interest;
- ensure fairness to the registered teacher and also ensure a quality educational experience for children, pupils and learners in our schools;

The FTC applies only to fully registered teachers, as there are different and separate provisions to manage under-performance of provisionally registered teachers.

It should be noted that where the alleged under-performance relates to administrative/managerial duties of a promoted teacher, similar procedures may be applied but always in the knowledge that **GTC Scotland procedures and Fitness to Teach Panel outcomes can only relate to teaching competence and not to administrative / managerial competence.**

Therefore, where there are concerns in relation to the administrative and managerial duties of promoted teaching staff, the appropriate Shetland Islands Council policies will be followed.

These guidelines deal with the Stage One and Stage Two operation of the FTC only: the short-lived under performance. Beyond this point, if the competence issue (s) remain unresolved, the matter becomes a disciplinary one and Shetland Islands Council's Disciplinary Procedure is followed. By this stage, although support, 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.

At all stages of the process, the importance of agreed and accurate notes and actions plans arising from meetings cannot be stressed enough. Their use is to protect the interest of all parties involved through ensuring:

- All relevant concerns are noted;
- Agreed actions are recorded;
- There is agreement over who is responsible for action points;
- Agreed timescales are put in place;
- Progress can be monitored.

The role of note taking and action planning should be explained at the outset of all meetings related to this process. A pro-forma Teacher Performance Action Plan for Stage One and Stage Two of the process is included in these guidelines as Appendix One.

All parties present at the meeting should always sign off agreed notes and the Teacher Performance Action Plan.

In invoking these guidelines, no element of the process can be omitted. No matter what the issue (s) are, the starting point must be Stage One.

### **3. Dealing with Teacher Competency Issues**

#### **Stage One: Preliminary**

The aim of Stage One is for the line manager to make the teacher aware of issues that have arisen in respect of their performance, discuss ways in which improvements can be made and to explore any assistance required to facilitate this process.

Although the Support Stage does not form part of the employer's formal disciplinary procedure, 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 both Stages One and Two.

The competence issue (s) are assumed to be short lived and the teacher concerned must be given every reasonable chance to overcome the area of concern.

An **informal meeting** will be convened to discuss the following:

- Clarify the standards of performance expected as per the Standards for Registration (SFR);
- Using the SFR, explain the areas of concern to the teacher, concrete examples of areas of concern should always be shared;
- Gain an agreement or an acknowledgment of the issues identified wherever possible;
- Encourage the teacher to participate fully in identifying causes of under-performance and suggesting possible remedies;
- Agree how and when improvements should be achieved and develop the Teacher Performance Action Plan.

The teacher concerned must be present and they may be accompanied by a representative to support them, this may be from their Professional Association, but could also be a trusted friend or colleague.

At the first informal meeting, support to address the concerns around competency should be central to the discussion. Support mechanism identified may include:

- Training and professional learning opportunities;
- Mentoring, peer support, and / or shadowing of colleagues;
- Additional support;
- Temporary adjustments to duties;
- Referral to the Council's welfare service.

At the conclusion of the first informal meeting, a date should be agreed by the teacher and the line manager concerned to review progress in relation to the Teacher Performance Action Plan.

A reasonable length of time should be given for the teacher to reach the required standard. At all times, the education of the pupils will remain the paramount consideration in determining acceptable timescales.

A record of the meeting should be agreed, signed and retained by both parties. If the teacher indicates their disagreement with the comments made regarding their performance they should be given the opportunity to discuss and clarify with a view to agreeing the note of the meeting, and the note of the meeting should reflect this.

A **review meeting** is then held on an agreed date to ascertain whether the performance targets set out in the Teacher Performance Action Plan have been achieved.

At the conclusion of the meeting to review performance, an oral report should be given to the teacher indicating the outcome. Two outcomes are possible:

- Outcome 1

Where improvements have been made to the required standard, no further action will be taken. The teacher should be informed of this decision in writing.

- Outcome 2

Where improvements have not been achieved to reach the required standard, the teacher should be informed that the process moves to Stage Two.

### **Stage Two: Support**

Although the Support Stage does not form part of the employer's formal disciplinary procedure, 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 both Stages One and Two.

It is assumed at this stage, that the problem is still one of short-lived under performance.

An **informal meeting** will be convened to discuss the following:

- Confirm previous informal discussions relating to a shortfall in performance;
- Outline the support that has already been provided;
- Clearly identify how/why requirements for improvements discussed at Stage One have not been met and provide clear examples of this;
- The specific areas of the SFR that continue to need to be addressed;
- Reassure the teacher that this is a supportive process and that their cooperation is key to resolving the issues and concerns identified;
- Give the teacher the opportunity to respond and acknowledge the problems identified;
- Consideration should be given to reasonable requests made by the teacher;
- Discuss any underlying causes for the specific areas of concern;
- The proposed mechanisms which will be put in place to support the teacher;
- Appropriate professional development opportunities that can be accessed.

A Teacher Performance Action Plan will be developed from the discussions from the meeting. The plan may well build on the Action Plan constructed at Stage One of the process.

At Stage Two the Head Teacher must be present to lead the informal meeting and subsequent review meetings. The teacher concerned must also be present and they may be accompanied by a representative to support them, this may be from their Professional Association, but could also be a trusted friend or colleague.

At the conclusion of the discussions at the informal meeting, the Head Teacher should give a broad indication of the support mechanisms and professional development opportunities that will be made available. This will be followed up in writing along with the Teacher Performance Action Plan.

Dates for an interim review meeting (s) and a final review meeting will be confirmed as soon as is reasonably possible. Decisions on the number of interim review

meetings will be made by the Head Teacher. It is good practice to have at least one interim review meeting.

At all times, the education of the pupils will remain the paramount consideration in determining acceptable timescales.

A **final review meeting** is held where the Teacher Performance Action Plan is reviewed.

At the conclusion of the final review meeting, the teacher should be informed of the outcome.

Two outcomes are possible:

#### Outcome 1

Where improvements have been achieved to the required standard, no further action will be taken. These proceedings will be deemed to be complete. The teacher should be informed of this in writing.

#### Outcome 2

Where improvements have not been achieved to the required standard, the teacher should be informed that formal disciplinary procedures will be implemented. The decision and the underpinning reasons should be communicated to the teacher in writing.

### **Stage Three: Disciplinary**

The Disciplinary Stage comprises Shetland Islands Council's Disciplinary Procedure.

The problem is now considered to be one of long-running under-performance.

The teacher should be advised of his/her statutory and contractual rights to be accompanied to any meetings at this stage.

A comprehensive case overview report, refer to the Appendix Three recommended template, should be produced by the Head Teacher, in discussion with the school's Quality Improvement Officer, referring to the Teacher Performance Action Plan, and evidencing:

- The particular sections of the SFR in which he/she is alleging that the teacher is underperforming;
- How and why it is alleged that the teacher has fallen below the required standard of performance;
- The support mechanisms and professional development opportunities offered to the teacher;
- The process and documentation associated with Stages One and Two;
- The performance milestones during the process.

This report will be sent from the Head Teacher to the Executive Manager, Quality Improvement, no later than 20 working days following the decision to move to Stage Three of the process.

The above information may be considered at subsequent stages in the employer's formal disciplinary proceedings and will be required by GTC Scotland should the case move to Stage Four.

At this point in the process, no later than 20 working days after the overview report has been completed by the Head Teacher, the Executive Manager Quality Improvement, taking account of Human Resources advice, will agree next steps, in line with the Disciplinary Procedure, and share information with the teacher and Head Teacher.

The Disciplinary Procedure involves:

- The investigatory stage;
- Deciding whether disciplinary action is necessary;
- The option of a Disciplinary Hearing and disciplinary sanctions.

In cases involving teacher performance, before dismissal is considered, the Director of Children's Services, or nominated representative, must ensure that the GTCS Framework on Teacher Competence has been followed.

#### **Stage Four: Referral to the General Teaching Council for Scotland**

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 his/her post in the context of a possible dismissal;

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

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.

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

[http://www.gtcs.org.uk/web/FILES/FormUploads/Fitness-to-Teach-Rules-2017357770\\_3259.pdf](http://www.gtcs.org.uk/web/FILES/FormUploads/Fitness-to-Teach-Rules-2017357770_3259.pdf)





**Shetland  
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## **Teacher Performance Action Plan**

To be used in conjunction with the Shetland Islands Council Teacher Competency Guidelines

- Stage 1 of the Teacher Competency Process
  
- Stage 2 of the Teacher Competency Process

(Tick as appropriate)

**Name of Teacher** .....

**School** .....

**Date** .....

**In Attendance** .....

.....  
.....

<b>The issues of concern and correlation to the relevant GTCS Standards for Registration</b>	<b>Outcomes and Targets</b>  <b>What are the improvements in performance required?</b>	<b>Implementation</b>  <b>What are the activities, professional learning opportunities and support mechanisms to achieve the targets?</b>	<b>Who is Responsible and When?</b>	<b>Evaluation and Evidence</b>  <b>How will we know if improvements have been made?</b>  <b>Evidence required</b>

Signed ..... (Teacher)

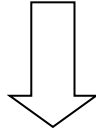
..... (Adviser)

..... (Head Teacher)

Review Date: \_\_\_\_\_

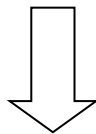
**Stage 1: Preliminary Stage – Line Manager and Member of Staff**

**Short-lived under performance**



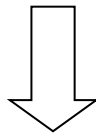
**Stage 2: Support Stage – Head Teacher and Member of Staff**

**Short-lived under performance**



**Stage 3: Formal Shetland Islands Council Disciplinary Stage**

**Long-running under performance**



**Stage 4: Referral to GTC Scotland**

**Long-running under performance**

**Case Overview Report Template**  
**Stage Three of the Competency Process**

Teacher		Registration number	
Registration Category		Subject (s) (secondary only)	
Employer		School(s)	
Head Teacher		Head Teacher's email	

**Introduction:**

When a teacher reaches Stage Three of the Competency Process, the Disciplinary Stage, a case overview report should be produced by the Head Teacher, in discussion with the school's Quality Improvement Officer, and submitted to the Executive Manager, Quality Improvement, no later than 20 working days following the decision to move to Stage Three of the process.

**General Overview:**

In order to provide a general overview of your experience of the teacher's performance at your school, please summarise below the areas of concern in relation to the teacher's competency, referring to the Teacher Performance Action Plan, used at Stage One and Stage Two of the process.

## The Standards for Registration (SFR):

Please indicate below the particular sections of the SFR in which the teacher is underperforming. Where you have no concerns about specific areas of the SFR, you can leave blank or state 'not applicable'.

1	SFR	Commentary
1.1	<b>Social justice</b>	
	❖ Embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.	
	❖ Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.	
	❖ Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.	
	❖ Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.	
	❖ Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.	
1.2	<b>Integrity</b>	
	❖ Demonstrating openness, honesty, courage and wisdom.	

❖	Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.	
❖	Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.	
<b>1.3</b>	<b>Trust and Respect</b>	
❖	Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.	
❖	Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.	
❖	Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.	
<b>1.4</b>	<b>Professional Commitment</b>	
❖	Engaging with all aspects of professional practice and working collegiately with all members of our educational communities with enthusiasm, adaptability and constructive criticality.	
	Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.	

<b>2</b>		
	<b>SFR</b>	<b>Commentary</b>
<b>2.1</b>	<b>Curriculum</b>	
<b>2.1.1</b>	<b>Have knowledge and understanding of the nature of the curriculum and its development.</b>	
❖	have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place.	

❖	have secure working knowledge and detailed understanding of the processes of change and development in the curriculum.	
❖	know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries.	
<b>2.1.2</b>	<b>Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum.</b>	
❖	have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance.	
❖	know how to match and apply the level of the curricular areas to the needs of all learners.	
❖	know how to use, design and adapt materials for teaching and learning which stimulate, support and challenge all learners.	
❖	know how to work collaboratively with colleagues to facilitate interdisciplinary learning.	
❖	know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.	
<b>2.1.3</b>	<b>Have knowledge and understanding of planning coherent and progressive teaching programmes.</b>	
❖	know how to plan systematically for effective teaching and learning across different contexts and experiences.	
❖	have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners.	
❖	understand their role as leaders of curriculum development.	
<b>2.1.4</b>	<b>Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy,</b>	

	<b>health and wellbeing and interdisciplinary learning.</b>	
❖	know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves.	
❖	have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing.	
❖	have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance teaching and learning.	
❖	have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance.	
❖	have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners' needs.	
❖	have secure knowledge of current educational priorities such as learning for sustainability.	
<b>2.1.5</b>	<b>Have knowledge and understanding of the principles of assessment, recording and reporting.</b>	
❖	know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process.	
❖	have extensive knowledge and a secure understanding of the principles of assessment, methods of recording assessment information, the use of assessment in reviewing progress, in improving teaching and learning, identifying	



	next steps and the need to produce clear, informed and sensitive reports.	
❖	have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning.	
❖	have extensive knowledge and a secure understanding of the assessment requirements of the major awarding and accrediting bodies.	

2.2 Education Systems and Professional Responsibilities	Commentary
<b>2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice.</b>	
have an understanding of the principal influences on Scottish education and international systems and understand the contribution and impact of these systems on teaching and learning.	
have an understanding of current, relevant legislation and guidance such the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC.	
have an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners and how these affect his/her daily responsibilities.	
<b>2.2.2 Have knowledge and understanding of the schools and learning communities in which they</b>	

<b>teach and their own professional responsibilities within them.</b>	
have secure working knowledge and detailed understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice.	
have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers.	
understand the importance of making a commitment to the distinctive ethos in all areas of the learning community.	
have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the learning community, other partner agencies and parents' organisations.	

<b>2.3 Pedagogical Theories and Practice</b>	<b>Commentary</b>
<b>2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices.</b>	
have secure knowledge and detailed understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take an holistic account of all learners' needs.	
have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning.	
have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice.	

<b>2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry.</b>	
know how to access and apply relevant findings from educational research.	
know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning.	

<b>3 Professional Skills and Abilities</b>	<b>Commentary</b>
<b>3.1 Teaching and Learning</b>	
<b>3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities.</b>	
plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.	
<b>3.1.2 Communicate effectively and interact productively with learners, individually and collectively.</b>	
model appropriate levels of literacy and numeracy in their own professional practice.	
use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners.	
communicate appropriately with all learners, and promote competence and confidence in literacy.	
demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning.	
communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners.	
create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional.	

reflect on the impact of their personal method of communication on learners and others in the learning community.	
<b>3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners.</b>	
consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes.	
skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities.	
justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners.	
create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.	
<b>3.1.4 Have high expectations of all learners.</b>	
ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge.	
identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required.	
show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world.	
<b>3.1.5 Work effectively in partnership in order to promote learning and wellbeing.</b>	
establish a culture where learners meaningfully participate in decisions related to their learning and their school.	

create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate.	
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<b>3.2 Classroom Organisation and Management</b>	<b>Commentary</b>
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<b>3.2.1 Create a safe, caring and purposeful learning environment.</b>	
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ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated.

plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning.

use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary.

enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning.

know about and apply appropriately health and safety regulations as an integral part of professional practice.

<b>3.2.2 Develop positive relationships and positive behaviour strategies.</b>	
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demonstrate care and commitment to working with all learners

demonstrate a secure knowledge and understanding of the wellbeing indicators.

show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success.

implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in

and around the school, in a fair, sensitive and informed manner.	
seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour.	
evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them.	
recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.	

3.3 Pupil Assessment	Commentary
<b>3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning.</b>	
systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies.	
enable all learners to engage in self evaluation and peer assessment to benefit learning.	
record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies.	
use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets.	
produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way.	

<b>3.4 Professional Reflection and Communication</b>	<b>Commentary</b>
<b>3.4.1 Read and critically engage with professional literature, educational research and policy.</b>	
read, analyse and critically evaluate a range of appropriate educational and research literature.	
systematically engage with research and literature to challenge and inform professional practice.	
<b>3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise.</b>	
reflect and engage in self evaluation using the relevant professional standard	
demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue.	
evaluate, and adapt their classroom practice rigorously and systematically, taking account of feedback from others, to enhance teaching and learning.	
demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development.	
work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning.	
maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices.	

### **Explanation and Overall Assessment**

Referring to the issues identified above, please provide an analysis of the teacher's performance. For example, was there a particular element of the Standards for Registration that the teacher has failed to maintain/meet that impacted negatively on his/her performance in other areas?

### **Other Factors**

Please set out below details of any external factors that you were made aware of that might have impacted upon the teacher's performance (e.g. illness, family or personal problems). Please set out how these issues identified were considered by your school or the local authority

If the teacher has a disability that you have been made aware of, please provide details of what reasonable adjustments (if any) have been made as a result of this.

Provide details of where it has not been possible to provide reasonable adjustments



## **Support**

Please set out below details of all of the support that has been provided to the teacher including details of at what level the support was provided (e.g. local authority, school, department or individual staff). If any further support measures were identified but not carried out, please also provide details and reasons as to why those measures were not carried out (e.g. staffing issues, probationer resigned).

**You may find it helpful to structure this section by describing the support given at different levels under headings (e.g. local authority level, department level, one to one support).**

## Terms of Reference

### Investigation Terms

You are requested to carry out an investigation under Stage 3 of the Council's Teacher Competency Guidelines using the Council's Disciplinary Procedures as a framework, into the competence of NAME, Teacher of SUBJECT.

### Background

NAME has been employed as a Teacher with Shetland Islands Council since DATE. Their current post is Teacher of SUBJECT at SCHOOL. The School role is NUMBER and the class(es) NAME currently teaches PRIMARY/SECONDARY YEAR. The Head Teacher is NAME OF HEAD TEACHER.

### Specific Issues to be Clarified

During your investigation you should attempt to clarify the issues set out below:

- Establish the Standards for Registration (SFR) areas identified as requiring improved performance.
- Establish the timeline of Stage 1 and Stage 2, including any reviews.
- Establish what support has been provided at Stage 1 and Stage 2.
- Establish what performance improvements have been made and what performance improvements have not been met at Stage 1 and Stage 2.
- Establish whether the GTCS' Framework for Teacher Competence has been followed.
- Establish whether there are any extenuating circumstances that may have affected NAME performance at work.

Interviews need to be held and statements taken from:

<b>Name</b>	<b>Post</b>	<b>Contact Details</b>
NAME	Teacher of SUBJECT	
NAME	Head Teacher of SCHOOL	

Should you feel, during the course of the investigation, that other people should be interviewed, or should further information come to light which you feel should be investigated, please contact the Executive Manager Quality Improvement.

Statements should incorporate the points laid down in paragraph 4.3 of the Council's Disciplinary Procedure.

### Timescales

You should complete the investigation as quickly as possible, and if at all possible, by no later than DATE.

### Enclosures

- Appendix 1 Disciplinary Procedures
- Appendix 2 Teacher Competency Guidelines
- Appendix 3 GTCS Code of Practice on Teacher Competence
- Appendix 4 Head Teacher's Overview Report