
To: Education and Children Policy Board

On: 20 August 2015

Report by: Director of Children's Services

Heading: Revised Scheme for the Appointment of Temporary Teachers to Permanent Posts

1. Summary

- 1.1. Renfrewshire Council Joint Negotiating Committee for Teaching Staff (JNC) deals with matters related to teachers' conditions of service which are devolved to a local level from the Scottish Negotiating Committee for Teachers for local consideration and agreement.
 - 1.2. A JNC sub-group has met throughout session 2014/15 to review the scheme for appointment of temporary teachers to permanent posts and to agree a way forward which will balance the interests of temporary teachers whilst safeguarding the future staffing needs of Renfrewshire Council.
 - 1.3. The JNC has approved the attached revised scheme for the appointment of temporary teachers to permanent posts. The revised Principles of Operation (appendix) has been finalised and agreed for implementation at the start of school session 2015/16.
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2. Recommendations

- 2.1. The education and children policy board is asked to:
 - note the attached revised scheme for appointment of temporary teachers to permanent posts which was approved at JNC on 16 June 2015; and
 - note the agreed revised Principles of Operation (appendix) for implementation at the start of school session 2015/16.
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3. Background

- 3.1. Clause 8.5 of the Scheme of Salaries and Conditions of Service For Teaching Staff on school education allowed teachers working on temporary contracts with Strathclyde Regional Council (SRC) to apply for transfer to the permanent staff of that authority after one year's continuous service.
 - 3.2. In March 2004, SNCT/31 provided the guidelines by which LNCTs should reach local agreement on provisions to supersede Clause 8.5.
 - 3.3. An agreement was already in place within Renfrewshire Council which reflected the previous SRC condition and confirmed its continuation with Renfrewshire Council. In light of this, the JNC took no action following the issue of SNCT/31.
 - 3.4. This paper agrees a way forward which will balance the interests of temporary teachers, whilst safeguarding the future staffing needs of Renfrewshire Council.
 - 3.5. Under the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, all temporary contracts or series of continuous temporary contracts that extend beyond 4 years, will be made permanent unless the employer can objectively justify why this should not happen.
-

Implications of this report

1. Financial Implications

None.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young
People

- Effective workforce planning and the employment of high quality teachers will have a positive impact on the learning and teaching of all our children and young people across Renfrewshire.

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

None

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Michael Dewar, Acting Head of Service, Tel 618 7194, michael.dewar@renfrewshire.gcsx.gov.uk)

Children's Services

MD/CVG/LG

5 August 2015

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**Renfrewshire
Council**

JNC/20

**Scheme for the Appointment of Temporary Teachers to
Permanent Posts**

Background

1. Clause 8.5 of the Scheme of Salaries and Conditions of Service for Teaching Staff on school education allowed teachers working on temporary contracts with SRC to apply for transfer to the permanent staff of that authority after one year's continuous service.
2. In March 2004, SNCT/31 provided the guidelines by which LNCTs should reach local agreement on provisions to supersede Clause 8.5.
3. An agreement was already in place within Renfrewshire Council which reflected the previous SRC condition and confirmed its continuation with Renfrewshire Council. In light of this, the JNC took no action following the issue of SNCT/31.
4. Over the years the transfer to permanency of temporary teachers has created additional pressures in relation to the staffing of schools.
5. This paper seeks to agree a way forward which will balance the interests of temporary teachers, whilst safeguarding the future staffing needs of Renfrewshire Council.
6. Under the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, all temporary contracts or series of continuous temporary contracts that extend beyond 4 years, will be made permanent unless the employer can objectively justify why this should not happen.

Proposal

1. Where a teacher has met the qualifying criteria they may apply for a permanent contract with the Council and will receive confirmation of their entitlement to permanency in writing when the qualifying criteria below are met;
 - The required period of service or qualifying period is completed.
 - There is evidence of satisfactory teaching throughout the period of service.
 - There is a permanent post, for which the teacher can be appointed.

Where there is no permanent vacancy available, applications will be held on file and the first suitable vacancy to arise will be offered. In the interim, every effort will be made to ensure approved applicants are considered for long-term temporary posts. Where no long-term temporary post is available, applicants may continue to work supply and will be paid for the hours that they work. Should a vacancy exist in the permanent supply pool, approved applicants may express an interest in that post.

The required period of service is when a teacher has accrued 78 weeks reckonable service, over no more than 3 consecutive schools sessions, irrespective of when deployment begins.

Evidence of satisfactory teaching service will be required. Said evidence will be way of head teachers' reports.

An application will not normally be refused if the above conditions above are met.

2. All teachers who meet the qualifying criteria and whose applications have been approved will be invited to attend an interview to determine the appropriate placement from the permanent positions available. Vacancies will be ring-fenced to those teachers whose applications have been approved.
3. Should no suitable permanent vacancy be available at the time of the Staffing Exercise, or an insufficient number of vacancies are available in respect of applications, every effort will be made to consider those teachers for long-term temporary posts, pending a suitable vacancy becoming available. (Note: Approved applicants will not lose their right to permanency pending appointment to a vacant post)
4. Business Support will maintain a list of all temporary teachers working for the council, together with details of service. It is the responsibility of the temporary teacher to make an application to be made permanent.
5. For the avoidance of doubt, probationer service will not qualify as service for the purposes of this agreement.
6. All permanent posts are open to teachers who have achieved the GTC Standard for Full Registration.
7. Teachers on temporary contracts will be provided with the same access to information on vacancies for permanent posts as is provided to existing permanent post holders. It is the responsibility of any temporary teacher or supply teacher wishing to secure a permanent post, to make an application for permanency.
8. An application for permanency must be submitted to the appropriate Education Manager using the Pro-Forma, Scheme for the Appointment of Temporary Teachers to Permanent Posts.
9. Appointment to the permanent staff of Renfrewshire Council, other than by way of the allocation priorities set out in Appendix 1, will continue to be by way of application and interview.

Scheme for the Appointment of Temporary Teachers to Permanency

Principles of Operation

A temporary teacher can make an application for permanency based on the following criteria:-

Where a teacher has accrued 78 weeks reckonable service, over no more than 3 consecutive schools sessions, they may make an application for a permanent contract within the Authority.

The employment may have been full-time or part-time and may have been on a fixed term contract or supply work, or any combination of the two. Where a permanent part-time teacher has undertaken additional hours then they will be entitled to apply for a permanent contract in respect of those additional hours where they meet the requirements set out of this agreement.

Where teachers have been employed on a succession of short-term, fixed term contracts, even where there have been breaks of service, they will be entitled to make an application for a permanent contract if they accrue a total of 78 weeks service over no more than 3 consecutive school sessions.

Qualifying service comprises any week in which a teacher is employed as a teacher by the Council.

An application must be submitted using the attached pro-forma (Application – Scheme for the Appointment of Temporary Teachers to Permanency – Appendix 1a) to the appropriate Education Manager. Submission must be no later than 30th April for consideration for permanency at the start of the following school session. Application forms received after the 30th April will not be considered until the following annual staffing review.

Appointment to the permanent teaching staff of Renfrewshire Council will be by way of application and submission of satisfactory head teacher's report. Detail of permanent vacancies will be provided to applicants.

All teachers who meet the qualifying criteria and whose applications have been approved will be invited to attend an interview to determine the appropriate placement from the permanent positions available. Vacancies will be ring-fenced to those teachers whose applications have been approved.

Where there is no permanent vacancy available, approved applicants will be considered for the first suitable vacancy to arise. Every effort will be made to ensure approved applicants are considered for long term temporary posts. Where no long-term temporary posts are available, approved applicants may continue to work supply and will be paid for the hours that they work.

The permanent appointment will match the hours undertaken by the teacher during the qualifying period of service. Where the hours have varied, an average will be taken over the qualifying period.

Council will request a head teacher's report as evidence of satisfactory service to cover the full qualifying period (Appendix 1b)

(Where teachers have worked in various establishments, during the qualifying period, reports submitted at the end of each long temporary contract (i.e. any period of 4 weeks or more) will be used to support their application)

Where an unsatisfactory report has been received for a deployment; an Education Manager will assess appropriate action and it may be that the period of unsatisfactory employment is excluded from the qualifying service period.

It is recognised that any vacancies are allocated on an agreed priority as follows:

1. Allocation of probationers – all local authorities are required to take an agreed allocation of probationers each year, therefore posts require to be identified for them in the first instance.
2. Teachers who have been transferred compulsorily within 2 years should be given the opportunity to return to their original schools should a vacancy arise.
3. Teachers who become surplus to establishment of a particular school as a result of a school closure or amalgamation.
4. Teachers who are either volunteers or who are to be transferred compulsorily because they are surplus to the establishment of a particular school as part of the annual staffing review.
5. Teachers entitled to a permanent contract under this agreement.

This policy will be monitored and reviewed annually by the Joint Secretaries.

Signed on behalf of Management Side

Signed on behalf of the Teachers' Side

Name: David Marshall

Name: Kenny Fella

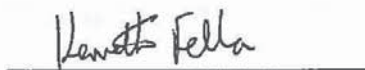
Designation: Head of HR & OD

Designation: Branch Secretary

Date: 24 June 2015

Date: 24 June 2015







Application – Scheme for the Appointment of Temporary Teachers to Permanency

Personal Details

Teacher's Name: _____

Sector Secondary ☐ Primary ☐ Special Education ☐

Subject (if Secondary
qualified): _____

Start Date of Post: _____

Pointage (FTE) held: _____

Is current disciplinary action record on file for this teacher? ☐ Yes ☐ No

Have timekeeping or attendance given any recent cause for concern? ☐ Yes ☐ No

Approval to teach in a Denominational school (Please ensure this section is completed where applicable)

The relevant legislation on the management of denominational schools in Scotland states that:

"A teacher appointed to any post on the staff of any such school by the education authority... shall be required to be approved as regards religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted".

For those teaching posts which impact on the teaching of Religious Education, teachers will, in addition, be expected to have obtained an appropriate teaching qualification in Catholic Religious Education.

Do you hold church approval to teach in a denominational school? ☐ Yes ☐ No

Do you have an appropriate teaching qualification in Catholic Religious Education?

☐ Yes ☐ No

Assessment of professional performance

Measured against the Standards for Registration: mandatory requirements for registration with the General Teaching Council for Scotland, please tick the appropriate boxes below to indicate the overall level of professional performance in the following areas:-

	Excellent	Satisfactory	Unsatisfactory
Professional Knowledge and Understanding			
Professional Skills and Abilities			
Professional Values and Person Commitment			

If the performance of the teacher has been unsatisfactory in any of the above areas please indicate below which of the following steps you have taken:-	Yes	No
Made teacher aware of specific concerns on their performance		
Offered appropriate support		
Agreed appropriate professional development opportunities		
Set appropriate targets for improvement		

Professional Review & Development	Yes	No
Has the teacher engaged in the professional review and development process?		
If yes, date of last review.		

Overall assessment of suitability for transfer to permanent status

	Yes	No
I consider this teacher to be suitable for employment as a permanent teacher with Renfrewshire Council – if ticking No, please give reasons below		

Reasons why teacher should **not** be offered a permanent appointment anywhere in Renfrewshire Council (additional comments can be provided on a separate sheet):-

--

I confirm that this is an accurate report which has been discussed with the teacher concerned.

Name of Head Teacher (Print)		Signature of Head Teacher	
Name of Teacher (Print)		Signature of Teacher	
School		Date	



Report on Temporary Teacher
(Required for temps in post over 4 weeks)

Personal Details

Teacher's Name: _____

Sector Secondary ☐ Primary ☐ Special Education ☐

Subject (if Secondary qualified): _____

Start Date of Post: _____

Pointage (FTE) held: _____

Is current disciplinary action record on file for this teacher? ☐ Yes ☐ No

Have timekeeping or attendance given any recent cause for concern? ☐ Yes ☐ No

Approval to teach in a Denominational school (Please ensure this section is completed where applicable)

The relevant legislation on the management of denominational schools in Scotland states that:

"A teacher appointed to any post on the staff of any such school by the education authority... shall be required to be approved as regards religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted".

For those teaching posts which impact on the teaching of Religious Education, teachers will, in addition, be expected to have obtained an appropriate teaching qualification in Catholic Religious Education.

Do you hold church approval to teach in a denominational school? ☐ Yes ☐ No

Do you have an appropriate teaching qualification in Catholic Religious Education?

☐ Yes ☐ No

Assessment of professional performance

Measured against the Standards for Registration: mandatory requirements for registration with the General Teaching Council for Scotland, please tick the appropriate boxes below to indicate the overall level of professional performance in the following areas:-

	Excellent	Satisfactory	Unsatisfactory
Professional Knowledge and Understanding			
Professional Skills and Abilities			
Professional Values and Person Commitment			

If the performance of the teacher has been unsatisfactory in any of the above areas please indicate below which of the following steps you have taken:-

	Yes	No
Made teacher aware of specific concerns on their performance		
Offered appropriate support		
Agreed appropriate professional development opportunities		
Set appropriate targets for improvement		

Professional Review & Development

	Yes	No
Has the teacher engaged in the professional review and development process?		
If yes, date of last review.		

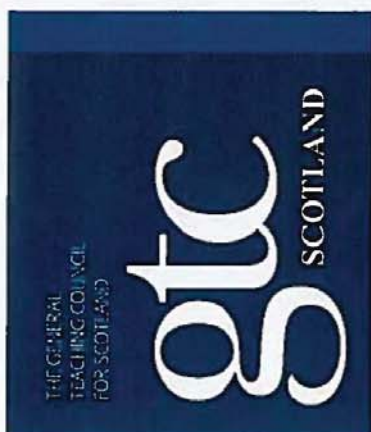
I confirm that this is an accurate report which has been discussed with the teacher concerned.

Name of Head Teacher (Print)		Signature of Head Teacher	
Name of Teacher (Print)		Signature of Teacher	
School		Date	

General Teaching Scotland for Scotland (GTC)

The Standards for Registration: mandatory requirements For Registration with the General Teaching Council for Scotland

**DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS**



The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland

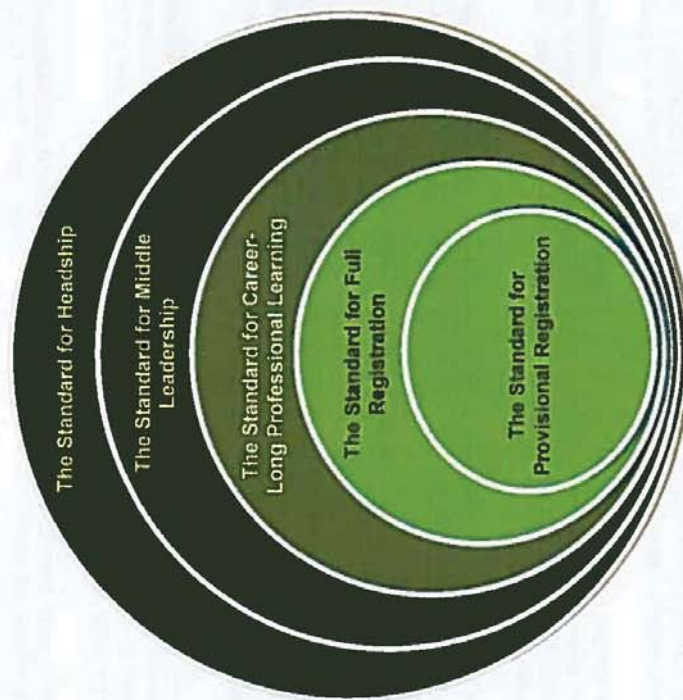
December 2012

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The Standards for Registration



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 demonstrated 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. (It also acts as one of the set of subject benchmark statements for professional qualifications in Scotland developed by the Quality Assurance Agency for Higher Education.) 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 of 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 of 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.

1 Professional Values and Personal Commitment

The Professional Values and Personal Commitment should be read in conjunction with the GTC Scotland Student Teacher Code and Code of Professionalism and Conduct (COPAC).

Professional values are at the core of the Professional Standards. The educational experiences of all our learners are shaped by the values and dispositions of all those who work to educate them. Values are complex and are the ideals by which we shape our practice as professionals. Starting with us as individuals, values extend to all those for whom we are responsible and to the world in which we live.

They drive an unwavering personal commitment to all learners' intellectual, social and ethical growth and well-being. They are integral to, and demonstrated through, all our professional relationships and practices and all that we do to meet our professional commitments and obligations as teachers registered with GTC Scotland.

Professionalism also implies the need to ask critical questions of educational policies and practices and to examine our attitudes and beliefs. Values, and the connections between values and practices, need to be regularly re-appraised over the course of teachers' careers as society and the needs of learners change and as understanding develops. This is central to the adaptability, responsiveness and relevance of the profession.

The Professional Values and Personal Commitment core to being a teacher are:

❖ Social justice

- Embracing locally and globally the educational and social values of sustainability, equality and justice and recognising the rights and responsibilities of future as well as current generations.
- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.
- Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.

- Respecting the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their well-being developed and supported.

❖ **Integrity**

- Demonstrating openness, honesty, courage and wisdom.
- Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice.
- Critically examining the connections between personal and professional attitudes and beliefs, values and practices to effect improvement and, when appropriate, bring about transformative change in practice.

❖ **Trust and Respect**

- Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community.
- Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.
- Demonstrating a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning.

❖ **Professional Commitment**

- Engaging with all aspects of professional practice and working collegially with all members of our educational communities with enthusiasm, adaptability and constructive criticality.
- Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice.

2 Professional Knowledge and Understanding

2.1 Curriculum

The Standard for Provisional Registration		The Standard for Full Registration
2.1.1 Have knowledge and understanding of the nature of the curriculum and its development		
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ develop an understanding of the principles of curriculum design and the contexts for learning; ❖ know about and understand the processes of change and development in the curriculum; ❖ develop an awareness of connections with other curricular areas, stages and sectors. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ have secure and detailed understanding of the principles of curriculum design and can apply them in any setting where learning takes place; ❖ have secure working knowledge and detailed understanding of the processes of change and development in the curriculum; ❖ know how to identify and highlight connections with other curricular areas, stages or sectors, promoting learning beyond subject boundaries. 	
2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum		
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance; ❖ understand how to match the level of curricular areas to the needs of all learners; 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ have detailed knowledge and understanding of the theory and practical skills required in curricular areas, referring to local and national guidance; ❖ know how to match and apply the level of the curricular areas to the needs of all learners; 	

<ul style="list-style-type: none"> ❖ understand the importance of using and designing materials for teaching and learning to stimulate, support and challenge all learners; ❖ know how to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability. 	<ul style="list-style-type: none"> ❖ know how to use, design and adapt materials for teaching and learning which stimulate, support and challenge all learners; ❖ know how to work collaboratively with colleagues to facilitate interdisciplinary learning; ❖ know how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.
2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ know how to plan for effective teaching and learning across different contexts and experiences; ❖ know and understand how to justify what is taught within curricular areas in relation to the curriculum and the relevance to the needs of all learners. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ know how to plan systematically for effective teaching and learning across different contexts and experiences; ❖ 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; ❖ understand their role as leaders of curriculum development.
2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners in their care, and show commitment to raising these learners' expectations of themselves; 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ 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;

<ul style="list-style-type: none"> ❖ know how to apply knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; ❖ have knowledge and understanding of current guidance on the use of digital technologies in schools and know how to use digital technologies to enhance teaching and learning; ❖ know and understand the content of the curriculum in relation to literacy, numeracy and health and wellbeing as set out in national guidance; ❖ know and understand the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and select the most appropriate methods to meet all learners' needs; ❖ have knowledge and understanding of current educational priorities such as learning for sustainability. 	<ul style="list-style-type: none"> ❖ have knowledge and understanding of areas of the curriculum which contribute to personal and social development and health and wellbeing; ❖ 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 teaching and learning; ❖ 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; ❖ 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; ❖ have secure knowledge of current educational priorities such as learning for sustainability.
2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ know and understand that the principles of assessment, recording and reporting are integral to the process of teaching and learning; ❖ know and understand how to use the principles of assessment, record assessments appropriately, use assessment information to review progress, inform teaching and learning, identify next steps and produce clear, informed and sensitive reports. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ know and understand how to apply the principles of assessment, recording and reporting as an integral part of the teaching process; ❖ have extensive knowledge and a secure understanding of the principles of assessment, methods of recording assessment information, 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; ❖ have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning;

	<ul style="list-style-type: none"> ❖ have extensive knowledge and a secure understanding of the assessment requirements of the major awarding and accrediting bodies.
2.2 Education Systems and Professional Responsibilities	
The Standard for Provisional Registration	The Standard for Full Registration
2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ develop an understanding of the principal influences on Scottish education and develop awareness of international systems; ❖ develop an understanding of current, relevant legislation and guidance such as the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC; ❖ develop an understanding of the legal and professional aspects of a teacher's position of trust in relation to learners. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ 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; ❖ have an understanding of current, relevant legislation and guidance such as the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC; ❖ 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.

2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them	
Professional Actions	Professional Actions
<p>Student teachers:</p> <ul style="list-style-type: none"> ❖ develop an 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; ❖ have a working knowledge of the teacher's contractual, pastoral and legal responsibilities; ❖ have an awareness of and respect for a school's distinctive ethos; ❖ have an understanding of the roles and responsibilities of all staff within the learning community. 	<p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ 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; ❖ have secure working knowledge and detailed understanding of their contractual, pastoral and legal responsibilities as teachers; ❖ understand the importance of making a commitment to the distinctive ethos in all areas of the learning community; ❖ 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.

2.3 Pedagogical Theories and Practice

The Standard for Full Registration	
2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ have knowledge and understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take account of all learners' needs; ❖ have knowledge and understanding of learning theories and the importance of these in planning, teaching and learning; ❖ have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ 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; ❖ have secure knowledge and detailed understanding of learning theories and draw on these systematically in planning, teaching and learning; ❖ 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.
2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ know how to access and apply relevant findings from educational research; ❖ know how to engage appropriately in the systematic investigation of practice. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ know how to access and apply relevant findings from educational research; ❖ know how to engage critically in enquiry, research and evaluation individually or collaboratively, and apply this in order to improve teaching and learning.

3 Professional Skills and Abilities

3.1 Teaching and Learning

The Standard for Provisional Registration	The Standard for Full Registration
3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities	
Professional Actions	Professional Actions
Student teachers:	Registered teachers:
<ul style="list-style-type: none">❖ plan appropriately for effective teaching and in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.	<ul style="list-style-type: none">❖ 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.
3.1.2 Communicate effectively and interact productively with learners, individually and collectively	
Professional Actions	Professional Actions
Student teachers:	Registered teachers:
<ul style="list-style-type: none">❖ model appropriate levels of literacy and numeracy in their own professional practice;❖ use communication methods, including a variety of media, to promote and develop positive relationships and to motivate and sustain the interest of all learners;❖ communicate appropriately with all learners, and promote competence and confidence in literacy;❖ demonstrate effective questioning strategies;	<ul style="list-style-type: none">❖ model appropriate levels of literacy and numeracy in their own professional practice;❖ 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;❖ communicate appropriately with all learners, and promote competence and confidence in literacy;❖ demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning;

<ul style="list-style-type: none"> ❖ communicate the purpose of the learning and give explanations at the appropriate level(s) for all learners; ❖ stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; ❖ reflect on the impact of their personal method of communication on learners and others in the classroom. 	<ul style="list-style-type: none"> ❖ communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners; ❖ create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional; ❖ reflect on the impact of their personal method of communication on learners and others in the learning community.
3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ demonstrate that they can select creative and imaginative strategies for teaching and learning appropriate to learners as individuals, groups or classes; ❖ demonstrate that they can select and use a wide variety of resources and teaching approaches, including digital technologies and outdoor learning opportunities; ❖ demonstrate the ability to justify and evaluate professional practice, and take action to improve the impact on all learners. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes; ❖ skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities; ❖ justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners; ❖ create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.

3.1.4 Have high expectations of all learners	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ develop tasks and set pace of work to meet the needs of learners, providing effective support and challenge, seeking advice appropriately; ❖ demonstrate an awareness of barriers to learning, recognising when to seek further advice in relation to all learners' needs. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge; ❖ identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required; ❖ show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world.
3.1.5 Work effectively in partnership in order to promote learning and wellbeing	
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ ensure learners contribute to planning and enhancement of their own learning programmes; ❖ demonstrate an ability to work co-operatively in the classroom and the wider learning community with staff, parents and partner agencies to promote learning and wellbeing. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ establish a culture where learners meaningfully participate in decisions related to their learning and their school; ❖ create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate.

3.2 Classroom Organisation and Management

The Standard for Provisional Registration		The Standard for Full Registration
3.2.1 Create a safe, caring and purposeful learning environment		
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ plan and provide a safe, well organised learning environment, including effective use of display; ❖ make appropriate use of available space to accommodate whole-class lessons, group and individual work and promote independent learning; ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; ❖ organise and manage classroom resources and digital technologies to support teaching and learning; ❖ know about and be able to apply health and safety regulations as appropriate to their role. 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated; ❖ plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning; ❖ use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary; ❖ enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning; ❖ know about and apply appropriately health and safety regulations as an integral part of professional practice. 	
3.2.2 Develop positive relationships and positive behaviour strategies		
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ demonstrate care and commitment to working with all learners; ❖ demonstrate knowledge and understanding of wellbeing indicators; 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ demonstrate care and commitment to working with all learners; ❖ demonstrate a secure knowledge and understanding of the wellbeing indicators; 	

<ul style="list-style-type: none"> ❖ show awareness of educational research and local and national advice, and demonstrate the ability to use a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success; ❖ apply the school's positive behaviour policy, including strategies for understanding and preventing bullying; ❖ know how and when to seek the advice of colleagues in managing behaviour; ❖ demonstrate the ability to justify the approach taken in managing behaviour. 	<ul style="list-style-type: none"> ❖ 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; ❖ 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; ❖ seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour; ❖ evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them; ❖ recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.
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3.3 Pupil Assessment

The Standard for Provisional Registration		The Standard for Full Registration
3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning		
Professional Actions Student teachers: <ul style="list-style-type: none"> ❖ use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies; ❖ enable all learners to engage in self-evaluation and peer assessment to benefit learning; 	Professional Actions Registered teachers: <ul style="list-style-type: none"> ❖ 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; ❖ enable all learners to engage in self evaluation and peer assessment to benefit learning; 	

❖ record assessment information to enhance teaching and learning;	❖ 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;
❖ use the results of assessment to identify strengths and development needs which lead to further learning opportunities.	❖ 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;
	❖ 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.

3.4 Professional Reflection and Communication

The Standard for Provisional Registration		The Standard for Registration	
3.4.1 Read and critically engage with professional literature, educational research and policy			
Professional Actions		Professional Actions	
Student teachers:		Registered teachers:	
❖ read and analyse a range of appropriate educational and research literature;	❖ read, analyse and critically evaluate a range of appropriate educational and research literature;	❖ read, analyse and critically evaluate a range of appropriate educational and research literature;	❖ systematically engage with research and literature to challenge and inform professional practice.
❖ use what they have learned from reading and research to challenge and inform practice.			

3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise	
Professional Actions	Professional Actions
<p>Student teachers:</p> <ul style="list-style-type: none"> ❖ reflect and engage in self evaluation using the relevant professional standard; ❖ adopt an enquiring approach to their professional practice and engage in professional enquiry and professional dialogue; ❖ evaluate their classroom practice, taking account of feedback from others, in order to enhance teaching and learning; ❖ engage where possible in the processes of curriculum development, improvement planning and professional review and development; ❖ work collaboratively to share their professional learning and development with colleagues; ❖ maintain a record of their own professional learning and development, culminating in an Initial Professional Development Action Plan. 	<p>Registered teachers:</p> <ul style="list-style-type: none"> ❖ reflect and engage in self evaluation using the relevant professional standard; ❖ demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue; ❖ evaluate, and adapt their classroom practice rigorously and systematically, taking account of feedback from others, to enhance teaching and learning; ❖ demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development; ❖ 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; ❖ 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.

GTC Scotland aims to promote equality and diversity in all its activities

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