MANAGEMENT CIRCULAR 51
Education Services, City Chambers, 40 John Street, Glasgow G1 1JL

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**Management Circular No. 51**

To Heads of all educational establishments

# Support for Probationer Teachers: The Probationer Induction Scheme/The Flexible Route to Full Registration

## 1. Introduction

1.1 Glasgow City Council is committed to ensuring the highest quality of support is available to probationer teachers.

1.2 Consequently, the education authority wishes to ensure that appropriate arrangements are made for the induction and support of probationer teachers who are allocated to placements within Glasgow City Council. This Management is intended to establish within each school procedures for offering a programme of positive support for all new entrants to the profession. The Teacher Induction Scheme offers a guaranteed full year placement for induction probationers, the allocation of time for professional development and for mentoring support and full registration after 190 days subject to satisfying the criteria specified in the General Teaching Council Scotland (GTCS) document *'The Standard for Full Registration'*.

1.3 For probationers who want to work part time, or who are not eligible to undertake the induction scheme, the Flexible Route offers an alternative way to reach full registration. Flexible Route probationers are usually inexperienced teachers who require the same type of support as an induction probationers. They too must engage in relevant professional learning and must demonstrate competence in meeting the Standard for Full Registration. Flexible Route probationers may have differing lengths of probation service to complete, often 270 days. However, should a flexible route probationer work full time in one establishment for a full session, they may be eligible for full registration after 190 days of satisfactory service if GTCS is satisfied that the probationary service has been carried out in conditions equivalent to those set out for the Teacher Induction Scheme. The local authority will advise and support any appropriate fast track application to GTCS.

1.4 The Education Improvement Service will offer an extensive programme of support for probationer teachers which will complement that provided within individual schools.

1.5 An essential element in the programme, however, is the careful monitoring of progress and the reporting of difficulties. This Management Circular therefore offers advice on the completion of reports to the General Teaching Council of Scotland and outlines the support the local authority can offer to probationer teachers and schools.

## 2. The Probationer Entitlement

2.1 Induction probationer teachers will be required to teach to around 0.8 FTE. This equates to a maximum of 18 hours of class contact time.

The remainder of the time is available for professional development in part supported by a colleague within the school, together with planning, preparation, recording and reporting and the variety of collegiate activities agreed within the school. In primary schools, probationer teachers should have all of their teaching commitment in the one class wherever possible

2.2 Flexible Route probationers generally work as supply teachers and work up to 0.9 full time equivalent (FTE). They must complete a minimum of 55% of probation service in the registration category or subject. This can be topped up with 45% of probation service in any 'other' category, such as general supply or class cover. However, wherever possible, the school should provide teaching commitment for one class in primary or teaching in the registration subject for flexible route probationers.

## 3. Roles and Responsbilities

3.1 The overall responsibility for the welfare and development of probationer teachers lies with the school. In each school a senior member of staff should act as co-ordinator for providing assistance to probationer teachers.

3.2 Support for probationer teachers is provided by a range of individuals whose contributions need to be co-ordinated and managed. The employer has a responsibility for ensuring that the probationer has a clear understanding of the context within which they are employed. The supporter has a responsibility for agreeing the programme of Professional Learning organised by the authority and providing regular support and feedback to the probationer. The supporter may also have a responsibility for co-ordinating access to a range of appropriate activities both within and outwith the school to support the development of the probationer. The probationer teacher has a responsibility to take an active role in reflecting on and improving their teaching ability.

3.3 Probationer teachers are expected to:

- be open, enthusiastic about and receptive to ongoing Professional Learning and the probation process;
- seek advice and guidance from their supporter and other appropriate colleagues;
- become familiar with the school's policies and the school development plan;
- use the regular meetings with the supporter and the agreed action plans to support their learning and development;
- review and reflect on learning and teaching and adjust plans and expectations in the light of their pupils' achievements;
- self-evaluate and monitor their professional learning and development with their supporter and other staff as appropriate;
- maintain a record of professional development targets and future actions;
- identify and record appropriate critical incidents and evidence to use as a focus of

discussion with their supporter;

- regularly maintain their GTCS online profile as a record of ongoing progress.

3.4 The supporter is expected to:

- get to know the probationer professionally and personally;
- create an open, supportive and challenging climate for discussion;
- co-ordinate and manage the probationer's professional development programme;
- monitor and evaluate progress through observation of teaching, providing feedback, organising regular meetings focusing on the probationer's self-evaluation of progress and identifying development needs and action plans;
- ensure that opportunities are provided to address the professional development needs of the probationer;
- provide pastoral support, as appropriate;
- oversee the development, implementation and review of the probationer teacher's action plans and profile
- monitor and evaluate the quality and effectiveness of the school support programme for the probationer teacher;
- encourage the probationer to reflect on teaching and to evaluate pupils' learning;
- complete, in conjunction with the Head of Establishment, the interim and final profiles for the probationer;
- liaise with the authority QIO/Leader Officer and Staff Development Co-ordinator in the school.

3.5 The Head of Establishment is expected to:

- support professional development of the probationer within the staff team;
- enable the probationer and supporter to have time to discuss the progress of the probationer and ensure access to appropriate professional development activities;
- provide opportunities for professional development for the supporter;
- monitor and evaluate the school's probation support programme with the supporter;
- complete, in conjunction with the supporter, the interim and final profiles for the probationer and recommend probationers for full registration with the General Teaching Council for Scotland, where appropriate.

3.6 The school is expected to:

a) prepare a probationer information file/pack including:

- school aims, ethos and mission statement;
- school routines and administration arrangements;
- school policies and procedures;
- resources and facilities;
- school induction programme;
- staff list;

- health and safety information;
- extra-curricular activities;
- parental/carer contact;
- information about where to locate information related to relevant legislation or codes.

b) ensure the probationer teacher has a copy of his/her job description.

The education authority will co-ordinate the overall programme of training and development with the operational responsibility falling to the QIO/Lead Officer with the responsibility for probationers.

## 4. GTCS Profiles and Probationer Profiles

4.1 GTCS Profiles will be a useful source of evidence and will form an important tool in monitoring progress and writing reports. Every probationer teacher must maintain a record of their progress in their GTCS online profile.

Supporters should ensure that probationer teachers record their progress on a regular basis and that online profile entries are regularly signed off.

4.2 GTCS Profiles should be submitted to the Authority for approval.

The assessment of the competence of probationer teachers against the Standard for Full Registration must be based on evidence. That evidence should be retained at each stage of the process.

4.3 Interim Profiles – Teacher Induction Scheme

Interim' profiles should be completed by December and submitted to the QIO/Lead Officer who will submit them to GTCS.

In situations where the progress of a probationer is giving cause for concern, or is unsatisfactory, the GTCS will request that a further interim profile be submitted in the Spring term (Interim 2 Profile).

Flexible Route Profiles

Flexible Route probationers must maintain their online GTCS profile, creating a Record of Teaching Service for each term if in a long term teaching position or when moving to a new post. Each record must have an observation of teaching practice included if the post is for more than 20 days. Where possible, flexible route probationers and schools should mirror the Teacher Induction Scheme profile completion.

Regular submission of teaching records in the GTCS profile will ensure that periods of teaching are credited. This also formally reduces the number of days to full registration.

**4.4 Final Profiles**

Final profiles should be completed and submitted to the QIO/Lead Officer by mid-May.

Flexible Route probationers should submit final profiles to GTCS, having alerted the QIO/Lead Officer to the final days of probationary requirement. The QIO/Lead Officer will endorse the application for full registration as appropriate.

4.5 Probationer teachers should maintain a record of their professional learning and development which would provide evidence to support the record within their profiles.

Such a portfolio might include:

- planning evidence;
- lesson outlines;
- materials developed in relation to teaching;
- observation notes;
- self-evaluation/critical reflection.

4.6 The GTCS websites; GTCS.org.uk and in2teaching.org.uk provide advice for all new teachers to assist them during their induction period. There are also guidance documents for schools on the key elements of the probation period, and the Flexible Route to registration. The local authority will also provide advice and guidance on the Flexible Route. Both sites, also provide advice for assessing probationer teachers as they work towards the Standard for Full Registration.

## 5. Monitoring of Probationer Teachers

5.1 The monitoring of probationers should involve:

- regular contact;
- classroom observation of teaching;
- assessment of planning;
- inspection of the work of children and young people;
- observation of interaction with children and young people;
- observation of interaction with colleagues;
- assessment of curriculum/subject competence;
- observation of conscientiousness;
- observation of personal characteristics/professionalism.

5.2 Staff involved in monitoring procedures should be familiar with teacher competencies which are useful tools in monitoring progression in teaching skills and quality. Further advice can be found in the GTCS websites. Dialogue on progress of the probationer between supporter and the QIO/Lead Officer is essential and must be recorded in line with the revised arrangements.

## 6. Monitoring Progress

6.1 The structured programme of support in the Teacher Induction Scheme will mean that concerns about progress can be dealt with systematically and as part of the ongoing process. Where problems are perceived by the supporter or probationer, the Head of Establishment or Co-ordinator should be informed. Concerns about a flexible route probationer should be raised in the same manner and the QIO/Lead Officer informed.

6.2 Detailed notes should be kept and agreed specific targets set for the probationer to achieve. Where there are continuing concerns about progress, advice should be sought on strategies from the QIO/Lead Officer. Emphasis in the support meetings should be on development needs, areas of growth, an ability to use self evaluation in a critical way, and identification of next steps. Support provided will be recorded in the GTCS profiles.

6.3 If a Headteacher decides to recommend extension to probation or cancellation of registration a Case Overview Report must be prepared for submission to GTCS. The QIO/Lead Officer will assist the Headteacher with the preparation of this report.

## 7. GTCS Probationer Reporting

7.1 Heads of Establishment are reminded of the need for careful attention being given to the compilation of reports for the GTCS, and of the importance of providing evidence in support of all professional judgements made. In particular, all adverse comments should be accompanied by details of the efforts made by the school to assist the probationer and of the results achieved. In the case of final reports, unfavourable recommendations should be demonstrated to be based upon systematic evidence and a consensus of professional opinion. It should be noted that the GTCS report is a confidential report between the Head of Establishment, the probationer, the GTCS and Education Services.

7.2 Guidance on completing GTCS reports on probationer teachers is laid out clearly in the Guidance section of the GTCS online profile system.

Maureen McKenna
Executive Director of Education

**Support Programme for Probationer Teachers**

The main components of the programme provided centrally by Glasgow City Council are:

1. **The Probationer Induction Days**

   A *'Welcome to Glasgow'* programme is offered prior to the start of the new school session. The programme enables new probationer teachers to be welcomed to the city and to be given an overview of the full programme and the arrangements for the Induction Scheme.

   Flexible Route probationers will be invited to an introductory meeting where they will be welcomed to the city and expectations will be set out and any paperwork to be completed will be shared. The schedule for training sessions for will be shared, as will dates for any submissions of evidence of progress.

2. **Daytime training programme**

   **Throughout the induction year there will be sessions of centrally provided full day training for probationer teachers. Topics include**:

   - Teaching for Effective Learning
   - Literacy and the barriers to learning
   - Numeracy and Glasgow counts
   - Health and Wellbeing
   - All Behaviour is Communication
   - Assessment
   - Recruitment training
   - Collaborative Professional Enquiry

   Flexible Route probationers are welcome to join the induction training programme, where possible. In addition, there will be three targeted training sessions arranged for flexible route probationers.

3. **The Probationer Twilight Programme**

   A voluntary twilight programme for probationer teachers will supplement the formal induction programme.

4. **The Probationer Support/Induction Pack**

   All documents relating to support for probationer teachers can be found on Glasgow online, Glow, objective connect and the GTCS web-sites.