



## Guidance on making a professional competence referral (Fully Registered Teacher)

Please refer to and follow this guidance when making a professional competence referral about a fully registered teacher to GTCS.

The documents that should be provided to us in making such a referral are:-

- a completed Case Overview Report
- supporting reports from key individuals who have been involved in the managing and observation of the competence concerns regarding the teacher
- supporting documents/evidence

The above ensure that you provide GTCS with all of the relevant information. It is important that all of the relevant information is provided because it helps any Panel considering the referral make an informed decision on what the appropriate outcome (in terms of GTCS registration) should be.

In order to assist you, we have provided a case study in order to give you an idea as to what a completed Case Overview Report and completed supporting reports might look like. You can find this case study here: <http://www.gtcs.org.uk/web/FILES/teacher-regulation/Case-Overview-Report-case-study-of-Tim-Paton.pdf>

We have outlined further guidance below with respect to making the referral and the completion of the above documents.

# Case Overview Report

## Part 2 – List of Evidence

At this section of the Report, please list the evidence which you consider supports the recommendation that you have made and **ensure that you include copies of those documents along with the Report**, including the supporting reports from the relevant individuals involved with the competence issues raised.

It is for you to consider what evidence is relevant in the particular circumstances but examples of possible evidence could include: teacher observation reports, minutes of support meetings (or similar), action plans, parental concerns and teacher planning materials. We would recommend that you provide as much relevant evidence as possible as this will help the Panel consider the case.

Please follow the below guidelines in submitting your evidence:

- You should retain the original evidence
- Documents should be provided in chronological order, where possible (this helps to provide a timeline/view of how matters have progressed)
- Documents should be in black and white and on loose leaf A4 paper (no paperclips/staples)
- Please use either a one sided or two-sided format and not a combination
- Please provide your evidence in the order listed
- Please do not anonymise or redact any names (including the names of pupils or parents) from the evidence (unless this is contained within the original paperwork)
- Please consider redacting individual's personal details including contact details (e.g. dates of birth, email addresses, telephone numbers) in line with Data Protection requirements

We are happy to accept documentation by email, if you would prefer. If so, please send to [regulation@gtcs.org.uk](mailto:regulation@gtcs.org.uk).

## Part 3 – Assessment of professional practice

### Section B

In this section, you should outline in detail the key areas of the teacher's professional competence in which (in your judgement) he/she is underperforming.

For example, if the areas of concern are behaviour management, planning and classroom organisation/management, please use those as headings and then outline why you have formed that view and how far short you consider the teacher to have fallen from the relevant part of the standard. Please cross-refer to the SFR as appropriate and to the documents listed in Part 2. If there is one particular area which you consider impacted on all of the other areas of concern, please outline that under the relevant heading.

In order that a full judgement can be made regarding the teacher's overall competence, please also outline any areas in which you consider the teacher to be performing well.

## Supporting reports

As part of the case study, we have provided a number of completed supporting reports in order to guide those who have been asked to write such reports:

- <http://www.gtcs.org.uk/web/FILES/teacher-regulation/Supporting-Report-James-Smith-case-study-of-Tim-Paton.pdf>
- <http://www.gtcs.org.uk/web/FILES/teacher-regulation/Supporting-Report-Jayne-Day-case-study-of-Tim-Paton.pdf>
- <http://www.gtcs.org.uk/web/FILES/teacher-regulation/Supporting-Report-Lesley-Johnstone-case-study-of-Tim-Paton.pdf>

We have also provided a template supporting report as a word document, which can be saved and used to complete the reports.

- <http://www.gtcs.org.uk/web/FILES/teacher-regulation/Template-supporting-report.docx>

It is important that we are provided with supporting reports from key individuals because they provide direct evidence from individuals regarding the competence concerns. This is particularly relevant should the recommendation require to be considered by a Panel at a hearing. This means that the Panel can fully and properly test and evaluate the evidence produced by the employer.

If you have been asked to complete such a report, you should:

- Ensure that it is written in your own words, as if you were talking someone through what has happened and your involvement;
- Briefly set out your employment history and the capacity in which you have been involved in the matter (or the role that you performed) e.g. supporter/mentor, manager etc;
- Provide a chronology of events, in a narrative format, with respect to your involvement, knowledge and assessment on the competence issues raised; and
- Cover key areas of concerns that you noted (and with appropriate reference to the various stages (i.e. one to three) of the Framework on Teacher Competence);

Although the content of the report will be for you to decide depending on the particular circumstances of the referral and your involvement in it, we ask that you specifically include the following information:-

- Reference to any observations of the teacher that you carried out and to any reports completed by you following on from those observations.
  
- In relation to the teacher's personal circumstances:-
  - (a) details of any external factors that you were aware of that might have impacted upon the teacher's performance (e.g. illness, family or personal problems); and
  - (b) any information that you are aware of regarding how these issues were dealt with by the school/employer.
  
- If the teacher has a disability that you have been made aware of, details of:-
  - (a) what you understand the disability to be;
  - (b) when and how you became aware of the disability; and
  - (c) any reasonable adjustments (if any) that you are aware were made and when they were put into place.
  
- In relation to support measures, your understanding of:-
  - (a) who has been involved in supporting the teacher and at what level (e.g. local authority, school, department or individual staff);
  - (b) what measures of support that have been put in place and when (e.g. timetable changes, additional classroom support, team teaching, additional support meetings);
  - (c) how the teacher interacted with the support measures; and
  - (d) details of any measures of support that were discounted or removed and why (e.g. resource issues, support not working).