

# Educational Services

## Newly Qualified Teacher Mentor Handbook 2020-2021



RESPECTFUL  
SUPPORTIVE

## **Thank you for supporting our Newly Qualified Teachers**

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# Section 1: The Role of the Mentor

## Your Role as Mentor and Timelines for the Completion of On-Line Profiles

You are the Mentor or Supporter assigned to the probationer within your department or school. You will work closely with the probationer and support them throughout their first year. Below are the guidelines of support that should be provided to the probationer through their first year – these are the minimum requirements.

### ON-LINE PROFILE SECTIONS

The probationer should complete the on-line profile at each stage and you should sign it off as an accurate account throughout the year. There are seven sections of the profile that must be completed by the probationer:

1. Initial professional development action plan (IPDAP)
2. Timetable
3. Supporter Meetings
4. Record of Observed Teaching
5. CLPL Tracking Record
6. Key Strengths and Areas for Development
7. Professional Development Action Plan:

Professional development will be under the three main areas:

1. Professional Knowledge and Understanding
2. Professional Skills and Abilities
3. Professional Values and Personal Commitment.

### TIMETABLE

The maximum contact time for probationers is 0.82 FTE or 18 hours and the minimum time is 0.55 FTE or 12 hours and 23 minutes – this means that they are in class 0.8 of the time and 0.2 FTE is their non-contact time. All South Ayrshire Council CLPL for primary probationers will be delivered on a Thursday; this is to enable the Head Teacher to timetable with the minimal of disruptions to teaching and learning. Secondary probationer CLPL will be delivered via twilight sessions.

For probationer teachers in the primary sector the whole of the 0.82 FTE should normally be spent with one class. However, where this is not possible at least 80% of the timetable, ie at least 0.55 FTE, should be spent in one class.

Probationer teachers in the secondary sector, whether qualifying in one or two subjects, will have been allocated to a school in the Induction Scheme on the basis of one of their subjects.

- The probationer teacher should be regarded as being a teacher of one subject (allocated subject) in which he/she was allocated
- The timetable should be equivalent to a maximum of 0.82 FTE of a main grade teacher's timetable. However, where this is not possible at least 80% of the timetable, ie at least 0.55 FTE should be spent in the allocated subject
- Where the second subject has been included in the timetable there should be at least 0.55 FTE spent teaching the allocated subject and a maximum of 0.15 FTE spent in teaching the second subject
- For those qualified in a discrete science (Physics, Chemistry or Biology) with General Science, the discrete science should be taught for a minimum of 0.15 FTE and the General Science a maximum of 0.55 FTE

- There should be as full a spread of classes as possible across the year groups and include a significant element of classes pursuing SQA course.

## WEEKLY MEETINGS

A time should be agreed by you both so that you can have weekly meetings to discuss the probationers progress, any areas for concern they may have and any CLPL that they may require. This is also your time to raise any issues that are concerning their progress and to recognise and celebrate any progress that they have made. You should set an agenda for each of these meetings, share it with the probationer and ask them if they wish to add any agenda items. Information is contained later in the pack around issues that can be discussed and the type of conversations that you should have. Details of these meetings should be recorded. The probationer should record each meeting on their on-line profile and you will then sign it off to state that it is an accurate account of the meeting. I would suggest that you keep the agenda and your own notes in a file for future reference if required remembering to date them and note who is in attendance.

From August to December, there should be a minimum of 12 weekly meetings held and recorded. From January to June, there should be a minimum of 12 weekly meetings held and recorded.

## CLASSROOM OBSERVATIONS

As their supporter, you should also carry out formal classroom observations so that you can observe the probationers practice. The focus for each observation should be discussed and agreed with the probationer before the visit. It would be useful to link the observation focus to the three aspects of professional development outlined in the GTCS Standard for Full Registration; these are: professional knowledge and understanding; professional skills and abilities; professional values and personal commitment. Another resource that may be used is the Quality Indicators (QI's) in How Good is Our School 4 (HGIOS4), in particular 2.3 Learning, Teaching and Assessment, 2.1 Safeguarding and Child Protection, 2.2 Curriculum and 3.2 Raising Attainment and Achievement. Formal feedback should be given to the probationer after each classroom observation. Areas of good practice should be highlighted and celebrated and areas for development should be noted – again it would be better to frame them around the three aspects of professional development already mentioned. It is important that you give the probationer honest and constructive feedback – you are their critical friend who will support their improvement. The probationer should record each observation in their on-line profile which you will then sign-off as an accurate account of the observation and the feedback given. I would suggest keeping a copy of the classroom observation notes, any feedback that you give and your own notes in a file for future reference if required, remembering to record the date.

From August to December, there should be a minimum of 5 classroom observations by the Supporter and one observation from an independent observer e.g. the Head Teacher, Depute Head Teacher or a Quality Improvement Officer. All of these should be recorded by the probationer on the on-line profile and signed off by you as their Supporter.

## CLPL

South Ayrshire Council have organised relevant CLPL to develop the probationers. If your probationer does attend these events, they should record this on their on-line profile – you should then sign this off. Through the course of their time in school, you will support the probationer through various tasks e.g. completing parental reports, attending parent's night and sharing information with parents, producing assessment, pupil worksheets etc. – all of these are CLPL activities and you should ask the probationer to record these on their profile.

It is the probationer's responsibility to maintain a record of their progress throughout the year by completing their on-line profile on the GTCS website. It is your responsibility to sign off the

probationers profile as they complete each entry. The Head Teacher should sign off each profile before it is submitted.

## EARLY WARNING

You will be sent a simple form in September to give us your first impressions on how your NQT is performing. These should be returned to Kate MacDonald by **Wed 30 Sep 2020**.

## INTERIM 1 PROFILE

In December, you should have a formal meeting with the probationer, the Regent or Head Teacher and if possible your independent observer. The probationer should use the information from the meeting to complete the Interim 1 Profile.

The profile can be accessed by the probationer, the Supporter, the Head Teacher and the Quality Improvement Officer. The interim profiles should be completed and returned by the Probationer, Supporter/Mentor and Head Teacher **no later than 4<sup>th</sup> December 2020**.

The probationer teacher and supporter/mentor should each retain a hard copy of the interim profile.

- In cases where the progress of an individual is identified as unsatisfactory, additional information should be submitted to the Quality Improvement Officer.

The first page of the interim profile provides the opportunity for the Head Teacher to make one of three recommendations:

- Satisfactory progress
- Giving cause for concern for the following reasons; Competence and/or Health
- Unsatisfactory progress for the following reasons; Competence and/or Health

The 'Giving cause for concern' option allows for concerns to be raised either about a probationer's competence and/or attendance without having to state categorically that progress is satisfactory or unsatisfactory. What is important with this option is that it is used prudently. GTCS still need to be sure that those who are struggling are clearly informed of that; early warning is vital. For many it is not pleasant to be judged as giving cause for concern or unsatisfactory at Christmas, but being given that hard message may provide the necessary stimulus which may ultimately see them achieving full registration.

## INTERIM 2 PROFILE

These are generated for any probationer with a 'Giving cause for concern' or 'unsatisfactory' recommendation on their Interim 1 Profile at Christmas. These reports should be maintained as before, recording weekly meetings, observations and any CLPL that the probationer takes part in. Before submission of the Interim 2 profile, another formal meeting should take place to record progress as before. On-line profiles should be completed by the Probationer, Mentor/Supporter and Head Teacher before being submitted to the Quality Improvement Officer (on-line) **no later than 19<sup>th</sup> March 2021**. This process would also apply to any probationer teacher whose profile has been subsequently changed from a Final Profile to an Interim 2.

## ALL PROBATIONERS

From January to June, you should have 12 weekly meetings with your probationer, 4 classroom observations of their classroom practice and one classroom observation from an independent observer e.g. the Head Teacher, Depute Head Teacher, Quality Improvement Officer.

In May you should hold a formal review meeting with the probationer, Head Teacher and if possible your independent observer. The probationer should use this information from the meeting to complete their Final Profile.

## FINAL PROFILE

The Final Profile should be completed by the Probationer, Supporter/Mentor and Head Teacher and returned to the Quality Improvement Officer (on-line) **no later than 28th May 2021**. The Final Profile should indicate clearly whether a recommendation is being made for:

- Full registration. If this is the recommendation, certificates for full registration will be sent out by **mid July 2021**. **OR**
- 
- An extension to provisional registration. This recommendation indicates that you think the probationer will meet the Standard for Full Registration with an additional block of time. If this is the recommendation, the following documentation should be completed by the school and forwarded to the Quality Improvement Officer:
  1. Case overview report
  2. Any additional relevant referenced information not contained within the profiles. This is the information that you should have maintained from weekly supporter meetings, classroom observations and recommendations made and any CLPL that has been provided within the school.

An extension can be made on the following grounds:

- Health extension – the Probationer would need to extend their time for the same period of time they have been absent (0.82FTE).
- Competence extension – the Probationer would need to complete an additional 12 weeks (0.9 FTE).
- Competence/Health extension – the Probationer would then complete a minimum of 12 weeks or the length of absence (0.82 FTE).

A probationer has the right to appeal against a decision to extend their provisional registration. All appeals will go to a panel made up of members from the Professional Standards Committee which will be held in **June 2021**.

- Cancellation of registration. If this is the recommendation, the following documentation should be completed by the school and forwarded to the Quality Improvement Officer.
  1. Case overview report
  2. Any additional relevant referenced information not contained within the profiles. An example of these could be:

### Copies of the following:

1. Agendas and notes from all Supporter/Mentor meetings held between August **2020 and June 2021**.
2. Records of the observed sessions from **August 2020 to June 2021**.
3. Records of additional help and support that has been given by staff within the school and staff from South Ayrshire Council.
4. Any additional information the Supporter/Mentor has kept during this term.



All recommendations for cancellation will go to a Panel made up of members from the Professional standards committee which will meet in the month of June **2021**.

The Probationer, Supporter/Mentor and Head Teacher should each retain a hard copy of the Final Profile and the documentation submitted with the profile.

## IMPORTANT INFORMATION

A probationer teacher 'signs' a profile to indicate that he/she has read the profile and the contents have been discussed. This does not mean that the probationer necessarily agrees with the content. Further information on how the GTCS deals with extensions and cancellations can be found on their website at <http://www.in2teaching.org.uk/teacher-induction-scheme/tis-extensions-and-cancellations.aspx>

The GTCS staff are always willing to advise on any matters relating to probation issues. If you require any further information please do not hesitate to contact:

Name	Position	Telephone	e-mail
John Adams	Senior Manager, Operations, ERPL	0131 314 6038	<a href="mailto:john.adams@gtcs.org.uk">john.adams@gtcs.org.uk</a>
Elaine Napier	SEO, Early Career and PL	0131 314 6047	<a href="mailto:elaine.napier@gtcs.org.uk">elaine.napier@gtcs.org.uk</a>
David Graham	Senior Education Officer, PL	0131 314 6012	<a href="mailto:david.graham@gtcs.org.uk">david.graham@gtcs.org.uk</a>
Cecilia Nunn	Administrator	0131 314 6088	<a href="mailto:cecilia.nunn@gtcs.org.uk">cecilia.nunn@gtcs.org.uk</a>

## GTCS Guidance for Completing On-Line Profiles

DRIVING FORWARD PROFESSIONAL  
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# Online Profiles Guidance for Probationer Teachers

## 1 Introduction

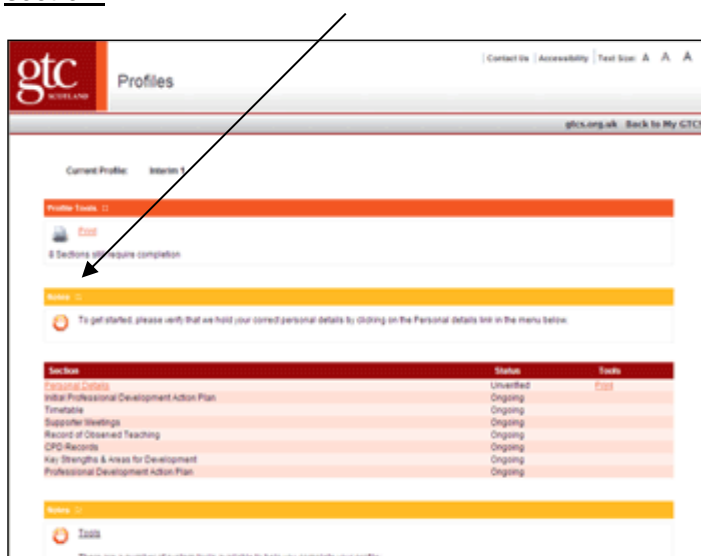
The profiles are key documents that chart the activities and progress of a Probationer teacher. This document provides you with guidance on how to complete your sections of the online profile.

## 2 The Contents Screen

The profile has been designed to be as user friendly and intuitive as possible.

Once you have gained access to the system through your MyGTCS login, found in the top right hand corner of our website ([www.gtcs.org.uk](http://www.gtcs.org.uk)), the first screen you will see is the contents screen which provides links to all other sections of your profile.

**Make sure you read the 'Notes' section at the top of each page before you start that section.**



The contents screen

### 2.1 Verifying your Personal Details

Before you can begin filling in your profile sections, we need you to verify the details we hold for you. Do this by clicking on the 'Personal Details' link.

In order to proceed with your profile these details must be verified. If you notice an error on the Supporter or Headteacher details then please contact your Local Authority advising them of the name and registration number of the correct Supporter or Headteacher. If the error is school details that we hold for you then please email [pld@gtcs.org.uk](mailto:pld@gtcs.org.uk) immediately – however you must verify your details as the Professional Learning and Development Department will

still be able to make the amendments once verified. It is essential that you advise the Professional Learning and Development Department of any changes throughout the induction year.

#### Notes:

The profile contains a number of tools – print, view, edit. Notes and instructional text is displayed at the top and bottom of each screen. There are a number of global links situated in the top right hand corner of each screen:

- ❖ Contact Us – use this if you need to contact the Professional Learning and Development Department
- ❖ Accessibility – view our accessibility statement
- ❖ Text size – use these links to increase or decrease the size of the text
- ❖ Guidance documentation – this section contains helpful guidance for completing your profile
- ❖ Back to MYGTCS – use this to return to your MYGTCS homepage [gcs.org.uk](https://gcs.org.uk) – use this to return to the main GTCS website
- ❖ Log off – for security and privacy reasons, especially if you share a computer at school, please ensure you log off before exiting your profile

## 2.2 Profile Status Bar

STAGE 1	STAGE 2	STAGE 3	STAGE 4	SUBMIT
Probationer complete profile sections	Probationer submit for recommendation	Supporter make recommendation	Head Teacher acknowledge recommendation	Local Authority submit to GTCS

The status bar provides a colour coded representation of the status of your profile.

- If the section shows as green then that section is complete.
- If the section is amber then it's awaiting action by someone else (your Supporter or Headteacher).
- If the section is red then it's waiting for **you** to action it.

To access the status bar, click on the hyperlink above the image.

## 3 Completing the Initial Professional Development Action Plan (IPDAP)

This section should be completed by you in collaboration with your Supporter and should be used to identify the initial focus for professional development. The IPDAP section will appear on your Interim 1 Profile, Interim 2 Profile (if applicable) and your Final Profile.

**As the on-line profile is a secure programme there is a “time out” which will close down the programme after 80 minutes of perceived inactivity. Typing text is not accepted as activity for this programme so if you enter large amounts of text without**

**saving it or changing screen you are liable to lose this when the time out occurs. It is recommended that you either ensure that you save your work regularly or type your comments into a word document and then copy them across to your profile.**

For your Interim 1 Profile you should use your career entry / ITE profile during discussions about your IPDAP.

If your career entry profile is not available there will need to be more detailed and reflective discussions to identify your development needs.

Your targets and actions should be realistic and stated in a clear and focused manner.

#### To add an entry

- ❖ Click the 'Add entry' link from the main IPDAP page
- ❖ select the appropriate area of the Standard for Full Registration (SFR)
- ❖ enter the agreed target
- ❖ enter any required action

**Note: At least one item should be recorded under each of the three areas of the SFR before your IPDAP can be submitted to your Supporter.**

Adding to the IPDAP

Clicking on the 'Add Target / action' link at the foot of the screen will save the target and return you to the main IPDAP page. To return to the main contents menu from here, click on Probationer Home.

You should submit this section from the main menu page for your Supporter to sign off.

Please note: In the IPDAP section in your Interim 2 Profile (if applicable) and/or Final Profile this section will have been automatically populated from the PDAP from the previous report,

## 4 The Timetable

There are different timetables for primary and secondary. The timetable has been developed to automatically calculate classroom contact time only i.e. when you have sole teaching responsibility for your pupils. Your timetable **must not exceed 0.8** of a full time teacher's timetable, (18 hours) or fall below 0.55 (12 hours and 23 minutes). If a timetable shows more or less than the stipulated percentage of classroom contact time then you will not be able to submit it for sign off. In this instance, please discuss this with your Supporter, PT, Headteacher or GTCS Professional Learning and Development Department (e-mail: [pld@gtc.org.uk](mailto:pld@gtc.org.uk)).

- ❖ **Primary**  
The primary timetable is split into 3 sections, AM1, AM2, and PM and multiple entries can be made within each section (to a maximum of 3).
- ❖ **Secondary**  
Secondary Probationers are required to enter the number of periods per day (up to a maximum of nine periods) and the number of minutes for each of these periods. The system will then build a timetable specific to you.

If you have more than nine periods in a day you will need to enter double periods as single periods and add the two times together to enable you to enter all your classes.

The timetable will automatically populate with your first subject. However, where a second subject is being taught this will need to be input manually by you by selecting the 'Add Entry' link and typing in the details. This subject will not be added into the equation for the 0.8 timetable.

If you need to make changes you can click on reset and it will clear the contents of your timetable, however if you need to make changes once you have submitted your timetable for sign off you will need to contact GTCS to reset it for you.

Your timetable will automatically populate into your Interim 2 Profile (if applicable) and/or Final Profile where you will have the option to edit it prior to submission for sign off.

## 5 Supporter Meetings

This section will display a record of your Supporter meetings. The majority of these weekly meetings should involve very focussed discussions concentrating on targets and actions identified in your Initial Professional Development Action Plan.

A new record should be made for each meeting between you and your Supporter. At least one key focus should be selected from the drop down menu and no more than two.



The screenshot shows the 'Supporter Meetings' section of a web application. It includes a header with the user's name 'Nicola Hart' and their current profile 'Interim 1'. Below this, there are sections for 'Profile Score' and 'Supporter Meetings'. The main part of the screenshot is a table with the following data:

Date	Key Focus	Agreed Action(s)	Status	Tasks
26/08/2020	2.1	Annual Plan	Ongoing	<a href="#">Edit</a> <a href="#">Delete</a>
23/08/2020	2.1.1 2.1.2	Forward planning to be started	Ongoing	<a href="#">Submit to Sign Off</a> <a href="#">Edit</a> <a href="#">Delete</a>

### Notes:

This screen displays the date of the meeting, the key focus code, the agreed action and the status of the record.

Clicking on a key focus code will bring up an explanation of the key focus.

You are able to Edit, Delete and submit an individual record to your Supporter for sign off.

The agreed actions and any additional information should be included in the relevant fields. Upon clicking the 'Add Meeting' button, you will be returned to the list of Supporter meetings.

Records can be edited or deleted at any time prior to submission for sign off. To access a record, click on the 'Edit Tool'. To delete a record simply hit the 'Delete' key. You will be asked to confirm that you wish to delete the record.

Add meetings by completing this section for each meeting on an on-going basis, once completed submit for "sign off". The Supporter should sign off each individual meeting regularly. If the status of a meeting shows 'Signed Off', then no further edits will be possible.

## 6 Observed Teaching Sessions

These monthly observations of your teaching should also have a clear and limited focus which has been identified and agreed upon during your meetings with your Supporter and is linked to the targets and actions identified in your (Initial) Professional Development Action Plan.

A new record should be made for each record of observed teaching using the comments made by the observer about strengths and areas for development. The following details are required for each entry:

- ❖ Date of meeting (dd/mm/yyyy)
- ❖ Start and end time of the session
- ❖ Key focus (minimum of 1, maximum of 2)
- ❖ The class taken
- ❖ The curricular area
- ❖ Strengths
- ❖ Areas for development

Add observations by completing this section after each session, once completed submit for "sign off". The Supporter should sign off each individual observation.

## 7 CLPL Record

Your CLPL record allows you to record each CLPL experience undertaken throughout the year. The following information is requested:

- ❖ Date
- ❖ CLPL type (Local Authority, school, personal)
- ❖ Key focus
- ❖ The activity (a title for the CLPL experience)
- ❖ Detail (more detailed information about and reflections on the experience)

**Note: Your CLPL record must contain a minimum of two records in each of the three areas of the SFR, (Professional Knowledge & Understanding; Professional Skills & Abilities; Professional Values and Personal Development).**

**Points to consider:**

- ❖ Try to identify the main focus of the experience so that the experience can be recorded alongside one key area of the Standard. There will be occasions where there is more than one main focus covered but we request that each individual CLPL experience is

only recorded in a maximum of two areas of the Standard i.e. that it only has two assigned focus codes.

- ❖ There will be core Local Authority CLPL that you are obliged to undertake however it is also expected that the CLPL record evidences various other experiences. Many of these other experiences should have been undertaken as a result of targets and action identified in your action plan.
- ❖ The record table can also be used as a framework for CLPL and as such it is possible to tell at a glance whether you are achieving a broad coverage of the areas of the Standard that make up your professional practice. It is worth seeing how CLPL experiences can be fully utilised, for example following up in school a core CLPL experience carried out by your Local Authority Induction/ Probation Manager.
- ❖ You are not expected to fill out all the boxes in the table.

The CLPL section will remain open until you submit it to your Supporter for sign-off i.e. at the time of submitting the full interim or final profile.

## 8 Key Strengths and Areas for Development

This section should be completed by your Headteacher and/or Supporter, but must be signed off by your Supporter. You should view and act upon these comments in your future practice.

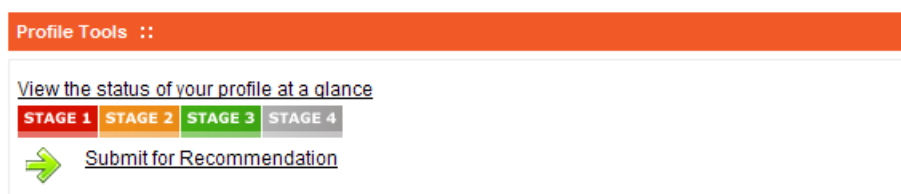
## 9 Professional Development Action Plan

This should be completed in the same way as your Initial Professional Development Action Plan.

Please note that the PDAP from your interim profile will be automatically copied across into your Interim 2 Profile (if applicable) or Final Profile in the IPDAP section so that it can be used as a starting point for the next term.

## 10 Final Stages

Once your profile has been completed and all sections are green on the status link page, a link to submit for recommendation will appear, indicated by a green arrow.



You should click on this arrow to submit your completed profile to your Supporter for recommendation. Once the recommendation is made your Headteacher will need to confirm (or override) it and then the profile will be available for the Local Authority Probation Manager to check prior to submission to the GTCS. Once your interim profile has been submitted to the GTCS you will have access to the Interim 2 Profile (if applicable) or Final Profile as appropriate.

Note: If the recommendation is Satisfactory you will be given access to the Final Profile. However, if the recommendation is Unsatisfactory or Cause for Concern you will be given access to an Interim 2 Profile, which should be completed and submitted at Easter – you will then be given access to the Final Profile to complete and submit in June.



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## Online Profiles

### Guidance for Probationer Supporters

## 1 Introduction

The profiles are key documents that chart the activities of a Probationer teacher.

This document provides you with guidance on how to complete your sections of the online profile.

As with the former paper profile, Supporters are required to sign off all profile sections. In the case of the online profile, individual supporter meetings and records of observed teaching must also be signed off. Once a Probationer has completed a record, and is happy with it, they should submit this to you for sign off.

All individual records and the sections must be signed off before the profile can be submitted for recommendation.

As a Supporter you are able to undertake a number of tasks within the profile system for each Probationer you support. These are:-

- View and sign off profile sections submitted by your probationer(s)
- Reject a profile section
- Contribute to the PDAP, IPDAP and Key Strengths sections of a profile
- Make the profile recommendation

**Please note that as the online profile is a secure programme there is a “time out” which will close down the programme after 80 minutes of perceived inactivity. Typing text is not accepted as activity for this programme, so if you enter large amounts of text without saving it or changing screen you are liable to lose this when the time out occurs. It is recommended that you either ensure that you save your work regularly or type your comments into a word document and then copy them across to your profile.**

## 2 The Profile Status Bar

STAGE 1	STAGE 2	STAGE 3	STAGE 4	SUBMIT
Probationer complete profile sections	Probationer submit for recommendation	Supporter make recommendation	Head Teacher acknowledge recommendation	Local Authority submit to GTCS

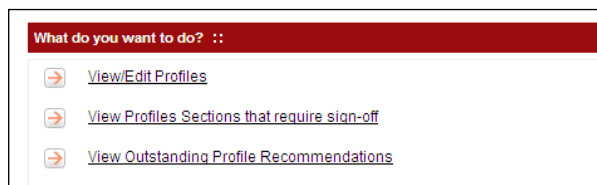
The status bar provides a colour coded representation of the status of a profile.

- If the section shows as green then that section is complete.
- If the section is amber then it's awaiting action by someone else (the probationer or your Headteacher).
- If the section is red then it's waiting for **you** to action it.

To access the status bar, click on the hyperlink above the image.

### 3 Areas of Responsibility on the Profile

- **IPDAP** – completed by the Probationer using information from the ITE profile - can be edited by you and should be signed off by you once the Probationer has submitted it for sign off.
- **Timetable** – to be completed by Probationer and submitted to you for sign off – once checked you should sign it off or reject it.
- **Supporter Meetings** – should be written up by the Probationer after each meeting and submitted to you for sign off or rejection.
- **Record of Observed Teaching** - should be written up by the Probationer after each observation and submitted to you for sign off or rejection.
- **CPD Records** – are completed by the Probationer and submitted to you for sign off.
- **Key Strengths and Areas for Development** – this section can be edited by you or the Headteacher but you must sign this section off.
- **PDAP** – completed by you and your Probationer - either of you can complete and edit this section. It must be submitted for signature by the Probationer for you to sign off.
- **Recommendation** – once the profile is complete and the Probationer has clicked the link to submit for recommendation as indicated by the green arrow, you will be able to make the recommendation.
- **Final Stage** – The Headteacher will confirm the recommendation that you have made and also that they have read the contents of the profile. The profile is then available for the Local Authority to check and submit to the GTCS – once the Local Authority Probation Manager has submitted the profile the next profile becomes available for the following term.



These are the options available to you as a Supporter on the main menu page

## 4 Edit, View and Sign Off Profiles Sections

You can view and edit a list of the profile sections for each Probationer you support.

Probationer Name	GTCS Reg. No.	Profile	School	Section	GTCS Tools
David Hamilton	052199	Interim.1	Blairgowrie High School	Timetable	Sign-Off Reject
Aiana Dobbie	062024	Interim.1	Blairgowrie High School	Timetable	Sign-Off Reject
Samantha Atkins	062100	Interim.1	Blairgowrie High School	Timetable	Sign-Off Reject
Lorna Beveridge	062195	Interim.1	Blairgowrie High School	Timetable	Sign-Off Reject
Jenna Bradford	062108	Interim.1	Blairgowrie High School	Timetable	Sign-Off Reject
Lorraine Davidson	062124	Interim.1	Blairgowrie High School	Timetable	Sign-Off Reject
Rosemary McQuarrie-Peterson	062174	Interim.1	Blairgowrie High School	Timetable	Sign-Off Reject

### Notes:

You can search for a probationer by forename, surname and GTCS registration number.

A search returns the following data:

- Probationer name
- GTCS registration number
- The profile type (interim, final)
- The school
- The section requiring sign off
- Tools (sign-off, reject)

To view or edit an individual record, click on the section link in the table above i.e. Timetable or Supporter Meetings. This will provide a link to that section.

The edit facility allows you to contribute to a number of sections in the profiles of the Probationers you are supporting. The sections that you are able to edit are:

- Initial Professional Development Action Plan
- Professional Development Action Plan
- Key Strengths/ Areas for Development


When you sign off a profile section you are in effect closing that record or section off and making it un-editable by the Probationer.

If you are happy that the section is accurate, return to the menu screen by clicking on Supporter Main Menu link and use the 'View Profiles that require Sign off' link – you will see a list of items that you need to sign off. You will be asked to confirm that you wish to sign off each section. If you are not happy with the content see point below "Rejecting a Profile Section"

If you sign off a section in error you will need to contact the Professional Learning and Development Department on 0131 314 6039 / 6088 / 6086 or email [pld@gtc.org.uk](mailto:pld@gtc.org.uk) to reverse this action.

## 5 Rejecting a Profile Section

There may be instances when you wish to reject a profile section. In these cases, there is the option to send an email to the Probationer advising of the reason for rejecting the particular section, however, it is preferred that you discuss your reasons directly with the Probationer wherever possible.



Rejecting a profile section

Once the Probationer has made the amendments they will have to re-submit that record to you for sign off or further rejection.

## 6 Make the Recommendation

Once a probationer has completed their profile and submitted it for recommendation, it is up to you as their Supporter to make the recommendation. This is done through the 'View Outstanding Profile Recommendations' link in the main menu.

Click the 'Make Recommendation' link next to the appropriate record link and then check the relevant box for the recommendation depending on the profile type i.e.

<p><b>On an Interim Profile your options are:</b></p> <ul style="list-style-type: none"> <li>• Satisfactory</li> <li>• Cause for Concern – Health</li> <li>• Cause for Concern – Competence</li> <li>• Unsatisfactory – Health</li> <li>• Unsatisfactory – Competence</li> </ul>	<p><b>On a Final Profile your options are:</b></p> <ul style="list-style-type: none"> <li>• Full Registration</li> <li>• Extension – Health</li> <li>• Extension – Competence</li> <li>• Cancellation</li> </ul>
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Once you have made the recommendation the system will send an email to your Headteacher to let them know that they need to login, read the profile and then agree or reject the recommendation that you have made.

## 7 Changing a Profile Type

The majority of probationers will complete their Interim Profile for submission in December, and will be marked as making satisfactory progress by the Headteacher. If they receive an Unsatisfactory or Cause for Concern Interim Profile they will automatically have a second Interim profile to complete at Easter. However, it can be the case that a Probationer who had a satisfactory profile at Christmas shows evidence that their performance begins to fall during the spring term to the point where it is deemed necessary to note that progress is Unsatisfactory or giving Cause for Concern. Hence to facilitate this it is necessary for the Headteacher to change the type of profile, from a final profile to an Interim 2 Profile. This provides the opportunity to complete an additional Interim Profile at Easter to note the changed performance. The subsequent profile will then be a Final Profile.

## 8 Guidance Notes

Copies of the guidance notes for all system users are available from the 'Guidance Documents' area of the profiles system. The link is located in the top right hand corner.

DRIVING FORWARD PROFESSIONAL  
STANDARDS FOR TEACHERS



# Online Profiles

## Guidance for Head Teachers

### 1 Introduction

The profiles are key documents that chart the activities and progress of a Probationer teacher. This document provides you with guidance on how to complete your sections of the online profile.

All records and sections of the profile must be signed off by the Probationer's Supporter before it can be submitted to you to make the final recommendation.

As a Headteacher you are able to undertake a number of tasks within the profile system for each Probationer in your school. These are:

- ❖ View profiles
- ❖ Edit / complete the Key Strengths section
- ❖ Acknowledge the recommendation made by the supporter and submit the profile to your Local Authority

You can also:

- ❖ Change a profile type (from Final to Interim 2)

**Please note that as the online profile is a secure programme there is a “time out” which will close down the programme after 80 minutes of perceived inactivity. Typing text is not accepted as activity for this programme, so if you enter large amounts of text without saving it or changing screen you are liable to lose this when the time out occurs. It is recommended that you either ensure that you save your work regularly or type your comments into a Word document and then copy them across to your profile.**



## 2 The Profile Status Bar

STAGE 1	STAGE 2	STAGE 3	STAGE 4	SUBMIT
Probationer complete profile sections	Probationer submit for recommendation	Supporter make recommendation	Head Teacher acknowledge recommendation	Local Authority submit to GTCS

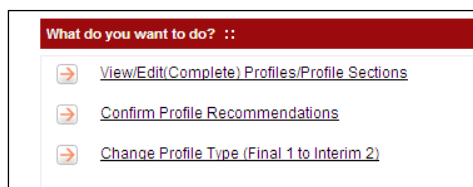
The status bar provides a colour coded representation of the status of a profile. It is available on the homepage of each profile.

- If the section shows as green then that section is complete.
- If the section is amber then it's awaiting action by someone else (the probationer or the supporter)
- If the section is red then it's waiting for **you** to action it.

To access the status bar, click on the hyperlink above the image.

## 3 Areas of Responsibility on the Profile

- **IPDAP** – completed by the Probationer, signed off by the Supporter. Can be viewed and by you – no Headteacher action required.
- **Timetable** – completed by the Probationer, signed off by the Supporter. Can be viewed by you – no Headteacher action required.
- **Supporter Meetings** – completed by the Probationer, signed off by the Supporter. Can be viewed by you – no Headteacher action required.
- **Record of Observed Teaching** - completed by the Probationer, signed off by the Supporter. Can be viewed by you – no Headteacher action required.
- **CLPL Records** – completed by the Probationer, signed off by the Supporter. Can be viewed by you – no Headteacher action required.
- **Key Strengths and Areas for Development** – can be completed by you or the Supporter, the Supporter should sign this section off.
- **PDAP** – completed by the Probationer, signed off by the Supporter. Can be viewed by you - no Headteacher action required.
- **Recommendation** – once the profile is completed, the Probationer will make a request for recommendation. The Supporter creates a recommendation and then you are required to confirm or reject the recommendation.



These are the options available to you as a Headteacher on the main menu page

## 4 View/Edit Profile Sections

You can view all areas of the profile sections for each Probationer in your school.

The edit facility allows you to contribute to the Key Strengths/ Areas for Development section.

The view facility gives you access to view the entire profile which you should do prior to confirming the recommendation.

## 5 Confirm Profile Recommendations

This section enables you to view a list of all profiles that are awaiting your confirmation of the recommendation made by the Supporter.

There is a Key on the recommendation screen which explains what the code for the recommendation represents

### Recommendation Key:

<b>S</b> - Satisfactory	<b>U</b> - Unsatisfactory	<b>C</b> - Cause for Concern	<b>E</b> - Extension
<b>C</b> – Competency	<b>H</b> - Health Grounds		

If you agree with the recommendation you should click 'confirm'. You will then be asked to declare that you have read all elements of the profile and, as long as you have read the profile and you are happy to proceed you should tick the box and then click on 'confirm recommendation'. If you need to return to the profile to read it then you should click on 'do not confirm' and repeat the process when you have read the profile.

If you do not agree with the recommendation that the Supporter has made you should click on Override and then submit your recommendation. It will then be available for the Local Authority to audit and subsequently submit to the GTCS so that the recommendation is recorded. Once the Local Authority submits the profile to the GTCS the next profile will become available for the probationer to use the following term.

If the Local Authority subsequently "rejects" any of the profiles because they want changes made, you will have to arrange for sections to be "unlocked" by the Professional Learning and Development Department at GTCS so that you can implement the changes. The final steps to submit the profile will then need to be repeated.

## 6 Changing a Profile Type

The majority of Probationers will complete their Interim Profile for submission in December, and will be marked as making satisfactory progress by the Headteacher. If they receive an Unsatisfactory or Cause for Concern Interim Profile they will automatically have a second Interim Profile to complete at Easter. However, it can be the case that a Probationer who had a Satisfactory profile at Christmas shows evidence that their performance begins to fall during the spring term to the point where it is deemed necessary to note at Easter that progress is unsatisfactory or giving cause for concern. Hence to facilitate this it is necessary to change the type of profile, which in most circumstances would normally default to a final profile type to an interim 2 type of profile. This provides the opportunity to complete an additional Interim Profile at Easter to note the changed performance. The subsequent profile will then be a Final Profile type.



## Online Profile Process – Interim Profile

### Who Does What

<u>Personal Details</u>	Verified by Probationer
<u>Initial Professional Development Action Plan</u>	Details to be entered by Probationer and Supporter from ITE Profile Submitted for signature by Probationer Signed off by Supporter
<u>Timetable</u>	Completed by Probationer Submitted for signature by Probationer Signed off by Supporter
<u>Supporter Meetings</u>	Completed by Probationer Individual meetings submitted for signature by Probationer Supporter can reject individual meetings Individual meetings signed off by Supporter
<u>Record of Observed Teaching</u>	Completed by Probationer Individual observations submitted for signature by Probationer Supporter can reject individual observations Individual observations signed off by Supporter
<u>CLPL Records</u>	Completed by Probationer

	Submitted for signature by Probationer Signed off by Supporter
<u>Key Strengths &amp; Areas for Development</u>	Completed by HT and/or Supporter Edited by HT and/or Supporter Not submitted for signature Signed off by supporter
<u>Professional Development Action Plan</u>	Completed by Probationer and Supporter Edited by Probationer and Supporter Submitted for signature by Probationer Signed off by Supporter

When all sections show as signed off, a link to submit for recommendation will appear, indicated by a green arrow on the probationers profile home page.

The Supporter is responsible for making the recommendation and this must be confirmed by the Headteacher. The Headteacher has the option to override the Supporter's recommendation.

Once the Headteacher has confirmed the recommendation, an email is sent to the Probationer, their Supporter and Local Authority Probation Manager to notify them that the recommendation is complete.

The Local Authority Probation Manager submits the profile to GTCS.



### Online Profile Process – Final Profile Who Does What

<u>Personal Details</u>	Verified by Probationer
<u>Initial Professional Development Action Plan</u>	Automatically entered from interim profile Marked as complete
<u>Timetable</u>	Automatically entered from interim profile Probationer can edit/change Submitted for signature by Probationer Signed off by Supporter
<u>Supporter Meetings</u>	Completed by Probationer Individual meetings submitted for signature by Probationer Supporter can reject individual meetings Individual meetings signed off by Supporter
<u>Record of Observed Teaching</u>	Completed by Probationer Individual observations submitted for signature by Probationer Supporter can reject individual observations Individual observations signed off by Supporter
<u>CLPL Records</u>	Completed by Probationer

	Submitted for signature by Probationer Signed off by Supporter
<u>Key Strengths &amp; Areas for Development</u>	Completed by HT and/or Supporter Edited by HT and/or Supporter Not submitted for signature Signed off by supporter
<u>Professional Development Action Plan</u>	Completed by Probationer and/or Supporter Edited by Probationer and/or Supporter Submitted for signature by Probationer Signed off by Supporter

When all sections show as signed off, a link to submit for recommendation will appear, indicated by a green arrow on the probationers profile home page.

The Supporter is responsible for making the recommendation and this must be confirmed by the Headteacher. The Headteacher has the option to override the Supporter's recommendation.

Once the Headteacher has confirmed the recommendation, an email is sent to the Probationer, their Supporter and Local Authority Probation Manager to notify them that the recommendation is complete.

The Local Authority Probation Manager submits the profile to GTCS.

## Foundations of Effective Mentoring

## Foundations of Effective Mentoring

The aims of supporting / mentoring probationer teachers are to:

- create professional growth environments for probationer teachers grounded in the norms of inquiry, formative assessment, and problem-solving
- recognise and practice the attitudes, behaviours, and skills of effective mentors
- identify probationer teacher's needs and modify support in response to those assessed needs
- ensure effective channels of communication
- provide a common language around classroom practice
- guide the design and implementation of professional development experiences
- help the probationer teacher and mentor collaboratively assess the teacher's level of proficiency
- help the probationer teacher set clear professional goals
- guide the mentor's support and assistance

Guidelines for Effective Communication

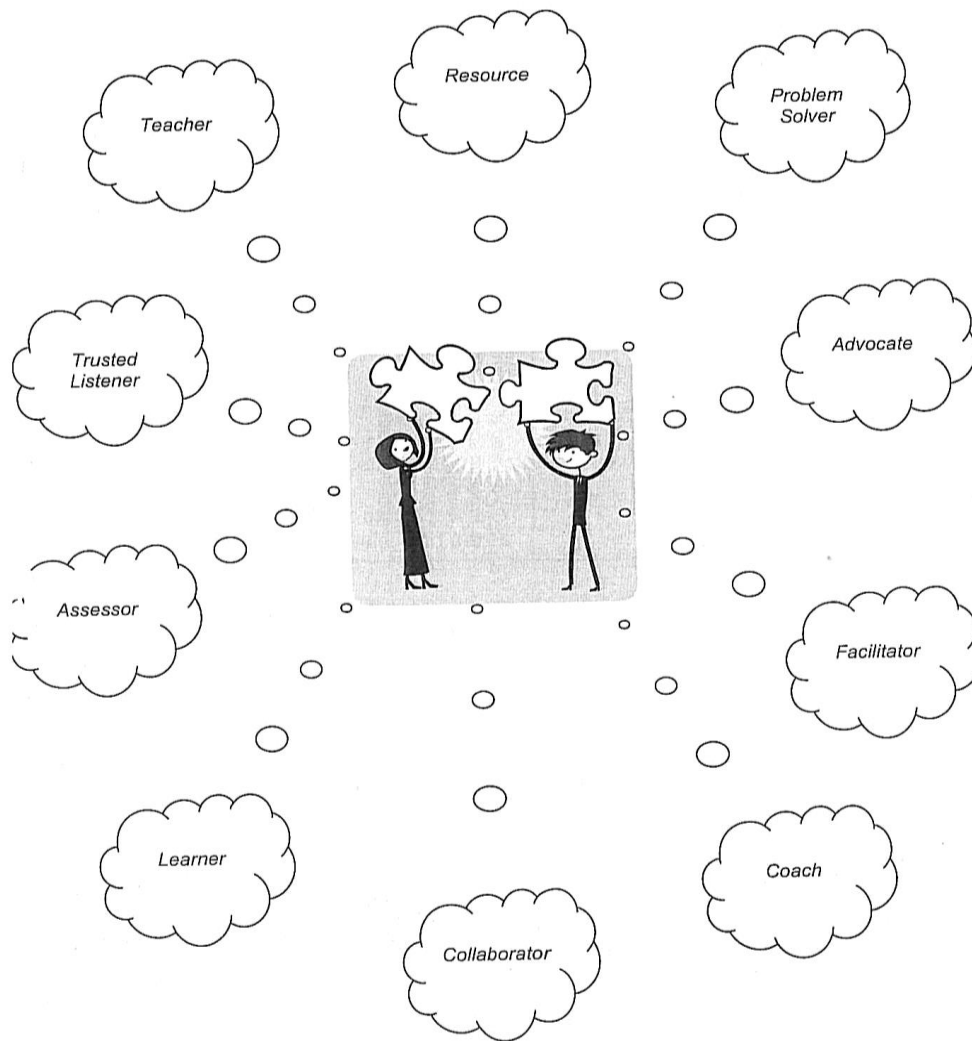
- be empathetic

- make connections to your own experiences
- make connections between ideas expressed
- summarise or paraphrase key ideas/feelings
- extend and deepen thinking by:
  - Posing questions
  - Making suggestions (*when asked*)
  - Sharing resources or knowledge (*limited and strategic*)
- maintain non-judgemental language
- establish protocols for use of email

## Mentor Roles

As new teachers work towards the Standard for Full Registration (**SFR**), they need guidance and support to address specific development needs using processes which encourage self-reflection and enable new teachers to prioritise areas for development.

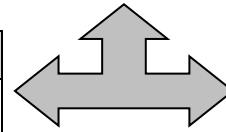
Teachers are not “finished products” when they have completed their Initial Teacher Education. The induction programme has been designed to assist with this process. The relationship between the probationer teacher and supporter / mentor is the key to the success of the induction programme. Within that relationship the mentor will take on a number of roles at different points in the induction process:-





### Support and Assessment Strategies

A Conceptual Framework for Differentiated Mentoring	Co-operative	Mentoring
<ul style="list-style-type: none"> <li>▪ <i>Mentor controls the interaction</i></li> <li>▪ <i>Information flows from mentor to probationer teacher</i></li> <li>▪ <i>Mentor offers suggestions and solutions</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Mentor guides interaction without necessarily controlling it</i></li> <li>▪ <i>Mentor and probationer teacher co-construct solutions and materials</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Probationer teacher actively directs the flow of information</i></li> <li>▪ <i>Mentor acts as a facilitator of the probationer teacher's thinking and problem solving</i></li> <li>▪ <i>Probationer teacher self-assesses and self prescribes</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Starting out – timetable, resources, who's who, programmes of study</i></li> <li>▪ <i>Suggesting an assessment strategy for assessing pupil's</i></li> <li>▪ <i>Providing</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Co-develop a lesson or unit of work</i></li> <li>▪ <i>Problem solve issues of practice</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Facilitate a small group of probationer teachers as they assess pupil's work</i></li> <li>▪ <i>Listen as the probationer teacher analyses observation</i></li> </ul>



Leading to Probationer Teacher Autonomy

How do you figure out how to complete these forms?

*samples of classroom discipline policies*

- *Suggesting how to differentiate instruction.*

*work together*

- *Co-observe another teacher & then debrief together*

*data*

- *Pose questions that clarify and deepen the new teacher's thinking*

I'm struggling to get my pupils to complete their

I'm scared to death about next week's parent's night

How can I scaffold tomorrow's lesson in class?

Everything is just great!!

How can I stop pupils talking during my lesson?

## Protocols for Supporting / Mentoring Conversations

The Focus of each meeting with probationers should be agreed in advance and this should be used to:

Assess the Probationer Teacher's Needs by:

- Making connections and building trust
- Identifying successes and challenges

Establish a Focus for Work by:

- Paraphrasing
- Clarifying

Support the Probationer Teacher's Movement Forward by:

- Collaborative problem-solving / work
- Reflective questioning
- Direct input

Promote Self Evaluation and Accountability by:

- Identifying specific next steps
- Agreeing to follow-up

The following brief paragraphs highlight some of the key skills used in supporter / mentor meetings.

### 1. Paraphrasing

Paraphrasing communicates that the listener has .....

**Heard** what the speaker said,  
**Understood** what was said, and cares

Paraphrasing involves either:

**Restating** in your own words, or  
**Summarising**

Some possible paraphrasing stems include the following:

*So,...*

*In other words,...*

*What I'm hearing then,...*

*What I hear you saying,...*

*From what I hear you say,...*

*I'm hearing many things,...*

*As I listen to you I'm hearing,...*

## 2. Clarifying

Clarifying communicates that the listener has...

**heard** what the speaker said,

**but** does

**not fully understand** what was said.

Clarifying involves **asking a question** (direct or implied) to

- 1) Gather more information
- 2) Discover the meaning of the language used
- 3) Get clarity about the speaker's reasoning
- 4) Seek connections between ideas
- 5) Develop or maintain a focus

Some possible clarifying stems include the following,

*Would you tell me a little more about...?*

*Let me see if I understand...*

*I'd be interested in hearing more about...*

*It'd help me understand if you'd give me an example of...*

*So, are you saying / suggesting...?*

*Tell me what you mean when you...*

*Tell me how that idea is like / different from...*

*To what extent...?*

*I'm curious to know more about...*

*I'm intrigued by... / I'm interested in... / I wonder...*

**Note:** "Why" tends to elicit a defensive response.

### 3. Mediational Questions

Mediational questions help the colleague

**hypothesise** what might happen,

**analyse** what worked or didn't

**imagine** possibilities

**compare & contract** what was planned with what ensued

Some mediational question stems include...

*What's another way you might...?*

*What would it look like if...?*

*What do you think would happen if...?*

*How was... different from / like...?*

*What's another way you might...?*

*What criteria do you use to...?*

*When have you done something like.....before?*

*What do you think...?*

*How did you decide... / come to that conclusion?*

*What might you see happening in your classroom if...?*

### 4. Suggestions

“open” suggestions...

- are expressed with invitational, positive language and voice tone
- offer choices to encourage ownership
- are often expressed as a question (or include a “tag question”) to invite further thinking
- are achievable – enough to encourage, but not to overwhelm
- may provide information about the mentor's thinking and decision making

### Suggestion Stems

*One thing I've learned / noticed is...*

*A couple of things to keep in mind...*

*From our experience, one thing we've noticed...*

*Several / some teachers I know have tried a couple of different things in this sort of situation and maybe one might work for you...*

*What I know about ..... is...*

*Something / some things to keep in mind when dealing with...*

*Something you might consider trying is...*

*There are a number of approaches...*

*Sometimes it's helpful if...*

## 5. Imagine / Hypothesise

Try following a suggestion with a question that invites the teacher to imagine / hypothesise how the idea might work in his/her context.

How might that look in your classroom?

To what extent might that work in your situation / with your pupils?

What do you imagine might happen if you were to try something like that with your class?

Which of these ideas might work best in your classroom / with your pupils?

## 6. "Teachable" Moments

- Teachable moments are spontaneous opportunities that offer the mentor a chance to:
  - fill in instructional gaps
  - help the teacher make good choices
  - help the teacher to take "the next step"
- When taking advantage of a teachable moment, it's important to:
  - share in the spirit of support
  - be brief – focus on the essential
  - be strategic
  - avoid using jargon or sounding pedantic

Some possible stems include the following:

*One thing to keep in mind is...*

*If you're interested in ....., it's important to...*

*What I know about ..... is...*

*It's sometimes/usually helpful to ..... when...*

## 7. Non-Judgemental Responses

Non-judgemental responses help to...

- build trust
- promote an internal locus of control
- encourage self-assessment
- develop probationer teacher autonomy
- foster risk-taking

Possible examples:

- Identify what worked and why  
*I notice how when you ..... the pupils really .....*
- Encourage  
*It sounds like you have a number of ideas to try out! It'll be exciting / interesting / great to see which works best for you!*
- Ask the teacher to self assess  
*How do you think the lesson went and why?*
- Ask the teacher to identify her or his role  
*What did you do to make the lesson so successful?*
- Listen
- Ask sincere questions
- Show enthusiasm for and interest in the teacher's work and thinking  
*I'm interested in learning/hearing more about...*  
*I'm really looking forward to...*

## Formative Assessment

The formative assessment tool at the end of this section has been included as a vehicle for probationer meetings with supporter / mentor. Use of this should provide:

- focus and clarity
- ongoing assessment data
- evidence of possible solutions, actions, next steps for probationers
- evidence of next steps for supporters / mentors
- accountability (for probationer teacher and supporter / mentor)

### Why Formative Assessment?

- focuses the teacher's growth
- guides the work of the mentor
- establishes professional norms of inquiry into and reflection upon practice
- parallels the key role of assessment in effective instructional practices

### Key Components of Formative Assessment

- **Standards**

*Standards for Full Registration (SFR) and associated Focus Statements as defined by The General Teaching Council for Scotland. This provides a clear and concise description of the professional qualities and capabilities new teachers are expected to develop in the course of their induction period.*

- **Criteria**

*The criteria which are contained within the SFR against which reliable and consistent decisions can be made on the fitness of new teachers for full registration with the GTC Scotland.*

- **Evidence**

*This must be objective and data-based. Evidence will be sourced from a number of areas such as the Formative Assessment tool providing evidence of meetings, discussions, targets etc., evidence from classroom observations, evidence of CLPL and impact, etc.*



**Essential Characteristics of Formative Assessment**

- an ongoing measurement of growth over time
- objective and data-based
- responsive to the probationer teacher's development needs
- interactive and collaborative
- involving a variety of assessment tools
- fostering an internal locus of control; teacher-driven
- based on The Standard for Full Registration

# Coaching and Observations

**The aims of coaching probationer teachers are to:**

1. Develop a norm of collaboration in a professional community
2. Promote thoughtful decision-making and reflection
3. Develop a teacher's competence and resourcefulness
4. Structure data-based teacher learning opportunities which support the achievement of all pupils

**Acquiring New Skills / Behaviours**

<b>Levels of Impact</b> ↓ <b>Components of training</b>	→ <b>Concept Understanding</b>	<b>Skill Attainment</b>	<b>Application To Work Setting</b>
<b>Presentation</b>	85%	15%	10%
<b>Modelling</b>	85%	18%	10%
<b>Practice and Low-risk Feedback</b>	85%	80%	15%
<b>Coaching</b>	90%	90%	80%

Percentages are not exact – only estimates

N.B. How to read this chart

If presentation is used as the method of training:

85% of the participants will be able to show understanding of the concept of training

15% of the participants will be able to demonstrate the content of training

10% of participants will be able to apply the training to their work situation.

## Fundamental Requirements for Successful Coaching

The fundamental requirements for successful coaching are:

- A trusting, honest, respectful relationship between coach and new teacher
- Time for preparation and reflection
- Clearly defined roles, responsibilities and expectations
- Effective listening skills (non-judgemental acceptance, paraphrasing, summarising, clarifying)
- Strategic questions that promote thinking
- Data Collection of teacher or pupil behaviour and thoughtful feedback

The Coaching Cycle – Three Components

1. The Planning Meeting
2. A Classroom Observation
3. The Reflecting Meeting

All of the above are necessary to enable:

*Trust*  
*Engagement*  
*Enquiry*  
*Thoughtfulness*

## The Planning Meeting Protocols

### A. Where are you going?

Clarify goals and context for the lesson:

- Tell me about this lesson and its context?
- What has led up to this lesson?
- How does it meet pupils' needs?
- Where does it fit into the curriculum?

### B. What do you expect?

Determine evidence of success / pupil achievement:

- What do you want pupils to learn?
- How will you know your expectations?
- How will you assess their learning?

### C. How are you going to get there?

Explore teaching strategies and decisions made:

- How do the instructional strategies and resources support the goals of the lesson?
- How will you scaffold or differentiate instruction or expectations for individual / groups of pupils?

### D. How will we know?

Identify focus for data collection:

- How can I focus my observation to support your learning?
- Let's agree on what data will be collected?

## **The Reflecting Meeting Protocols**

### **Summarise impressions of the lesson**

How do you think the lesson went?  
How do you feel about the lesson?

### **Recall data to support those impressions and assessments**

How successful were your pupils?  
In what way did they meet or not meet your expectations and learning goals?  
How do you know?

### **Analyse the observation data**

Would you like to see the observation evidence?  
What do you notice?  
What conclusions can you draw?

### **Synthesise learning, draw conclusions, set next steps**

What are some next steps?  
How might you support your pupils in moving forward in their learning?  
How might you follow this lesson?

### **Reflect on the coaching process, propose refinements**

What feedback do you have about this process and our work together?

## **Section 2: Personnel Information**

## Education in South Ayrshire

South Ayrshire Council is responsible for all educational services within its area.

South Ayrshire's primary schools cater for around 8000 pupils and vary widely in size with pupil numbers ranging from 20 to over 500 (approximately). We are committed to raising standards and quality of provision, ensuring the curriculum provides deep, sustained and valuable learning experiences for pupils in all sectors. All schools in South Ayrshire are associated with a secondary school and the sectors work in partnership to provide continuity, depth, relevance, progression and effective joint working across children's services.

In the secondary sector, South Ayrshire provides education for around 7000 young people aged from 12-18 in 8 schools. Students are offered a wide range of courses enabling them to proceed to employment, further education and higher education. In recent years schools in South Ayrshire have established effective links with Ayrshire College to provide an extensive range of additional vocational courses for our students.

All children in South Ayrshire have statutory entitlement to 600 hrs of funded early learning and childcare from the week after their 3rd birthday. This also applies to eligible 2 year olds.

Some of our Early Years Centres are delivering the increased entitlement to 1140 hrs of early learning and childcare. Children can either attend one of our local authority early years centres or one of the 13 funded providers who are in partnership with South Ayrshire Council.

Many individual pupils attending South Ayrshire schools receive specialist support in certain aspects of their education. A range of central services such as Pupil Support, the Bilingual Support Service and the Music Instructor Service provides this. South Ayrshire Council also maintains an Outdoor Centre, the Dolphin House within Culzean Country Park. Community, Learning and Development and the provision of libraries, leisure facilities and museums are all included within the People Directorate.

Schools in South Ayrshire are complemented by central support services. The Curriculum and Service Improvement Section deals with curriculum and staff development and assists schools in the process of evaluation and improvement.

Educational administration is based in County Buildings, Ayr. It supports schools in such matters as Cleaning and Janitation, Finance, Property and Human Resources, as well as dealing with the requirements of individual students for school transport, Education Maintenance Allowance and footwear and clothing grants.

South Ayrshire Council works closely with all its educational establishments to ensure that a high quality of education is provided and that all children and young people are helped to realise their full potential.

There are 2 Additional Support Need Schools within South Ayrshire Council for pupils who require additional support to meet their needs.

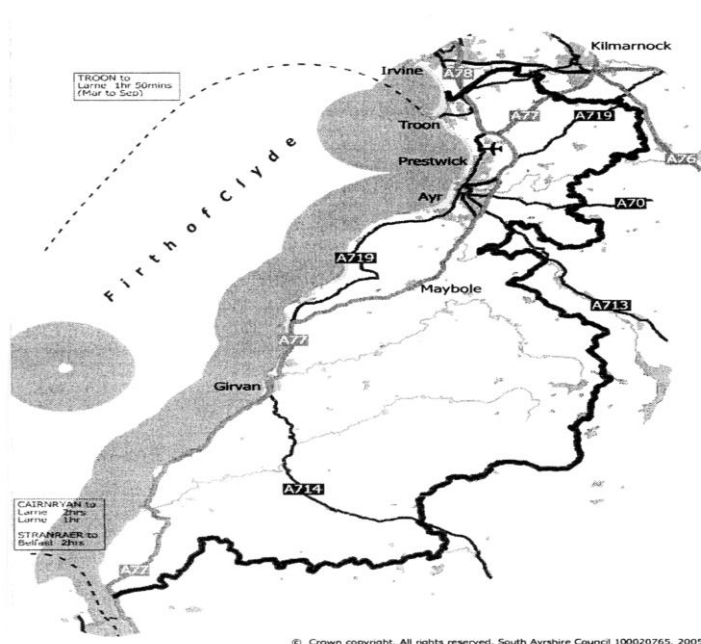


## MAP and General Information

South Ayrshire is situated in the south west of Scotland, and covers an area of 422 square miles (1,222 square km) extending from Troon and Symington in the north to Ballantrae and Loch Ryan in the south. The area includes the towns of Ayr, Prestwick, Troon, Maybole and Girvan, together with an extensive rural area containing many small, often remote villages.

It is an attractive area, with a mix of agricultural land, woodlands and forests, and a long coastline, complementing its centres of population. The area is steeped in history and culture, together with a wide range of leisure and sporting facilities. There are numerous golf courses including the world famous Royal Troon and Turnberry.

South Ayrshire has good road, rail, air and sea communication including Prestwick International Airport which is linked to an electrified rail system and dedicated rail station.



Individual schools maps can be found on the South Ayrshire website at

[www.south-ayrshire.gov.uk](http://www.south-ayrshire.gov.uk)

From the home page, click “Contact” top right on the page. Click “Contact a school”, then select the sector you will work in e.g. primary, secondary. This will list the schools, click on the school you have been assigned to for the next year. On this page you can access details about your school, including a map.

## School Contact

Secondary School	Phone	Associated Primary and Special Schools	Head Teacher	Address	Town	Postal Code	Phone
<b>Ayr Academy, University Avenue, AYR KA8 0SZ</b>  <b>Head Teacher Laura Traynor</b>	01292 612028	Coylton Primary School	Fiona Donnelly	Main Road	COYLTON	KA6 6JP	01292 612491
		Newton Primary School	Fiona McAvoy	Russell Drive	AYR	KA8 1JJ	01292 612714
		Dalmilling Primary School	Jodie Thomson	Harthall	AYR	KA8 0PP	01292 612736
		Annbank Primary School	Karen Butchart	Annbank Road	MOSSBLOWN	KA6 5DZ	01292 612493
<b>Belmont Academy Nursery Rd, AYR, KA7 2PG</b>  <b>Head Teacher: Tracy Stewart</b>	01292 612054	Alloway Primary School	Karen Butler	Doonholm Road	AYR	KA7 4QQ	01292 612490
		Tarbolton Primary School	Jacqueline Blair	Montgomery Street	TARBOLTON	KA5 5QA	01292 612152
		Holmston Primary School	Richard Hardy	Holmston Road	AYR	KA7 3BB	01292 612705
		Kincaidston Primary School	Ian Sturgeon	Cranesbill Court	AYR	KA7 3YN	01292 612492
		Doonfoot Primary School	Caroline Connell	Abbot's Way	AYR	KA7 4HJ	01292 612702
		Southcraig Campus	Jane Gordon	Belmont Avenue	AYR	KA7 2ND	01292 612146
		Braehead Primary School	Robert McPherson	Gould Street	AYR	KA8 9PJ	01292 612713
<b>Carrick Academy, Kirkoswald Road, MAYBOLE KA19 8BP</b>  <b>Head Teacher: Shona Stevens</b>	01655 882389	Cairn Primary School	Acting Sarah Flint	Kirkland Street	MAYBOLE	KA19 7HD	01655 883292
		Crosshill Primary School	Wendy Rigg	Carrick Drive	CROSSHILL	KA19 7RH	01655 740291
		Fisherton Primary School	Leanne Campbell	Ayr Road	DUNURE	KA7 4LQ	01292 612049
		Gardenrose Primary School	Louise Morrison	Gardenrose Path	MAYBOLE	KA19 8BH	01655 885804

		Kirkmichael Primary School	Liz Candlish	Woodside Avenue	KIRKMICHAEL	KA19 7PP	01655 885805
		Maidens Primary School	Leanne Campbell	Shanter Road	MAIDENS	KA26 9NL	01655 885806
		Minishant Primary School	Wendy Rigg	Minishant	MAYBOLE	KA19 8ET	01292 612144
		Straiton Primary School	Liz Candlish	Newton Stewart Road	STRAITON	KA19 7NN	01655 885808
<b>Girvan Academy, The Avenue, GIRVAN KA26 9DW</b>  <b>Head Teacher: Elaine Harrigan</b>	01465 716816	Ballantrae Primary School	Yvonne Templeton	Shellknowe	BALLANTRAE	KA26 0NH	01465 716803
		Barr Primary School	Paula Murphy	Changue Road, Barr	GIRVAN	KA26 9TT	01465 716804
		Barrhill Primary School	Paula Murphy	Barrhill	GIRVAN	KA26 0PP	01465 716805
		Colmonell Primary School	Yvonne Templeton	Colmonell	GIRVAN	KA26 0RY	01465 716806
		Dailly Primary School	Acting Andrew Hislop	Main Street	DAILLY	KA26 9SB	01465 716807
		Girvan Primary School	Gayle Ferguson	Wesley Road	GIRVAN	KA26 9AQ	01465 885804
		Invergarven School	Julie McManus	15 Henrietta Street	GIRVAN	KA26 9AL	01465 716808
<b>Kyle Academy Overmills Road, AYR KA7 3LR</b>  <b>Head Teacher: Mary Byrne</b>	01292 612338	Forehill Primary School	David Watson	Cessnock Place	AYR	KA7 3JU	01292 712338
		Grammar Primary School	Gail Gilbert	Midton Road	AYR	KA7 2SF	01292 712489
<b>Marr College, Dundonald Road TROON KA10 7AB</b>  <b>Acting Head Teacher: George Dochery</b>	01292 690022	Barassie Primary School	Acting Julie Fleming	Burnfoot Road	TROON	KA10 6UQ	01292 690072
		Dundonald Primary School	Fiona Paterson	Castle Drive	DUNDONALD	KA2 9EP	01292 690075
		Muirhead Primary School	June Stefani	Buchan Road	TROON	KA10 7BT	01292 690033
		Struthers Primary School	Gail McKellar	Staffin Road	TROON	KA10 7JB	01292 690073

		Troon Primary School	Aileen Roan	Barassie Street	TROON	KA10 6LX	01292 690069
<b>Prestwick Academy Newdykes Rd, PRESTWICK, KA9 2LB</b>	01292 477121	Glenburn Primary School	Linda Cairns	Sherwood Road	PRESTWICK	KA9 1EY	01292 473452
		Heathfield Primary School	Gaenor Hardy	Heathfield Road	AYR	KA8 9DR	01292 612123
		Kingcase Primary School	Elaine McKechnie	Nursery Avenue	PRESTWICK	KA9 2DG	01292 473451
		Monkton Primary School	Karen Miller	Station Road	MONKTON	KA9 2PH	01292 473456
		Symington Primary School	Maria Galt	Brewlands Road	SYMINGTON	KA10 5QZ	01292 690074
<b>Head Teacher: Mark Anderson</b>							
<b>Queen Margaret Academy Dalmellington Road AYR, KA7 3TL</b>	01292 612020	Sacred Heart Primary School	Mark Ingram	Henrietta Street	GIRVAN	KA26 9AW	01465 716809
		St Cuthbert's Primary School	Mark Ingram	Kirkland Street	MAYBOLE	KA19 7HD	01655 885807
		St John's Primary School	Louise Gray	Whitletts Road	AYR	KA8 0JB	01292 612711
		St Ninian's Primary School	Jacqueline McPeake	Adamton Road North	PRESTWICK	KA9 2LJ	01292 473457
		St Patrick's Primary School	Lynsey May	Academy Street	TROON	KA10 6HR	01292 690070
<b>Head Teacher: Oonagh Browne</b>							

## Authority Contacts

### Educational Services

Depute Chief Executive and Director- People: Douglas Hutchison

Kate MacDonald, Quality Improvement Officer (Probation Manager for NQTs)

Tel: 01292 612512

E-mail: [kate.macdonald@south-ayrshire.gov.uk](mailto:kate.macdonald@south-ayrshire.gov.uk)

Karen McKay, Education Support Officer (Secondary enquiries)

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Yvonne McCormick, Education Support Officer (Primary enquiries)

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Steven McCulloch, Administrative Assistant, CPD Section

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Iain Spencer, Facilitator for Secondary NQT Professional Learning

Base: Marr College

Tel: 01292 690022

Email: [Iain.spencer@south-ayrshire.gov.uk](mailto:Iain.spencer@south-ayrshire.gov.uk)

Siobhan Semple, Facilitator for Secondary NQT Professional Learning

Base: Kyle Academy

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Email: [Siobhan.semple@south-ayrshire.gov.uk](mailto:Siobhan.semple@south-ayrshire.gov.uk)

Colin Moncrieff, Facilitator for Secondary NQT Professional Learning

Base: Marr College

Tel: 01292 690022

Email: [Colin.moncrieff@south-ayrshire.gov.uk](mailto:Colin.moncrieff@south-ayrshire.gov.uk)

Lynsey Livingstone, Facilitator for Primary NQT Professional Learning

Base: Heathfield Primary School

Tel: 01292 612123

Email: [Lynsey.livingstone2@south-ayrshire.gov.uk](mailto:Lynsey.livingstone2@south-ayrshire.gov.uk)

## Key People in the Induction Scheme

There are a number of key people who are fundamental to the induction experience. Each has their own role and set of responsibilities:

### Supporter/Mentor

Your in-school supporter is a key figure in your development as a probationer, acting as your primary support within the school. Supporters have a responsibility for helping you decide on your initial Professional Learning experiences and providing you with regular support and feedback.

They are expected to:

- get to know you professionally and personally
- create an open, supportive and challenging climate for discussion
- coordinate and manage your CLPL/Professional Learning experiences
- monitor and evaluate progress through observed teaching sessions
- ensure that opportunities are provided to address your professional learning needs
- provide pastoral support
- oversee the development, implementation and review of your action plans and probationer profile
- encourage you to reflect on your teaching and evaluate pupils learning
- complete, in conjunction with the HT, the October mid-term report (paper version), your interim and final profile
- liaise with the local authority probation manager

### Head Teacher

The Head Teacher works in conjunction with the probation manager and the supporter to ensure that arrangements are in place for supporting your placement.

Their role includes:

- ensuring that you have the opportunity of a varied teaching commitment
- enabling you and your supporter to have time to discuss progress, ensuring access to appropriate Professional Learning experiences
- completing, in conjunction with your supporter, your interim and final profiles

### Your placement school

The school is expected to provide you with the following information:

- school aims and values
- routines and administration arrangements
- school policies and procedures
- resources and facilities
- school's own induction programme
- staff list
- health and safety information
- extracurricular activities

- parental partnership

### Local Authority Probation Manager

Kate MacDonald, Quality Improvement Officer, is the Probation Manager for South Ayrshire. Her responsibilities include:

- Organising the Professional Learning Programme for NQTs
- Ensuring that interim and final profiles are completed and submitted to GTCS
- Liaise with school supportors and GTCS
- Facilitate an induction event to outline the requirements of your probation year

During session 2020-21 she will be supported by 4 experienced supportors to deliver the Professional Learning Programme for NQTs:

Iain Spencer and Colin Moncrieff from Marr College and Siobhan Semple from Kyle Academy will be supporting the programme for Secondary NQTs and Lynsey Livingstone from Heathfield Primary School will be supporting the programme for Primary NQTs.

### General Teaching Council Scotland

GTCS is an independent regulatory body whose role is to ensure that Scotland's high standards of education are maintained and developed. They have a responsibility for managing the probation service and ultimately deciding if you are awarded full registration.

They support NQTs by:

- collaborating with local authorities to ensure a consistent experience for all NQTs across Scotland
- constantly reviewing the probation process to ensure the needs of all involved are being met
- providing guidance through the GTCS website and contact with the Professional Learning and Development Department

### Equality and Diversity

**As probationer teachers, and fully registered teachers, we should all strive to promote equality and diversity to ensure everyone is treated with respect and that individual differences are valued.**

- Equality is about ensuring that everyone has equal opportunity, and some are not treated differently to others, due to their protected characteristics which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Diversity is about recognising, respecting, and valuing peoples' differences and placing a positive emphasis on those differences.

It is the responsibility of all colleagues in schools to promote and facilitate a culture and ethos of equality and diversity through our professional practice and conduct. In doing so teachers align with the expectations of the Equality Act 2010 and the Education (Additional Support for Learning) (Scotland) Act 2009 which set out the legal requirements to protect people from discrimination, harassment and victimisation and for the provision of additional support for learning. **Inequality against those with one, or more, protected characteristic must be addressed and prevented.**

**To help prevent inequality, we must consider bias.** Bias is when people either show an inclination or favouritism towards or prejudice and discrimination against one person or group of people. Bias can be conscious and deliberate and/ or unconscious. Unconscious biases are established through our different backgrounds and lived experiences and affect our behaviours and our everyday interactions. They are learned stereotypes that we default to without giving them thought or consideration. Regardless of whether our bias is conscious or unconscious, we should be prepared to challenge and question our own biases and those of others.

Resources to explore unconscious bias can currently be found on GTCS website <http://www.gtcs.org.uk/professional-update/prd-local-authorities-employers.aspx> - these resources may move into the GTC Equality and Diversity Hub at the start of session 20-21

### **What to do if you witness or experience discrimination**

Discrimination, harassment, victimisation or bullying of any kind should not be tolerated. You should become familiar with South Ayrshire's policy on [Equality at Work Policy](#), and as a result know what to do and who to contact if you are experiencing any type of discrimination, harassment, victimisation or bullying yourself, or if you have witnessed those behaviours towards others.

If you should feel you need immediate support, please do not hesitate to contact your line manager, NQT facilitator, NQT manager or the Human Resources department.

Further South Ayrshire Council supports:

- Counselling services via Occupational Health
- SAC Equality Officer [Geraldine.mcgivern@south-ayrshire.gov.uk](mailto:Geraldine.mcgivern@south-ayrshire.gov.uk)
- COAST on-line module: Equality & Diversity

Further professional learning about Equality and Diversity can be found at <http://www.gtcs.org.uk/equality-diversity-resource> in GTC Scotland's Equality and Diversity Hub. The Hub contains a Professional Guide on Equality and Diversity, two professional learning modules, and a variety of other professional learning resources.



## National Teacher Induction Scheme 2020-2021

### TERMS OF TRAINING AGREEMENT

#### 1. DATE OF COMMENCEMENT

The training placement is for one school session from 11 August 2020 until 25 June 2021. At the end of this placement on 25 June 2021 there is no right to continued employment with South Ayrshire Council.

#### 2. GTCS REGISTRATION

Placement is subject to provisional registration with the General Teaching Council for Scotland and evidence of registration requires to be provided.

#### 3. MOBILITY/TRANSFER

Probationers will be expected to make satisfactory progress in meeting the standard for full registration with the General Teaching Council. If there is clear evidence that this is not the case, South Ayrshire Council reserves the right to take appropriate action which may include changing the location of the placement.

#### 4. SALARY AND METHOD OF PAYMENT

Salary will be as agreed by the Scottish Negotiating Committee for Teachers and entrants to the scheme will be placed on Point 0 of the Main Grade Scale, which is as follows:

August 2020            £27,498

For administrative and payroll purposes payment will be by Credit Transfer in monthly instalments. Salary will accrue at a daily rate of 1/235ths of annual salary. First payment of salary to be paid 27<sup>th</sup> August 2020 with final payment being made on 26<sup>th</sup> August 2021.

In the unlikely event of any overpayments being made to you in error, these will be recovered directly from your pay after consultation with you, and if necessary, your trade union. Similarly, repayment of any underpayments will be made directly into your pay. It is essential to notify your Head Teacher immediately if you suspect any error in payment whether this is an under or overpayment.

##### **Preference Waiver Payments**

If you are entitled to the Preference Waiver Payment you will receive £8000 for a Secondary placement and £6000 for Primary, as long as you complete your placement in South Ayrshire.

The payment will be made in three instalments, subject to tax and national insurance, on the following dates:

August 2020            January 2021            April 2021

#### 5. HOURS OF WORK

(a) The Teacher Induction Scheme 2020-21 will correspond with the working year for teachers and will normally consist of 195 placement days.

(b) In accordance with the terms of the SNCT agreement “A Teaching Profession for the 21st Century” hours will be as follows:

i) 35 hours per week under the overall direction of the Head Teacher

ii) The maximum class contact time during your placement will be:

18 hours (0.8FTE) (Primary)  
18 hours (0.8FTE) (Secondary)

#### Primary NQTs:

- The whole of the 0.8FTE will normally be spent with one class. Where this is not possible, at least 80% of your timetable (0.55FTE) should be spent in one class.

#### Secondary NQTs:

- Whether you are qualified in one or two subjects, you will have been allocated to a school on the basis of one of your subjects. Your timetable should be equivalent to 0.8FTE. Where this is not possible, at least 80% of the timetable (0.55FTE) should be spent in the allocated subject.
- Where the second subject has been included in the timetable this should be to a maximum of 0.15FTE
- There should also be as full a spread of classes as possible across the year groups and include a significant element of classes pursuing National Qualifications.

(ii) The remaining time shall be available for preparation and correction (a minimum of 33.3% of actual class contact time), meetings with your supporter, professional development, and a range of other activities agreed at school level.

(iv) An additional contractual 35 hours of CPD per annum has been introduced for all teachers, including probationer teachers participating in Teacher Induction Scheme. Teachers will work towards, but not be expected to meet the full commitment until August 2021.

## 6. LEAVE ON TERMINATION OF PLACEMENT

If the placement is terminated before completion, leave entitlement shall be the number of days leave calculated in accordance with the table below less the number of days leave already received. Where a probationer who, at the date of leaving employment, has taken more leave than the accrued entitlement the Council may recover a day's pay for each day taken in excess of the accrued entitlement.

Where a placement is terminated for reasons other than gross misconduct or incompetence, teachers will be granted the balance of accrued holiday entitlement before the date of termination unless, at the instance of the authority or through unavoidable circumstances, such leave cannot be granted. If the balance of leave cannot be taken, one day's pay (1/235ths of annual salary) for each day of unused accrued leave will be paid.

Completed months of placement	Aug 20	Sep 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	Jun 21	Jul 21
Leave entitlement in days	2.46	6.36	10.05	14.36	17.44	21.54	25.23	29.54	31.8	35.9	40	40

The annual leave entitlement is inclusive of statutory leave entitlement.

## **7. EXTENSION TO TRAINING PLACEMENT**

If a probationer is unable to achieve the standard for full registration in the period 11 August 2020 – 25 June 2021 there can be no guarantee of an extension to the placement with South Ayrshire Council. The probationary requirement to meet the Standards for Registration would have to be completed through working in a temporary capacity as a teacher. The probationer would be responsible for arranging this themselves. South Ayrshire Council would be under no obligation to provide suitable temporary teaching work.

## **8. ABSENCE DUE TO SICKNESS OR INJURY**

There will be entitlement to certain statutory benefits during absence due to sickness or injury. To qualify for the Authority's Sickness Allowance scheme a period of 18 weeks continuous service must have been completed.

There will also be a requirement to comply with the Authority's absence reporting procedures as outlined overleaf:

- To qualify for sickness allowances, probationers must notify the Head Teacher of any absence, including the likely reason and likely length, as soon as possible, and not later than 1 hour after the normal commencement of work.
- If an absence continues to a fourth day, the Head Teacher must be notified of the continuing absence and whether the period of absence is likely to continue beyond a seventh day. Where this is the case, a self-certification form will be sent for completion and return.
- If an absence lasts for a total of 7 days or less, self-certification form must be completed on return to work.
- If an absence extends beyond 7 days, a statement of fitness for work must be obtained from a medical practitioner for the period of absence concerned.
- On return to work after an absence, a return to work discussion will be undertaken by the Head Teacher.
- If the Director-People considers it necessary, there may be requirement to submit to a medical examination by the Council's Occupational Health Adviser.
- Attendance Review Meetings will be held where a more formal discussion about an absence/absence record is required.

The Council's policy requires the Council, managers and employees to take a proactive approach to attendance at work. The objective of the policy is to deliver quality cost-effective services by maximising and motivating employee attendance, and, by doing so, this will have a benefit to the Council its employees and its customers.

The Teacher Induction Scheme is a concentrated training programme. Significant absence will affect ability to achieve the Standard for Full Registration during the guaranteed placement year. Discussions about future options will take place if anyone is unable to complete the 2020-21 programme, due to sickness absence.

## **9. FAMILY LEAVE**

Pregnant women are entitled to maternity leave. Depending on eligibility they may also be entitled to receive Statutory Maternity Pay or Maternity Allowance. Full details on maternity leave and pay can be obtained from Human Resources.

Details of all other family leave is contained within the SNCT Handbook of Conditions of Service or available from Human Resources.

The Teacher Induction Scheme is a concentrated training programme. Significant absence will affect ability to achieve the Standard for Full Registration during the guaranteed placement year. Discussions about future options will take place if anyone is unable to complete the 2020-21 programme, due to family leave.

## **10. NOTICE REQUIREMENTS**

To terminate the training agreement, a minimum period of four weeks' notice in writing is required by either side.

## **11. SUPERANNUATION ARRANGEMENTS**

Probationers will be subject to the provisions of the Scottish Teachers' Superannuation Scheme and will contribute to the scheme at the appropriate rate. Probationers will automatically be taken into the scheme.

Should you require further information on the Scheme or information on opting out of the Scheme, please contact the Scottish Public Pensions Agency, 7 Tweedside Park, Tweedbank, Galashiels, TD1 3TE or telephone 01896-893000 for further information.

A contracting-out certificate, in accordance with Part III of the Pensions Schemes Act 1993 is in force as regards the Scottish Teachers' Superannuation Scheme and therefore in respect of the employment category into which you fall.

## **12. GRIEVANCE PROCEDURES**

If anyone has a grievance relating to their experience within a placement, they should notify their Head Teacher and the QIO with responsibility of Probation Manager.

Details of the grievance procedures may be obtained from any of the authority's educational establishments or from Human Resources.

## **13. DISCIPLINARY PROCEDURES**

Probationers will be subject to the terms and conditions of South Ayrshire Council's disciplinary policy for teachers throughout the period of the placement. Details of the disciplinary procedures may be obtained from any educational establishment or from Human Resources.

## **14. EQUAL OPPORTUNITIES**

The Council is an Equal Opportunities employer and our Equality at Work policy aims to tackle all forms of discrimination and remove any barriers that affect the way disadvantaged groups and individuals get access to opportunities. We want to ensure that all parts of Council policy, from the way we deliver services to the way we employ people, meet legal requirements and best practice standards.

We are committed to tackling all forms of unfair discrimination, including age, disability, gender, race, sexual orientation and religion or belief. We will regularly monitor and report on the effectiveness of our policy and review services to ensure that we meet our objectives.

Full details of the policy are available from Human Resources.

## **15. COLLECTIVE BARGAINING**

This authority supports the system of collective bargaining in every way and believes in the principle of solving industrial relations problems by discussion and agreement. For practical purposes this can only be conducted by representatives of the employers and of employees. If collective bargaining of this kind is to continue and improve for the benefit of both, it is considered desirable that teachers' organisations should be fully representative. Authorities are associated with other local authorities represented on the national negotiating bodies dealing with teachers' salaries and conditions. It is equally sensible for probationers to be in membership of an organisation representing them on the appropriate negotiating bodies (national and local) and they are encouraged to do so.

## **16. TRAVEL AND SUBSISTENCE**

Travelling and subsistence expenses incurred while on official duty will be reimbursed in accordance with the Travel & Subsistence Policy. Full details are available in each of the Authority's educational establishments or from Human Resources.

## **17. CHANGE OF HOME ADDRESS/TELEPHONE NUMBER**

Any alteration to your home address and/or telephone number must be notified to Human Resources. Please ensure that you also update details on your MyGTCS profile.

## **18. DATA PROTECTION**

The Data Protection Act 2018 ensures the protection of individuals whose personal data is held or processed by the Council. As an employee of the Council, you may have access to personal information in the course of your duties. In terms of the Act, you are bound to process all personal information fairly and lawfully and in accordance with the statutory rights of the individual. You must ensure that no personal information is disclosed unless a legitimate right of access exists. If you are unsure as to the correct method of dealing with a request for personal information, you should seek the advice of your Head Teacher. Under no circumstances should you disclose personal information unless either you are satisfied that a legitimate right of access exists or your Head Teacher has authorised the disclosure.

## **19. OTHER TERMS AND CONDITIONS**

All other terms and conditions appropriate to the National Teacher Induction Scheme will be as contained within the SNCT Handbook of Conditions of Service. [http://www.snct.org.uk/wiki/index.php?title=Main\\_Page](http://www.snct.org.uk/wiki/index.php?title=Main_Page)

Locally agreed policies and procedures applicable to teaching staff can be found on the Council's intranet in the form of management circulars and other policies issued by South Ayrshire Council.

Particular attention should be paid to the GTCS Code of Professionalism and Conduct, South Ayrshire Code of Conduct, Equality at Work Policy and the department's Health and Safety policy.

## **20. CHANGES TO TRAINING AGREEMENT**

Any further changes to this training agreement will be notified to you in writing or by such other method as deemed appropriate. Any other queries with your training agreement should be raised with the Head Teacher in the first instance.

**South Ayrshire Council**  
**Education Services**  
**Approved School Holiday Arrangements: 2020-21**

Term	Break	Dates of Attendance			Cumulative Working Days
First	Mid Term	Teachers ( <b>Inservice</b> )	Tues	11 Aug 2020	90
		Pupils return	Wed	12 Aug 2020	
		<i>local holiday</i>	Fri	18 Sept 2020	
		<i>local holiday</i>	Mon	21 Sept 2020	
		Close	Fri	9 Oct 2020	
		Teachers ( <b>Inservice</b> )	Mon	19 Oct 2020	
		Teachers ( <b>Inservice</b> )	Tues	20 Oct 2020	
Re-open (Pupils)	Wed	21 Oct 2020			
		Close	Wed	23 Dec 2020	
Second	Mid Term	Re-open	Wed	6 Jan 2021	147
		Close	Fri	12 Feb 2021	
		<i>local holiday</i>	Mon	15 Feb 2021	
		Teachers ( <b>Inservice</b> )	Mon	22 Feb 2021	
		Re-open (Pupils)	Tues	23 Feb 2021	
		Close	Thurs	1 Apr 2021	
Third	May Day	Re-open	Mon	19 Apr 2021	195
		Close	Mon	3 May 2021	
		Teachers ( <b>Inservice</b> )	Wed	5 May 2021	
		Teachers ( <b>Inservice</b> )	Thurs	6 May 2021	
		Re-open (Pupils)	Fri	7 May 2021	
		<i>local holiday</i>	Mon	31 May 2021	
		Re-open	Tues	1 June 2021	
Close	Fri	25 Jun 2021			

# **Section 3: The Teacher Induction Scheme**



## What is the Teacher Induction Scheme?

The Teacher Induction Scheme (TIS) provides a guaranteed one year training post to every eligible student graduating with a teaching qualification from one of Scotland's universities.

GTC Scotland, in partnership with the Scottish Government Education Department, is responsible for the administration of the scheme.

The scheme is not compulsory; you can choose to follow the Flexible Route instead. The Teacher induction Scheme allows probationer teachers to be considered for full registration within one school year (190 teaching days). It offers a number of benefits, including:

- a maximum class contact time of 0.8 full time equivalent
- dedicated time set aside for Professional Learning
- access to an experienced teacher for support throughout the induction year

### The Probation Process

Your induction year should follow a structured process. Each part of this process is a building block in developing your probation profile, which you will use to evidence that you are meeting the Standards for Registration. All information gathered should be documented in your profile.

### August to December

Your first task is to set up an initial supporter meeting. At this meeting you should draw up an action plan for your professional development and also select an initial focus for your CLPL.

Minimum requirements during this period:

- 1 entry in each IPDAP area
- 12 Supporter/Mentor meetings
- 5 Observed Teaching Sessions
- 2 entries in each of the 3 CLPL areas
- 1 entry in each Professional Development Action Plan (PDAP) area

## October mid-term Report

In addition to the ongoing completion of your online profile, your Supporter and Head Teacher will be asked to submit a mid-term report (paper copy) to Kate MacDonald, QIO by the end of October. The purpose of this report is to ensure that all involved in your placement are aware of your progress. Should there be any cause for concern which may lead to your progress not being evaluated as 'Satisfactory' in December, it should be noted on the report. This will ensure you know of any areas which require particular focus and any relevant support strategies which would be put in place. This report should be seen as an 'early alert' system.

Obviously should there be a concern at this point, it will have been highlighted previously under the 'Key Issues' and 'Actions to be taken' sections of the Supporter Meeting Minutes.

If the mid-term report raises issues which are considered a cause for concern your supporter will request a meeting for you both with Kate MacDonald, QIO to discuss how best to support your progress.

## QIO Pastoral Visits

The QIO for your school will make a short pastoral visit at some point between August and December to check that all aspects of your placement are going well.

School Clusters (Secondary and associated primary schools)	Quality Improvement Officer
Ayr & Kyle	Gavin Pitt
Girvan	Linda Clarkson
Prestwick, QMA & Marr	Kate MacDonald
Belmont & Carrick	Lynn Crossan

The TIS profiles are completed on-line and are accessed through the GTC Scotland website ([www.gtcs.org.uk](http://www.gtcs.org.uk))

Access to the Online Profile system is through your MyGTCS login, found in the top right hand corner of the website. Your profile is the key document that charts the activities and progress of a Probationer teacher. Your profile is submitted in two stages:

### Interim Profile Completion

All of the information and evidence gathered from August to December will form the basis of your interim profile. The date for submission is Friday 4<sup>th</sup> December 2020.

If your recommendation is 'Satisfactory' you will be given access to your final profile. If the recommendation is 'Unsatisfactory' or 'Cause for Concern', you will be given access to a second interim profile which should be completed and submitted at Easter. You will then be given access to your final profile.

- The probationer teacher and supporter/mentor should each retain a hard copy of the interim profile.
- If the interim profile is evaluated as 'giving cause for concern' or 'unsatisfactory', your supporter will request a meeting for you both with Kate MacDonald, QIO to discuss how best to support your progress.

## Timelines and Guidance for the Completion of On-line Profiles

## January to June

You will continue documenting your personal development for the second part of the year using your probation profile.

Minimum requirements during this period:

Interim 2 (for progress identified in Interim 1 as CC or U) covers a shorter period (January – end March)

- Following the pattern of a weekly Supporter/Mentor meeting there should be approximately 10 meetings to record
- Following the pattern of the Observation 3 weekly cycle there should be approximately 3 observed teaching sessions to record

Final profile following Interim 2 (April – June)

- Following the pattern of a weekly Supporter/Mentor meeting there should be approximately 6 meetings to record
- Following the pattern of the Observation 3 weekly cycle there should be approximately 2 observed teaching sessions to record
- You will have to complete the same minimum requirement for CPD

Final Profile (January – June)

- Following the pattern of a weekly Supporter/Mentor meeting there should be no fewer than 12 meetings to record
- There should be a minimum of 4 observed teaching sessions to record
- There must be a minimum of 2 entries within each of the 3 Professional areas

IPDAP

- The Probationer and Supporter/Mentor should discuss the Probationer's Initial Teacher Education (ITE) profile to identify the initial focus points for professional development between the period August to December. There must be at least 1 item recorded under each of the 3 areas of the SFR before the IPDAP can be submitted

PDAP

- The Professional Development Action Plan (PDAP) should be completed in the same way as the IPDAP using the information for the Key Strengths and Areas for Development instead of the ITE profile. As for the IPDAP there should be at least 1 entry within each of the 3 Professional areas of the SFR

CPD

- CPD is recorded against the 3 Professional areas of the SFR – Professional Knowledge and Understanding. Professional Skills & Abilities and Professional Values & Personal Development. There must be a minimum of 2 entries within each of the 3 Professional areas when each profile is submitted. The CPD should only record experiences from the period that the profile covers

You have the responsibility to maintain a record of your progress throughout your year; this is done by completing your on-line profile on the GTCS website. You, your Mentor (and school regent in Secondary schools), the Head Teacher and Kate MacDonald, QIO will have access to these.

## Final Profiles

The Final Profile should be completed and returned by the NQT, Supporter/Mentor and Head Teacher and returned to the QIO **no later than 30<sup>th</sup> May 2021**. The Final Profile should indicate clearly whether a recommendation is being made for:

- Full registration. If this is the recommendation, certificates for full registration will be sent out by mid July 2021. **OR**
- An extension to provisional registration. If this is the recommendation, the following documentation should be completed by the school and forwarded to Kate MacDonald, QIO:
  - ✓ Case overview report
  - ✓ Any additional relevant referenced information not contained within the profiles.

An extension can be made on the following grounds:

- Health extension – the Probationer would need to extend their time for the same period of time they have been absent (0.7 FTE).
- Competence extension – the Probationer would need to complete an additional 12 weeks (0.9 FTE).
- Competence/Health extension – the Probationer would then complete a minimum of 12 weeks or the length of absence.

A probationer has the right to appeal against a decision to extend their provisional registration. All appeals will go to a panel made up of members from the Professional Standards Committee which will be held in June 2021.

- Cancellation of registration. If this is the recommendation, the following documentation should be completed by the school and forwarded to Kate MacDonald, QIO.
  - ✓ Case overview report
  - ✓ Any additional relevant referenced information not contained within the profiles. An example of these could be:

Copies of the following:

- ✓ Agendas and notes from all Supporter/Mentor meetings held between August 2020 and June 2021.
- ✓ Records of the observed sessions from August 2020 to June 2021.
- ✓ Records of additional help and support that has been given by staff within the school and staff from South Ayrshire Council.
- ✓ Any additional information the Supporter/Mentor has kept during this term.

All recommendations for cancellation will go to a Panel made up of members from the Professional standards committee which will meet in June 2021.

The NQT, Supporter/Mentor and Head Teacher should each retain a hard copy of the Final Profile and the documentation submitted with the profile.

### Important Information

A probationer teacher 'signs' a profile to indicate that he/she has read the profile and the contents have been discussed. This does not mean that the probationer necessarily agrees with the content.

Further information on how the GTCS deals with extensions and cancellations can be found on their website at <http://www.in2teaching.org.uk/teacher-induction-scheme/tis-extensions-and-cancellations.aspx>

The GTCS staff are always willing to advise on any matters relating to probation issues. If you require any further information please do not hesitate to contact:

### The Professional Learning and Development Department

Name	Position	Telephone	e-mail
John Adams	Senior Manager, Operations, ERPL	0131 314 6038	<a href="mailto:john.adams@gtcs.org.uk">john.adams@gtcs.org.uk</a>
Elaine Napier	Senior Education Officer, Early Career and PL	0131 314 6047	<a href="mailto:elaine.napier@gtcs.org.uk">elaine.napier@gtcs.org.uk</a>
David Graham	Senior Education Officer, PL	0131 314 6012	<a href="mailto:david.graham@gtcs.org.uk">david.graham@gtcs.org.uk</a>
Cecilia Nunn	Administrator	0131 314 6088	<a href="mailto:cecilia.nunn@gtcs.org.uk">cecilia.nunn@gtcs.org.uk</a>

### October Mid - Term Report (paper submission only)

The purpose of this report is to ensure that all involved are aware of progress of an individual to date. Should there be any cause for concern which may lead to that probationer's development not being recommended as 'Satisfactory' in December, it should be noted on the form below. In this way, the probationer will know in which area/s s/he has to concentrate in particular and support strategies will be put in place. This report should be seen as an 'early alert' system.

Obviously should there be a concern at this point, it will have been highlighted previously under the 'Key Issues' and 'Actions to be taken' sections of the Supporter Meeting Minutes. Within this should be evidence of strategies by which to address the difficulty. The latter will continue to feature prominently until the issue is resolved. Should an 'Unsatisfactory' Interim Profile follow, a second Interim Profile will be required by the G.T.C.S. in March.

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**Standard for Full Registration**

Probationer's progress towards a 'Satisfactory' recommendation  
Based on progress to date, it is the feeling of relevant school staff that

\_\_\_\_\_ (Probationer's name):

- is on target for a 'Satisfactory' recommendation in December
- still has an important issue/s to address and, if unsuccessful in doing so by December, will be given an 'U' recommendation. The issue/s which are giving rise to concern are within the Professional Standard/s of

1)

2)

3)

Probationer: \_\_\_\_\_ Signed: \_\_\_\_\_

Supporter: \_\_\_\_\_ Signed: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Please return to Kate MacDonald, QIO, County Buildings, WellingtonSquare, Ayr by 2nd  
October 2020**

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# **Section 4: The Standards of Registration**



# **The Standards for Registration: Mandatory Requirements for Registration with the General Teaching Council for Scotland**

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#### **1. Professional Values and Personal Commitment**

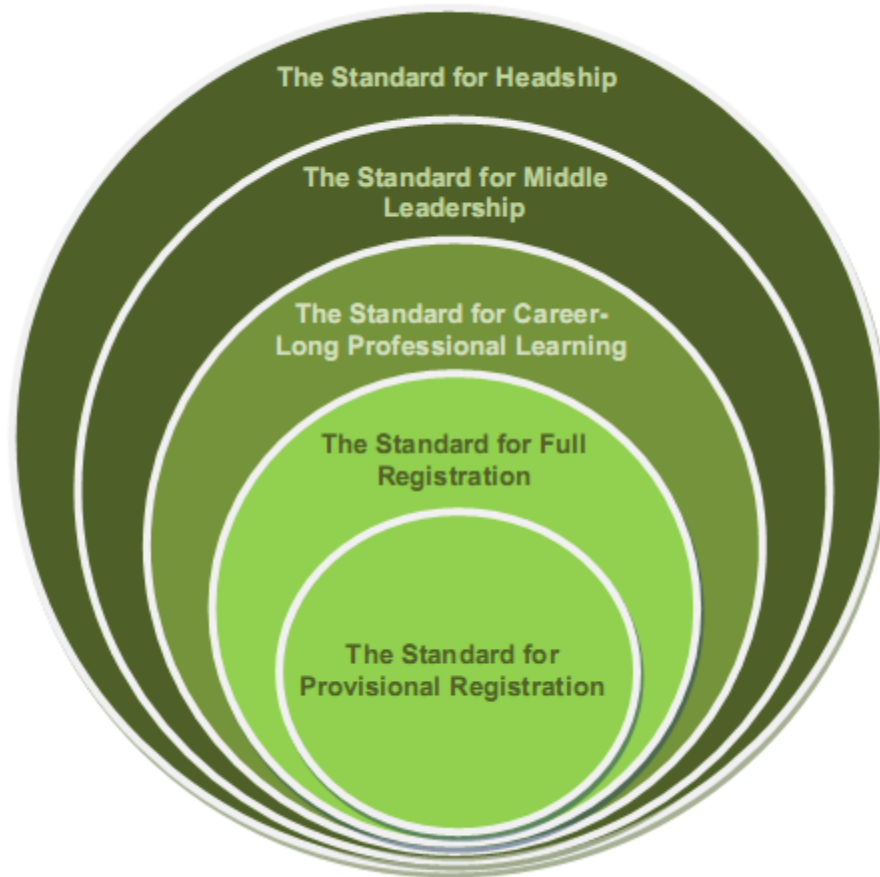
#### **2. Professional Knowledge and Understanding**

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## Introduction

The Standard for Provisional Registration (SPR) and The Standard for Full Registration (SFR) are part of the suite of GTC Scotland's Professional Standards which also includes The Standard for Career-Long Professional Learning and The Standards for Leadership and Management. These standards are underpinned by the themes of values, sustainability and leadership. Professional values are at the core of the Standards for Registration. They are integral to, and demonstrate through, all our professional relationships and practices.

'Learning for Sustainability' is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for sustainability has been embedded within the Standards for Registration to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with and support the development of colleagues and other partners. The Standards for Registration include a focus on leadership for learning.

The Standard for Provisional Registration specifies what is expected of a student teacher at the end of Initial Teacher Education who is seeking provisional registration with GTC Scotland. Having gained the SPR, all provisionally registered teachers continue their professional learning journey by moving towards the attainment of the Standard for Full Registration. The SFR is the gateway to the profession and the benchmark of teacher competence for all teachers. It must therefore constitute standards of capability in relation to teaching (with such reasonable adjustments as may be required under Equalities Legislation) in which learners, parents, the profession itself and the wider community can have confidence.

The scope of this document is limited to defining the SPR and SFR and does not address in detail how judgements will or should be made. It is not intended that the Professional Actions should be used as a checklist. In broad terms, the person reviewing the work of the teacher needs to be reassured that the capabilities described by the professional standard are achieved. Where it is thought that further development is needed, the Professional Actions provide a focus for what needs to be done.

Having attained the SFR teachers will continue to develop their expertise and experience across all areas of their professional practice through appropriate and sustained career-long professional learning. The Standard for Career-Long Professional Learning has been developed to support teachers choosing to reflect on this standard as part of their professional learning. As they progress through their careers this Standard will help them to identify, plan and develop their own professional learning needs and to ensure continuing development of professional practice.

The requirements of The Standard for Full Registration are in addition to, and follow the successful achievement of, The Standard for Provisional Registration. The purposes of The Standard for Full Registration are:

- ❖ a clear and concise description of the professional qualities and capabilities probationer teachers are expected to attain;
- ❖ a professional standard against which reliable and consistent recommendations and decisions can be made on the fitness of new teachers for full registration with GTC Scotland;
- ❖ a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their careers;
- ❖ a baseline standard of professional competence which applies to teachers throughout their careers.



Elements of all the standards are organised into inter-related categories with Professional Values and Personal Commitment at the heart.

These elements are inherently linked to each other in the development of teachers, and one aspect does not exist independently of the others. It is this inter-relationship among all the categories which develops a teacher's understanding, practice and professionalism.

During this early phase, there should be clear evidence of the development and consolidation of knowledge, understanding, skills and abilities.

The standards can be viewed in full here <http://www.gtcs.org.uk/standards/standards.aspx>

### Extract from Standards for Registration

## 2. Professional Knowledge and Understanding

### 2.1 Curriculum

Professional Standard	Illustration of Professional Actions	Examples of Evidence
2.1.1 Registered teachers have knowledge and understanding of the nature of the curriculum and its development.	<ul style="list-style-type: none"> <li>• have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place;</li> <li>• have secure working knowledge and detailed understanding of the processes of change and development in the curriculum;</li> <li>• know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation/feedback on curriculum – subject/stage taught.</li> <li>• Notes on planning/departmental meeting with stage/subject colleagues.</li> <li>• Forward plans and lesson plan folders.</li> <li>• Feedback on planning.</li> </ul> <p>continued over</p>
2.1.2 onwards – SEE NEXT PAGE		

## 2.1 Curriculum

continued

Professional Standard	Illustration of Professional Actions	Examples of Evidence
2.1.2 Registered teachers have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum.	<ul style="list-style-type: none"> <li>• have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance;</li> <li>• know how to match and apply the level of the curricular areas to the needs of all learners;</li> <li>• know how to use, design and adapt materials for learning and teaching which stimulate, support and challenge all learners;</li> <li>• know how to work collaboratively with colleagues to facilitate interdisciplinary learning;</li> <li>• know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• School inservice training. Working group agendas and minutes.</li> <li>• Lesson plan demonstrating how knowledge of a current development may be integrated into teaching and learning.</li> <li>• Written notes on shadowing /participation in social education/health education issues.</li> <li>• Samples of pupil work.</li> </ul>
2.1.3 Registered teachers have secure knowledge and understanding of planning coherent and progressive teaching programmes.	<ul style="list-style-type: none"> <li>• know how to plan systematically for effective teaching and learning across different contexts and experiences;</li> <li>• have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners;</li> <li>• understand their role as leaders of curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ICT.</li> <li>• Forward plans/lesson plan folders demonstrating connections with other curriculum areas, subjects and stages.</li> </ul> <p>continued over</p>
2.1.4 onwards – SEE NEXT PAGE		

## 2.1 Curriculum

continued

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>2.1.4 Registered teachers have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning.</p>	<ul style="list-style-type: none"> <li>• know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners and demonstrate a commitment to raising all learners' expectations of themselves;</li> <li>• have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing;</li> <li>• have secure knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies competently to enhance learning and teaching;</li> <li>• have appropriate and increasing knowledge and understanding of the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance;</li> <li>• have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners needs;</li> <li>• have secure knowledge of current educational priorities such as learning for sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>• Shadowing notes on observation of other stages/subjects, etc.</li> <li>• Oral reports/comparisons on visits to other schools and educational establishments.</li> <li>• Portfolio self-evaluations on above.</li> <li>• Self-evaluation on curriculum knowledge.</li> <li>• Forward plan/lesson plan folders.</li> <li>• Evidence of involvement in interdisciplinary learning.</li> </ul>
<p>2.1.5 Registered teachers have knowledge and understanding of the principles of assessment, recording and reporting.</p>	<ul style="list-style-type: none"> <li>• know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process;</li> <li>• have extensive knowledge and secure understanding of the principles of assessment, methods of recording assessment info, the use of assessment in reviewing progress, in improving teaching and learning, identifying next steps and the need to produce clear, informed and sensitive reports;</li> <li>• have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning;</li> <li>• have extensive knowledge and a secure understanding of the assessment requirements of the major awarding and accrediting bodies.</li> </ul>	



## 2.2 Education Systems and Professional Responsibilities

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>2.2.1 Registered teachers have knowledge and understanding of the principal features of the education system, educational policy and practice.</p>	<ul style="list-style-type: none"> <li>• have an understanding of the principal influences on Scottish education and international systems and understand the contribution and impact of these systems on teaching and learning;</li> <li>• have an understanding of current, relevant legislation and guidance such the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC;</li> <li>• have an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners and how these affect his/her daily responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning record of attendance at Child Protection course, GIRFEC training, Equalities training etc, and evaluation of these.</li> <li>• Agenda/action plan notes showing discussion re authority policies and priorities.</li> <li>• Notes on familiarisation/involvement in school development planning.</li> </ul>
<p>2.2.2 Registered teachers have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them.</p>	<ul style="list-style-type: none"> <li>• have secure working knowledge and detailed understanding of the sector and schools in which they are working, including: the role of education authorities, the organisation and management of schools and resources, improvement planning, professional review and development and how these connect to teachers' professional practice;</li> <li>• have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers;</li> <li>• understand the importance of making a commitment to the distinctive ethos in all areas of the learning community;</li> <li>• have secure knowledge and detailed understanding of their own role and responsibilities as teachers in relation to all staff within the learning community, other partner agencies and parents' organisations.</li> </ul>	



### 2.3 Pedagogical Theories and Practice

Professional Standard	Illustration of Professional Actions	Examples of Evidence
2.3.1 Registered teachers have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices.	<ul style="list-style-type: none"> <li>• have secure knowledge and detailed understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take an holistic account of all learners' needs;</li> <li>• have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning;</li> <li>• have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda/action plan notes illustrating discussions on classroom choices (management, class, group, etc), forward planning, shadowing opportunities.</li> <li>• Written evaluations from forward plans.</li> <li>• Agenda/action plan notes illustrating discussion of impact of professional development.</li> <li>• Discussion relating student research to practice in new context.</li> </ul>
2.3.2 Registered teachers have knowledge and understanding of the importance of research and engagement in professional enquiry.	<ul style="list-style-type: none"> <li>• know how to access and apply relevant findings from educational research;</li> <li>• know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Report on small-scale action research.</li> <li>• Reflective report on Action Research Professional Learning.</li> </ul>

### 3. Professional Skills and Abilities – See next page

### 3. Professional Skills and Abilities

#### 3.1 Teaching and Learning

Professional Standard	Illustration of Professional Actions	Examples of Evidence
3.1.1 Registered teachers plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities.	<ul style="list-style-type: none"> <li>• plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.</li> </ul>	<ul style="list-style-type: none"> <li>• Forward plan folders.</li> <li>• Feedback (written and oral meetings) on planning.</li> <li>• Self-evaluation on planning.</li> <li>• Classroom observation/feedback sheet on planning.</li> </ul>
3.1.2 Registered teachers communicate effectively and interact productively with learners, individually and collectively.	<ul style="list-style-type: none"> <li>• model appropriate levels of literacy and numeracy in their own professional practice;</li> <li>• use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners;</li> <li>• communicate appropriately with all learners, and promote competence and confidence in literacy;</li> <li>• demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning;</li> <li>• communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners;</li> <li>• create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional;</li> <li>• reflect on the impact of their personal method of communication on learners and others in the learning community.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation/feedback on communication and pace of pupils' work.</li> <li>• Self-evaluation on communication and pace of pupils' work.</li> <li>• Pupils' work.</li> <li>• Feedback written on pupils' work, etc.</li> <li>• Relevant PowerPoint presentations.</li> <li>• Pupil questionnaires.</li> </ul>
3.1.3 onwards – SEE NEXT PAGE		

### 3.1 Teaching and Learning

continued

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>3.1.3 Registered teachers employ a range of teaching strategies and resources to meet the needs and abilities of learners.</p>	<ul style="list-style-type: none"> <li>• consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes;</li> <li>• skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities;</li> <li>• justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners;</li> <li>• create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation/feedback on teaching strategies and resources.</li> <li>• Self-evaluation on teaching strategies and resources.</li> <li>• Examples of resources including use of ICT.</li> <li>• Pupils' work demonstrating differentiation.</li> <li>• Agenda/action plan of meetings demonstrating discussion of current research regarding learning and teaching.</li> </ul>
<p>3.1.4 Registered teachers have high expectations of all learners.</p>	<ul style="list-style-type: none"> <li>• ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge;</li> <li>• identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required;</li> <li>• show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation/feedback on communication and pace of pupils' work.</li> <li>• Self-evaluation on communication and pace of pupils' work.</li> <li>• Pupils' work.</li> <li>• Pupil questionnaires.</li> <li>• Pupil focus group feedback.</li> <li>• Feedback in jotters, etc.</li> </ul>
<p>3.1.5 Registered teachers work effectively in partnership in order to promote learning and wellbeing.</p>	<ul style="list-style-type: none"> <li>• establish a culture where learners meaningfully participate in decisions related to their learning and their school;</li> <li>• create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation/feedback on working co-operatively with other professionals and adults.</li> <li>• Self-evaluation on working with others.</li> <li>• Notes on shadowing opportunities, meetings with other professionals.</li> <li>• Notes/ minutes from discussions with ASN/ Guidance staff.</li> <li>• Memos/letters from staff and parents.</li> </ul>

### 3.2 Classroom Organisation and Management

Professional Standard	Illustration of Professional Actions	Examples of Evidence
3.2.1 Registered teachers create a safe, caring and purposeful learning environment.	<ul style="list-style-type: none"> <li>• ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated;</li> <li>• plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning;</li> <li>• use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary;</li> <li>• enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning;</li> <li>• know about and apply appropriately health and safety regulations as an integral part of professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation/feedback on classroom organisation and management.</li> <li>• Self-evaluation on classroom organisation and management.</li> <li>• Photographs of classroom displays.</li> <li>• Pupils' work/resources.</li> <li>• Examples of rewards/sanctions systems.</li> </ul>
3.2.2 Registered teachers develop positive relationships and positive behaviour strategies.	<ul style="list-style-type: none"> <li>• demonstrate care and commitment to working with all learners;</li> <li>• demonstrate a secure knowledge and understanding of the wellbeing indicators;</li> <li>• show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success;</li> <li>• implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner;</li> <li>• seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour;</li> <li>• evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them;</li> <li>• recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.</li> </ul>	

### 3.3 Pupil Assessment

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>3.3.1 Registered teachers use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning.</p>	<ul style="list-style-type: none"> <li>• systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;</li> <li>• enable all learners to engage in self-evaluation and peer assessment to benefit learning;</li> <li>• record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies;</li> <li>• use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets;</li> <li>• produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment folders/records.</li> <li>• Classroom observation/feedback on assessment of pupils, self-evaluation on assessment of pupils.</li> <li>• Copy of report sent home to parent.</li> <li>• Cross marking with colleagues.</li> <li>• Agenda/action plan from meetings.</li> <li>• discussing/analysing test/exam results.</li> <li>• Classroom observation/feedback on assessment of pupils.</li> <li>• Self-evaluation on assessment of pupils.</li> <li>• Pupils' work showing assessment feedback.</li> <li>• Notes on shadowing/meetings with ASN staff.</li> <li>• Pupils' work showing target setting/personal learning plans.</li> <li>• Pupil profiling.</li> </ul>

### 3.4 Professional Reflection and Communication

Professional Standard	Illustration of Professional Actions	Examples of Evidence
<p>3.4.1 Registered teachers read and critically engage with professional literature, educational research and policy.</p>	<ul style="list-style-type: none"> <li>• read, analyse and critically evaluate a range of appropriate educational and research literature;</li> <li>• systematically engage with research and literature to challenge and inform professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Forward Plan evaluations.</li> <li>• Reflective reports on Professional Learning activities with impact.</li> <li>• Evidence of planning Professional Learning activities based on self evaluation and educational research.</li> </ul>
<p>3.4.2 Registered teachers engage in reflective practice to develop and advance career-long professional learning and expertise.</p>	<ul style="list-style-type: none"> <li>• reflect and engage in self-evaluation using the relevant professional standard;</li> <li>• demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue;</li> <li>• evaluate, and adapt their classroom practice rigorously and systematically, taking account of feedback from others, to enhance teaching and learning;</li> <li>• demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development;</li> <li>• work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning;</li> <li>• maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda/action plan of meetings.</li> <li>• Records of professional development, self-evaluations and impact.</li> <li>• Member of curriculum working groups.</li> <li>• Piece of development work carried out.</li> <li>• Evidence of self evaluation exercise.</li> <li>• Evidence of leading Professional Learning for others across school/authority.</li> <li>• Self-evaluations against SFR.</li> <li>• Interim profile: maintenance of Professional Learning records and portfolio.</li> </ul>

## **Section 5: CLPL: Career – Long Professional Learning**

## CLPL Portfolio

Your portfolio will include:

1. A copy of your Timetable, detailing the 4 hours (0.18 full time equivalent) of CPD undertaken and the variety of experience gained in the 18.5 (0.82 full time equivalent) of teaching practice.
2. Your Self-Evaluation Overview and Initial Teacher Education Profile.
3. The Professional Development Action Plan (PDAP) allowing you to identify CPD requirements.
4. CLPL Tracking Record plus any additional details of CLPL Experiences you have undertaken and your evaluation of them.
5. Supporter Meeting Notes.
6. Observer Teaching Feedback.
7. Supporting evidence, discussed in how to meet with SFR, including plans and materials used during Observed Teaching Sessions and in other CLPL experience.

You should retain the portfolio and use it to plan your professional development beyond probation.



## Professional Learning Programme for Probationers

South Ayrshire Council will organise Professional Learning opportunities for you throughout the year and it is expected that you would attend these. It is important that you book your place through 'Book n Go', our on-line CLPL booking resource.

The programme for **Secondary NQTs** will take place as twilight sessions on the following dates. The venue for each session will be Kyle Academy. The sessions will be facilitated by Iain Spencer and Colin Moncrieff from Marr College and Siobhan Semple from Kyle Academy

Sessions will take place on the following dates (more information to follow):

Thursday 27 August 2020	Thursday 14 January 2021
Thursday 10 September 2020	Thursday 28 January 2021
Thursday 24 September 2020	Thursday 25 February 2021
Thursday 8 October 2020	Thursday 25 March 2021
Thursday 29 October 2020	Thursday 29 April 2021
Thursday 19 November 2020	Thursday 20 May 2021
Thursday 10 December 2020	Thursday 10 June 2021 (Final NQT event)

The programme for **Primary NQTs** takes place on identified Thursdays during the session. Head Teachers have been asked that wherever possible Primary NQTs are not timetabled for class contact on a Thursday so that you can be released from school. The sessions in term 3 will be twilight only. The sessions will be facilitated by Lynsey Livingstone at Heathfield Primary. The Professional Learning Programme for Primary NQTs will take place on the following dates. Please note that attendance is a requirement.

Wednesday 26 August 2020	Wednesday 13 January 2021
Wednesday 9 September 2020	Wednesday 10 February 2021
Wednesday 23 September 2020	Wednesday 10 March 2021
Wednesday 7 October 2020	Wednesday 21 April 2021 twilight only
Wednesday 28 October 2020	Wednesday 19 May 2021 twilight only
Wednesday 18 November 2020	Thursday 10 June 2021 twilight )Final NQT event)
Wednesday 9 December 2020	

## CLPL Tracking Record

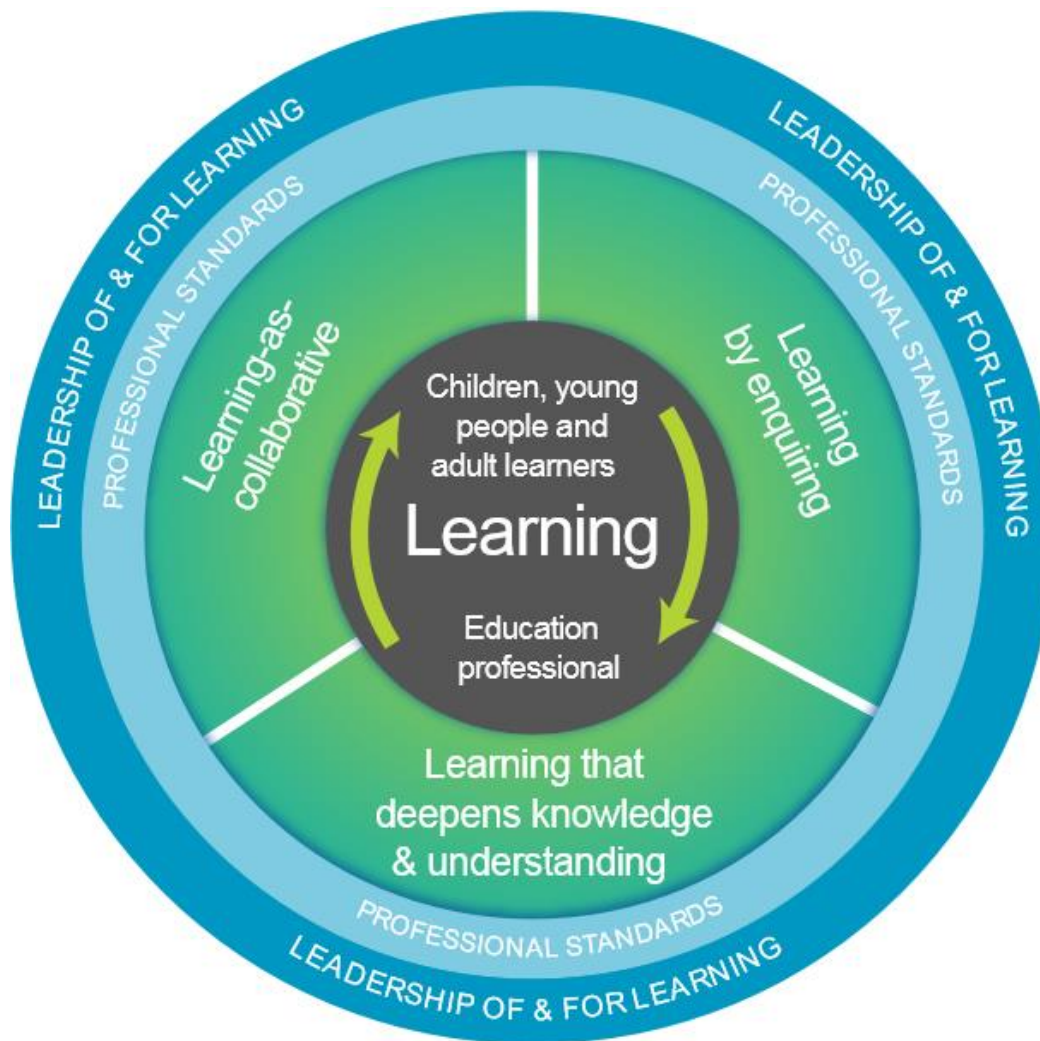
Professional Standard	Reason for Choice	Issues for discussion with supporter	Date
<b>Progress made</b>		<b>Source of evidence</b>	
<b>Date/s discussed with Supporter</b>		<b>Further information and guidance</b>	
<b>Dates of associated classroom observation visit/s</b>			

## Types of Professional Learning experience

Professional Learning is more than 'going on a course'. There are many innovative and exciting approaches, both formal and informal, that can contribute to your professional development. It is important that there is a purpose to every Professional Learning activity you undertake, and you should identify in advance what it is you want to gain from the experience. Some examples given by the GTCS include:

- **Learning from others.** Learning from others can be as simple as working together with another teacher who has more experience, or who has particular expertise in an area you want to develop. Have you thought about team teaching or observing a colleague then getting together afterwards to discuss what you've learned? This could even be done in another school or centre. More lengthy experiences could include going on a teacher exchange (international or other) or carrying out a placement or study visit in another school or work setting. Within South Ayrshire you may have several opportunities for Professional Learning. Some examples are: taking part in Learning Rounds; visiting schools in the same sector or another sector; peer observation; in-house training; opportunities to lead working groups or initiatives; shadowing of promoted members of staff.
- **Additional reading, scholarly activity, or study.** You can choose to study a particular aspect of teaching more thoroughly by yourself to:
  - enhance your subject expertise;
  - deepen your understanding of a particular learning theory;
  - learn more about different teaching methodologies.
- **Research.** What about identifying an issue that you'd like to know more about and carrying out a piece of research? This could involve extending your own reflective process by asking your pupils or colleagues about their responses to a particular approach you are trying in class. Or you could analyse the changes in pupil attainment after introducing a new teaching resource or method to evaluate what impact it has made.
- **Taking on an additional role or duty.** Another way of obtaining valuable Professional Learning is to initiate or become involved in specific project or groups, whether at school, local authority or national level. This could involve you in curriculum development or policy development, or taking forward a particular issue such as literacy or the Eco School initiative. In South Ayrshire we encourage all staff to take on a role to develop further their skills and expertise in a particular area.

## A Model of Professional Learning



Go here to read about this model of professional learning

<https://professionallearning.education.gov.scot/explore/the-national-model-of-professional-learning/>

## Evaluating the Impact of Your Professional Learning

An essential element of the process is evaluating the impact of professional learning on the experiences and achievements of learners. Reflect on every Professional Learning experience, immediately upon its completion and also after a period of time. Record conclusions about impact. When assessing the impact of Professional Learning you could:

- look for improvements in measures of attainment;

- look for improvements in feedback from observed lessons;
- look at pupil feedback in the form of questionnaires and focus groups;
- look at feedback from discussions with other staff within the school or centre;
- look at evidence from self-evaluation data within the department and school;
- look at evidence from self-evaluation against the Standards for Registration and Standard for Career-Long Professional Learning.

## Becoming an Enquiring Practitioner

The concept of teachers as reflective practitioners is well established across the profession. Teachers as enquiring practitioners aim to build on this practice by raising the bar so that, increasingly, teachers engage in deep, rigorous, high-impact professional learning.



*Figure 1: Adapted from Teaching Scotland's Future National Partnership Group, (2012), Report to Cabinet Secretary for Education and Lifelong Learning*

The figure above has, at its centre, teachers as enquiring practitioners who are both committed to on-going self-evaluation, and are supported by and engage in coaching and mentoring relationships with others.

The figure demonstrates the inter-connectedness between enquiry and self-evaluation, professional review, professional update and impact on professional practice and school improvement.

It also emphasises that teachers working and learning together rather than as individuals, will have the greatest possible impact.

### Useful Websites

General Teaching Council for Scotland : [www.gtcs.org.uk](http://www.gtcs.org.uk)

Curriculum for Excellence : [www.ltscotland.org.uk/curriculumforexcellence/](http://www.ltscotland.org.uk/curriculumforexcellence/)

Times Educational Supplement: [www.jobs.tes.co.uk/](http://www.jobs.tes.co.uk/)

Education Scotland: <http://www.educationscotland.gov.uk/>

SQA: [http://www.sqa.org.uk/sqa/CCC\\_FirstPage.jsp](http://www.sqa.org.uk/sqa/CCC_FirstPage.jsp)

Vacancies: <http://myjobscotland.co.uk>

Glow: <https://secure.glowscotland.org.uk/login/login.htm>