Reference Request Form – Principal Teachers, Depute Head Teachers, Head Teachers

Applicant Details

Name:	
Designation:	
School/Organisation:	

Details of Post / Chair of Interview Panel

Position applied for:	
Ref No:	NAY
Chairperson's Name:	
Chairperson's Email:	

Reference Questions

How long have you known the applicant?	
Did you line manage, supervise or teach the applicant? If so a) for how long? b) for what organisation are/were you employed?	
What is/was your position within that organisation?	

Section A: The Standards for Leadership and Management

Please comment on the skills demonstrated by the candidate or any potential that the candidate has in the following areas;

Professional Values & Personal Commitment (refer to appendix 1 overleaf for summary of professional standard)
Strategic Vision, Professional Knowledge and Understanding and Interpersonal Skills & Abilities (refer to appendix 1 overleaf for summary of professional standard)

The Professional Actions (in relation to the level of the post applied for) (refer to appendix 1 overleaf for summary of professional standard)

Section B: Personal Skills

Please comment on the skills demonstrated by the candidate in the following areas;

Communication /Interpersonal Skills (pupils, parents and staff)
Team Working (staff and others)
Was timekeeping satisfactory?
Yes ☐ No ☐ If no, please provide details;

Please provide any additional comments on the candidate's suitability below;

Reference Completed By:

Name:	
Designation:	
Address:	
Email Address:	
Signature:	
Date:	

N.B. Signature is not required if returned by e-mail.

All references must be returned directly to the Chairperson specified above. If you require further information, please contact the Chairperson.

Appendix 1 – Summary of Professional Standards

The reference request form asks for your opinion on the skills demonstrated by the candidate, or any potential that the candidate has in: Professional Values and Personal Commitment; Professional Knowledge & Understanding; Professional Skills & Abilities. The three tables below provide a summary of each professional standard to assist with completing the reference request form.

1. Professional Values and Personal Commitment

The Professional Values and Personal Commitment should be read in conjunction with the GTC Scotland Code of Professionalism and Conduct (COPAC). The Professional Values and Personal Commitment core to being a teacher are:

- **Social Justice**
- **Integrity**
- **Trust and Respect**
- **Professional Commitment**

2. Professional Knowledge and Understanding

2.1 Curriculum

2.1.1 Have knowledge and understanding of the nature of the curriculum and its development
2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum
2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes
2.1.4 Have knowledge and understanding of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning
2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting

2.2 Education Systems and Professional Responsibilities

2.2.1 Have knowledge and understanding of the principal features of the education system, educational policy and practice
2.2.2 Have knowledge and understanding of the schools and learning communities in which they teach and their own professional responsibilities within them

2.3 Pedagogical Theories and Practice

2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices
2.3.2 Have knowledge and understanding of the importance of research and engagement in professional enquiry

3. Professional Skills and Abilities

3.1 Teaching and Learning

- 3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities
- 3.1.2 Communicate effectively and interact productively with learners, individually and collectively
- 3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners
- 3.1.4 Have high expectations of all learners
- 3.1.5 Work effectively in partnership in order to promote learning and wellbeing

3.2 Classroom Organisation and Management

- 3.2.1 Create a safe, caring and purposeful learning environment
- 3.2.2 Develop positive relationships and positive behaviour strategies

3.3 Pupil Assessment

- 3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning

3.4 Professional Reflection and Communication

- 3.4.1 Read and critically engage with professional literature, educational research and policy
- 3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise