



SIAR

COMHAIRLE NAN EILEAN

**Department of Education &
Children's Services**

Ag Amas air Adhartas - Aiming for Advancement

**Guidelines for Supporting Probationer Teachers
(Induction Scheme)**

May 2011

Introduction

A commitment to lifelong learning and professional development is at the heart of being part of a learning profession. As this commitment is regarded as a responsibility for all teachers, Continuing Professional Development (CPD) needs to be presented as a continuum from Initial Teacher Education (ITE), through induction the whole of a teacher's career. As new teachers work towards the Standard for Full Registration (SFR), they need guidance and support to address specific development needs using processes which encourage self reflection and enable new teachers to prioritise areas for development.

This can be achieved through working collaboratively to ensure that each probationer meets the Standard for Full Registration (SFR). The one-year induction period is a time when those new to teaching are entitled to additional support. This support will gradually diminish as the probationer gains knowledge, skills and experience. However learning is a life-long process and the probationer induction year is the first step in professional development which will continue throughout the person's teaching career.

The General Teaching Council of Scotland (GTCS) guidelines on the Teacher Induction Scheme can be found in the following documents;

- Standard for Full Registration:
<http://www.gtcs.org.uk/standard/standard-full-registration.aspx>

Comhairle nan Eilean Siar fully endorse this guidance.

All exemplar documentation and information can be accessed on the GTCS probationer teacher website; www.gtcs.org.uk/Probation

Standard for Initial Teacher Education; <http://www.gtcs.org.uk/web/FILES/the-standards/the-standard-for-initial-teacher-education.pdf>

<http://www.probationerteacherscotland.org.uk/>

Induction Visit

Once appointed the probationer teacher will be encouraged to visit the school prior to taking up appointment with the authority. During this meeting, or on arrival at the school, the probationer will be issued with appropriate information e.g. staff handbook, school brochure, copy of School Development Plan, annual

programme, policies, conditions of service/job description, name of nominated supporter name/contact phone number of Head Teacher etc.

Roles and Responsibilities:

Head Teacher

The Head Teacher has responsibility for:

- Co-ordinating in-school arrangements for the delivery of the probationer programme
- Supporting professional development of the probationer within the staff team
- Enabling the probationer and supporter to have time to discuss the progress of the probationer and ensure access to appropriate professional development activities
- Encouraging opportunities for professional development for the supporter
- Monitoring and evaluating the school's probation support programme with the supporter
- Within the process of self-evaluation, observing the new teacher in class
- Participating in the December and June 'professional reviews'
- Completing, in conjunction with the supporter, the interim and final profiles for the probationer and recommending probationers for full registration with the General Teaching Council for Scotland.

Supporter

Every new teacher will be allocated a nominated supporter. The supporter has a responsibility for agreeing the initial programme of CPD based on information given in the ITE report the probationer brings from University. The supporter has responsibility for:

- Agreeing the initial programme for CPD based on information given in the ITE report the probationer brings from University
- Getting to know the probationer/s professionally and personally
- Creating an open, supportive and challenging climate for discussion
- Co-ordinating and managing the probationer's professional development programme
- Providing feedback, organising regular meetings focusing on the probationer's self-evaluation of his/her progress and identifying development needs, target setting and action plans
- Ensuring that opportunities are provided to address the professional development needs of the probationer
- Providing pastoral support, when appropriate
- Overseeing and monitoring the development, implementation and review of the probationer teacher's action plans, record keeping and portfolio
- Monitoring and evaluating the quality and effectiveness of the school support programme along with the Head Teacher
- Encouraging the probationer to reflect on his/her teaching and evaluate pupils' learning

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- Completing in conjunction with the Head Teacher, the interim and final profiles for the probationer
 - Liaising with the local authority co-ordinator and Head Teacher for CPD opportunities

Probationer Teacher

The probationer teacher has responsibility to take an active role in reflecting on and improving their teaching ability. Probationer teachers are expected to:

- Be open, enthusiastic about and receptive to CPD and the probation scheme
- Seek advice and guidance from their supporter and other appropriate colleagues
- Become familiar with the school's policies and the school development plan
- Use regular meetings with the supporter and the agreed action plans to support their learning and development
- Review and reflect on teaching and learning and adjust plans and expectations in the light of pupils' achievements
- Self-evaluate, record and monitor their professional learning and development with their supporter and other staff as appropriate
- Maintain records of meetings of observed teaching sessions
- Maintain a record of professional development targets and further actions
- Identify and record appropriate critical incidents and evidence to use as a focus of discussion with their supporter.

Time Allocation

This is currently under review. Once we are clear about time allocation we will inform all relevant staff.

Early Warning Procedures for Probationers Causing Concern

Concerns from any member of staff will be reported to the supporter initially and support and strategies will be implemented. If these are not resolved the Head Teacher will be informed and if necessary the Head Teacher will seek advice from the Local Authority Co-ordinator.

Use of ITE Profile for Entry to the Profession

The profile for entry to the profession provides an important bridge between Initial Teacher Education and Induction. It offers not only a record of assessment of the new teacher's competencies but also an indication of the strengths and development needs of the new teacher which will influence and contribute to the Continuing Professional Development programme during the early stages of Induction.

General Teaching Council for Scotland (GTCS) Profiles

An Interim Profile and a Final Profile of the academic year is submitted by the head teacher in consultation with the probationer supporter to the Department of Education within the designated timescale.

The interim GTC profile requires the head teacher to state whether the progress made by the probationer is satisfactory or unsatisfactory. In cases where progress is unsatisfactory details of additional support given must be included.

The final profile requires the head teacher to make one of three recommendations: full registration, extension or withdrawal of registration. Once again evidence must be given to support any recommendation.

It is the duty of the **probationer** to take responsibility for the completion of these profiles.

All Supporters, Head Teachers and Probationers will be issued with user names and passwords by GTCS.

Training on this system is delivered to supporters in June of each year – where this is requested from the Local Authority Probationer Manager.

Checkpoint

Schools will also be asked to complete the 'Checkpoint' form in October to confirm that probationers performance is either Satisfactory/Unsatisfactory or a Cause for Concern. Where there are concerns about a probationer, the Department of Education and Children's Services will meet with the school and probationer to discuss the matter. (Appendix 4)

APPENDICES

- 1 Key Dates**
- 2 Support Programme Details**
- 3 Useful Contacts**
- 4 Checkpoint**

Appendix 1 KEY DATES AND INFORMATION

ACHIEVING THE STANDARD FOR FULL REGISTRATION PROCEDURES FOR DEALING WITH INTERIM AND FINAL PROFILES

DATES FOR SCHOOLS

Interim Profile

Friday 9th December 2011

Interim Profile complete and submitted to the Department of Education and Children's Services (through the GTCS process)

April Interim Profile (where required)

Friday 16th March 2012

Interim Profile complete and submitted to the Department of Education and Children's Services (through the GTCS process)

Friday 4th May 2012

Supplementary information plus copy to Department of Education and Children's Services

Final Profile

Monday 15th May 2012

Confirmation of recommendation to Department of Education and Children's Services (email/letter)

Friday 25th May 2012

Final Profile complete and submitted to the Department of Education and Children's Services

Appendix 2 Support Arrangements

The programme of training is focussed on the needs of each probationer group. This programme is a DRAFT outline of each session.

Probationer Training Dates 2011-12

12 th August 2011	Welcome Meeting
16 th August 2011	U&B Centre-Based Inservice
17 th August 2011	L&H Centre-Based Inservice
2 nd September 2011	Training Day
25 th October 2011	U&B Centre-Based Inservice
26 th October 2011	L&H Centre-Based Inservice
11 th November 2011	Training Day
24 th February 2012	Training Day
18 th May 2012	Training Day

Appendix 3 Contact Information

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Stornoway
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HS1 2BW

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General Teaching Council for Scotland

Clerwood House
96 Clermiston Road
Edinburgh
EH12 6UT
Telephone: 0131 314 6000
Website: www.gtcs.org.uk

Learning + Teaching Scotland

Glasgow Office

8 Robertson Street
Glasgow
G2 8DU

Telephone: 0141 282 5000
Fax: 0141 282 5050

Dundee Office

Gardyne Road
Dundee
DD5 1NY

Tel: 01382 443600
Fax: 01382 443645/6
Website: www.ltscotland.org.uk

Teacher Unions – Local Contacts

Educational Institute Of Scotland

Richard Fraser
District Secretary
Nicolson Institute
Springfield Rd
Stornoway
Isle of Lewis
HS1 2PZ

Tel: 01851 702275

Scottish Secondary Teachers Association

Alistair Moffat
District Secretary
Sgoil Lionacleit
Liniclate
Benbecula
HS7 5PJ

Telephone: (School) 01870 602211

Appendix 4

Comhairle nan Eilean Siar October Checkpoint.

SCHOOL: _____ PROBATIONER: _____

SUBJECT/STAGE: _____

PROGRESS (please tick)

Satisfactory		Cause for Concern		Unsatisfactory	
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SIGNED Probationer:

Mentor:

Head Teacher:

Please forward to the Learning Community Principal by 28th October 2011.