

PERTH AND KINROSS COUNCIL**Lifelong Learning Committee
28 May 2014****PROFESSIONAL UPDATE****Report by Executive Director (Education and Children's Services)****PURPOSE OF REPORT**

The purpose of this paper is to provide information about a significant change in the way that General Teaching Council Scotland's (GTCS) registered practitioners maintain and improve the quality of their professional learning and development.

This report requests approval of the procedures to be followed within Education and Children's Services to ensure that the requirements of Professional Update are fully met.

1. BACKGROUND/MAIN ISSUES

- 1.1 Up until now teachers who successfully completed their probationary period were granted Fully Registered status with The General Teaching Council for Scotland (GTCS). This registration continued automatically throughout a teacher's career unless there were competence/misconduct concerns regarding an individual's professional practice.
- 1.2 The GTCS has now been tasked by the Scottish Government with introducing a scheme of re-accreditation for all registered teachers.
- 1.3 The Scottish Government placed this duty on GTC Scotland on 17 March 2011 as part of the Public Services Reform (GTCS) Order 2011 which set out the Government's plans for granting independent status to GTC Scotland from April 2012. They have adopted the title 'Professional Update' for this process.
- 1.4 In August 2012, Education and Children's Services (ECS) participated in a pilot programme of Professional Update in preparation for full national roll-out in August 2014.
- 1.5 Professional Update is aimed at ensuring that teachers have an entitlement to a system of supportive, effective and consistent Employee Review and Development (ERD) which can assist them to identify constructive ways to update their skills. ERD provides a valuable opportunity for teachers to reflect on their skills and confirm that they have maintained the high standards required of a teacher in Scotland's educational establishments.
- 1.6 Fully registered GTCS staff will be expected to Professionally Update annually and registration with the GTCS will be renewed every five years, provided that the requirements of Professional Update have been met.

1.7 Professional Update does not apply to probationer teachers as they hold provisional registrations. It applies only to those who are fully registered with the General Teaching Council Scotland.

2. PROPOSALS

2.1 Draft guidelines have been created in order to provide a consistency of approach and to enable all GTCS registered staff across Education and Children's Services to fully meet the requirements of professional update. **(Appendix 1)**

2.2 These draft guidelines, once approved, will be fully implemented from August 2014.

3. CONCLUSION AND RECOMMENDATIONS

3.1 ECS will oversee the local operation of Professional Update and will support individual colleagues by providing and adhering to Perth & Kinross Council's Professional Update guidelines once approved.

3.2 These guidelines will underpin and support the procedures set out in the ECS Revised Staff Development and ERD Strategy (2013) and the ERD Guidelines attached as Appendix 2 and enable all GTCS registered staff across ECS to fully meet the requirements of Professional Update.

3.3 It is recommended that the Committee:

- (i) Approve the adoption of the Professional Update guidelines in Appendix 1; and
- (ii) Instructs the Executive Director to bring an update on progress on implementation to a future Committee.

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Approved

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John Fyffe	Executive Director	1 May 2014

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1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

Strategic Implications	Yes / None
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
Resource Implications	
Financial	None
Workforce	None
Asset Management (land, property, IST)	n/a
Assessments	
Equality Impact Assessment	n/a
Strategic Environmental Assessment	n/a
Sustainability (community, economic, environmental)	n/a
Legal and Governance	n/a
Risk	n/a
Consultation	
Internal	Yes
External	Yes
Communication	
Communications Plan	Yes

1. Strategic Implications

Community Plan / Single Outcome Agreement

- 1.1 The proposals relate to the delivery of the Perth and Kinross Community Plan /Single Outcome Agreement in terms of the following priorities:
- 1.2 (i) Giving every child the best start in life;
(ii) Developing educated, responsible and informed citizens;
(iii) Promoting a prosperous, inclusive and sustainable economy;
(iv) Supporting people to lead independent, healthy and active lives; and
(v) Creating a safe and sustainable place for future generations

This report relates to Objective No (ii).

Corporate Plan

- 1.3 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:
- (i) Giving every child the best start in life;
(ii) Developing educated, responsible and informed citizens;
(iii) Promoting a prosperous, inclusive and sustainable economy;
(iv) Supporting people to lead independent, healthy and active lives; and
(v) Creating a safe and sustainable place for future generations.

This report relates to Objective No (ii).

1.4 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Leadership and Management

2. Resource Implications

Financial

2.1 The proposal will be financed within existing Education and Children's Services revenue budget.

Workforce

2.2 The Head of Human Resources was consulted on this proposal and has indicated agreement with the proposal.

Asset Management (land, property, IT)

2.3 n/a

3. Assessments

Equality Impact Assessment

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

This section should reflect that the proposals have been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **not relevant** for the purposes of EqIA

Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

However, no further action is required as it does not qualify as a PPS as defined d by the Act and is therefore exempt.

Sustainability

3.3 n/a

Legal and Governance

3.4 n/a

Risk

3.5 n/a

4. Consultation

Internal

4.1 Head of Finance, Head of Legal Services, Corporate Human Resource Manager, ECS Senior Management Team, JNCT and all Teaching Staff.

External

4.2 *General Teaching Council for Scotland*

5. Communication

5.1 The process and principles of Professional Update have already been shared with GTCS registered staff. Many have already participated in and evaluated the pilot which ran in Perth and Kinross in 2012/13. Headteachers, Depute Headteachers and Principal Teachers will be informed about the new guidelines through a planned programme of meetings e.g. at Senior Management Development Days, in-service days and Local Management meetings.

2. BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

3. APPENDICES

Appendix 1 – Professional Update Guidelines
Appendix 2 – Revised ERD Guidelines

**Perth and Kinross Council
Education and Children's Services
Professional Update**

1. Introduction

The purpose of this paper is to provide information about the procedures to be followed locally within Education and Children's Services, in order to ensure that the requirements of Professional Update are fully met. The General Teaching Council for Scotland (GTCS) is introducing Professional Update for all fully registered teachers, from August 2014.

Further details about the purposes and principles of Professional Update can be found on the GTCS website as follows:

<http://www.gtcs.org.uk/professional-development/professional-update.aspx>.

2. Rationale

Fully registered GTCS staff will be expected to Professionally Update annually. Registration with the GTCS will be renewed every five years, provided that the requirements of Professional Update have been met. Professional Update does not apply to probationer teachers as they hold provisional registrations. It applies only to those who are fully registered with the GTCS.

2.1 Participation in Professional Update will involve four main principles:

2.1.1 Personal Record

Basic personal information held by the GTCS should be confirmed and/or amended accordingly to reflect any changes on an annual basis via the MyGTCS portal. It is the responsibility of individuals to ensure information held is accurate and current.

2.1.2 Employee Review and Development (ERD)

ERD is an integral part of the Professional Update process. Review and Development is a continuous and systematic process intended to help and motivate staff. ERD, as part of Professional Update, is a vital mechanism to assist the process of evaluating and meeting the needs of all staff. It enables the employee to effectively evaluate their own work on an annual basis.

2.1.3 Professional Learning Profile

An up-to-date portfolio of evidence demonstrating the impact of ongoing professional learning activities must be maintained. Critical self-evaluation is an important part of the professional learning and ERD process. The revised GTC Scotland Professional Standards have been developed to offer constructive support for teachers as they consider how they might develop their professional values and dispositions, their knowledge, skills and understanding through ongoing 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.

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

Colleagues should follow the procedures set out in the ECS revised Staff Development and ERD Strategy (2013).

<http://eric/councilservices/ecs/TrainingandDevelopment/EmployeeReviewandDevelopment2010/default.aspx>

In order to fulfil the requirements of Professional Update, and therefore maintain GTCS registration, it is imperative that all fully registered staff actively participate 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.

Education and Children's Services is currently working to ensure that adequate procedures are in place to support supply teachers' access to ERD.

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

Professional Update takes place every 5 years, on the 5th year of the cycle based on your GTCS registration date. (number in box denotes year in cycle)					
Year of Professional Update	2012/13	13/14	14/15	15/16	16/17
Years of registration					
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 annual ERD from 2014 – 15 onwards, given that Professional Update was not in existence prior to that date.

4. Support for Professional Update in Perth & Kinross Council

ECS will oversee the local operation of Professional Update and will support individual colleagues by providing:

- An annual reminder to all fully registered staff regarding the update of their personal GTCS records.
- Face-to-face briefing session at the start of the school year for those colleagues due to complete their Professional Update Declaration in that year.
- ECS Quality Improvement Officer, Support for Staff, as point of contact to address any concerns arising in relation to Professional Update.

5. Appeals Procedures

Professional Update is intended to focus on a teacher's professional development and continuous improvement. It should not be used to determine whether a teacher is, or has remained, competent. If there is a cause for concern regarding under-performance or where a teacher's competence is in question, then the teacher's competence should be managed in accordance with the GTCS Framework on Teacher Competence (FTC) and the Education and Children's Services existing document 'A Practical Guide to Managing Teacher Competence'.

Where an employee has not fulfilled the requirements of Professional Update described in this document, then this should be addressed by their line manager at the earliest opportunity, well in advance of the point at which the employee is expected to make their five-yearly Professional Update Declaration. It should therefore be rare for an ERD reviewer to be unable to verify an employee's declaration, as a result of the Professional Update requirements not being met. However, if this situation should arise, a detailed 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 escalated to the next level of management, and ultimately 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 for a final decision regarding the employee's registration renewal.



ERD GUIDELINES



- 1.1 The purpose of this paper is to provide information about the revised arrangements for the process of Review and Development for all staff within Education & Children's Services.
- 1.2 This policy is based on the Key Working Principles for Education and Children's Services. These principles refer to access to regular Employee Review and Development, equality of opportunity and parity of entitlements for all. Staff have a responsibility to maintain a Continuing Professional Development Portfolio.

2 Rationale

- 2.1 Review and Development is a continuous and systematic process intended to help and motivate staff. It enables the employee to effectively evaluate their own work on an annual basis.
- 2.2 Employee Review and Development is a positive process, intended to raise the quality of service by providing staff with improved job satisfaction, appropriate CPD and planned career development based upon more informed decisions using Framework for Developing Leadership & Management as a guide. Review and Development is intended to be an integral part of the wider arrangements for the development of staff.
- 2.3 Employee Review and Development should be viewed as an integral part of quality improvement planning process. The process has to be balanced between individual, team 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.
- 2.4 A sense of ownership of the process of Employee Review and Development should be encouraged amongst all staff involved. Good communication and a shared sense of purpose and direction are essential for effective Employee 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.
- 2.5 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.

- 2.6 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.
- 2.7 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.

3 Management of Employee Review and Development

- 3.1 The Senior Management Team 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 Employee Review and 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 based on Single Status arrangements;
- 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;
- Co-ordinating the Annual Programme of Review Meetings and ensuring that they take place within the agreed timescale;
- Maintaining an up to date record of all members of staff involved in the process and making an annual return to the Service Manager (Support for Staff);
- Ensuring the agreed professional development needs of individual members of staff which have been identified during the review process are prioritised and communicated as required;
- Ensuring that copies of review interview paperwork are kept in a secure location;
- Ensure all staff members have an electronic CPD Portfolio.

- 3.2 The authority will provide support to services in all aspects of the management of the process as appropriate.

4 The Review Process

The review process will be undertaken by each staff member on an annual basis

Before the Review

4.1

- Reviewee's are required to participate in the self evaluation activity by reflecting on the impact and progress of their work including revisiting the record of their previous review. (see Appendix 2 for paperwork and guidance on use).
- The record of this self evaluation will be shared in advance with the reviewer.
- The reviewer will prepare for discussion by familiarising themselves with the contents of the reviewee's self-evaluation and job description.
- The reviewer will reflect upon the reviewee's work and progress in relation to the self-evaluation.

During the Review Meeting

4.2 The agenda for all Review Meetings will comprise the following:

- the reviewee's completed self evaluation, record of CPD in relation to the reviewee's job description, the previous review record and the reviewer's reflections on progress will form the basis of discussion
- the identification of a realistic number of specific outcomes for personal and professional development for the following year will be included in the discussion of the CPD Year Plan and Summary Evaluation and development activities (link to Record and Portfolio)
- 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 (see Appendix 3) (link in Framework)
- work/life balance and health and well being 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).

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

- 4.4 Review Meetings should be completed within one hour and should only be continued or carried over to another date or time in exceptional circumstances.
- 4.5 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

- 4.6 The reviewer will have the responsibility of drafting the written record of the Review Meeting. This should be carried out by completing the recording pro forma (see Appendix) 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.
- 4.7 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.
- 4.8 The original Review Meeting record will be given to the reviewee with a copy being in a secure central location. This will be available to the Executive Director (Education & Children's Services) and / or Head of Establishment. All individuals will hold the record in confidence.
- 4.9 The reviewer will pass the record of identified staff development needs to the person in charge of collating and supporting staff needs for the section, service or establishment and will contribute to the assessment of general professional development needs within the context of improvement planning.
- 4.10 On an annual basis in December, a needs analysis return will be required by the Service Manager (Support for Staff) from those who are responsible for collation. This return identifies only needs which cannot be delivered by the section, service or establishment.
- 4.11 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.

5 Appeals Procedure

- 5.1 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.
- 5.2 The appeal will normally be heard by the next appropriate line manager
- 5.3 Both the reviewer and the reviewee have the right of appeal.
- 5.4 If the appeal is upheld then a further review will be carried out with a different reviewer.

6 Monitoring and Evaluation

- 6.1 It is the responsibility of the relevant Section Heads, Service Managers and Heads of Establishment to regularly monitor and evaluate the conduct of the Employee Review and Development process and to report formally on it every three years in the relevant quality improvement report. In the case of schools, this task will be delegated to the CPD Co-ordinator.
- 6.2 The relevant senior managers will be responsible for completing a monitoring and needs analysis form every year. In this way needs which are difficult to meet may be supported centrally.
- 6.3 The Service Manager (Support for Staff) will support schools and services in the monitoring and evaluating of the process as required.
- 6.4 The Service Manager (Support for Staff) will sample the process in services as part of its Quality Assurance procedures.

