

Teacher Competency

The aim of a competency process is to support the Teacher to attain and sustain the required standard of performance in a given period*

The term 'teacher' or 'teachers' throughout this document covers all designations of headteacher and/or teachers.

Prior to initiating a competency process it is advisable to follow the 5 C's;

- CPD linked to appraisal objectives
- Collate the relevant information/ evidence that clearly identifies the issue(s)
- Contextualise these in relation to your school and the professional standards
- Consider and substantiate the stage you enter the competency process
- Close the appraisal process

Stage 2

How would a Teacher reach Stage 2?

- The Teacher may have progressed from Stage 1 to Stage 2
- Alternatively via a Formal meeting a Teacher may enter the Competency process at Stage 2
- Irredeemable and fundamental competency cases should enter at Stage 2

Stage 2 Review

What are my options?

- Stop the Competency
- Set a further period at Stage 2
- Move to Stage 1
- Move to Hearing Stage

Stage 1

Formal meeting

- Provide information identifying the issue(s)
- and/or**
- An outline support plan/timetable for Stage 1

Stage 1 Review

What are my options?

- Stop the Competency
- Set a further period at Stage 1
- Move to Stage 2

Hearing Stage

Appeal Stage

*It is a statutory requirement for schools to establish procedures for dealing with lack of competency on the part of staff at the school