

# **TEACHER COMPETENCY FRAMEWORK FOR MANAGING UNDER PERFORMANCE**

July 2014

## TEACHER COMPETENCY FRAMEWORK FOR MANAGING UNDER PERFORMANCE

### CONTENTS

<b>Section</b>	<b>Page</b>
1. Introduction	3
2. Scope/Purpose	3
3. The Framework	3
4. Stage 1 (Preliminary Stage)	4
5. Stage 2 (Support Stage)	7
6. Stage 3 (Formal Disciplinary Stage)	8
7. Stage 4 (Referral to GTCS)	9
8. Roles and Responsibilities	10

### **Appendices**

Appendix 1- Flow Chart Teacher Competency Framework	11
Appendix 2- Performance meeting	12
Appendix 3- STAGE 1 (Preliminary) Teacher competence	13
Appendix 4- STAGE 1 (Preliminary) Teacher competence review meeting	14
Appendix 5- STAGE 1 (Preliminary) Competency review meeting outcome 1	15
Appendix 6- STAGE 1 (Preliminary) Competency review meeting outcome 2	16
Appendix 7- STAGE 1 (Preliminary) Competency review meeting outcome 3	17
Appendix 8- STAGE 2 (Preliminary) Teacher competence	18
Appendix 9- STAGE 1 (Preliminary) Teacher competence review meeting	19
Appendix 10- STAGE 2 (Support) Competency review meeting	20
Appendix 11- STAGE 2 (Support) Competency review meeting outcome 1	21
Appendix 12- STAGE 2 (Support) Competency review meeting outcome 2	22
Appendix 13- Action Plan-Stage 1 Preliminary	23
Appendix 14- Action Plan-Stage 2 Support	26
Appendix 15- Action Plan (Record of Interim Review Meeting)	29
Appendix 16- Action Plan (Record of Interim Review Meeting-Example )	31

## INTRODUCTION

- 1.1 The council has a duty to ensure that those who teach within our schools are fit to teach and meet the standards of professional competence expected of registered teachers.
- 1.2 The General Teaching Council for Scotland (GTCS) sets out the Standards for Full Registration which is the standard of professional competence that fully registered teachers are expected to maintain throughout their career. In support of this, the GTCS also sets out the Framework on Teacher Competence which provides a framework for dealing with cases of under-performance. This framework must be read in conjunction with the GTCS Standards for Full Registration, the GTCS Framework on Teacher Competence and GTCS Code of Professionalism and Conduct.
- 1.3 A competency process is designed to encourage an improvement in an individual's performance where necessary. This framework aims to provide support and guidance to those within the council charged with authority and responsibility for conducting fair, transparent and robust performance management of teachers.

## 1. SCOPE/PURPOSE

- 2.1 In order to provide support and guidance to head teachers, deputy head teachers and other relevant officers involved in the performance management of teachers, this document will:
  - outline the structure of the competence process
  - identify best practice in evidence gathering and presentation of evidence
  - provide supporting documentation (including standard letters and pro-formas)
- 2.2 This framework is not intended to deal with matters pertaining to misconduct. Misconduct will be dealt with under the [Disciplinary Procedure \(Teachers\)](#) and [Code of Conduct for Employees](#).
- 2.3 All teachers are aware of the Standards for Full Registration and what is expected of them. This framework assumes that the teacher has been performing at a competent level up to the point at which the under-performance is first identified.
- 2.4 Advice on the application of this framework must be obtained from Human Resources and Education Officers as appropriate.

## 2. THE FRAMEWORK

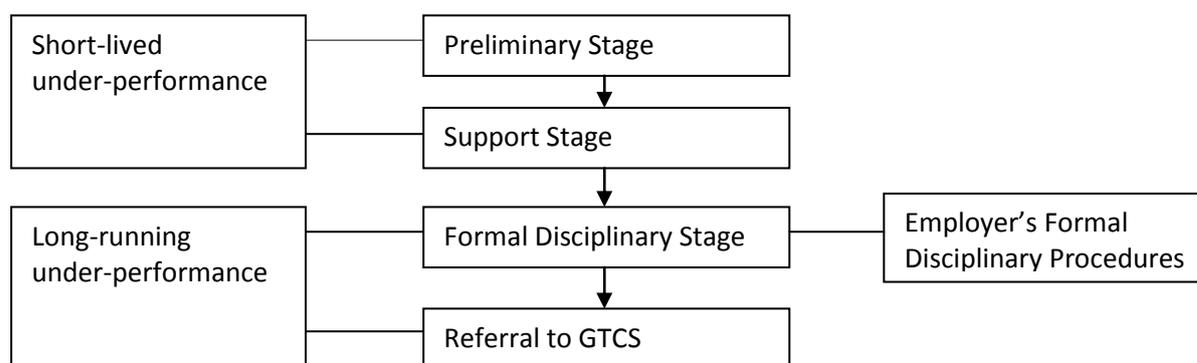
- 3.1 The council's framework follows the structure of the Framework on Teacher Competence prepared by the GTCS and identifies two types of under-performance:

### Short-lived under-performance

- 3.2 Short-lived under-performance is used to describe a problem which, with support and guidance, will be overcome by the teacher within a short period of time. It may be caused by many different factors such as illness, personal circumstances, lack of understanding of current practice, loss of confidence or external factors beyond the control of the teacher. In stages 1 and 2 of the following framework it is assumed that the teacher's problem is one of short-lived under-performance.

### Long-running under-performance

- 3.3 Long-running under-performance is the term used to describe the circumstances when stage 3 of the framework is implemented. By this stage, support and guidance and professional development opportunities have been offered to the teacher, these have not resulted in the teacher maintaining the level defined in the Standards for Full Registration.
- 3.4 The following diagram outlines how short-lived and long-running under-performance are dealt with within the four stages of the framework :



- 3.5 The following paragraphs outline the application of the above 4 stages in council's framework to be followed when dealing with cases of short-lived and long-running under-performance:

#### **4. STAGE 1 (Preliminary Stage)**

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

##### **Initial Meeting**

- 4.2 This meeting will be with the teacher, the Reviewing Officer (Head Teacher or Education Officer) and Presenting Officer (Head Teacher, Deputy Head Teacher or Principal Teacher Curriculum) to make the individual aware of the situation and to consider evidence of under-performance (e.g. exam results, planning documents, jotters, classroom observations, etc.) as per the GTCS Standards for Full Registration. Teachers are encouraged to invite a colleague or a Trade Union representative to accompany them to any meetings throughout the performance management framework (see Appendix 2).
- 4.3 During these discussions the teacher should be encouraged to participate in identifying the causes of the under-performance and suggesting possible remedies. Advice and guidance should be offered from appropriate colleagues to support improvement.

- 4.4 The outcome of the initial meeting will be confirmed in writing (see Appendix 3) and **will form the basis** of an agreed Action Plan which **will form the basis** of future review meetings and monitoring arrangements.
- 4.5 A date to review performance will be agreed at the initial meeting. When considering a review date factors that should be taken into account include holiday periods, the availability of appropriate training and/or other factors that unavoidably impinge on the agreed timescale.

In addition, interim progress meetings must be held every two weeks during this period. These meetings must be scheduled in advance.

#### **Action Planning** (see Appendices 11, 13 and 14)

- 4.6 Discussions at the initial meeting will inform the content of an action plan which will:
- record the specific areas of under-performance;
  - confirm the improvement required;
  - identify any support agreed; and
  - specify targets and timescales for assessing progress.
- 4.7 Teachers will be expected to contribute to the action plan, which will be prepared for discussion and signed off by the Reviewing Officer at the first interim progress meeting. The action plan should be updated and revised as the teacher's performance is monitored and any changes agreed at subsequent meetings.

#### **Evidence Gathering**

- 4.8 To inform discussions at each stage, evidence must be gathered to demonstrate the under-performance identified and also to provide confirmation that the teacher is making the required improvements.
- 4.9 Evidence to support discussions must be obtained from a variety of sources. It is important that any evidence is discussed with the teacher and recorded in writing. (e.g. email the minutes of the meeting.) The teacher must be made aware of how this evidence relates to the action plan.

Examples of evidence might include:

- observations by management (from more than one source);
- peer group observation and feedback;
- attendance at training events and the application of the training;
- standard classroom monitoring feedback;
- records of professional dialogue (e.g. planning);
- results of jotter monitoring;
- self-evaluation;
- response to curriculum developments
- written feedback from mentor and/or colleagues; and
- complaints from parents and/or carers.

This is not an exhaustive list and evidence will need to be considered on a case by case basis.

## Ongoing Support

- 4.10 During the period of review, appropriate support will be available as stated in the action plan and will include interim progress meetings. These meetings must be held fortnightly and recorded. A copy of the record of the meeting must be provided to the teacher, and if appropriate their representative, within 5 working days. (see Appendix 13)
- 4.11 Examples of support provided to assist the teacher make the required improvements could be:
- mentoring
  - provision of CPD opportunities
  - assigned professional reading
  - peer observation/work shadowing
  - visiting other establishments.

This is not an exhaustive list and there will be other suitable opportunities for support.

## Review Meeting

- 4.12 These are formal meetings that inform decisions about whether issues of under-performance have been resolved or still require to be addressed. As previously stated (in 4.5) the review date will have already been identified, however, the teacher must be notified of the meeting in advance and be made aware of their right to be accompanied by a colleague or Trade Union Representative. (see Appendix 4 )
- 4.13 At the meeting the Presenting Officer (Head Teacher, Deputy Head Teacher or Principal Teacher Curriculum) will present the evidence gathered during the review period including:
- the action plan;
  - notes of interim meetings;
  - support provided;
  - the progress made on targets and timescales; and
  - any supporting documentation.
- 4.14 The teacher will then have the opportunity to question any evidence presented. The Reviewing Officer will also have the opportunity to question the evidence presented.
- 4.15 The teacher will present any evidence, or mitigating circumstances. The Presenting Officer and the Reviewing Officer will have the opportunity to question the teacher's presentation.
- 4.16 The Reviewing Officer will adjourn to consider the evidence presented. All parties will then be recalled and will be given the decision and informed of any action to be taken. The teacher will be given an explanation for the decision.
- 4.17 There are three possible decisions at this stage:

**Outcome 1:** Where improvements have been achieved to the required standard, no further action will be taken and the teacher will no longer be the subject of the competency framework. The teacher must be informed of this decision in writing. (see Appendix 5)

**Outcome 2:** In cases where the performance of the teacher has improved significantly during the review period but some areas have not reached the required standard, consideration can be given to extending the review period. This will allow a further period for the teacher to reach the required standard. Only one extension of the review period can be granted throughout the whole process before a final decision on how to progress the under-performance is made. (see Appendix 6)

**Outcome 3:** Where improvements have not been achieved to the standard required, the teacher will be advised that the matter will be progressed to stage two of the framework. (see Appendix 7)

- 4.18 The teacher must be informed of this decision and the underpinning reasons in writing.

## **5. STAGE 2 (Support Stage)**

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

- 5.2 This meeting between the teacher, Reviewing Officer and Presenting Officer must consider the remaining area(s) of under-performance, the specific improvements that are required and any obstacles that prevented the teacher making the required improvements at Stage 1. The meeting will prepare a Stage 2 Action Plan which will form the basis of future review meetings and monitoring arrangements. Teachers should be encouraged to invite a colleague or a Trade Union representative to accompany them to the meeting. (see Appendix 8 )

- 5.3 Stage 2 should broadly follow the Stage 1 of the framework, the difference being that the support offered must be more targeted. The teacher must be involved in clearly identifying and accessing the required support.

- 5.4 In order to identify the right type of support and appropriate professional development opportunities it is essential that the teacher participates in clarifying the causes of the continuing under-performance.

- 5.5 Following this meeting, a revised action plan will be prepared which will form the basis of future review meetings and monitoring arrangements. A letter will be sent out along with action plan confirming the outcome of the meeting. (see Appendix 9.)

- 5.6 At the end of the meeting a date to review the performance will be agreed. In addition, interim progress meetings must be held every two weeks during this time.

### **Action Planning** (see Appendix 13 and 14)

- 5.7 The revised action plan will address the continuing areas of under-performance, record any support agreed and will specify targets and timescales for assessing progress.

- 5.8 Teachers will be expected to contribute to the action plan, which will be prepared for discussion and signed off by the Reviewing Officer at the first interim progress meeting. The action plan must be updated and revised as the teacher's performance is monitored and any changes agreed at subsequent meetings.

## **Evidence Gathering**

- 5.9 To inform discussions at Stage 2, further evidence must be gathered to demonstrate the continued under-performance identified and also to provide confirmation where the teacher is making the required improvements.
- 5.10 Evidence to support discussions must be obtained from a variety of sources. It is important that any evidence is discussed with the teacher and recorded in writing. (e.g. email the minutes of the meeting.) The teacher must be made aware of how this evidence relates to the action plan.

## **Ongoing Support**

- 5.11 During the period of review, appropriate support will be available as stated in the action plan and will include interim progress meetings. These meetings must be held fortnightly and recorded (see Action Plan Record of Interim Review Meeting.) A copy of the record of the meeting must be provided to the teacher, and if appropriate their representative, within 5 working days. (see Appendix 13)

## **Stage 2 Review Meeting**

- 5.12 These are formal meetings that decide whether issues of under-performance have been resolved or still require to be addressed. The teacher must be notified of the meeting in advance and be made aware of their right to be accompanied.
- 5.13 At the meeting the Presenting Officer (Head Teacher, Deputy Head Teacher or Principal Teacher Curriculum) will present the evidence gathered during the review period including:
- the action plan;
  - notes of interim meetings;
  - support provided;
  - the progress made on targets and timescales; and
  - supporting documentation.
- 5.14 The teacher will then have the opportunity to question any evidence presented. The Reviewing Officer will also have the opportunity to question the evidence presented.
- 5.15 The teacher will present any evidence, or mitigating circumstances. The Presenting Officer and the Reviewing Officer will have the opportunity to question the teacher's presentation.
- 5.16 The Reviewing Officer will then adjourn to consider the evidence presented. All parties will be recalled and will be given the decision and any action to be taken. The teacher will be given an explanation for the decision and action to be taken.
- 5.17 There are two possible decisions at this stage:

**Outcome 1:** Where improvements have been achieved to the required standard, no further action will be taken and the teacher will no longer be the subject of the competency framework. The teacher must be informed of this decision in writing. (see Appendix 11)

**Outcome 2:** Where improvements have not been achieved to the standard required the teacher will be advised that formal disciplinary procedures will be implemented following consultation with the Head of Service and Human Resources. (see Appendix 12)

- 5.18 The teacher must be informed of this decision and the underpinning reasons in writing.

## **6. STAGE 3 (Formal Disciplinary Stage)**

- 6.1 The matter is now considered to be one of long-running, under-performance and will be dealt with under the council's disciplinary procedures. Further information on the [Disciplinary Procedure \(Teachers\)](#) and [Code of Conduct for Employees](#) can be obtained at [www.westlothian.gov.uk/hr-services](http://www.westlothian.gov.uk/hr-services). Where under-performance is being dealt with under Stage 3 of this procedure, the teacher must be advised of how to access these documents.

## **7. STAGE 4 (Referral to GTCS)**

- 7.1 Referral to the General Teaching Council must be made where:

- a teacher is dismissed; or
- a teacher resigns in the context of a possible dismissal.

Relevant information from the disciplinary process will be provided to the General Teaching Council.

## **8. ROLES AND RESPONSIBILITIES**

### **Reviewing Officer**

- 8.1 The Reviewing Officer will be a Head Teacher or Education Officer. The Reviewing Officer will be responsible for:

- Instigating the process.
- Reviewing the evidence presented.
- Considering the evidence and deciding the outcome at Stages 1 and 2.
- Instigating the disciplinary procedure with Human Resources.

### **Presenting Officer**

- 8.2 The Presenting Officer will be a Head Teacher, Deputy Head Teacher or Principal Teacher Curriculum. Appointment of the Presenting Officer will depend on the size of the school and/or department. They will be responsible for:

- Gathering the evidence (e.g. observation, discussions with colleagues, etc.).
- Assessing the evidence gathered against the targets signed off by the Reviewing Officer.
- Providing regular verbal and written feedback to the teacher.
- Presenting the evidence at the review meeting.

### **Teacher**

8.3 The Teacher will be expected to:

- Understand and apply the Standards for Full Registration.
- Fully participate in the process, including engaging in discussions and in finding solutions.
- Access support during the process (e.g. attending counselling and/or mentoring).

### **Trade Union**

8.4 Teachers are encouraged to invite a colleague or trade union representative to accompany them to any meeting.

### **Human Resources**

8.5 Human Resources will provide support and guidance where required at any stage in the process and in application of policy and procedure. Reviewing Officers are encouraged to contact Human Resources at the earliest opportunity in order to fully assist and to support participants in the process in a fair and consistent manner.

### **Senior Education Management**

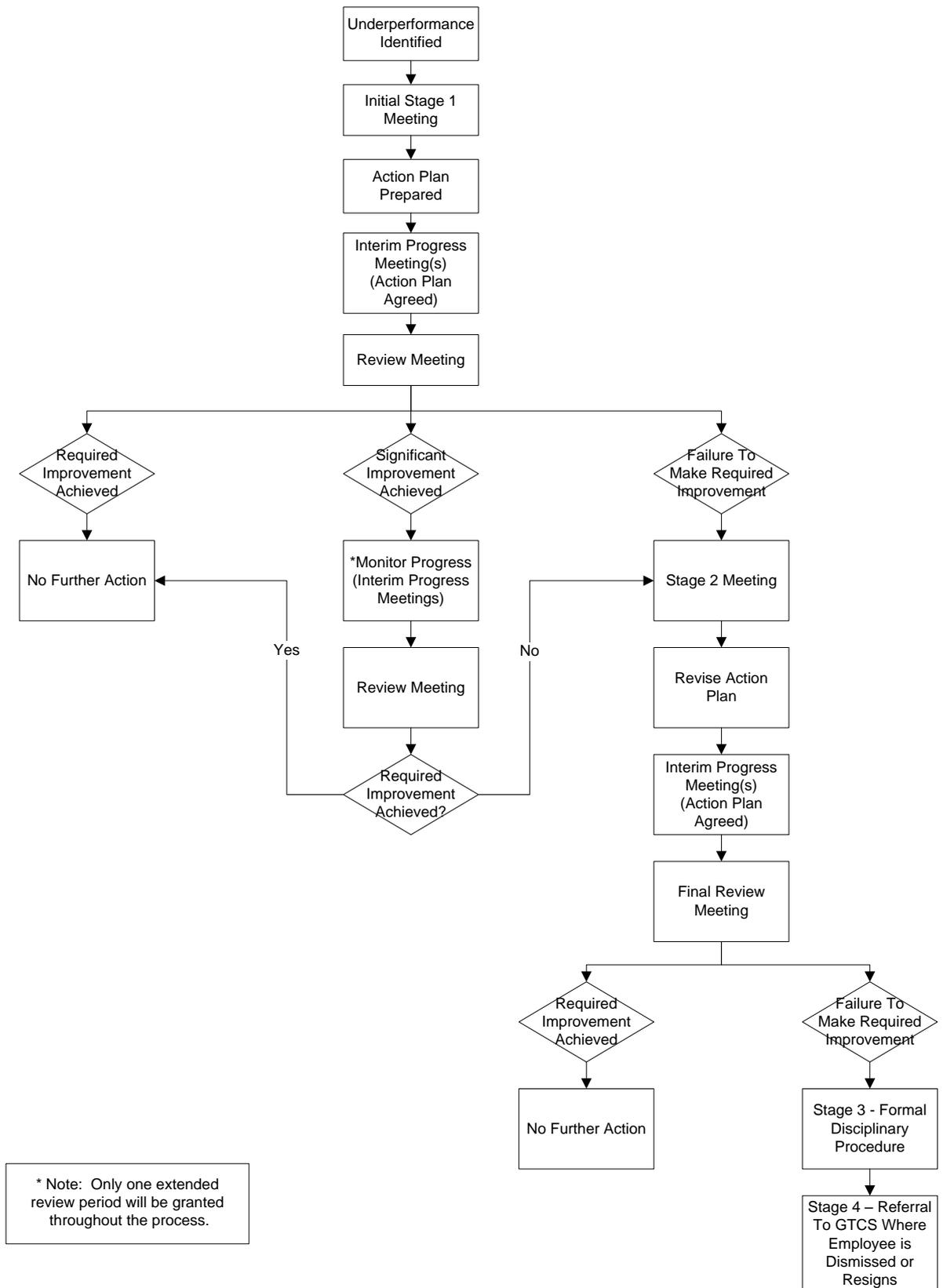
8.6 Senior Education Management will be involved in Stage 3 of the process and will manage the disciplinary process.

### **Mentor**

8.7 A mentor may be appointed by the Reviewing Officer in discussion with the teacher. The mentor will be a teacher at an appropriate level from another school. The mentor and teacher should come to a mutually agreeable arrangement where the mentor will discuss any work-related issues that the teacher may wish to. The mentor must inform the Presenting Officer of the arrangements agreed to provide mentoring support. The mentor is not responsible for reporting on under-performance.

Appendix 1

**TEACHER COMPETENCY  
PROCEDURE FOR MANAGING UNDERPERFORMANCE**



**Appendix 2**

**PRIVATE & CONFIDENTIAL**

Contact Details

**(To be opened by Addressee Only)**

<NAME>

<ADDRESS>

Direct

Email

Our Ref

Date :

Dear < NAME > ,

**PERFORMANCE MEETING**

You are requested to attend a meeting to review and discuss your performance as a <JOB TITLE> in line with the General Teaching Council for Scotland's Standards for Registration.

The meeting will seek to address short term performance issues and look at how performance expectations are to be achieved within a supportive process.

<PRESENTING OFFICER> will be in attendance to assist with discussions on the reviewing process going forward.

The meeting will be held on < DATE> at <TIME>, in <PLACE>. You are encouraged to invite a colleague or a representative from your Trade Union / Professional Association or some other person of your choice.

If you are unable to attend this meeting, please contact me, on receipt of this letter, to arrange a suitable alternative date.

Yours sincerely

<NAME>

**HEADTEACHER**

**PRIVATE & CONFIDENTIAL**

Direct Contact Details

**(To be opened by Addressee Only)**

<NAME>

<ADDRESS>

Email

Our Ref

Date :

Dear < NAME > ,

**STAGE 1 (Preliminary) TEACHER COMPETENCE**

Following our meeting on <DATE> in <PLACE> to review and undertake discussions around your performance. I am writing to confirm my decision to place you on Stage 1 (Preliminary Support) of the Competency Framework. <OPTIONAL> You were represented at the meeting by <REP> and <Name> attended as the Presenting Officer.

I have enclosed a copy of the Stage 1 Preliminary Action Plan and the record of our meeting. A copy of the Teacher Competency Framework for Managing Underperformance is available on the West Lothian Council intranet in My Toolkit.

The documents provide you with information on the process for managing teacher competency, the area(s) of concern relating to your teaching competence and the actions required to improve your teaching practice to meet required standards of performance.

The action plan will be used to help assess your progress against targets for improvement throughout the stage 1 process and identify the support available. The action plan will be informed by evidence of performance presented by the Presenting Officer and yourself. You are encouraged to participate in the process by identifying causes of under-performance, engage in performance discussions and finding solutions.

Whilst the objective of the process is to support you to attain and maintain expected standards of performance, you should be aware that if you do not meet the required standards as outlined in the action plan, matters may escalate to involve more formal procedures.

It is understood that this may be a stressful process. West Lothian Council has a counselling service that you may find beneficial. The counselling service can be accessed by going to [www.westlothian.gov.uk/hr-services](http://www.westlothian.gov.uk/hr-services).

Yours sincerely

<NAME>

**HEADTEACHER**

Enc: Note of Meeting

Stage 1 (Preliminary) Action Plan

Guideline for Managing Teacher Competency

Cc: HR Adviser, TU REP, PRESENTING OFFICER

**PRIVATE & CONFIDENTIAL**  
**(To be opened by Addressee Only)**

<NAME>  
<ADDRESS>

Our Ref

Dear < NAME > ,

**STAGE 1 (Preliminary) TEACHER COMPETENCE REVIEW MEETING**

You are requested to attend the Stage 1 (Preliminary) Review Meeting to review and discuss your ongoing performance as a <JOB TITLE> in line with the General Teaching Council for Scotland's Standards for Registration.

At this review meeting your ongoing competence will be discussed in line with your action plan and the support made available.

I will chair the meeting and <NAME> Presenting Officer will be in attendance to provide information regarding your teaching and the support made available.

The review meeting will be held on < DATE> at <TIME>, in <PLACE>.

You are encouraged to invite a colleague or a representative from your Trade Union / Professional Association or some other person of your choice.

If you wish to present any written evidence, please supply this at least 2 working days before the meeting.

If you are unable to attend this meeting, please contact me, on receipt of this letter, to arrange a suitable alternative date.

Yours sincerely

<NAME>  
**HEADTEACHER**  
Enc: Note of Meeting  
Cc: HR Adviser, TU REP, PRESENTING OFFICER

Direct Contact Details  
Date

FIRST CLASS  
PRIVATE & CONFIDENTIAL  
<NAME>  
<ADDRESS>

Our Ref

Dear < NAME > ,

**STAGE 1 (Preliminary) COMPETENCY REVIEW MEETING OUTCOME**

I am writing to confirm my decision following the above meeting held on <DATE>  
in<PLACE>.

You were represented at the meeting by <REP> and the meeting was attended by <NAME>  
Presenting Officer.

The purpose of the meeting was to determine whether concerns remained over your  
Competence to teach in relation to the following areas:

<INSERT SFR AREAS>

Having considered the information presented at the meeting, I have concluded that you have  
accepted the support offered to you and I am satisfied that your practice is meeting the  
General Teaching Council for Scotland's Standards For Full Registration.

Your demonstration of competence means that you are no longer subject to the Teacher  
Competency Framework for Managing Under Performance.

As with all teachers you must maintain the Standard of Professional Competence throughout  
your career.

Yours sincerely

<NAME>  
**HEADTEACHER**

Enc: Note of Meeting  
Cc: HR Adviser, TU REP, PRESENTING OFFICER

Direct Contact Details  
Date

FIRST CLASS  
PRIVATE & CONFIDENTIAL  
<NAME>  
<ADDRESS>

Our Ref

Dear < NAME >,

**STAGE 1 (Preliminary) COMPETENCY REVIEW MEETING OUTCOME**

I am writing to confirm my decision following the above meeting held on <DATE>  
in<PLACE>.

You were represented at the meeting by <REP> and the meeting was attended by <NAME>  
Presenting Officer.

The purpose of the meeting was to determine whether concerns remained over your  
Competence to teach in relation to the following areas:

<INSERT SFR AREAS>

Having considered the information presented at the meeting I concluded that you have made  
progress toward meeting the General Teaching Council for Scotland's Standards of Full  
Registration, however, I still have concerns over the competence of your teaching in relation  
to:

<INSERT SFR AREAS>

It is my decision that you should be offered a further period of support and that the  
competency review meeting be reconvened on <DATE>.

My decision means that within the Teacher Competency Framework for Managing Under  
Performance, you will remain on Stage 1 until the next review meeting. I enclose a copy of  
the Action Plan detailing the progress and support which should be in place before the  
reconvened meeting.

Yours sincerely

<NAME>  
**HEADTEACHER**

Enc: Note of Meeting, Stage 1 Action Plan  
Cc: HR Adviser, TU REP, PRESENTING OFFICER

Direct Contact Details  
Date

FIRST CLASS  
PRIVATE & CONFIDENTIAL  
<NAME>  
<ADDRESS>

Our Ref

Dear < NAME >,

**STAGE 1 (Preliminary) COMPETENCY REVIEW MEETING OUTCOME**

I am writing to confirm my decision following the above meeting held on <DATE>  
in<PLACE>.

You were represented at the meeting by <REP> and the meeting was attended by <NAME>  
Presenting Officer.

The purpose of the meeting was to determine whether concerns remained over your  
competence to teach in relation to the following areas:

<INSERT SFR AREAS>

Having considered the information presented at the meeting I have concluded that following  
an appropriate period of support and time to improve, you have failed to meet the General  
Teaching Council for Scotland's Standards for Full Registration or show satisfactory  
improvement in relation to:

<INSERT SFR AREAS>

It is my decision that you should now be given a further period of support and time to  
improve your competence and meet the Standards of Full Registration.

You have been escalated to Stage 2 (Support) of the Teacher Competency Framework for  
Managing Under Performance. Failure to meet the Standards of Full Registration by the  
end of Stage 2 may result in formal disciplinary action.

I enclose a copy of the Action Plan for Stage 2 (Support) of the Teacher Competency  
Framework for Managing Under Performance.

Yours sincerely

<NAME>

**HEADTEACHER**

Enc: Note of Meeting  
Stage 2 (Support) Action Plan  
Cc: HR Adviser, TU REP, PRESENTING OFFICER

**PRIVATE & CONFIDENTIAL**

Direct Contact Details

**(To be opened by Addressee Only)**

<NAME>

<ADDRESS>

Email

Our Ref

Date :

Dear < NAME >,

**STAGE 2 (Support) TEACHER COMPETENCE**

Following on from our meeting on <DATE>, where I advised you that the situation was being escalated to stage 2, therefore you are requested to attend a meeting to discuss your ongoing performance issues as a <JOB TITLE> in line with the General Teaching Council for Scotland's Standards for Registration. The meeting will seek to address ongoing performance issues and look at how performance expectations are to be achieved within a supportive process.

<PRESENTING OFFICER> will be in attendance to assist with discussions on the reviewing process going forward.

The meeting will be held on < DATE> at <TIME>, in <PLACE>. You are encouraged to invite a colleague or a representative from your Trade Union / Professional Association or some other person of your choice.

If you are unable to attend this meeting, please contact me, on receipt of this letter, to arrange a suitable alternative date.

Yours sincerely

<NAME>

**HEADTEACHER**

Cc: HR Adviser, TU REP, PRESENTING OFFICER

**PRIVATE & CONFIDENTIAL**

Direct Contact Details

**(To be opened by Addressee Only)**

<NAME>

<ADDRESS>

Email

Our Ref

Date :

Dear < NAME > ,

**STAGE 2 (Support) TEACHER COMPETENCE**

Following our meeting on <DATE> in <PLACE>to review and undertake discussions around your performance. <OPTIONAL>You were represented at the meeting by <REP> and <Name> attended as the Presenting Officer.

I have enclosed a copy of the Stage 2 Support Action Plan and the record of our meeting. A copy of the Teacher Competency Framework for Managing Underperformance is available on the West Lothian Council intranet in My Toolkit. The documents provide you with information on the process for managing teacher competency, the area(s) of concern relating to your teaching competence and the actions required to improve your teaching practice to meet required standards of performance.

The action plan will be used to help assess your progress against targets for improvement throughout the stage 2 process and identify the support available. The action plan will be informed by evidence of performance presented by the Presenting Officer and yourself. You are encouraged to participate in the process by identifying causes of under-performance, engage in performance discussions and finding solutions. Whilst the objective of the process is to support you to attain and maintain expected standards of performance, you should be aware that if you do not meet the required standards as outlined in the action plan, matters may escalate to involve more formal procedures.

It is understood that this may be a stressful process. West Lothian Council has a counselling service that you may find beneficial. The counselling service can be accessed by going to [www.westlothian.gov.uk/hr-services](http://www.westlothian.gov.uk/hr-services) .

Yours sincerely

<NAME>

**HEADTEACHER**

Enc:Note of Meeting /Stage 2 (Support) Action Plan/ Guideline for Managing Teacher Competency

Cc: HR Adviser, TU REP, PRESENTING OFFICER

FIRST CLASS  
PRIVATE & CONFIDENTIAL  
<NAME>  
<ADDRESS>

Our Ref

Dear < NAME >,

**STAGE 2 (Support) COMPETENCY REVIEW MEETING**

You are requested to attend the Stage 2 (Support) Competency Review Meeting to review and discuss your ongoing performance as a <JOB TITLE> in line with the General Teaching Council for Scotland's Standard for Registration.

At this review meeting your ongoing competence will be discussed in line with your Stage 2 (Support) action plan and the support made available.

I will chair the meeting and <NAME> Presenting Officer will be in attendance to provide information regarding your teaching and the support made available.

The review meeting will be held on < DATE> at <TIME>, in <PLACE>.

You are encouraged to invite a colleague or a representative from your Trade Union/Professional Association or some other person of your choice.

If you wish to present any written evidence, please supply this at least 2 working days before the meeting.

If you are unable to attend this meeting, please contact me on receipt of this letter, to arrange a suitable alternative date.

Yours sincerely

<NAME>

**HEADTEACHER**

Enc: Action Plan

Cc: HR Adviser, TU REP, PRESENTING OFFICER

FIRST CLASS  
PRIVATE & CONFIDENTIAL  
<NAME>  
<ADDRESS>

Our Ref

Dear < NAME >,

**STAGE 2 (Support) COMPETENCY REVIEW MEETING OUTCOME**

I am writing to confirm my decision following the above meeting held on <DATE>  
in<PLACE>.

You were represented at the meeting by <REP> and the meeting was attended by <NAME>  
Presenting Officer and <NAME> HR Adviser.

The purpose of the meeting was to determine whether concerns remained over your  
competence to teach in relation to the following areas:

<INSERT SFR AREAS>

Having considered the information presented at the meeting, I have concluded that you have  
accepted the support offered to you and I am satisfied that your practice is meeting the  
General Teaching Council for Scotland's Standards for Full Registration.

Your demonstration of competence means that you are no longer subject to the Teacher  
Competency Framework for Managing Under Performance.

As with all teachers you must maintain the Standard of Professional Competence throughout  
your career. Failure to do so may make you subject to the Teacher Competency Framework  
for Managing Under Performance.

Yours sincerely

<NAME>

**HEADTEACHER**

Enc: Note of Meeting

Cc: HR Adviser, TU REP, PRESENTING OFFICER

FIRST CLASS  
PRIVATE & CONFIDENTIAL  
<NAME>  
<ADDRESS>

Our Ref

Dear < NAME >,

**STAGE 2 (Support) COMPETENCY REVIEW MEETING OUTCOME**

I am writing to confirm my decision following the above meeting held in <PLACE> on <DATE>.

You were represented at the meeting by <REP> and the meeting was attended by <NAME> Presenting Officer.

The purpose of the meeting was to determine whether concerns remained over your competence to teach in relation to the following areas:  
<INSERT SFR AREAS>

Having considered the information presented at the meeting I have concluded that following an appropriate period of support and time to improve, you have failed to meet the standards for full registration or show satisfactory improvement in relation to:

<INSERT SFR AREAS>

I will now refer my concerns to the Head of Education Service with a recommendation to apply the Council's Disciplinary Procedure.

You should be aware that this is a serious step which may result in your dismissal on the grounds of competence. Should such a decision be taken, the Council is obliged to refer the matter to the General Teaching Council for Scotland.

I enclose a copy of my reasons for progressing to Stage 3 of the Teacher Competency Framework for Managing Under Performance and Stage 2 (Support) Action Plan.

Yours sincerely

<NAME>

**HEADTEACHER**

Enc: Note of Meeting, Stage 2 (Support) Action Plan, Note of Reasons for referral to Stage 3 (Disciplinary) of the Framework on Teacher Competency

Cc: HR Adviser, TU REP, PRESENTING OFFICER

SCHOOL:

TEACHER:

DATE:

Identify areas of underperformance as per GTCS Standards For Full Registration	Improvement Required	Support Agreed	Targets and Timescales	Feedback from interim meetings ( see interim meeting records)	Target Met Yes or No

I am fully aware of the expected improvements in my performance and understand how this will be regularly monitored.

Signature \_\_\_\_\_ (Teacher)    Signature \_\_\_\_\_ (HT/EO)    Date \_\_\_\_\_

**Stage 1 (Preliminary ) Review Meeting Outcome**

**Outcome 1**

Sufficient improvements have been achieved to the required standard. No further action is required.

**Outcome 2**

Teacher has improved significantly during the review period but some areas have not reached the required standard. Consideration can be given to extending the review period. The teacher will be given a further period to reach the required standard which will be no longer than three months.

**Outcome 3**

Improvements have not been achieved to the required standard. The teacher will be advised that the matter will be progressed under the next stage of the procedure.

**Following the review meeting, I fully understand the outcome and the reasons for this decision.**

Signature \_\_\_\_\_ (Teacher)    Signature \_\_\_\_\_ (HT/EO)    Date \_\_\_\_\_

## **Guidance Notes for Head Teacher/ Education Officer / Stage 1 (Preliminary )**

### 1. Stage 1 Preliminary

- At Stage 1 (preliminary) it is assumed that the problem is one of short lived under-performance.
- The first letter will invite the teacher to the initial meeting. It must provide details of the purpose of the meeting, who will be in attendance at the meeting and date, time and location of meeting. The letter should encourage teachers to be accompanied by a trade union representative or colleague.
- Discussions must normally be held between the teacher and the Education Officer/Headteacher to:
  - a) Identify specific areas of under-performance, in relation to GTCS Standards for Full Registration.
  - b) Clarify the improvement required and support needed to affect change.
  - c) Set clear targets and timescales.
- All of the above points must be recorded in the Action Plan in relation to Stage 1.
  
- The teacher should be actively encouraged to participate in:
  - a) Identifying causes of under-performance.
  - b) Suggesting any forms of support that might assist their improvement (including CPD opportunities).
- A copy of the Action Plan must be provided to the teacher (and their representative) and a copy held in their school file.
- Interim progress meetings must take place every two weeks and must be recorded on the Action Plan by the Presenting Officer.

### Stage 1 Preliminary Review Meeting

- A letter will be sent, inviting the teacher to the review meeting. It must provide details of the purpose of the meeting, who will be in attendance at the meeting and date, time and location along with the documentation gathered during Stage 1 e.g. Action Plan and supporting documentation. The letter should encourage teachers to be accompanied by a trade union representative or colleague.
- The meeting must be adjourned to allow the Reviewing Officer to consider all the information presented by the teacher and the Presenting Officer prior to a decision being made.
  
- There are three outcomes of the review meeting :
  - I. Sufficient improvements have been achieved to the required standard. No further action is required.
  - II. The teacher has improved significantly during the review period but some areas have not reached the required standard. Consideration can be given to extending the review period. The teacher will be given a further period to reach the required standard which will be no longer than three months.
  - III. Improvements have not been achieved to the required standard. The teacher will be advised that the matter will be progressed under the next stage of the framework.
- The meeting will be reconvened to inform the teacher of the decision, including the reasons for the decision. A written outcome letter must be issued following the meeting. A copy of the Action Plan must be provided to the teacher and a copy held in their school file.

SCHOOL:

TEACHER:

DATE:

Identify areas of underperformance as per GTC Standards For Full Registration	Improvement Required	Support Agreed	Targets and Timescales	Feedback from interim meetings ( see interim meeting records)	Target Met Yes or No

I am fully aware of the expected improvements in my performance and understand how this will be regularly monitored.

Signature \_\_\_\_\_ (Teacher )    Signature \_\_\_\_\_ (HT/EO)    Date \_\_\_\_\_

**Stage 2 (SUPPORT) Review Meeting Outcome**

**Outcome 1**

Sufficient improvements have been achieved to the required standard. No further action is required.

**Outcome 2**

The required improvements have not been achieved to the required standard. Formal disciplinary procedures will be implemented.

**Following the review meeting, I fully understand the outcome and the reasons for this decision.**

Signature \_\_\_\_\_ (Teacher)    Signature \_\_\_\_\_ (HT/EO)    Date \_\_\_\_\_

## Guidance Notes for Head Teacher/ Education Officer - Stage 2 (Support)

### 2. Stage 2 (Support)

- Stage 2 (Support) must only begin if the teacher's short term competence during stage 1 (preliminary ) has been completed and feedback from the Reviewing Officer as to the reasons for the move to Stage 2 of the competency procedure has been shared with the teacher.
- A letter will invite the teacher to the Stage 2 (Support) meeting. It must provide details of the purpose of the meeting, who will be in attendance at the meeting and date, time and location of meeting. The letter should encourage teachers to be accompanied by a trade union representative or colleague.
- Discussions must normally be held between the teacher and the Education Officer/Headteacher to:
  - a) Identify specific areas of under-performance, in relation to GTCS Standards for Full Registration.
  - b) Clarify the improvement required and support needed to affect change.
  - c) Set clear targets and timescales.
- All of the above points must be recorded in the Action Plan in relation to Stage 2.
  
- The teacher should be actively encouraged to participate in:
  - c) Identifying causes of underperformance.
  - d) Suggesting any forms of support that might assist their improvement (including CPD opportunities).
- A copy of the Action Plan must be provided to the teacher (and their representative) and a copy held in their school file.
- Interim progress meetings must take place every two weeks and must be recorded on the Action Plan by the Presenting Officer

### Stage 2 (Support) Final Review Meeting

- A letter will be sent, inviting the person to the final review meeting. It must provide details of the purpose of the meeting, who will be in attendance at the meeting and date, time and location along with the documentation gathered during Stage 2 e.g. Action Plan and supporting documentation. The letter should encourage teachers to be accompanied by a trade union representative or colleague.
- The meeting must be adjourned to allow the Reviewing Officer to consider all the information presented by the teacher and the Presenting Officer prior to a decision being made  
There are two outcomes:
  - a. Sufficient improvements have been achieved to the required standard. No further action is required.
  - b. The required improvements have not been achieved to the required standard. Formal disciplinary procedures will be implemented.
- The Education Officer/Headteacher must discuss this situation with the appropriate Head of Service and Human Resources.
- The meeting will be reconvened to inform the teacher of the decision, including the reasons for the decision. A written outcome letter must be issued following the meeting. A copy of the Action Plan must be provided to the teacher and a copy held in their school file.

**ACTION PLAN (Record of Interim Review Meeting)**

**Appendix 15**

Name \_\_\_\_\_ School \_\_\_\_\_ Stage/Dept \_\_\_\_\_ Date \_\_\_\_\_

Timescale for significant improvement \_\_\_\_\_

<b>Identify areas of underperformance as per GTCS Standards For Full Registration</b>	<b>Improvement Required</b>	<b>Support Agreed</b>	<b>Measure of Assessing Progress (How will it be measured?)</b>	<b>Outcome</b>

Identify areas of underperformance as per GTCS Standards For Full Registration	Improvement Required	Support Agreed	Measure of Assessing Progress (How will it be measured?)	Outcome

**Next Steps :**

Teacher agreed \_\_\_\_\_ Headteacher/EO \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

Date of Next Meeting \_\_\_\_\_

**ACTION PLAN (Record of Interim Review Meeting- Example )**

Name \_\_\_\_\_ School \_\_\_\_\_ Stage/Dept \_\_\_\_\_ Date \_\_\_\_\_

Timescale for significant improvement \_\_\_\_\_

Area of Competence as per GTCS		Evidence of Underperformance	Support Agreed	Measure of Assessing Progress (How will it be measured?)	Outcome – Progress made
<b>EXAMPLE</b>	Planning (2.1.1)	Failure to provide evidence of planning  Plan lacks clarity  Plan not coherent  Little of evidence of differentiation	– Provide examples of good practice – Provide planning support (peer support) – CPD course	Based on agreed example:  – HT/Senior colleague scrutiny of plans – Further scrutiny by ‘objective’ person	– Plan to be submitted on time. – Scrutiny of plans shows improvement in coherence/ clarity – Little of evidence of improvements in differentiation
<b>EXAMPLE</b>	2.3.1 Registered teachers understand and apply the principles of assessment,	Failure to skillfully use a range of assessment techniques including setting regular assignments, tests, marking of work, teachers’ reports Failure to establish the levels of attainment of individuals, groups and class	Best practice visits to other classes	Observation of class jotters, course work and assignments	– Attainment increases in Preliminary examination   – Observation sessions show improvement

<b>EXAMPLE</b>	2.3.2 Registered teachers use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach.	Failure to diagnose difficulties and give sound advice to pupils on ways of overcoming them and making progress and providing inadequate written feedback in jotters Failure to use assessment information to set and achieve longer-term targets for a class, including satisfactory levels of performance in national examinations	Best practice visits to other classes	Observation of class jotters, course work and assignments	– No more than 3 complaints for the fortnight 1-12 October
----------------	---	---	---------------------------------------	---	--

Next steps including timescales :

1. Although progress has been made in terms of teacher planning, plans have more clarity and have improved coherence, there needs to be within plans more evidence of differentiation.
2. Classroom observations carried out by the Head teacher show improvements in classroom management. However this has not yet impacted in improvements in attainment.
3. Continue to improve the range and extent of written comments in pupil class work.
4. Observation by HT 20/9 period 3, 25/9 period 6.
5. Observation by EO 1/10 period 2
6. Term plan submitted by 15<sup>th</sup> September
7. Weekly plans to be scrutinised by HT for weeks 2,4 & 5 of term

**Teacher agreed** \_\_\_\_\_ **Headteacher/EO** \_\_\_\_\_

**Date** \_\_\_\_\_ **Date** \_\_\_\_\_

**Date of Next Meeting** \_\_\_\_\_

PROTECT: PRIVATE & CONFIDENTIAL