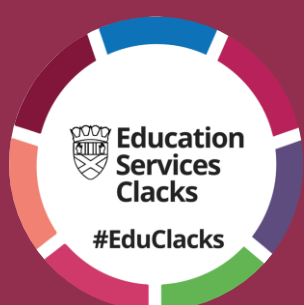
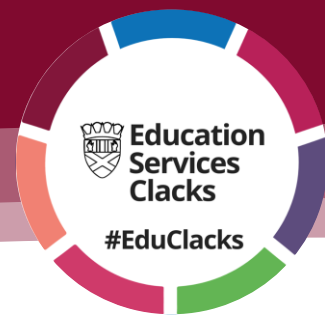


Clackmannanshire Council LNCT agreement Policy

Policy on Professional Update and
Professional Review and Development

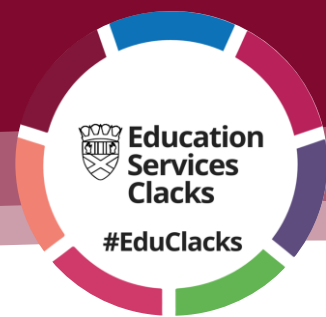


March 2021



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Introduction

Clackmannanshire Council is committed to the development of teacher professionalism through high quality professional learning experiences supported by the processes of Professional Update (PU) and Professional Review and Development (PRD). Positive engagement with these processes, and evaluation against the [General Teaching Council, Scotland \(GTCS\) 'Professional Standards,'](#) empowers teachers to be critical of their thinking and practice, enabling teachers to best serve our children and young people.

This agreement has been designed to facilitate a fair, transparent, and consistent approach to PU and PRD processes for all GTCS registered teachers within Clackmannanshire. The Council will ensure that equal opportunities practice and an observance of [Protected Characteristics](#) underpins the operation of this agreement. Additional supporting information can also be found [here](#).

For GTCS registered employees, PU is the overarching and mandatory process which supports career long professional learning. PU aims to maintain and improve the quality and professionalism of Scotlands' teacher workforce to enhance the impact they have on pupils' learning experiences. It supports and enhances teachers' continued professionalism and the reputation of the teaching profession in Scotland.

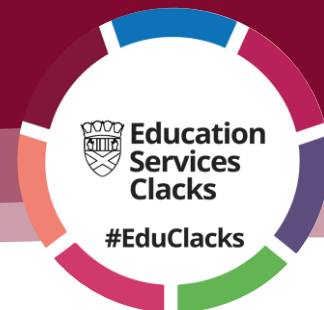
PRD is essentially a reflective conversation about professional learning. It involves the reviewee self-evaluating against the professional standards, reflecting on their professional learning and the impact it has had, and identifying next steps. Reviewers support and challenge the reviewee's thinking using a coaching approach. In Clackmannanshire we are committed to ensuring that a programme of Coaching for PRD is in place for all.

The PRD process provides teachers, throughout the year, with ongoing opportunities to reflect on their practice and professional learning which reflects a balance between individual, establishment, local and national priorities. This is supported by ongoing dialogue and an annual review meeting between reviewee and reviewer. When set within a culture of collegiality, based on professional trust and positive relationships, where everyone has a shared understanding of its purpose, high-quality PRD empowers teachers.

PRD is the vehicle through which teachers' skills, knowledge and practice are developed and improved. PRD provides teachers with on-going opportunities to reflect on their professional learning and practice, against the professional standards, supported by on-going dialogue and an annual review meeting between reviewee and reviewer. High quality PRD empowers teachers to be leaders of and for learning.

The Working Time Agreement (LNCT agreed Clacks template) should ensure adequate time is set aside and prioritised for formal PRD conversations supported by ongoing professional dialogue. Time for an establishment annual health check, where ['School readiness'](#) for PRD is considered should also be included in the WTA.

In October 2019, the GTCS issued further guidance on effective PRD in their report ['Unlocking the Potential of Professional Review and Development'](#). In January 2021, GTCS published a refreshed set of ['Professional Standards'](#) to further strengthen professionalism within the profession; the formal enactment of these Standards is 2nd August 2021.



The Clackmannanshire Context

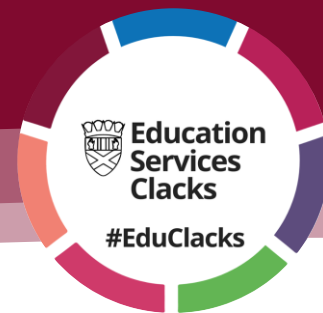
Throughout this document the term 'teachers' will be used to encompass all GTCS registered employees in Clackmannanshire.

Clackmannanshire Council values its teachers and aims to support them to develop their skills, knowledge and expertise within an empowered, self-improving system. The council understands that critical reflection, within the PRD/PU process, is key to maintaining and improving professionalism. The professional standards support teachers to reflect on, and consider, their professional values and to identify professional learning which will develop their practice, leading to improving experiences for children and young people.

The principles of PRD for GTCS registered teachers align with the wider corporate Professional Review and Development Policy.

PRD is an entitlement for all. Time to engage in quality professional dialogue, based on self-evaluation for improvement, is at the core of Clackmannanshire's PRD process. For GTCS registered teachers, time for PRD is incorporated into the establishment working time agreement. All staff are entitled to an annual PRD meeting with additional opportunities across the year to engage in professional dialogue. Through the PRD process, reviewees and reviewers, jointly identify and agree strengths and next steps. Within two weeks of the annual PRD meeting, the planned focus of the reviewee's Professional Learning for the forthcoming year, as agreed, is recorded.

A culture and climate of trust, where teachers feel nurtured, valued and empowered is core to the success of PRD. It requires teachers to talk openly and honestly about their professional learning. For this to be achievable teachers need to feel safe in doing so. They need to know that they have permission and space to make mistakes, and opportunities to take risks. Strong, positive relationships based in trust and respect are crucial for PRD to be fully maximised.



Roles And Responsibilities

Implementation of this agreement will support high quality PRD when embedded in a culture and climate of trust and collegiality as part of an empowered self-improving system.

It is imperative that, using a collegiate approach, all those involved in the PU/PRD process have a shared understanding of the associated [roles and responsibilities](#) within Clackmannanshire.

Local Authority Lead Officer Professional Learning and Leadership (PLL)

The Local Authority Lead Officer PLL has responsibility for:

- the review and evaluation of this agreement
- ensuring implementation of the agreement

and will

- ensure all teachers, including supply, temporary, peripatetic, Head teachers and Centre staff have access to PRD
- support the provision of professional learning opportunities based on the needs of Clackmannanshire teachers; balancing individual, national and local priorities
- monitor, evaluate and report on the effectiveness of the PRD process; including tracking levels of engagement
- identify trends in professional learning needs and take appropriate action
- support each geographical cluster to appoint a senior leader as their Cluster PLL Rep
- work collaboratively with Cluster PLL Reps
- coordinate a Clackmannanshire PU Advisory Group

Cluster Professional Learning and Leadership (PLL) Reps

Each Cluster will identify a senior leader to be the Cluster PLL Rep who will:

- work in collaboration with the Local Authority Lead Officer PLL
- communicate directly between Clusters and Lead Officer PLL
- be responsible for ensuring PRD/PU PLL remains a standing item on the Cluster meeting agenda

Establishment Professional Learning and Leadership Coordinator (PLL)

Each establishment will appoint a PLL coordinator who will:

- be the establishment point of contact for CPD Manager
- identify trends in professional learning needs and take appropriate action to address them; this may involve groups within the establishment, within Cluster establishments or at Local Authority level
- look to resolve any issues of inequity of access to PLL within establishments.
- be the key contact with the Cluster PLL Rep

Reviewees

All **reviewees** are expected to engage in, take responsibility for, and ownership of, their PRD.

They will actively engage in their annual PRD meeting and:

- engage in PLL and critical reflection
- maintain a PLL record
- evaluate the impact of their PLL
- prepare effectively for their annual meeting

Reviewers

All **reviewers** will:

- ensure that PRD and PU arrangements are applied
- ensure equity of access to PRD and PLL
- consider the needs of supply, temporary and peripatetic teachers
- carefully consider [Equality and Diversity](#) paying particular attention to [Protected Characteristics](#) and [unconscious bias](#).

Consideration must be given to the number of reviewees matched to any one reviewer to avoid overloading individuals.

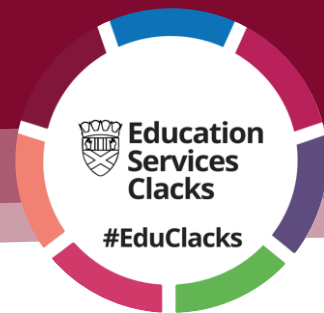
Headteachers will be reviewed by peers/Education Officers. In consultation with Headteachers, these arrangements will be confirmed and by the end of September, at the start of each new academic year.

Headteachers are responsible for requesting their PRD.

Peripatetic, supply and temporary teachers will be reviewed by a reviewer in an identified base school or a member of staff at the centre. In consultation with teachers this will be confirmed by the end of September, at the start of each new academic year. **Teachers are responsible for requesting their PRD.** Supply teachers will be supported to do this via the Authority Lead Officer PLL and HR at two points in the year; September of the new academic year and again in February.

In consultation with Education Officers', reviewers will be confirmed by the end of September each year. **Education Officers are responsible for requesting their PRD.** Education Officers will be supported to do this via the Authority Lead Officer PLL.

Where possible the Reviewer and Reviewee pairing will be consistent. However, where required and/or requested the pairing can be changed. The Authority Lead Officer PLL will provide support on request.



Purpose of Professional Update

Professional Update (PU) is not an additional requirement, but rather the official sign-off of the 5th PRD in a 5 year cycle. The complete PRD cycle and follow up sign off are called PU, and is effectively a process of re-registration.

PU (and PRD) are intended to focus on a teacher's professional learning and development. Participation in both PRD and PU is a contractual requirement and essential to maintaining GTCS registration. PU is a supportive process that should not add to teachers' existing workload. It is designed to encourage teachers to develop new skills and provide an opportunity for teachers to evidence their professional learning in a supportive setting which reflects and sits within a culture of trust and collegiality.

If a registered teacher were to make a deliberate and conscious decision not to meet the requirements of PU through non-compliance this would be dealt with in line with existing HR processes in the first instance, and may involve referral to the GTCS. Further information on referral to GTCS can be found [here](#).

Features of Professional Update

As a fully registered teacher you will have:

- an entitlement to engage in, and reflect upon PL opportunities
- an entitlement to a system of high quality, supportive PRD
- a responsibility to self-evaluate against Professional Standards, considering your own strengths and next steps
- responsibility to keep a record of key/significant professional learning and its impact
- a responsibility to engage in an annual coaching conversation and in professional dialogue throughout the year thereafter

To complete the PU Process, teachers confirm with the GTCS that they have engaged in self-evaluation against the appropriate GTCS Professional Standards, participated in an ongoing PRD process and professional learning opportunities, and discussed the impact of this with their reviewer. The reviewer will then confirm this through a supporting statement.

Professional Update; Five-yearly sign-off to the GTCS

Initially, the GTCS required one-fifth of the teaching workforce to complete the Sign-off process on a rolling programme. However, due to teachers accessing deferral and bringing forward options, this system no longer stands. GTCS will therefore be removing the 2nd digit GTCS registration number rule.

In Clackmannanshire PU is completed through Gateway CPD Manager. On-going professional learning of the previous 5 years and engagement in the process is confirmed by PU sign-off. The CPD Manager Tool automatically updates GTCS directly.

Professional Update does not apply to probationer teachers, who hold provisional GTCS registration; it applies only to those teachers who are fully registered with the GTCS.

Deferral and Bring Forward Process

Any teacher may request a deferral to their PU. Such a request may be due to:

- Long term absence
- Family Leave (Maternity, Paternity, Adoption)
- Unexpected illness
- Occasional Supply work
- Career breaks
- Other

Wherever possible a request for deferral should be made in advance and at the start of the school session. However, it is recognised that in some instances e.g. unexpected illness, this is not possible. There is no definitive list as to why a deferral may be requested. If either the reviewee or the reviewer is in any doubt advice should be sought from the Local Authority Lead Officer, PLL.

Reviewees may also request that their Professional Update be brought forward. Such a request may be due to:

- Taking up a new post
- Family Leave (Maternity, Paternity, Adoption)
- Retirement – where the individual wishes to maintain registration
- Other

Advice can also be sought from the Local Authority Lead Officer PLL when PU is brought forward.

The reviewee should request deferral and inform the Local Authority Lead Officer PLL who will liaise directly with GTCS in relation to requests to bring forward or defer PU.

The GTCS website makes it clear that deferrals will normally be granted for one year.

Professional Learning and the PRD Process

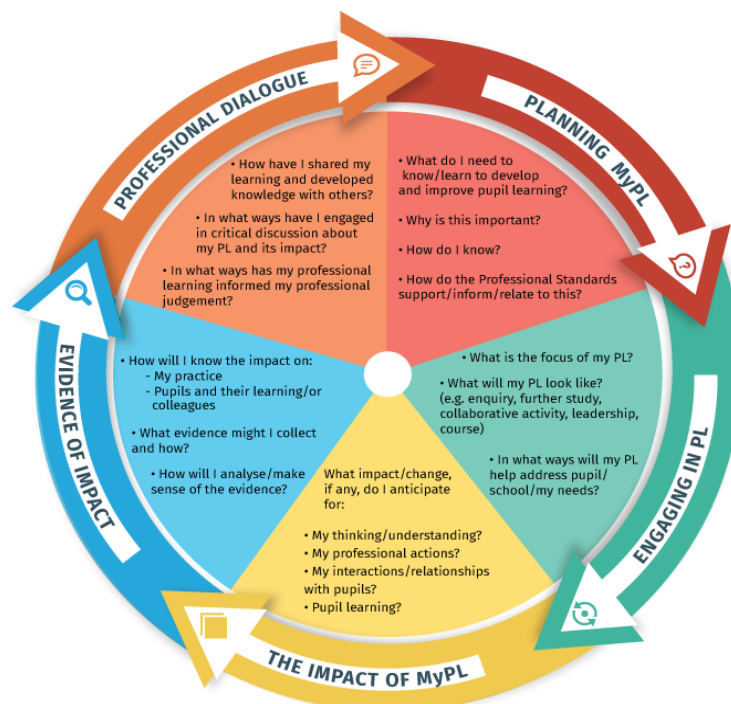
What is professional learning?

Professional learning is central to the principles of the teaching profession. If we are to maximise professional learning opportunities to support strategic development in schools, we must give greater importance to PRD processes. We must value and reflect upon the excellent work undertaken by teachers, capitalising on the momentum of high-quality ongoing professional dialogue to ensure future engagement in meaningful professional learning.'



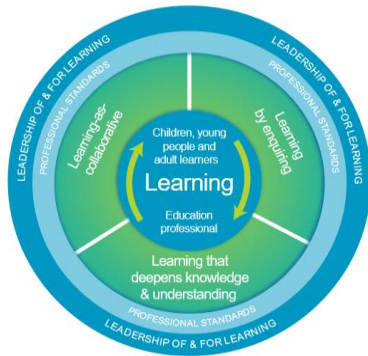
Teachers who engage in a **range** of high-quality, sustained professional learning experiences, are more likely to inspire learners, provide high-quality teaching and learning and in turn, improve outcomes for children and young people. It is expected that teachers complete, up to a maximum of 35 hours, (pro-rata) of professional learning per academic session, the focus of which is agreed as part of the PRD process, and recorded within the professional learning plan.

Professional Learning Planning Cycle



National Model of Professional Learning

The National Model of Professional Learning identifies 3 key categories of learning:



- Learning as collaborative
- Learning by enquiry
- Learning that deepens knowledge and understanding

Professional learning can take many forms, and may include the following examples:

- Self-evaluation and critical reflection processes
- Collaborative action research
- Professional dialogue with colleagues, other professionals, parents and learners
- Focused professional reading and research
- Critical analysis of reading, learning and impact of professional practice
- Learning about aspects of the curriculum or pedagogical practice
- Peer support e.g., coaching or mentoring
- Classroom visits/ peer observation
- Online learning/blogs
- Work shadowing
- Co-operative or team teaching
- Participation in teacher learning community/ learning rounds
- Leading or participating in a working group
- Planning learning which is inter-disciplinary or cross sector
- Participation in assessment and moderation activities
- Secondments, acting posts and placements
- Masters study and qualifications
- Accredited courses or activity related to achieving national professional standards for teachers
- Attendance at professional/ academic conference

Recording Professional Learning

An online recording system Gateway, CPD Manager will be used by all teachers. Plans and Records should be uploaded to this system. In order for the GTCS to complete the Sign-off process, Plans and Records for those teachers for whom it is the Sign-Off year **must** be completed on the system by the end of term in June of the Sign-off year. [However, see Appendix 1]

All teachers must upload a Plan and Record for each session, and these should be completed by June of each year. It is the responsibility of the individual teacher to ensure that the relevant Plans and Records are uploaded in a timely manner and shared with their Reviewer. Each teacher is issued with a Gateway, CPD Manager account login and password. For those who have not received this, contact should be made with their establishment PLL Co-ordinator in the first instance.

Update of details

It is the responsibility of all teachers to ensure their personal and employer details are up to date on GTCS records; this responsibility features in the [Code of Professionalism and Conduct](#) (COPAC). Teachers must inform the GTCS, if/when any of their personal or employer details change. Teachers in Clackmannanshire should update/confirm their details every August as part of Mandatory in-service day actions and training. Simultaneously, personal details within the CPD Manager system must be updated. Information stored in each system MUST exactly match to ensure that the CPD Manager system links with GTCS for the purposes of PU.

Impact of Professional Learning

Evaluation of the impact of professional learning is essential in order to ensure it has been worthwhile and to plan next steps. A wide range of sources can be used to gather evidence of impact, and this should be recorded by teachers as part of the Record on Gateway, CPD Manager. Evidence should be analysed, reflected on and discussed at the PRD meeting, focussing on the impact of the learning which has taken place.

Examples of evidence:

- Reflections on professional dialogue with peers, parents, colleagues and learners
- Individual critical reflections on practice, including reflective journals
- Analysis of pupil work
- Analysis of quantitative or qualitative data
- Notes from professional learning events
- Reflections on and analysis of lessons and/ or discussions with learners

Preparation For The Annual PRD Meeting

Time and Timing



There are no set guidelines or restrictions relating to the time of year annual PRD meetings take place. These should be managed to best fit the needs of the school community through collegiate discussion.

The GTCS recommends schools undertake an annual 'health-check' to ensure '[School readiness](#)' for PRD. Any whole school professional learning identified through this resource, and the annual PRD meeting, should then be identified within the establishment WTA.

It is recommended that dates and reviewers for the annual PRD meetings are identified and confirmed by the end of September of the **new** session; requested changes to any arrangements made should be negotiated and agreed between the reviewee and the reviewer.

The process of PRD is cyclical; teachers engage in self-evaluation against the appropriate GTCS Professional Standards, participate in professional learning opportunities, and discuss the impact of this with their reviewer. A plan for the following 12 months will be recorded by the reviewee and shared with the reviewer. Reflection of professional learning, alongside self-evaluation against the Standards will form the basis of the next annual meeting. In Clackmannanshire this will be completed through Gateway, CPD Manager from April 2021 onwards.

GTCS registered teachers will engage in ongoing self-evaluation of their professional learning as a basis for their annual Professional Review and Development meeting. The GTCS Standards should be used for this self-evaluation. Self-evaluation should be focussed on 1 to 3 key areas of professional learning and **ACROSS** a range of appropriate Standards.

The Professional Review and Development Meeting

Arrangements for this annual meeting should be simple and effective to ensure quality protected time. Engagement in, reflection, self-evaluation and high-quality professional dialogue, based on a coaching conversation are critical elements. The process is most effective when a culture of trust has been established.

In '[Unlocking the Potential of Professional Review and Development](#)' the GTCS has identified the following key features of a high-quality PRD experience, which should:

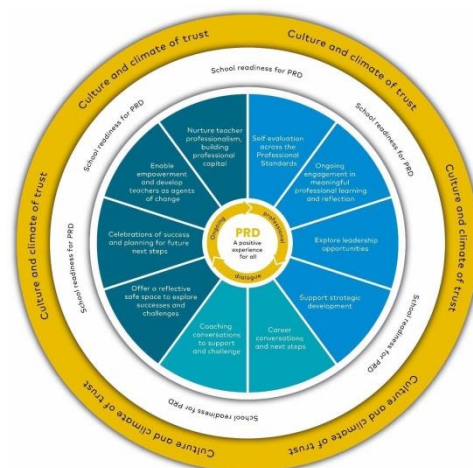
- promote self-evaluation **across** the Professional Standards;
- involve ongoing engagement in meaningful professional learning and reflection;
- help teachers to explore leadership opportunities;
- support strategic development;
- include career conversations and next steps;
- use coaching conversations to support and challenge;
- offer a reflective, safe space to explore successes and challenges;
- include celebrations of success and planning for future next steps;
- enhance empowerment and develop teachers as agents of change; and
- nurture teacher professionalism, building professional capital.

Ten Key Features of PRD

The PRD process should aim to identify and support the continuing professional development of each teacher. Teachers engage in ongoing self-evaluation of their professional learning as a basis for the annual PRD review meeting. The suite of GTCS Standards should be used as a basis for this self-evaluation. Teachers should feel empowered to select the Standard(s) which are most appropriate to them.

Effective coaching approaches by the reviewer will ensure that the reviewee is appropriately supported and challenged in their professional learning conversations. The Local Authority are committed to providing a programme of professional learning opportunities in coaching for reviewers and reviewees. This program will begin in session 2022.

There are a number of tools and approaches available to support teachers to self-evaluate. A range of coaching wheels are included as appendices to this agreement, and can be used by teachers should they find this tool helpful.



The Reviewee's Responsibilities

Before PRD:

- be familiar with the benefits and impact high-quality PRD can have
- know and understand the roles and responsibilities for all within the process
- be familiar with expectations of the locally agreed PRD policy
- have an understanding and appreciation of the value, purpose and process of coaching conversations and be aware when a coaching conversation is happening
- be familiar with current and new career structures and consider own next steps
- provide the reviewer sufficient time to prepare for high-quality dialogue by sharing information which will support the coaching conversation in a timely fashion. As part of this process, establishments should agree prompts/templates for this purpose. A template 'prompt' is included in this document within the appendices
- engage in self-evaluation across GTCS Professional Standards, and other appropriate reference points, as an integral part of the PRD process, and share those reflections with the reviewer, using their preferred tool/ process
- make associations with your reviewer if it is your PU sign off year

During PRD:

- consider [unconscious bias](#) during all PRD discussions to ensure there is an equity of experience for all
- share, through professional dialogue, and supported by evidence, how professional learning has impacted on practice; avoid talking solely about what was done

After PRD:

- review their part in the PRD conversation and reflect on their ownership, self-reflections and general professionalism in their own approach to Professional Learning and the potential of PRD
- plan and undertake professional learning as per the agreed learning plan
- adapt the agreed plan, during the course of the year, in consultation with the reviewer or line manager, if necessary due to changes in circumstances

Ongoing:

- contribute to ensuring the Reviewee/ Reviewer relationship is one of trust and respect
- have some knowledge of where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc
- maintain a reflective professional learning record with associated evidence of impact, recording only significant pieces of professional learning, linking them to the professional standards
- regularly seek-out professional learning conversations with peers/ Reviewer to discuss ongoing learning experience
- embrace a culture of professional learning and engage in life-long learning opportunities for improved outcomes for our children and young people

The Reviewer's Responsibilities

Before PRD:

- be familiar with the benefits and impact high-quality PRD can have
- know and understand the roles and responsibilities for all within the process
- be familiar with expectations of the locally agreed PRD policy
- be trained in coaching for PRD and/or have experience in coaching
- ensure reviewees are aware of the coaching conversation taking place
- be knowledgeable of current and new career options to support career conversations, whether about potential promotional opportunities or developing and deepening the knowledge and skills within the classroom
- be familiar with the self-evaluation of the reviewee prior to the PRD and be prepared to ask relevant questions using a coaching approach of challenge and support
- be familiar with the professional standards to support the professional dialogue around recent professional learning experiences and identification of future areas of development

During PRD:

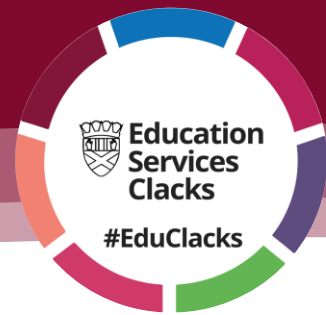
- offer a confidential, reflective, safe space to explore successes and challenges
- consider [unconscious bias](#) during all PRD discussions to ensure there is an equity of experience for all
- focus the professional discussion around the impact of professional learning on the reviewee as well as the learners and community, and not solely on what was done
- ask coaching questions to explore, support and challenge

After PRD:

- Review their part in the PRD conversation and consider the experience the reviewee has received
- Consider the reviewee's identified areas for development and consider how these might relate/contribute to priorities, and offer support in this area where necessary

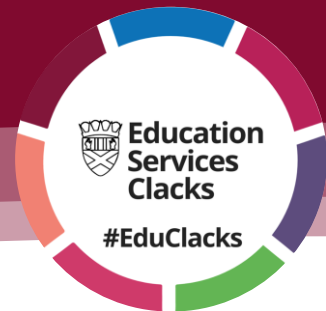
Ongoing:

- develop a trusting relationship with the reviewee so the reviewee feels 'safe' and comfortable with both challenging and supportive PRD discussions
- recognise the valuable professional learning experience of those undertaking 'acting' roles where appropriate and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities
- have current knowledge of varying sources where professional learning can be sought, such as LA directories, practitioner enquiry, EdScot, RICs, Professional Recognition etc
- engage in ongoing professional learning conversations with reviewee to discuss ongoing learning experiences
- promote a culture of professional learning linked explicitly to improved outcomes for children and young people, encouraging reviewees to identify themselves as lifelong learners



Appeals Process

Where there exists disagreement between reviewee and reviewer on any aspects of the PRD/PU process, an appeal can be made. The appeal should focus on the cause of the disagreement. Teachers should initially discuss the appeal with the Lead Officer PLL however the teacher does not need the support of management to progress with an appeal. If the decision is to go ahead with the appeal it should be made in writing to the Local Authority Lead Officer PLL.



Supporting Appendices

The following supporting appendices have been provided as prompts only. There is no requirement for teachers to use these. It is highly recommended that a collegiate approach is used to discuss how teachers might be supported to:

- prepare for PRD
- self-evaluate

Appendix 1: CPD Manager Clause

Appendix 2: GTCS resources to support PRD

Appendix 3: Roles and Responsibilities: Establishment Leadership Team and Local Authority

Appendix 4: Quality Assurance

Appendix 5: Suite of flow charts

This policy will be reviewed June 2022

Karen Farrell

Cathy Quinn

Karen Farrell

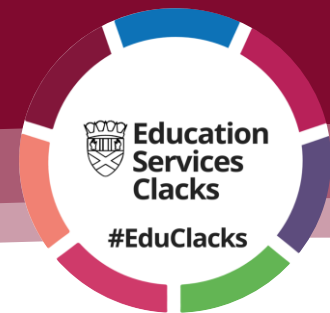
Cathy Quinn

Joint Secretary (Teachers Side)

Joint Secretary (Employers Side)

24th February 2022

24th February 2022



Appendix 1

CPD Manager Clause January 2022

This policy is a result of close partnership working between GTCS registered teachers, LNCT and Education Officers and is fully endorsed by LNCT. It is however recognised that the CPD Manger facility is under a re-design process. This re-design is a collaborative process to ensure that it best meets the needs of all Clackmannanshire Council GTCS registered employees.

During the re-design process individuals may choose to use the CPD Manager facility as it is; feedback can be provided to the Local Authority Lead Officer PLL through Establishment PLL leads.

Alternatively, individuals may choose to continue to use MyPL to record their professional learning.

Any paperwork used to support professional learning planning (Appendix 3) and self-evaluation across the Standards (Appendix 2) should be agreed at establishment level. The principles in the policy remain; the emphasis is on a high-quality coaching conversation, during a planned and protected time where both the reviewee and reviewer are prepared and understand their roles and responsibilities (Appendix 5).

It should be noted that in Clackmannanshire, CPD Manager is the **only** tool by which Professional Update (PU) is confirmed with GTCS. In order to complete the PU process the following must be completed:

1. Reviewee completes the agreed learning plan within the PLAN section and clicks sign –off
2. Reviewer is now able to sign-off the learning plan
3. Reviewee completes and identifies it is their PU year in the RECORD section – they then sign this off
4. Reviewer is now able to sign-off the record
5. A date at the bottom of the Record sign-off update section within the reviewee’s RECORD will confirm that GTCS have received notification that PU is complete

For those individuals who choose to continue to use MyPL , and an alternative plan to that available on CPD Manager, a brief plan and record should be populated within CPD Manager. This is required for the system to confirm PU with GTCS. It can be noted that a full record of professional learning is maintained on MyPL if appropriate.

Appendix 2

Hyperlinked GTCS Resource Links

Unlocking the potential of PRD, and resources to support:

- Culture and Climate of Trust
- School Readiness for PRD
- Ten Key Features of PRD
- Roles and Responsibilities
- Myths and Legends

The Deferral Process

Coaching and Mentoring



Professional Learning

- Tools for planning and evaluating
- Professional Learning Cycle
- Using evidence of impact

Self-Evaluation

- Self-evaluation wheels
- Selecting self-evaluation wheels
- Plotting your self-evaluation wheel
- Coaching Conversations
- Reflective questions for self-evaluation

Using evidence of Impact to support next steps in professional learning

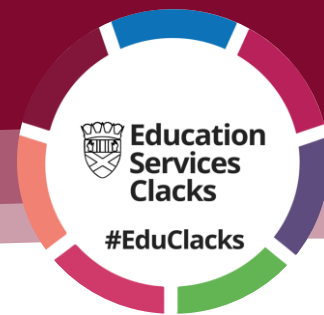
Appendix 3

Roles and Responsibilities for Establishment and Local Authority Leads

Establishment Leadership Team and PLL Coordinator	
Before PRD	<ul style="list-style-type: none"> • Be familiar with the benefits and impact of high-quality PRD • Know and understand the roles and responsibilities of all within the process • Be familiar with expectations of the locally agreed PRD policy • In partnership with the local authority ensure all reviewers access professional learning in coaching for PRD • Support all reviewers in having a relevant and current knowledge of existing and new career options, including knowledge of professional learning opportunities available locally and nationally • Allow both reviewer and reviewee sufficient time to prepare for a high-quality PRD session through the working time agreement • Endeavour to make links between Professional Standards and collegiate activities to support staff in making these connections • Ensure all staff are proficient in self-evaluation against GTCS Professional Standards and have access to appropriate sources of support, in line with local policies
After PRD	<ul style="list-style-type: none"> • Supported by the local authority, provide opportunities for reviewers to moderate their approaches to PRD and share their understanding, being mindful of confidentiality • Have an overview of all staff's identified areas for development and consider how these might relate/ contribute/influence the School Improvement Plan, and offer support in these areas where necessary
Ongoing	<ul style="list-style-type: none"> • Use self-evaluation tools to measure their culture of trust and seek to improve if required; use GTCS resources to support this • Support reviewers to challenge unconscious bias during all PRD discussions ensuring equity of experience for all • Acknowledge that protected characteristics may create barriers to accessing professional learning, and take steps to remove such barriers • Recognise the valuable professional learning experience of those undertaking 'acting' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities • Stay abreast of local and national professional learning opportunities; share these across the school community • Provide opportunities for ongoing professional dialogue eg. as an item on departmental meeting agendas • Monitor participation in PRD to ensure the entitlement of all, including any associated supply/peripatetic teachers. Support reviewees due PU sign off to make associations via CPD Manager with their reviewer • Promote a culture of professional learning linked explicitly to improving outcomes for children and young people, ensuring teachers see themselves as lifelong learners

Local Authority, Employers and Lead Officer PLL

Before PRD	<ul style="list-style-type: none"> ● Be familiar with the benefits and impact high-quality PRD can have; know and understand the roles and responsibilities for all within the process ● Review the expectations of the locally agreed PRD policy in line with revised national PRD Guidelines ● Ensure all reviewers access coaching skills development opportunities ● Ensure that time for the formal PRD process is recognised within LNCT WTA ● Provide a way for teachers to maintain a professional learning record, with clear, non-bureaucratic policies ● Review materials available to schools to support self-evaluation against the standards; providing training in self-evaluation if and when required ● Engage with professional associations locally through LNCT to ensure that local policies and procedures for PRD/PU, and support materials, reflect the revised national PRD guidelines ● Ensure systems are in place, and annually reviewed/monitored, for peripatetic and supply teachers
After PRD	<ul style="list-style-type: none"> ● Seek feedback from reviewees and reviewers, through quality assurance and quality improvement processes ● Consider staff's identified areas for development and how these might relate/ contribute to priorities/ influence opportunities for professional learning being offered across the LA and beyond
Ongoing	<ul style="list-style-type: none"> ● Encourage, through self-evaluation, an organisation-wide ethos and culture, built on the foundations of trust and respect ● Provide training in awareness of unconscious bias, to support and challenge our thinking during PRD conversations to ensure there is an equity of experience for all ● Acknowledge that protected characteristics may create barriers to accessing professional learning, and take steps to remove such barriers ● Share current information re career options and professional learning opportunities with all establishments/teachers through local communication channels ● Recognise the valuable professional learning experience of those undertaking 'acting headteacher' roles and provide mentoring and coaching support throughout this time to help shape future thinking about next steps in career possibilities ● Keep all schools informed through regular communication of local, regional and national professional learning opportunities available to teachers ● Provide opportunities to share and reflect on developments across school communities ● Monitor participation in PRD to ensure the entitlement of all, including supply teachers and Headteachers ● Alert schools annually of individuals due PU sign off ● Promote a culture of professional learning across the organisation linked explicitly to improving outcomes for children and young people, encouraging all teachers to see themselves as lifelong learners



Appendix 4

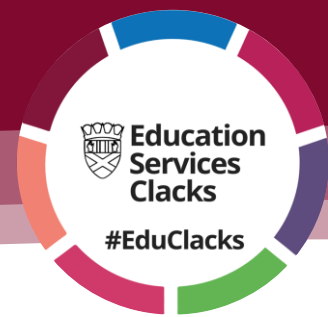
Quality Assurance

As part of our quality assurance processes a PRD Advisory Group will meet a minimum of three times over a school session. Additional meetings may be called as and when required. The Advisory group will work as work-streams/subgroups as required. These work-streams will be agreed collectively on a priority basis.

The role of the group will be to quality assure and problem solve any barriers/challenges to the PRD policy and implementation of the policy within Clackmannanshire. Membership of the group will include Education Officers, LNCT and school representatives. The group will be chaired by the Local Authority Lead Officer PLL. Key areas of responsibility for the group will include, but are not restricted to:

- Co-ordinating the re-design of CPD Manager
- Providing professional learning in relation to the implementation of the PRD Policy
- Accessing the data used to inform our local and regional (FVWL RIC) professional learning offers
- Providing audit tools to quality assure the PRD/PU experience of reviewees and reviewers on an annual basis
- Analysing the audit tool feedback and using this analysis for improvement
- Reporting findings of audits

A yearly overview of key meeting dates will be the responsibility of the Chair.



Appendix 5

Suite of Flow Charts

- **Flow Chart 1** – PRD Annual Meeting
- **Flow Chart 1a** – PU Overview
- **Flow Chart 2** - Disagreement/Appeals
- **Flow Chart 3** – Deferral/Bring Forward

PRD Annual Meeting

Reviewee

Reviewer

Every August ensure details are accurate in MyGTCS. Ensure CPD Manager account matches exactly.

Every August ensures details are accurate in MyGTCS. Ensure CPD Manager account matches exactly.

By the end of September agree and set a date for the annual PRD meeting.

Provide Reviewer with agreed paperwork one week in advance of PRD Meeting

- Prepare self-evaluation across the Professional Standard(s); areas of strength and areas of challenge
- Reflect on impact of Professional Learning
- Reflect on impact of current Learning Plan
- Identify areas/Standards/themes for next Learning Plan

Receives agreed paperwork one week in advance of PRD Meeting.
Prepares for the coaching conversation using the paperwork provided.

Supported by a culture of trust and collegiality, the reviewee and reviewer engage in a coaching conversation, based on the reviewee's self-evaluation and facilitated by the reviewer. Next steps for the reviewee are agreed.

The reviewee completes their Plan and Record sign-off

Reviewer completes Plan and Record Sign-off

Yes

No

Annual PRD complete

Contact Authority Lead PLL

Yes

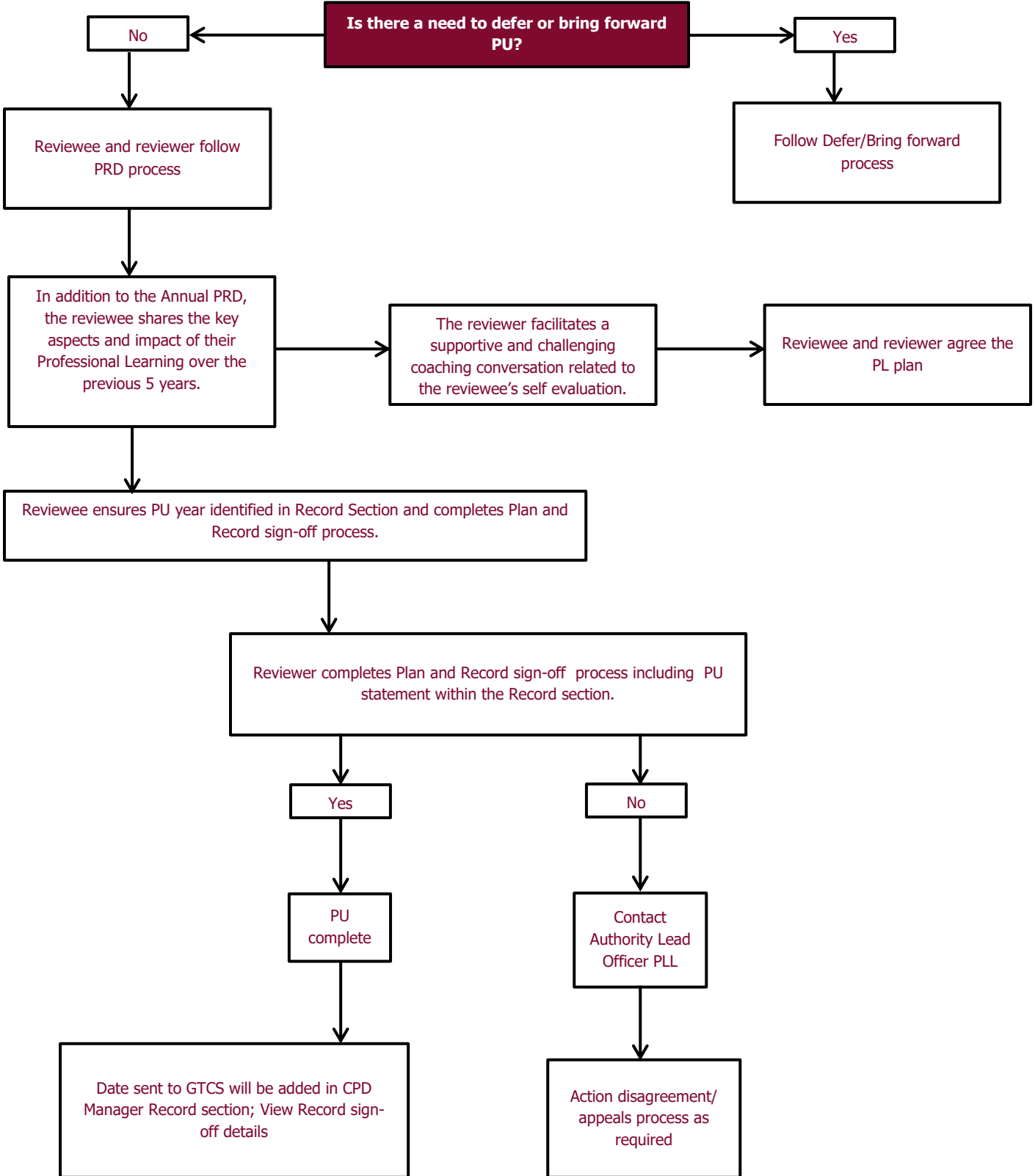
Issue Resolved

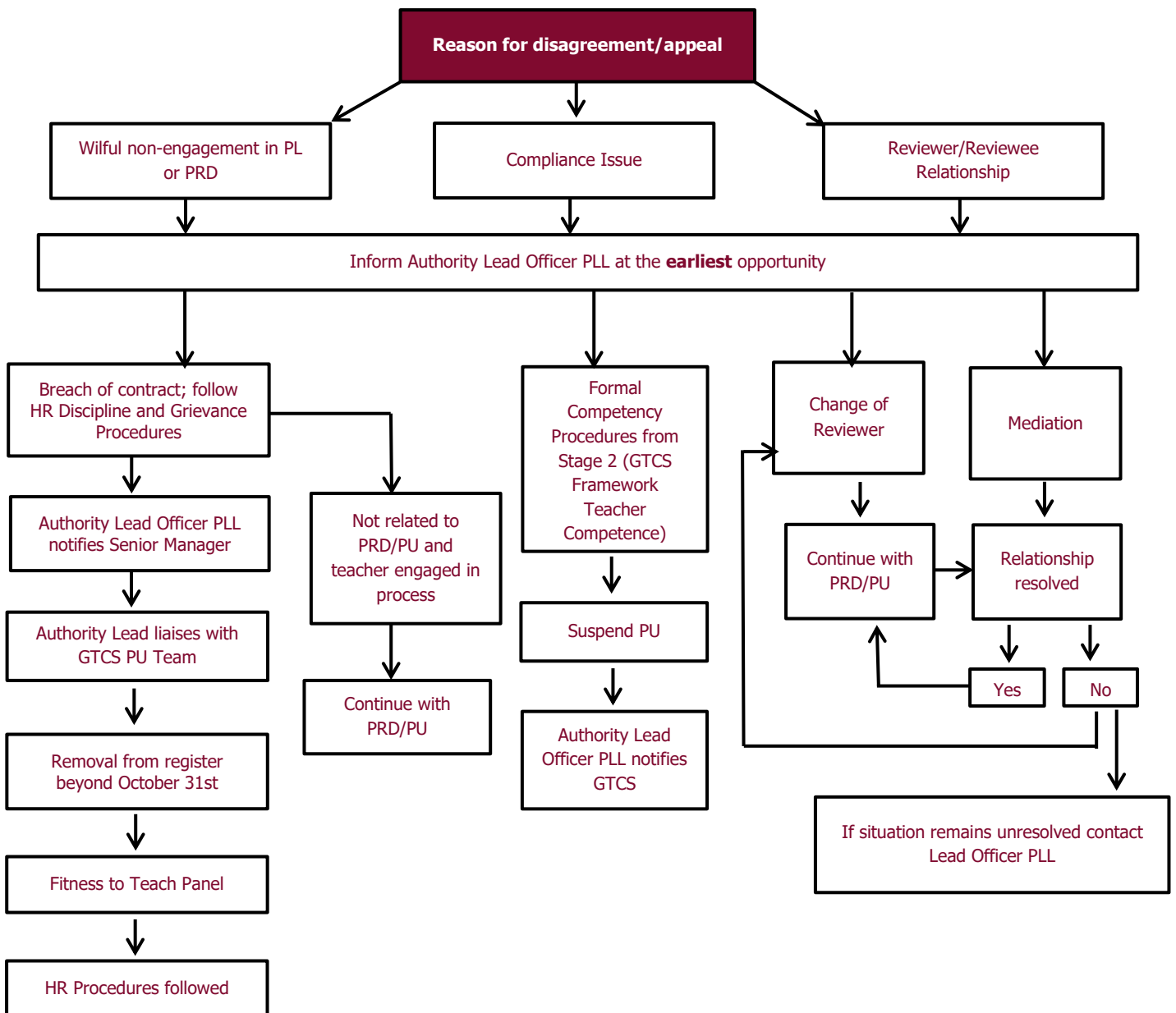
No

Disagreement/
Appeal process

PU Process Overview

Annual Meeting
 Every 5 years the annual PRD meeting is replaced by the Professional Update meeting and sign-off. This is when the reviewer confirms the PU statement for the reviewee. CPD Manager automatically updates GTCS once confirmation has taken place; ensuring the fully registered status of the reviewee continues.

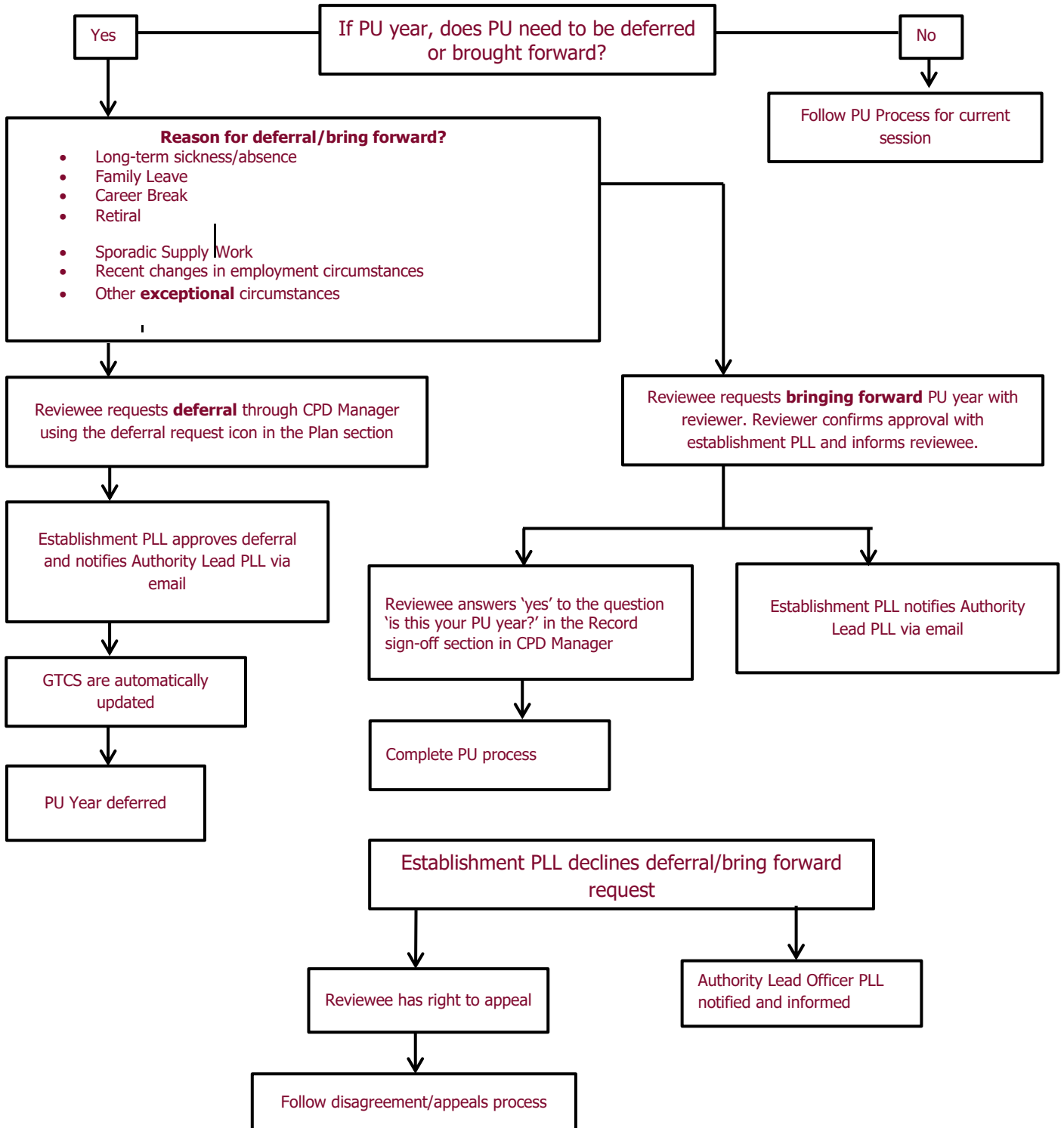




At the **earliest** opportunity, reviewees/reviewers **must** inform the Authority Lead Officer PLL any concern regarding individual engagement in, and/or issue relating to Clackmannanshire’s PRD/PU process.

Procedure for PU Deferral/Bring Forward

Actions should, where possible, be taken prior to the Annual PRD and ideally in September when PRD dates are being agreed



Contact Authority Lead Officer PLL at any point in the process for further guidance/information as required.