

**PERTH AND KINROSS COUNCIL**  
**JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF**  
**LOCAL AGREEMENT**

**“Professional Update Policy and Procedure Including ERD Guidelines”**

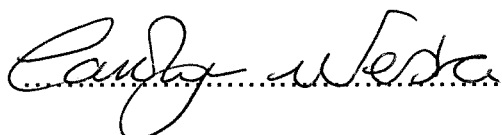
In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of the Council and the recognised unions that this agreement is a binding local agreement effective from 22 March 2016. This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

Sheena Devlin Director (Education and Children's Services), on behalf of  
Perth and Kinross Council:

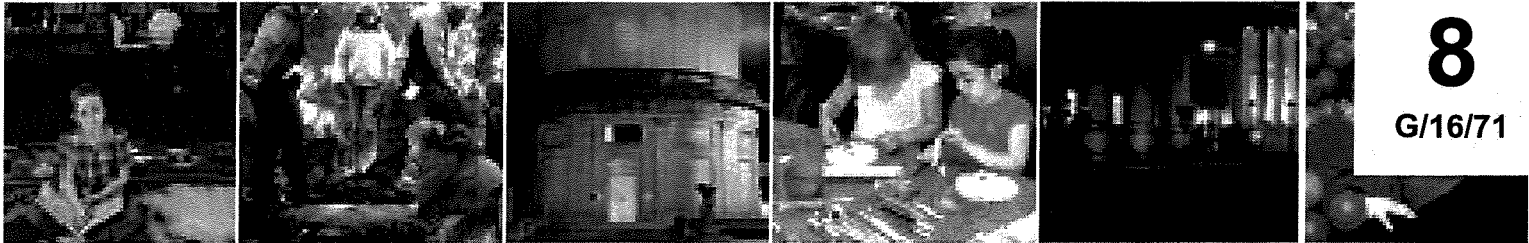


.....

Carolyn Weston (EIS), on behalf of Teachers' Trade Unions:



.....



2016

# Professional Update Policy & Procedure



support for teachers as they consider how they might develop their professional values and dispositions, their knowledge, skills and understanding through on-going critical self-evaluation and professional learning. Professional learning can take many forms. Further information about professional learning opportunities and examples of evidencing impact, can be found on the GTCS website as follows:

GTCS Professional Learning

2.1.4 Five-yearly Declaration

Every five years a completed declaration must be submitted to the GTCS, confirming engagement in the annual ERD process over the previous five years\* as well as an up-to-date portfolio evidencing impact of professional learning. The online declaration is made using the GTCS website and is verified by the individual's ERD reviewer.

3. **ERD**

Education and Children's Services is fully committed to supporting the professional development of all its staff throughout their entire career.

Colleagues should follow the procedures set out in the ECS revised Staff Development and ERD Strategy (2013) which can be found on the ECS Learning Hub (ERD)

In order to fulfil the requirements of Professional Update, and therefore maintain GTCS registration, it is required that all fully registered staff actively participates in the ERD process on an annual basis. This includes staff who are not currently teaching (for example, centrally deployed staff or secondees) and those working as supply teachers.

3.1 Annual selection of staff for Professional Update Declarations

Professional Update is a five-yearly cycle with a Declaration at the end of the five years. Registration and selection is organised according to the second digit in the GTCS registration number (the first two digits relate to the year in which the individual was first registered with the GTCS).

Professional Update Declaration will be completed as follows:

<b>Professional Update takes place every 5 years, on the 5<sup>th</sup> year of the cycle based on your GTCS registration date. (number in box denotes year in cycle)</b>					
<b>Year of Professional Update</b>	2012/13	2013/14	2014/15	2015/16	2016/17
<b>Years of registration</b>					
2009, 1999, 1989, 1979, 1969	3	4	5	1	2
2008, 1998, 1988, 1978, 1968	4	5	1	2	3
2007, 1997, 1987, 1977, 1967	5	1	2	3	4
2006, 1996, 1986, 1976, 1966	1	2	3	4	5
2005, 1995, 1985, 1975, 1965	2	3	4	5	1
2004, 1994, 1984, 1974, 1964	3	4	5	1	2
2003, 1993, 1983, 1973, 1963	4	5	1	2	3
2002, 1992, 1982, 1972, 1962	5	1	2	3	4
2011, 2001, 1991, 1981, 1971, 1961	1	2	3	4	5
2010, 2000, 1990, 1980, 1970, 1960	2	3	4	5	1

\*Colleagues completing their Professional Update Declaration for the first time between 2014-15 and 2017-18 will only be expected to confirm that they have participated in

However, if this situation should arise, an action plan should be drawn up jointly by the employee and their line manager or reviewer, to allow the employee to fulfil the outstanding Professional Update requirements. Appropriate support will be provided to the employee to allow them to undertake the required actions within the agreed timescale.

Where an employee disagrees with the reviewer's decision not to verify their online declaration, the matter will be referred to the next level of management, and then to the appropriate Head of Service.

If subsequent managers and the Head of Service decide that it is still not appropriate to verify the employee's online declaration, then the employee will have a right to enter into the formal stage of ECS Grievance Procedures for Teachers. Details of the Grievance Procedures can be found on eric.

If the grievance procedure is exhausted and the online declaration continues to not be verified, then the matter will be referred to the GTCS.

- External Opportunities >
- GIRFEC >
- Health & Safety >
- Health & Wellbeing >
- Included, Engaged & Involved >
- Leadership >
- Learning & Teaching >
- Probationer Teachers >
- Restorative Approaches >
- Student Placements >
- A 1 + 2 Approach >

## Employee Review & Development - ERD

In this section you will find out about the Employee Review and Development process. All staff should expect a review annually. Click on the links and you will be able to access the principles, guidelines, frequently asked questions and self evaluation proformas.

### Developing a Learning Culture

The ERD strategy recognises the importance of investing in our staff. It promotes a coherent and equitable approach to development and learning for all staff setting this in a framework of reflection and self evaluation.

It is crucial to the effectiveness of staff development that activities and opportunities are taken forward within an environment where all are recognised as learners and the continuing process of learning is understood and accepted.

We encourage all staff to identify the most important activities for the most effective outcomes and we will support them as necessary.

### Frequently been asked about the process: FAQ Booklet Professional Update - GTCS

### Professional Update Guidelines - PKC

### Coaching for Effective ERD Training

### Possible Coaching Questions for Effective ERD

### Mentoring Matters (Education Scotland)

### Self Evaluation Forms

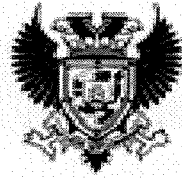
### Review Recording Form

### ERD Success Wheels

### Staff Development and ERD Strategy

In this section click on the link to access a self evaluation form appropriate for your job. With the exception of teachers, it is possible to customise these forms appropriate to your job by adding or deleting statements. Teachers cannot delete parts of

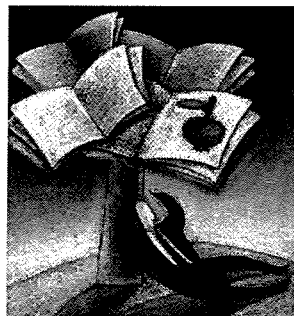




**PERTH &  
KINROSS  
COUNCIL**

Education &  
Children's Services

# **Staff Development and ERD Strategy**



## 1 OUR VISION AND COMMITMENT

*“Our vision is a confident and ambitious Perth and Kinross, to which all can contribute and in which all can share. Our area will be a vibrant, successful, safe, healthy and sustainable environment, where learning and enterprise are nurtured and supported.”*

*We are committed to:*

### **Leadership and Development of Staff**

- Setting a clear policy framework and direction with transparent decision making
- Developing more effective workforce planning, continuing staff development and annual review
- Supporting and nurturing a culture of innovation
- Developing individual and collective responsibility and accountability

## 2 CONTEXT

*“People are the key to success in providing first class services. Organisations that are rated as “employers of choice” consistently outperform others to provide goods and services that exceed expectation. They know that the way they manage and develop their staff will be reflected in the way staff treat customers and service users.”*

*“Improving Front Line Services”*

The Improvement Framework for Education & Children’s Services has, at its heart, the fundamental principle of improving services to ensure we are making things better for those who use the services we provide.

The Employee and Review and Development process should also influence team plans, the Quality Improvement Plan and the Business Management and Improvement Plan. To achieve improvement, the ERD process is an integral part of the Reporting, Self Evaluation and Planning cycle.

## **Developing a Learning Culture**

It will be crucial to the effectiveness of staff development that activities and opportunities are taken forward within an environment where all are recognised as learners and the continuing process of learning is understood and accepted. Directorate and senior managers within the service will play a key role in creating this environment and in encouraging staff to take responsibility for their own learning and for linking learning to service and professional improvement.

Staff will be encouraged to identify the most appropriate activities for the most effective outcomes and will be supported, where necessary, by their managers. Support will be given in exploring initiatives in work-based training, in coaching and mentoring and in achieving accreditation for in-house courses.

There are many ways to support staff development for example:

- Self evaluation and personal reflection
- Research – literary, small scale
- Planning and development of an aspect of project work
- Involvement in working parties, committees and task groups both within and outwith team/sector
- National/international comparison studies and visits
- Activities related to achieving national standards such as SVQ 3 or 4, Chartered Teacher or SQH
- Induction for new jobs
- Relevant professional reading within the context of their area of work
- Self directed learning
- Work shadowing/observing associates within or outwith work place
- Attending networks/curriculum panels/focus groups to share good practice
- Sharing knowledge, understanding and skills with others at meetings
- Work/Business placements
- Secondments
- Mentoring/coaching
- Courses/conferences
- E-learning

A Training Capacity Report identifies development areas and highlights training requirements on an annual basis.

## **3 RATIONALE**

Staff are the most valuable resource of any organisation. The development and training of staff is a key factor in achieving success.

Within a combined service with common aims and purpose, ensuring equity of access to development and training across service sections within an agreed framework is fundamental to coherent service development.



## **Roles and Responsibilities**

The strategic responsibility for staff development and training lies with the Head of Support Services. It is recommended that:

- strategic development at authority level is led by a manager within this service
- responsibility for the management and delivery of staff development and training be devolved to establishments/services within the context of the Business Management & Improvement Plan
- managers have responsibility for all staff within their establishment/service
- the important role of managers as developers of their own staff is recognised and stressed
- the Continuing Professional Reference Group will act as a conduit for all matters relating to central training provision.

**Each employee** should take ownership of their own Staff Development by:

- being self reflective and evaluative about their practice and participate in the ERD process
- identifying opportunities for development on which they can take action themselves
- discussing possible development opportunities, particularly those which require funding and/or time out of work with their line manager
- keeping their own Development Plan and Record accurate and up-to-date.

**Each manager** should:

- ensure that training needs will be identified from the ERD process and Quality Improvement and Service Plans
- keep a record of the annual review process of all people working within their establishment; a return should be made in quarterly each year
- identify training required and identify the budget from which it can be sourced
- share identified needs of the individuals and or group which they have no power or ability to support, to the person in charge of staff development for the establishment/service
- arrange for the delivery of training developments essential for their staff eg Child Protection
- alert staff of appropriate opportunities where appropriate to their development throughout the review cycle.

**Central Admin Support** will:

- be responsible for the organisation and administration of training activities planned centrally advertised within the Schedule of Opportunities
- compiling the Schedule of Opportunities, advertising and distributing to establishments/sections
- communicate with services on applications for development activities

## **Consultation, Communication and Co-ordination**

Building the framework for a coherent approach to staff development requires the commitment and involvement of a wide range of staff. All staff should feel able to contribute to the continuing debate about the nature of staff development and should be encouraged to take ownership of their own personal and career development. Empowering staff to take that responsibility is fundamental to creating the purposeful working culture we outline in our vision.

### **Continuing Professional Development Reference Group**

This group was formed to act as a conduit for all matters related to staff development across the service. There is a representative from each part of the Service in this group, i.e. Culture and Community Services, Children & Families' Services, Education Services, Support Services, and Finance Services. These meetings are chaired by the Service Manager, Support for Staff. The group has an advisory role as well as reviewing and making recommendations related to policy development and the Schedule of Opportunities.

Current development and training consultation and communication networks across the service include:

- Strategy Groups
- Head Teacher Meetings
- Social Work Training Sub Group
- Child Protection Training Sub Group
- Staff Development Co-ordinators meetings in secondary schools
- Networks as the vehicle for staff development and sharing good practice eg Business Managers, Self Harm, Child Protection, Supply Teachers, SQH, DHTs in primary and secondary, PTs in primary, Probationers, Probationer Mentors,
- Nursery teachers, Primary ASN staff, together with the Small Schools Network
- Curriculum Improvement Networks as the vehicle for secondary subject specialist issues
- School admin/clerical focus groups
- Central Staff Consultative Committee
- School Staff Consultative Committee
- Section Heads

The Service Manager, Support for Staff, will be responsible for ensuring effective communication and consultation within the network groups.

This group is also responsible for considering all applications from centrally based staff applying for Award Bearing Courses from the central budget. Applications are requested in May each year. The group then considers these applications and determine the weight and collectively make a decision on whether the applications are appropriate to the postholder's remit/responsibility, consider the volume of applications, bearing in mind the budget restrictions.

and service development needs. It must enable maximum professional development to take place while still ensuring that the aims and objectives of the team/service, as expressed in the relevant quality improvement plans, can be achieved.

A sense of ownership of the process of Review and Development should be encouraged amongst all staff involved. Good communication and a shared sense of purpose and direction are essential for effective Review and Development. The role of management at both establishment and service levels has to be facilitative and supportive at every stage of the process. There is a shared responsibility on concerned to ensure that needs are prioritised and met.

Individual staff are required to reflect upon their own work against professional standards. From these reflections, areas for development should be identified and shared with their reviewer. The reviewer should also come to the review meeting prepared to record and acknowledge impact of the reviewee's work.

A crucial function of the review process will be to help individuals to prioritise their needs. In so doing, it is important to ensure that these identified needs are achievable in terms of time and resources and are kept within manageable proportions for the individual as well as service as a whole.

The process is not a substitute for good management practice in relation to individual performance. Areas of performance should be a regular focus for professional discussion. The process will not be used as a disciplinary tool, nor as part of any performance related pay process. Performance which causes concern should be addressed as part of the normal authority management procedures.

### **Management of Employee Review and Development**

The Senior Management of Education and Children's Service will have overall responsibility for ensuring that Employee Review and Development is managed effectively and within the Strategic Framework for Staff Development. The management will be devolved to others where appropriate.

Particular responsibilities in this area will include the following:

- Ensuring that a current job description is maintained for every member of staff;
- Co-ordinating arrangements for staff training and familiarisation with the Review & Development guidelines;
- Ensuring each person has a designated reviewer from within their own service. Normally, this will be the individual's line manager;
- Ensuring the views of all relevant services are sought prior to the review meeting of peripatetic staff. This would normally be done by the base school;

- the identification of appropriate actions, staff needs, and support required to meet agreed outcomes will be a shared responsibility giving due consideration to a wide range of development opportunities
- work/life balance issues are an intrinsic part of Review Meetings
- career review discussion will be optional
- the identification of areas of skill and expertise which, if shared, could assist the development of other colleagues and/or establishments (optional).

Interviews should be conducted within a positive framework. Reviewers should ensure that time is protected from interruptions.

Review Meetings should be completed within one hour and should only be continued or carried over to another date or time in exceptional circumstances.

At the end of each agenda item the reviewer should confirm with the reviewee the main points which have been discussed. These will then be recorded.

### **After the Review**

The reviewer will have the responsibility of drafting the written record of the Review Meeting. This should be carried out by completing the relevant pro forma which requires the reviewer to summarise the main points as agreed during the Review Meeting and includes the identification of agreed outcomes and staff development activities.

The record should be completed and handed to the reviewee within 10 working days. The record should be agreed and signed off by both reviewer and reviewee.

The original Review Meeting record will be given to the reviewee with a copy being held by the reviewer and a central copy held by the appropriate senior manager. This will be available to the Executive Director of Education & Children's Services. All individuals will hold the record in confidence.

The reviewer will pass the record of identified staff development needs to the appropriate development co-ordinator and will contribute to the assessment of general professional development needs within the context of improvement planning.

The reviewee is responsible for keeping an up to date record of CPD undertaken between reviews; a CPD Portfolio being available to each person for this purpose.

### **Appeals Procedure**

The reviewee will have the right of appeal in matters relating to the Employee Review and Development process. In every case a named person will be indicated to whom an individual's appeal should be directed. This will normally be the next appropriate line manager.

The appeal will normally be heard by the next appropriate line manager

Budget Heading	Area
National Priority Action Fund	Support for Teachers
National Priority Action Fund	Schedule of Opportunities
National Priority Action Fund	SEN Training
Mainstream	Nursery Training Grant/ Pelt and Transition Records
A Curriculum for Excellence	
In Year Resources identified	Child protection Training for teachers
National Priority Action Fund	Student Teacher Placement
Mainstream APT&C Training	Award bearing
Mainstream APT&C Training	Mandatory First Aid
Mainstream Social Work Services	Social Work Training Grant in conjunction with Adult Care
Mainstream Education Services	Child Care Workforce Development Grant

## Budget Allocations

Principles of allocation:

- section priorities and service plan actions – as identified through the quality improvement planning process to achieve agreed outcomes
- award-bearing courses– as identified currently by staff and managers and in future also through workforce planning initiatives in conjunction with the Employee Review & Development process
- any needs specific to support for front-line services e.g. supply cover, protected training time and appropriate travel costs
- priority training already agreed through policy directives

In order to ensure consistency of support for all staff, an initial allocation to centrally held budgets from the revenue budget based on a per capita formula will be put in place to enable individual and section development. Additional budgets to support specific development priorities will be agreed through the planning improvement process and may vary from year to year. The allocation of staff development and training budgets will be agreed by the Senior Management Team in April of each year.

Budgets will take account of:

- improvement priorities
- support for staff other than teachers in schools, in the light of entitlement to review and development
- implications for small schools
- any additional grant budgets to support CPD for teaching staff
- post registration training
- mandatory training for individual jobs and service requirements

## **12 CONCLUSION**

This strategy recognises the importance of investing in our staff. It promotes a coherent and equitable approach to development and training for all staff across the service. It maps out an approach which will take the service forward on a phased basis and which, if implemented and monitored effectively, will contribute to long-term improvement in our service.

Given the nature of the service, it is recognised that aspects of the framework will require phased agreement and implementation and that this may vary across service sections. It is planned, however, to take this forward as a coherent initiative, co-ordinated within Support Services. Elements of the framework will be subject to on-going monitoring and review and refinement in the light of evaluation. This will be included in appropriate action plans.