

## **How to – Manage initial concerns regarding a teachers performance**

For all teachers performance will be monitored through processes set out in the School Improvement Framework. That is through activities such as, discussions about classroom planning, observation of learning and teaching and tracking pupil progress.

It is through this process that for some teachers who underperform against the Standard for Full Registration (SFR) will be identified. For example, concerns may relate to one or more of these areas:

- Classroom observations carried out by the school's Senior Management Team and the Quality Improvement Officer (QIO)
- Monitoring of pupil work
- Tracking of pupil progress
- Analysis and discussion of attainment statistics
- Poor relationships with pupils and other members of staff

Additionally, underperformance of some teachers may be highlighted through concerns raised by pupils, other members of staff and/or parents or lack of engagement in the Professional Update process.

If underperformance is highlighted through concerns raised by pupils, other members of staff and/or parents, it will be the role of a member of the school Senior Management Team to investigate such concerns before determining whether the concerns are justified and the underperformance should be managed in accordance with this guidance.

It is assumed that all teachers perform at a competent level up to the point that underperformance is identified. Therefore, it is initially assumed that underperformance will be short-term, which, with support and guidance will be overcome within a short period of time.

As there may be specific circumstances that have contributed to a teachers capability to perform to the required standard, it is important that a member of the school Senior Management Team speaks to the teacher as soon as practicable in order to advise the teacher of the concerns, provide the teacher with any documentation that relates to these concerns and to ascertain if there are any specific circumstances that the school Senior Management Team should be aware of.

It is important to ensure that the discussion takes place in a private location and sufficient time is set aside for the discussion. It is also important to ensure that the discussion is conducted in an open and supportive manner.

If a teacher advises that there are specific circumstances impacting on their performance the school Senior Management Team should be sensitive to the needs of the teacher at such times and consider ways of supporting both the teacher and the young people with whom they work.

In any event, the teacher should be advised of the level of improvement required, the support and/or development that will be provided and an indication as to when the situation will be reviewed. It is important that the initial discussion is recorded by means deemed appropriate by the member of the school Senior Management Team. For example this could be by means of an email confirming what was discussed and agreed.

It is also important to ensure that any further discussions are appropriately documented, as well as maintaining accurate records of support opportunities and developmental work undertaken. A copy of these records should also be provided to the teacher as and when these documents are produced or updated.

The review meeting is an opportunity for both the member of the school's Senior Management Team and the teacher to discuss any progress that has been made to reach the level of improvement that was required and whether there are further support and/or development required.

At the end of the review meeting the possible outcomes are:

- Improvements have been made to the required standard for all competencies identified and work will continue to be monitored within the School Improvement Framework.
- Improvements have not reached the required standard for all identified competencies and further support will be provided to address the areas of continued underperformance within the School Improvement Framework.
- Improvements have not reached the required standard for all identified competencies and the matter will now be managed in accordance with the GTC Scotland Framework on Teacher Competence Stage 1. Prior to the commencement of Stage 1 a Quality Improvement Officer (QIO) must be notified of the intention to progress to Stage 1.

If improvements have not reached the required standard for all competencies the teacher should be asked again whether there are any specific circumstances impacting on their performance before deciding which outcome would be appropriate in the circumstances.