

DRIVING FORWARD PROFESSIONAL
STANDARDS FOR TEACHERS



Annual Plan 2009 - 2010 End-of-Year Review at 31 March 2010

**Appendix: Explanatory Note on the
Status of Progress Coding & Commentary
(page 21)**

Objective 1:
To facilitate the transition of GTC Scotland to an independent, profession-led, regulatory body

Outcome:
Following careful and sensitive planning of new structures which reflect the interest of the profession and of the wider public, an independent, self-regulating GTC Scotland is able to build on previous good practice to maintain and improve teacher professionalism, while offering appropriate advice and guidance for teachers at different stages in their careers. The Council's position as a key player in the promotion and development of high standards in Scotland's schools and colleges is recognised and valued

				End-of-Year Review at 31 March 2010		
Priority		Action	Outcome	Status of Progress	Commentary	Implementation Date
1.1	Prepare for the transition to a reconstituted independent, profession-led, regulatory body	(a) To prepare a Council response to the Scottish Government consultation on the future status of GTC Scotland and continue to liaise closely with the Government to formulate future arrangements	❖ Appropriate flexibility in legislation and structure which will enable the Council to determine how it will be governed and permit future development	1	❖ GTC Scotland response submitted, June 2009. Following publication of Scottish Government response to consultation in February 2010, liaison continued with the Scottish Government concerning the shaping of the Draft Public Services Reform (GTC Scotland) Order and GTC Scotland plans for independence	June 2009 – November 2010
		(b) To consider structure, practices and provision in the Twelfth Council to inform the formation and operation of the Thirteenth Council	❖ Appropriate arrangements in place for the effective implementation and operation of the Thirteenth Council	2	❖ Approval at March Council meeting of key principles to underpin election and appointment processes (for external consultation) and governance / adjudication structure of new independent Council ❖ Further consideration to be given to a future governance/ adjudication framework with regard to the separation of powers	November 2011 (or as may be determined by Scottish Ministers)

1.2	Work in partnership with the Scottish Government and other stakeholders to facilitate a smooth and timeous transition within the legislative timescale	(a) To influence stakeholders and manage issues which emerge in the media	❖ Co-ordinated engagement which delivers appropriate outcomes	1	❖ Liaison with key stakeholders ongoing as the planning phase progresses	November 2011 (or as may be determined by Scottish Ministers)
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Objective 2:
To maintain and enhance the quality of teaching and learning in Scotland

Outcome:
Using appropriate measures such as Her Majesty's Inspectorate of Education (HMIE) reports and international comparisons, the quality of teaching and learning in Scotland will be judged positively. The Council's role in setting and maintaining Standards for teachers and in enhancing the leadership capacity within Scottish education will be positively acknowledged

				End-of-Year Review at 31 March 2010		
Priority		Action	Outcome	Status of Progress	Commentary	Implementation Date
2.1	Develop, enhance and publicise the Council's guidance to the profession, the Scottish Government and to other relevant organisations	(a) To enhance teachers' awareness and practical implementation by teachers of the Council's frameworks for professional practice, learning and development, eg Code of Professionalism and Conduct, and Framework for Professional Recognition	❖ Clear linking of the frameworks to teachers' professional practice, learning and development	2 2 1	❖ Continued monitoring by the Professional Conduct Committee of key issues arising from the outcomes of Investigating and Disciplinary Sub-Committee cases ❖ Communications strategy to be developed for the review of the Code of Professionalism and Conduct utilising the GTC Scotland website and Teaching Scotland ❖ In terms of the Framework for Professional Recognition: – Highlighting in Teaching Scotland continued – Continued encouragement to the profession in respect of certain areas of Professional Recognition – Events run to highlight Professional Recognition	June 2010

		<p>(b) To focus development on:</p> <p>(i) taking forward the revised Standard for Chartered Teacher;</p> <p>(ii) level of support from the Council to probationer teachers on the Flexible Route;</p> <p>(iii) the Council's contribution to the work of the Teacher Induction Scheme Ongoing Review Group</p>	<p>❖ Teachers better supported and clear guidance mainly linked to enhanced professional knowledge and development at all stages of a teacher's career</p>	<p>1</p> <p>1</p> <p>2</p> <p>2</p>	<p>❖ Completed on time and published as planned. Publicity in Teaching Scotland</p> <p>❖ Improvements made to the level of support through the GTC Scotland website and talks given in local authorities to Flexible Route probationers</p> <p>❖ Consideration being given to developing an online system for recording and submitting Flexible Route reports</p> <p>❖ Developing concerns about the operation of TISORG. Scottish Government alerted to GTC Scotland concerns</p>	<p>June 2009</p> <p>Revised from January to March 2010</p> <p>Implementation – late 2010 / early 2011</p> <p>June 2009</p>
2.2	Work in partnership with relevant stakeholders to improve leadership capacity within education in Scotland	<p>(a) To clarify and develop the Council's role in the Flexible Route to Headship Programme, and give consideration to a Standard or Programme for Leadership</p>	<p>❖ Provision of consistent and valid routes for educational leadership, with clear support</p>	<p>1</p>	<p>❖ Continuing support for the route given and advice on governance and quality assurance offered. Government view on transferring the Standard for Headship to GTC Scotland will help to clarify the Council's role</p>	<p>June 2010</p>

				2	<ul style="list-style-type: none"> ❖ After change of Cabinet Secretary, advice sought on Government view of next steps in respect of the possible development of a Standard or Programme for Leadership. Referred back to GTC Scotland Professional Standards Committee 	June 2010
2.3	Enhance professional awareness of the centrality of the Standards in the maintenance of quality educational provision	(a) To develop a more focused approach to the use of research by GTC Scotland in supporting the work and policy-making of the Council in maintaining and enhancing professional standards	<ul style="list-style-type: none"> ❖ Research is linked to the Standards and feeds into ongoing policy development, producing professional outcomes which encourage strong teacher interest and participation 	<p>1</p> <p>2</p> <p>1</p> <p>1</p>	<ul style="list-style-type: none"> ❖ Research launched and publicised. Outcomes of the research fed into talks and presentations including at research conferences ❖ Improvements made to the website (including addition of corporate DVD clips) further highlighting GTC Scotland research initiatives and giving links to external sources ❖ Contribution of research to policy-making further strengthened by the revision of GTC Scotland's Research Strategy, subsequently approved and implemented ❖ Teacher researchers continue to be appointed and those involved have actively contributed to conferences such as the Scottish Educational Research Association (SERA) 	June 2010

		(b) To monitor the effectiveness of and work in consultation with stakeholders to develop appropriate processes in respect of the Code of Practice on Teacher Competence	<ul style="list-style-type: none"> ❖ Enhanced awareness and understanding of the Code of Practice on Teacher Competence and the Council's and stakeholders roles 	3	<ul style="list-style-type: none"> ❖ Code of Practice on Teacher Competence to be reviewed in light of case throughput and outcomes and independence and legislative changes 	March 2010 revised to 2011 (as a result of changes to the independence timescale)
				3	<ul style="list-style-type: none"> ❖ Complaints referral forms in place, Conduct referral forms to be considered by Professional Conduct Committee as part of move to GTC Scotland independent status 	
		(c) To promote registration in the Further Education sector	<ul style="list-style-type: none"> ❖ Enhanced attitudes towards the Council from the College sector and increased levels of registration in this area 	1	<ul style="list-style-type: none"> ❖ Teaching Scotland now taking Further Education articles to encourage engagement 	June 2010

Objective 3:
To maintain standards of professional conduct and competence in teaching

Outcome:
Quality teaching and learning for Scotland's children and young people is provided by competent and suitable teachers who, within the framework of the Standard for Full Registration, and GTC Scotland's Code of Practice on Teacher Competence and Code of Professionalism and Conduct, meet and maintain the set standards

				End-of-Year Review at 31 March 2010		
Priority		Action	Outcome	Status of Progress	Commentary	Implementation Date
3.1	Maintain and enhance the integrity and quality of information on the register	(a) To upgrade the Council's register database to ensure coherence with the latest Oracle platform and to provide a single management reporting forum	❖ Simplified and enhanced reporting and a more user-friendly system	2	<ul style="list-style-type: none"> ❖ Upgraded database due to go live on 31 May 2010 ❖ Single management Information reporting format upgraded, with further software development planned 	December 2009 revised to 31 May 2010
		(b) To ensure that the information contained within the register is accurate, and regularly cleansed and brought up-to-date via the collection of data online and from schools, headteachers and local authorities	❖ Reliable, consistent and accurate information held for all teachers on the register	2	❖ Software development planned to ensure accurate and reliable information on the online profile system which may be confidently interrogated	October 2010
				1	❖ A sound Communication Plan has resulted in more efficient communications with students	December 2009
				1	❖ Student area of the MYGTCS web portal developed and service levels improved with all stakeholders, with processes being further refined	

				2	<ul style="list-style-type: none"> ❖ Development of an automated process of collecting and updating information (including missing information) on the register via the MYGTCS web portal: <ul style="list-style-type: none"> - Automatic sign-up for teachers now live (Similar sign up for exceptional admission to the register / lapsed / rejoining applicants to be considered as a later phase in 2011) - Further enhancements to be made to facilitate gathering additional user data and to prompt users to complete 'missing data', August 2010 - Enhancing the public and employer search the register facility to be progressed with the updated database 	
				2	<ul style="list-style-type: none"> ❖ Workable starting process for annual data collection of schools' and headteachers' information with local authorities in place. Further work required to refine data collection from local authorities 	

		(c) To clarify and enhance procedures and protocols for the marking and monitoring of registration milestones, including probation time limits, probation extensions, conditional registration, lapse of registration, cancellation	❖ Improvement in reliable, timely and accurate monitoring which enhances the integrity of the register	1	❖ Time limits policy and procedure clarified and reminder process now in place relating to the probationary period, extensions and provisional (conditional) registration and in respect of teachers returning to the profession after a lapse of registration / cancellation	December 2009
				2	❖ Consideration to be given to the future development of a Continuing Professional Development (CPD) recording system within the register in line with developing discussions concerning the re-accreditation of teachers	
3.2	Develop and apply appropriate disciplinary procedures within the legislative framework	(a) To continue to enhance the quality and consistency of disciplinary procedures and processes, including case management and the recording and monitoring of sanctions as they may relate to a teacher's professional progression	❖ A system more responsive to the increasing demands of regulation and opportunities for professional development across the whole spectrum of a teacher's professional career	1	❖ Electronic system now in place and case flow matters addressed via inhouse investigation and new presenting solicitors' Service Level Agreement	June 2010
				2	❖ Indicative Sanctions Guidance for the Disciplinary Sub-Committee planned for submission to September Council for approval. An Investigating Sub-Committee referral framework then to be considered	

Objective 4:
To enhance the status and standing of teaching and the teaching profession

Outcome:
A consistent quality process of professional governance is in place which will ensure the maintenance of a high standard of continuing professional development

				End-of-Year Review at 31 March 2010		
Priority		Action	Outcome	Status of Progress	Commentary	Implementation Date
4.1	Develop the Council's role as an advocate for the teaching profession	(a) To provide timely and pertinent research-based comment on educational issues and consultations which focuses on the enhancement of teachers' professional practice	❖ Comments actively sought and well regarded when made	1	❖ GTC Scotland officers actively contributing to discussions of the issues of the day and strategic matters. GTC Scotland's involvement and views actively sought by other agencies and groups	Ongoing
4.2	Speak authoritatively on education and teaching matters in ways which reflect the experiences and professionalism of teachers	(a) To contribute to and influence national thinking and debate on key issues, including Continuing Professional Development, A Curriculum for Excellence, and new assessment structures	❖ Support given to the development of work across Scotland through sources such as Teaching Scotland, the GTC Scotland website, and inputs where appropriate	2	❖ Teaching Scotland and e-bulletins regularly used to promote Professional Recognition	June 2010
				1	❖ GTC Scotland website undergoing development to provide an enhanced area for Professional Recognition and CPD	
				1	❖ Support given to CPD ventures	
		(b) To publish the biannual statistical digest information relating to the register of teachers	❖ Advice and guidance given which addresses real issues and is influential in enhancing teachers' professional practice, learning and development	1	❖ Statistical digest enhanced with new information on GTC Scotland website Work to continue to develop and expand the bi-annual digest	September 2009 / March 2010

<p>4.3</p>	<p>Further develop the Council's corporate Media and Communications Strategy</p>	<p>(a) To review and update Communications Strategy, including:</p> <p>(i) promotion of 2009 election of registered teachers to the Council;</p> <p>(ii) implementation of engagement strategy;</p>	<p>❖ Improved co-ordinated two-way communications and partnerships with the teaching profession, national organisations, regulatory bodies and other educational stakeholders</p>	<p>1</p> <p>1</p> <p>2</p> <p>1</p>	<p>❖ Election of Twelfth Council complete. Successful promotion through Teaching Scotland and GTC Scotland website, with postal and online voting systems in place</p> <p>❖ GTCS is a key participator in the Forum of Regulators and in events with Scottish Government / Scottish Qualifications Authority (SQA)</p> <p>❖ Memoranda of Understanding with:</p> <ul style="list-style-type: none"> - Scottish Negotiating Committee for Teachers (SNCT) to be formally signed/launched; - Scottish Social Services Council (SSSC) nearing finalisation; - Scottish Council for Independent Schools (SCIS) and Independent Safeguarding Authority (ISA) to be developed <p>❖ Following liaison with the Scottish Negotiating Committee for Teachers, SNCT circular issued giving guidance on teachers' registration with GTC Scotland and the transmission of teachers' personal data from local authorities to GTC Scotland</p>	<p>September 2009</p> <p>June 2010</p> <p>March 2010</p>
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				2	❖ Draft information sharing protocols currently under discussion with the Crown Office / Procurator Fiscal Service and the Scottish Government	
		(iii) development of Teaching Scotland and Teaching Scotland online, and other e-services		1	❖ Following online focus groups, new design, look, feel and functionality implemented to produce a more modern online version. Possible further developments, including personalised newsletters, now under consideration	
				1	❖ Use made of new technologies and trends to offer quicker and easier ways for readers to locate appropriate content	
				1	❖ Very basic advertorials introduced	
		(b) To promote to the teaching profession and the media Council policy and positions on key issues	❖ Greater understanding of the Council's work and positive attitudes towards the Council	1	❖ The teacher researcher programme participants continue to produce various outputs which have been presented at conferences and through GTC Scotland sources. GTC Scotland commissioned and conducted research has also been promoted through the website, the magazine, various external publications and at conferences ❖ Commenting on educational initiatives via publications such as Holyrood, World Class Scotland	March 2010

**Objective 5:
To develop the
strengths and expertise
of Council members and
staff**

**Outcome:
Based on survey responses, Council members and staff are confident that they have the skills and expertise to carry out the Council's functions and the opportunities to develop further in the future**

				End-of-Year Review at 31 March 2010		
Priority		Action	Outcome	Status of Progress	Commentary	Implementation Date
5.1	Continue to review and develop the Council's staff policies and personnel review and development process to ensure that all staff have the necessary skills and expertise to enable them to carry out their responsibilities expeditiously	(a) To build the skills of staff to deal with issues emerging from: <ul style="list-style-type: none"> (i) the process to grant independent status to GTC Scotland; and (ii) the development of professionalism 	❖ Staff able to address such issues with a degree of knowledge and confidence	1	❖ Staff kept up-to-date at Advisory Co-ordinating Team and Staff Meetings, and via the Hub and e-mails from the Chef Executive in terms of developments relating to the move to independent status	March 2010
		(b) To review flexible working arrangements and related policies	❖ Improved access by stakeholders to GTC Scotland information and advice	2	❖ Working group from Staff Committee representatives established. Staff to be surveyed about current practices. Timescale extended due to other priorities	March 2010 revised to June 2010
		(c) To enhance the knowledge of staff of other educational and related fields	❖ Enhanced knowledge and perspective amongst staff in relation to the wider educational spectrum	2	❖ Knowledge enhanced but no increased participation as yet. Two members of staff proposing applications for the second round of TRANSVERSAL for session 2010/11	June 2010

5.2	Build upon achievements so far in the standard of Investors in People programme in relation to organisational development	(a) To develop a set of core GTC Scotland values	❖ Consistent understanding on the part of staff of the culture and image which GTC Scotland wishes to present to stakeholders	2	❖ Drafted and ready to go to SMT for approval. Delayed due to independence priorities	March 2010
5.3	Develop the skills of Council members to enable them to carry out their duties and functions	(a) To build the skills of Council members by ensuring: (i) secure and efficient electronic access to Council and committee papers, and other services;	❖ Council members contribute with confidence to the fair and consistent application, implementation and development of the Council's regulatory and professional development framework	1 1	❖ Workspace Portal successfully implemented and training provided to all Council members ❖ MYGTCS web portal for Council members providing Council news and information and an improved communications area launched. Now complimented by new e-newsletters being published after each Council meeting	March 2010
		(ii) clear framework of skills and attributes in adjudicating standards;		1	❖ Twelfth Council training complete with annual update for adjudication/hearing committees and panels ❖ Internal Regulatory Group and Servicing Officers Group now in place to consider strategic issues and rules and to seek to ensure consistency of practice	March 2010

		(iii) induction and ongoing training in all aspects of the Council's regulatory and educational remit		1	<ul style="list-style-type: none"> ❖ Effective handover from Eleventh to Twelfth Council ❖ Two-day induction / training programme held for members of the Twelfth Council ❖ Training / induction sessions held prior to, or at, first meeting of all committees/panels ❖ Annual training date set for all committees / panels considering cases ❖ Twelfth Council / committee annual evaluation exercise to be carried out in Spring 2011 	<p>October / November 2009</p> <p>Spring 2011</p>
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Objective 6: To run an effective and cost-efficient organisation		Outcome: Over the period of the Council, stakeholders will express satisfaction that GTC Scotland provides high quality services that are valued by the profession				
		End-of-Year Review at 31 March 2010				
Priority		Action	Outcome	Status of Progress	Commentary	Implementation Date
6.1	Make effective use of the Council's resources through careful planning, monitoring and financial control	(a) To maintain, monitor and review ongoing arrangements and plan appropriately to meet developing organisational priorities and requirements, including: (i) staff training on video conference hardware and software; (ii) implementation of amendments arising from Local Government Pension Scheme changes; (iii) implementation of Buildings Maintenance Programme in terms of some electrical upgrade and building refurbishment work	❖ The Council's resources are carefully maintained and developed to ensure they serve the Council's purposes and are used or implemented in the most effective and cost-efficient way	1	❖ Policy approved and communicated to staff. Training planned for all appropriate staff	December 2009
				1	❖ New scheme implemented successfully. Changes communicated to staff via the intranet / Staff Meeting / information sessions from Strathclyde Pension Fund	June 2009
				1	❖ Electrical / fuse box upgrade completed, July 2009	October 2009
				2	❖ Refurbishment of toilets and kitchens completed	

<p>6.2</p>	<p>Review and develop systems and processes to underpin the Council's functions and policies and to evaluate and measure performance</p>	<p>(a) To continue to monitor, review and develop Council systems and processes to ensure that they are appropriate for the Council's purposes, eg:</p> <p>(i) quality assurance process in regard to the register database;</p> <p>(ii) online facility for teachers applying for registration;</p> <p>(iii) review of process and procedures for Professional Standards Panel hearings relating to probationer teachers</p>	<p>❖ Systems and processes comply with best practice and other requirements and are suitably developed to enable the Council to carry out its functions timeously, effectively and cost-efficiently</p>	<p>1</p> <p>1</p> <p>2</p> <p>1</p>	<p>❖ Set of reports produced (via Business Objects software) to identify individual development requirements and potential procedural changes, with a chase-up system</p> <p>❖ A project team has been brought together to develop an online application process for lapsed / rejoined applicants and first time applicants for registration</p> <p>❖ Internal discussions have taken place concerning a potential online application process for exceptional admission to the register; but policy changes make this a complex area</p> <p>❖ Consideration being given to clarifying the process, procedures and roles of those involved for the benefit of all parties via a Professional Standards Committee Sub-Group</p>	<p>Dec 2009</p> <p>December 2011</p> <p>March 2010</p>
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		(iv) document retention process and policy;		2	❖ Information gathering exercise carried out. Document retention policy now to be put in place, supported by appropriate development of the electronic document management system. Timelines extended due to independence priorities	March 2010 revised to August 2010
		(v) addressing any new or changing legislation impacting upon the Council, relating to –				
		<ul style="list-style-type: none"> independent status; 		2	❖ Draft Public Services Reform (GTC Scotland) Order anticipated by June 2010, with formal Scottish Government consultation in autumn – to inform a revision of GTC Scotland's rules	January 2011
		<ul style="list-style-type: none"> proposed UK Equality Act; 		2	❖ Main provisions of Equality Act 2010 to be commenced in October 2010. Confirmation of which Equality and Diversity duties the Council will be subject to still awaited from Scottish Government	October 2010
		<ul style="list-style-type: none"> Protection of Vulnerable Groups (Scotland) Act 2007 – secondary legislation; 		2	❖ Steering Group in place. Project on course to go live in later 2010 via Scottish Government	October 2010

		<ul style="list-style-type: none"> • Deduction of Fees Regulations; 		2	<ul style="list-style-type: none"> ❖ Discussions already held with Scottish Government. To be reviewed, together with other legislation referring to GTC Scotland, in the revision of the legislative framework for independence 	January 2010
		<ul style="list-style-type: none"> • EU Directive on the Recognition of Professional Qualifications 		1	<ul style="list-style-type: none"> ❖ GTC Scotland has responded to a number of consultations (via the Department for Business, Innovation and Skills in England) seeking to review the implementation of, and develop guidance in relation to, the Directive ❖ Review of GTC Scotland policies and procedures in the context of compliance with the EU Directive and GTC Scotland's functions generally 	March 2010
		(v) provision of internal and external legal advice to Council members and staff		1	<ul style="list-style-type: none"> ❖ Legal Officer appointed, July 2009, and now providing effective in-house legal advice 	July 2009
				1	<ul style="list-style-type: none"> ❖ Presenting Solicitors appointed; transitional arrangements for a smooth handover worked well; and working partnership and roles clarified and continue to be developed 	July 2009
				1	<ul style="list-style-type: none"> ❖ Appointment of Legal Assessors approved at January 2010 Council meeting; training / induction session undertaken, now with ongoing updates 	February 2010

6.3	Promote effective communications, and teacher/stakeholder care	(a) To ensure that the Council communicates and meets stakeholder needs in terms of the key issues relating to teachers and education in Scotland, including	❖ Positive views on the way in which the Council communicates and contributes on an individual and national basis and meets stakeholders' needs			
		(i) review and update Communications Strategy [see item 4.3(a)]		1	❖ Completed	March 2010
		(ii) redesign GTC Scotland website		1	❖ Effective GTC Scotland contributions on education to groups such as Scottish Educational Research (SERA) and the Professional Development Forum (PDF)	
				2	❖ Project well under way. Timeline extended due to other priorities	January 2010 revised to September 2010

Explanatory Note

Status of Progress	Commentary
<p>The following coding system is used:</p>	<p>A brief indication is given of:</p>
<p>1 'Focus' area has been achieved</p> <p>or</p> <p>Good progress towards achievement of the expected result in question is being made and this is not thought likely to be significantly affected by impediments and risks</p>	<ul style="list-style-type: none"> • Date of completion; • Any impact additional to the performance indicator ("What Success Will Look Like") • What we have done so far
<p>2 Progress towards achievement of the expected result may be affected by certain factors, with action required to overcome the effects of delays, impediments or risks</p>	<ul style="list-style-type: none"> • What we have done so far; • What we have been unable to do so far and why; • Corrective action taken or proposed
<p>3 There is a real possibility that the expected result will not be achieved, owing to impediments or risks considered likely to have a significant impact on progress</p>	<ul style="list-style-type: none"> • What we have done so far; • What we have been unable to do so far and why; • Alternative action taken or proposed

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

GTC Scotland

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INVESTORS IN PEOPLE
Scotland

Direct weblinks

Main site:

www.gtcs.org.uk

Probation department:

www.gtcs.org.uk/probation

Probation site for teachers:

www.probationerteacherscotland.org.uk

Registration department:

www.gtcs.org.uk/registration

Chartered teachers:

www.gtcs.org.uk/charteredteacher

Professional recognition:

www.gtcs.org.uk/professionalrecognition

Professional conduct:

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Research:

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