



SOUTH AYRSHIRE COUNCIL

**JOINT NEGOTIATING COMMITTEE
FOR TEACHERS
(Other non devolved matters)**

**Framework for Professional Review
& Development
(JNCT 2.8)**

FRAMEWORK FOR PROFESSIONAL REVIEW AND DEVELOPMENT FOR TEACHERS

1 Introduction

- 1.1 This framework of Professional Review and Development (PRD) for teachers follows the principles of Professional Update (PU) which applies from August 2014 and has been developed in the context of the Professional Standards which were revised by the General Teaching Council Scotland (GTCS) in 2013. Professional development is linked to this suite of Standards.
- 1.2 The framework forms part of the strategy which South Ayrshire Council uses to support its schools in raising standards and assisting teachers to improve the effectiveness of the teaching and learning process. It is an essential component of the quality process in which all schools are engaged.
- 1.3 Integral to this is the need for self evaluation at both school level and by individual teachers. Self-evaluation will inform the PRD process at all stages.
- 1.4 Professional Review and Development is a supportive process through which the professional learning needs of staff are identified and agreed, based on an assessment of their individual needs, taking into account school, local and national priorities. It is also the means by which individual teachers can discuss their personal career aspirations and development needs.
- 1.5 Teachers have a contractual entitlement and responsibility to undertake an appropriate balance of personal professional development and to maintain a Continuing Professional Development (CPD) Record also known as Career Long Professional Learning (CLPL) Record. The Council likewise has a responsibility to ensure a wide range of Professional Learning opportunities.
- 1.6 Within the terms of this framework teachers have an entitlement to an annual PRD meeting to discuss the impact of professional learning which has been undertaken and also to agree their subsequent CPD/CLPL Plan. This process will also confirm their maintenance of the appropriate professional standard on a five yearly basis through confirmation of the Professional Update statement (by the reviewee and their line manager).
- 1.7 Procedures re teacher competence are not part of the PRD and PU process.
- 1.8 The separate procedures for recruitment and selection and for discipline and grievance should not be confused with the Professional Review and Development Agreement.

2 Principles

- 2.1 The Council's statement of values makes explicit its commitment to quality public services and lifelong education, and that South Ayrshire should be prosperous, learning and achieving.

- 2.2 PRD discussions offer an opportunity for recognising good performance and making clear to teachers that they are valued and appreciated. Combining a systematic and supportive approach, the process should deliver practical improvements in the classroom and better leadership and management resulting in enhanced job satisfaction and a positive impact on children's and young people's learning and staff morale.
- 2.3 Teachers will take responsibility for their own professional learning and the manager's role is to support and facilitate this.
- 2.4 The process should be simple and not constrained by bureaucracy.
- 2.5 The purpose of the PRD process should be clear and supportive to all participants. Staff should feel confident that the process will lead to enhanced professional knowledge and skills and that it balances individual, personal development priorities with those relating to the school plan.
- 2.6 The planning process should be based upon a participative and consultative approach so that staff are fully aware of the priorities and planned means of achieving them.
- 2.7 The process of personal reflection and self-evaluation against the appropriate GTCS Standard(s) will identify areas of strength and achievement and areas for further professional development.
- 2.8 A coaching approach to the PRD discussion will confirm that the teacher's key strengths and development priorities are identified and that they have the opportunity to meet their future needs.
- 2.9 The process should be responsive and constructive, offering a focus on ways to update skills, address areas requiring support, manage change and enhance their careers.

3 Management of PRD and Career Long Professional Learning (CLPL)

- 3.1 Teachers (other than short term supply teachers) have a contractual requirement to complete a maximum of 35 hours of CPD/CLPL per annum. Teachers on part-time contracts will complete CPD/CLPL per annum on a pro rata basis, and it will consist of an appropriate balance of personal professional development, attendance at relevant courses, small scale school based activities, online learning and other Professional Learning activities.
- 3.2 The responsibility for managing the process of identifying CPD/CLPL needs in schools lies with the Head Teacher. This task may be delegated to a senior member of staff who is nominated as the CPD/CLPL Co-ordinator. In the case of short term supply staff learning needs will be taken into account by the Quality Improvement Officer with responsibility for CPD/CLPL as well as other senior officers with responsibility for centrally organised CPD/CLPL for teaching staff. For peripatetic staff, and GTCS registered staff not currently based in schools this will be the responsibility of their line manager. Head of Education (or nominated QIM/QIO) will take account of CPD/CLPL needs of Head Teachers, Quality Improvement Managers, Quality Improvement Officers and other GTCS registered Senior Officers working within the Education Service but not based in schools.

- 3.3 The role of the CPD/CLPL Co-ordinator, in conjunction with the appropriate Council Officer(s), is to ensure that Professional Learning opportunities are made available to members of staff in line with the outcome of the PRD process. The CPD/CLPL Co-ordinator will not have sole responsibility for matters relating to Professional Learning, for example in the case of probationer teachers on the induction programme or experienced teachers undertaking leadership and management training.
- 3.4 CPD/CLPL opportunities should not be limited to attendance at courses or seminars, but should span the wide range of activities that provide for personal and professional development such as action research, membership of working groups, school committees, visits to other establishments, co-operative teaching, job-shadowing, acting appointments, secondments, professional reading and so on. Further guidance is contained within the PRD Support Pack (Appendix A), from the QIO with responsibility for CLPL, and from the EIS Learning Rep.

4 Organisational Arrangements

- 4.1 All teachers (including all levels of promoted staff, peripatetic and visiting teachers) will be entitled to an annual PRD discussion to discuss the impact of professional learning and to agree the subsequent year's CPD/CLPL plan. The person who will normally conduct the review will be the member of staff who is the reviewee's immediate line manager who should be familiar with the work of the reviewee and is therefore able to provide sound feedback as part of the review.
- 4.1.1 In the case of GTCS registered Heads of Service the reviewer will be the Director.
- 4.1.2 In the case of GTCS registered Senior Officers the reviewer will be the relevant Head of Service, Director or GTCS registered Manager.
- 4.1.3 In the case of Head Teachers a three year model will be implemented. In the Professional Update confirmation year the reviewer will be either the Head of Education or Quality Improvement Manager. Years two and three of the cycle will include a QIO and a peer Head Teacher as reviewer. The peer Head Teacher shall be identified by the Head Teacher being reviewed.
- 4.1.4 Depute Head Teachers will be reviewed by the Head Teacher with any relevant information being passed to the reviewer by any Principal Teacher in whose department or faculty they also work.
- 4.1.5 Principal Teachers will be reviewed by the appropriate member of the Senior Management Team.
- 4.1.6 Principal Teachers of Guidance will normally be reviewed by the member of the Senior Management Team with responsibility for Guidance, with information being passed on by the Principal Teacher (subject) on the classroom and departmental work of the reviewee.
- 4.1.7 Teachers on temporary contracts, who are in one school for 6 weeks or longer (around the time that their PRD discussion is due) will have their PRD interview conducted in that

school. They should make the request for PRD discussion with the Head Teacher who may delegate this responsibility to a member of the Senior Management Team.

- 4.1.8 Teachers who are in a school for less than 6 weeks (around the time the PRD discussion is due), or who are employed on short term contracts, should seek advice from the QIO with responsibility for PRD/CLPL in order that a suitable reviewer can be identified.
- 4.2 Where a teacher has more than one line manager, for example, a teacher who works in more than one school, the review will be conducted by the appropriate member of staff in the school where the reviewee spends more time. This will also apply within a school where a teacher, for example, works in more than one subject department. Where there is no difference in time commitments the Head Teacher will decide who is to be the reviewer within a school, or the appropriate Head of Service where the decision is between or among schools. Information will be passed to the reviewer by the other line manager.
- 4.3 An additional process is in place to support 'returning teachers' i.e. those applying to the supply register after a career break of five years or more. A PRD discussion will be facilitated to identify relevant Professional Learning opportunities prior to being deployed as a supply teacher. This process is facilitated by the QIO with responsibility for CLPL.
- 4.4 Any potential concerns (held by either reviewer or reviewee) regarding the Professional Update aspect of the process should be discussed at the earliest opportunity in the PRD cycle.
- 4.5 In circumstances where a teacher is able to 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.
- 4.6 Where a Head Teacher can demonstrate reasonable grounds for requesting an alternative reviewer, the Director will make alternative arrangements.
- 4.7 Care should be taken to ensure a fair distribution of PRD discussions among reviewers where possible.
- 4.8 Probationary Teachers are not included in this review process as their mentoring arrangements are in accordance with the National Teacher Induction Scheme.

5 Training

- 5.1 Every member of staff should have access to appropriate training for PRD and PU processes. All reviewers should undergo training of which is facilitated annually by the QIO with responsibility for CLPL and can be accessed through Gateway. Training of teaching staff will be the responsibility of the school aided by PRD support pack (Appendix A). However training for teaching staff will be offered during Session 2014-15 as part of the communication strategy for national implementation of PU.
- 5.2 Training for reviewers will be provided as a standing item on Gateway.

5.3 School CPD/CLPL Co-ordinators may seek advice from the QIO with responsibility for CLPL. Individual teachers who do not have a regular base school may also seek advice from the QIO with responsibility for CLPL.

5.4 Training will include

- knowledge and understanding of South Ayrshire's PRD Agreement and procedures
- awareness and understanding of the relevant GTCS Professional Standards
- knowledge and understanding of the GROW coaching model
- knowledge and understanding of how to begin and maintain an online CPD portfolio using myGTCS account

6 The Process

6.1 The PRD process is not to be regarded as a single annual event. The expectation is that the reviewer will have a detailed knowledge of the work of their team member through their day to day management tasks. In the normal course of events they will provide advice and support to their colleague throughout the year.

The process of PRD does not alter this relationship. It should, however, assist in the task of preparing staff to respond to changes in the workplace, the developing needs of the school and the teacher's individual career aspirations and professional needs.

Successful meetings with high quality dialogue will ensue when

- the process is based on support and challenge within an atmosphere of trust and collegiality.
- there is thorough preparation on both sides
- there is an expectation that it is to be a positive experience
- the reviewee has confidence that the process is objective and supportive
- the reviewee and reviewer are satisfied that the targets will impact on both the professional and personal development of the reviewee and on the school or service improvement plan.
- the process is founded on the reviewee's self- evaluation
- a coaching approach is employed in the meeting

6.2 Self evaluation against the relevant GTCS Standard(s) should form the basis for the review and for setting CPD/CLPL priorities. Any professional learning arising from the process must be consistent with the teacher's remit and relevant GTCS Standard, except when the teacher wishes to evaluate against another GTCS Standard by reason of promotion or other career aspiration.

6.3 The GTCS Professional Standard for Full Registration is the baseline professional standard and will inform the process for all teachers.

6.4 Where appropriate, the GTCS Standards for Leadership and Management should be used.

- 6.5 Teachers may choose to reflect against the GTCS Standard for Career-Long Professional Learning as they progress, develop and enhance their knowledge, skills and professional values throughout their careers.
- 6.6 Each school will determine the appropriate timings of the PRD process and record it in the annual calendar. The meeting will normally take about one hour, with one hour set aside for preparation, as set out in the JNCT and school Working Time Agreements. Temporary teachers should be accommodated around the anniversary of their previous PRD if it is due outwith the school's planned PRD cycle.
- 6.7 A date will be set for the PRD meeting and reviewees should check that their personal details within their myGTCS account are accurate.
- 6.8 In advance of the meeting, the reviewee will check that their Professional Learning Record for the year has been completed through their myGTCS account (*from May 2015*)
- 6.9 A PRD support pack will be made available electronically to teachers through 'glow' and/or 'Re-wired' to assist the completion of the self-evaluation form. (*Appendix 1*)
- 6.10 The self-evaluation form will be presented or emailed to the reviewer for comment as the basis for the PRD discussion. (*See PRD Support Pack Appendix 1*)
- 6.11 The meeting will be conducted using a coaching approach. In addition, if the reviewee wishes, the GROW model may be used for part of the meeting. The reviewee completes the Record of the Review Meeting. (*See PRD Support Pack Appendix 1*)
- 6.12 The teacher should draw up their CLPL Plan based on the discussion and present it to the reviewer for signing off. The CLPL Plan will indicate the key focus from the relevant GTCS Standard, highlight key priorities and targets, the planned professional learning activities (with timescales and resources required) to fulfil the priorities with anticipated impact. (see PRD Support Pack Appendix 1 P66)
- 6.13 The CLPL Plan and Record will ensure continuity from one year's learning to the next. The teacher should update the Professional Learning record throughout the year through their myGTCS account as the targets are addressed and met.
- 6.14 While the quality of engagement between the line manager and the teacher is of primary importance, the method for recording the process should be straightforward and concise. In order to interface with CPD/CLPL opportunities, reduce workload, contain records securely, and minimise administration required by Professional Update, an online recording system will be used. Use of myGTCS account is highly recommended for this purpose.
- 6.15 Access will be restricted to the reviewee, reviewer and Head Teacher. The CPD/CLPL Co-ordinator will have access to CLPL requests.
- 6.16 Ownership of the PRD/CLPL portfolio remains with individual teachers and they are responsible for ensuring there is continuity if and when they transfer between jobs, schools or Council employers. The use of myGTCS will support such transfers.

7 Resources

- 7.1 All schools will have a budget under delegated management of resources for CPD/CLPL and the PRD process.
- 7.2 The Head Teacher will have overall accountability for this budget and may delegate responsibility to the CPD/CLPL Co-ordinator.

8 Appeals and Deferrals

- 8.1 Where there is a failure to agree, either in the PRD process, or in the 5 yearly Professional Update sign off, the teacher may appeal to
- the manager concerned to resolve the situation informally
 - a more senior manager, presenting reasons for appealing. In this case a decision will be reached through individual discussions with the teacher and the original manager. A joint meeting may be arranged if both parties are agreeable to this. The more senior manager will reach a decision on the matter.
 - through the Grievance Agreement if both of the above fail
- 8.2 Under certain circumstances it may be possible to defer the Professional Update aspect of the process. Further guidance and clarification will be issued from GTCS and shared with school CPD/CLPL coordinators from August 2014. Teachers who meet the criteria for deferral should discuss this with their Head Teacher in the first instance. Further clarification may be sought from the QIO with responsibility for PRD and CLPL.

9 Quality Assurance

- 9.1 Teachers will be encouraged to participate in an annual confidential online questionnaire which will gather data regarding the quality of their PRD experience and their access to meaningful and relevant CPD/CLPL.
- 9.2 Head Teachers will be asked to complete an annual return indicating the number of teachers who have exercised their entitlement to a PRD discussion.
- 9.3 The QIO with responsibility for CLPL will facilitate a focus group on an annual basis to engage with a representative sample of teachers discuss the effectiveness of the PRD process and access to meaningful and relevant CPD/CLPL.