

✉ [REDACTED]@gov.scot



From: Leadership Support <leadershipsupport@gtcs.org.uk>
Sent: 14 May 2025 11:17
To: [REDACTED] <[REDACTED]@gov.scot>
Subject: RE: TQFE Draft Guidance Comments and Follow-up

Hi [REDACTED]

I have been having a look at diaries for this. Next week is really busy for Jennifer but could you do 4pm on Monday?

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED]@gov.scot <[REDACTED]@gov.scot>
Sent: 13 May 2025 13:04
To: Jennifer Macdonald <Jennifer.Macdonald@gtcs.org.uk>; [REDACTED] <[REDACTED]@gtcs.org.uk>; [REDACTED] <[REDACTED]@gtcs.org.uk>
Cc: [REDACTED]@gov.scot; [REDACTED]@gov.scot
Subject: RE: TQFE Draft Guidance Comments and Follow-up

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi Jennifer,

Thanks for your email and for sharing your very helpful comments on the draft guidance. Apologies it has taken until now to reply – I was unfortunately unwell for a period and off work but I am now back.

[REDACTED]

[REDACTED]

Let us know when it would be possible to meet to talk through or get back to us with any immediate thoughts?

We'll look forward to hearing from you,
Jennifer

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.
Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.
Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: ['katrina.murray.mp@parliament.uk'](mailto:katrina.murray.mp@parliament.uk)
Cc: [Leadership Support](#)
Subject: Case Ref: [REDACTED]
Sent: 14/05/2025 08:45:00

Dear Ms Murray,

Thank you for your enquiry regarding one of your constituents, Case Ref: [REDACTED].

My colleagues are looking into this but have asked if you could provide some more information on what the registrants believes has happened. This will help with drafting a response.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#)
To: ['Johnson D \(Daniel\), MSP'](#)
Bcc: [REDACTED]
Subject: RE: General Teaching Council for Scotland - invitation to meet
Sent: 14/05/2025 10:09:00

Dear [REDACTED],

Good Morning. I can confirm that 25 June at 1pm works for both Pauline and [REDACTED].

Shall I ask them to go to the Scottish Parliament for the meeting?

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: Leadership Support
Sent: 13 May 2025 14:04
To: 'Johnson D (Daniel), MSP' <Daniel.Johnson.msp@parliament.scot>
Subject: RE: General Teaching Council for Scotland - invitation to meet

Dear [REDACTED],

Good Afternoon and thank you very much for coming back to me.

I am just checking something but I think we can make 25th June at 1pm work. Can you hold the slot for us? I should be able to confirm either later today or tomorrow.

Pauline and [REDACTED] are happy to come to the Scottish Parliament for the meeting if that works for Daniel?

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: Johnson D (Daniel), MSP <Daniel.Johnson.msp@parliament.scot>
Sent: 13 May 2025 11:31
To: Leadership Support <leadershipsupport@gtcs.org.uk>
Subject: RE: General Teaching Council for Scotland - invitation to meet

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear [REDACTED],

Apologies [REDACTED] is on leave so jumping in here.

Daniel can do 25th June but has committee in the morning so would need to be 13:00 – would that work?

Best wishes,

[REDACTED]

From: Leadership Support <leadershipsupport@gtcs.org.uk>
Sent: 12 May 2025 12:05
To: Johnson D (Daniel), MSP <Daniel.Johnson.msp@parliament.scot>
Subject: FW: General Teaching Council for Scotland - invitation to meet

CAUTION: This e-mail originated from outside of The Scottish Parliament. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear [REDACTED],

Good morning. I am just following up on the email below to arrange a meeting. Do any of these dates below work for Daniel Johnson at all?

- Thursday 12th June, 2pm
- Thursday 19th June, 10am or 2pm
- Wednesday 25th June, 11.30am

If not, happy for you to suggest some other times that work better, just let me know.

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: Leadership Support <leadershipsupport@gtcs.org.uk>

Sent: 06 May 2025 08:23

To: [REDACTED] ([REDACTED]) <[\[REDACTED\]@Parliament.scot](mailto:[REDACTED]@Parliament.scot)>

Cc: Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: RE: General Teaching Council for Scotland - invitation to meet

Dear [REDACTED],

Good Morning. My apologies, since sending the email below I am afraid that Monday 2nd June won't now work. I have therefore looked again at dates both Pauline and [REDACTED] are available and have provided an update to times as follows:

- Thursday 12th June, 2pm
- Thursday 19th June, 10am or 2pm
- Wednesday 25th June, 11.30am

Happy for you to make a suggestion if none of the above work.

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: Leadership Support <leadershipsupport@gtcs.org.uk>

Sent: 05 May 2025 17:10

To: [REDACTED] ([REDACTED]) <[\[REDACTED\]@Parliament.scot](mailto:[REDACTED]@Parliament.scot)>

Cc: Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: RE: General Teaching Council for Scotland - invitation to meet

Dear [REDACTED],

Good Afternoon. Thank you for your email below. Here's a few times when Pauline would be available for an in-person meeting with Daniel Johnson, would any of these work for a meeting at the Scottish Parliament at all?

Monday 2nd June, morning or afternoon

Thursday 12th June, 2pm

Thursday 19th June, 10am

If none of the above suit please do make some alternative suggestions. Joining Pauline would be [REDACTED] [REDACTED]

Hope to hear from you soon.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED] ([REDACTED]) <[REDACTED]@Parliament.scot>
Sent: 01 May 2025 09:27
To: Leadership Support <leadershipsupport@gtc.org.uk>
Subject: RE: General Teaching Council for Scotland - invitation to meet

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear Dr Stephen,

With apologies for the delay and many thanks for your email.

Daniel would be very grateful to take forward your offer a meeting to discuss these insights further. Would this be something we could look to organise?

Please do let me know and happy to help from our side.

Kind regards,

[REDACTED]

[REDACTED]

Office of Daniel Johnson MSP | Edinburgh Southern
Shadow Cabinet Secretary for Business, Economy and Fair Work
[REDACTED] [REDACTED]@parliament.scot
Scottish Parliament: [REDACTED]
Constituency: 0131 541 2145

From: Leadership Support <leadershipsupport@gtc.org.uk>
Sent: 16 April 2025 13:26
To: Johnson D (Daniel), MSP <Daniel.Johnson.msp@parliament.scot>; Leadership Support <leadershipsupport@gtc.org.uk>
Subject: General Teaching Council for Scotland - invitation to meet

CAUTION: This e-mail originated from outside of The Scottish Parliament. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear Mr Johnson,

As the independent regulator for teachers in Scotland, the General Teaching Council for Scotland (GTC Scotland) speaks up for trusted teaching to ensure positive outcomes for learners.

In your member's debate to the Scottish Parliament, you noted disappointment that the Scottish Government's Learning Disability, Autism and Neurodivergence (LDAN) Bill was not announced in the most recent Programme for Government.

You raised concerns in your motion that "37% of schoolchildren reportedly have additional support needs but that only 6% of teachers are trained to provide these".

In the Professional Standards for Teachers 2021 there is specific recognition of additional support needs (ASN). We do note however, that the figure you quoted above is in relation to specialist ASN teachers.

Registration in additional support needs

As at 31 March 2025 there are 81,148 individuals on the Register of Teachers with 716 holding registration in ASN.

Registrants who are fully registered in either primary education or secondary education can apply for ASN registration if they hold an appropriate ASN qualification which:

- is equivalent to a minimum of 60 Scottish Credit and Qualifications Framework (SCQF) credit points
- is at SCQF level 9 or above
- included courses/ modules with a sufficiently broad and general content to cover learners with a range of additional support needs, for example the Postgraduate Certificate/Diploma in Inclusive Practice

This route to gaining specialist ASN registration is of key interest to teachers employed in specialist settings.

Teachers can register in an additional subject or sector (called Professional (Additional) Registration) if they meet the registration criteria for that subject/sector. This will legally allow them to teach that subject/sector, and we encourage teachers who do meet the criteria to do so, particularly in areas where there are teacher shortages for specific subjects.

Focus and investment

As was raised at the debate, focus and investment is required to help teachers to acquire the additional qualifications to undertake this specialism. ASN and inclusion are already identified as key areas in our Guidelines for Accreditation of Initial Teacher Education Programmes. As varied as the programmes we accredit are, their purpose is to prepare student teachers so that they achieve the Standard for Provisional Registration on successful completion. This means that there are certain core elements they must all share to ensure that students are equipped with the appropriate skills and knowledge in these key areas to begin their induction.

We are also calling for a refreshed Teacher Education and Development framework, to ensure that learning and development throughout a teacher's career is designed and resourced appropriately to support the enhancement of professional expertise. In [our response to the LDAN Bill consultation](#) we highlighted that from the insight that our Fitness to Teach work affords us, we know that access to support and development around learning disabilities, autism and neurodivergence is an area of need. We are of the view that rather than address the need for greater understanding of learning disabilities, autism and neurodivergence by mandating specific training, it should form part of effective and sustained career-long development. To achieve that, there is a need to deeply consider how structural barriers to teachers having the time they need to engage in learning and development can be removed.

We also note that section 11 of the LDAN Bill relates to restraint and seclusion, and that your Proposed Restraint and Seclusion Bill was recently introduced in the Parliament. We also [responded to your consultation](#) on this. We are of the view that while further guidance and support for teachers regarding best practice is required, the LDAN Bill is not the place for it. This must be done by looking more broadly at the framework in which it would operate and also by addressing systemic issues that exist within the wider child protection and safeguarding context.

We would welcome a meeting with you to discuss our role further and share insights from our work to ensure trusted teaching in Scotland.

Yours sincerely,

Pauline.

Dr Pauline Stephen

Chief Executive and Registrar



The General Teaching Council for Scotland

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

The Scottish Parliament: Making a positive difference to the lives of the people of Scotland
Pàrlamaid na h-Alba: A' toirt deagh bhuaidh air beatha sluagh na h-Alba

www.parliament.scot : facebook.com/scottishparliament : twitter.com/scotparl

The information in this email may be confidential. If you think you have received this email in error please delete it and do not share its contents.

The Scottish Parliament: Making a positive difference to the lives of the people of Scotland
Pàrlamaid na h-Alba: A' toirt deagh bhuaidh air beatha sluagh na h-Alba

www.parliament.scot : facebook.com/scottishparliament : twitter.com/scotparl

The information in this email may be confidential. If you think you have received this email in error please delete it and do not share its contents.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: ██████████@gov.scot
Subject: RE: TQFE Draft Guidance Comments and Follow-up
Sent: 14/05/2025 11:14:00

Hi ██████████

I have been having a look at diaries for this. Next week is really busy for Jennifer but could you do 4pm on Monday?

██████████

████████████████████

██



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: ██████████@gov.scot <██████████@gov.scot>
Sent: 13 May 2025 13:04
To: Jennifer Macdonald <Jennifer.Macdonald@gtcs.org.uk>; ██████████
<██████████@gtcs.org.uk>; ██████████ <██████████@gtcs.org.uk>
Cc: ██████████@gov.scot; ██████████@gov.scot
Subject: RE: TQFE Draft Guidance Comments and Follow-up

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi Jennifer,

Thanks for your email and for sharing your very helpful comments on the draft guidance. Apologies it has taken until now to reply – I was unfortunately unwell for a period and off work but I am now back.

██████████ and I are being required to prioritise work related to an SSI that was laid on 1 May that reforms the governance arrangements in the ██████████. The timescales for this work are dictated by the parliamentary process and have us fully committed in the coming weeks. That said, we know the importance of progressing

the determination as soon as possible, particularly given the implications for [REDACTED] programme, and it would definitely be helpful to discuss the comments you've sent over so we can make progress on this as soon as we are able. It might also be helpful to discuss any proposed response to the recent query from [REDACTED] that has been raised.

In terms of availability, [REDACTED] but have some availability tomorrow morning (which I understand is likely too short notice) and have good availability Monday-Thursday next week. If you're able to send over some times that work your end hopefully we can have a chat ahead of the next CLRWG.

I also know [REDACTED] has followed-up with both ourselves and the Minister's office regarding the request for a meeting. Initial discussions with the Minister's office indicate the Minister's diary is already fully committed this side of summer recess but I would hope a more formal response would be provided in advance of the next CLRWG. I'll keep you posted if I hear anything else re this.

Thanks,

[REDACTED]

[REDACTED]
College Governance and Workforce Engagement
Directorate for Lifelong Learning and Skills
Scottish Government

✉ [REDACTED]@gov.scot



Scottish Government
Riaghaltas na h-Alba
gov.scot

From: Jennifer Macdonald <Jennifer.Macdonald@gtcs.org.uk>

Sent: 29 April 2025 17:27

To: [REDACTED] <[\[REDACTED\]@gov.scot](mailto:[REDACTED]@gov.scot)>; [REDACTED] <[\[REDACTED\]@gtcs.org.uk](mailto:[REDACTED]@gtcs.org.uk)>; [REDACTED] <[\[REDACTED\]@gtcs.org.uk](mailto:[REDACTED]@gtcs.org.uk)>; [REDACTED] <[\[REDACTED\]@gov.scot](mailto:[REDACTED]@gov.scot)>

Subject: TQFE Draft Guidance Comments and Follow-up

Hi [REDACTED] and [REDACTED]

I hope all is well with you both?

I'm following up on the meeting we had in late February and to see if we can make some headway on TQFE accreditation arrangements.

We've been continuing our review of our accreditation process for school related teaching qualifications which has been helping inform our feedback on the TQFE draft guidance and general determination.

I attach a tracked change version of the draft document that was included with the consultation to provide our perspective on what we think is required to get to a workable solution.

[REDACTED]

[REDACTED]

[Redacted]

Let us know when it would be possible to meet to talk through or get back to us with any immediate thoughts?

We'll look forward to hearing from you,
Jennifer

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Table 4 Commentary on the Rules				
Ref	Comment	Suggested change for consideration	Potential benefit of change	Potential impact and category
			regulation, following Bristol and Shipman .	
Rule 1.7.29, Vulnerable Witnesses	The provisions and terminology relating to vulnerable witnesses are too prescriptive and do not reflect current thinking or practice for obtaining best evidence.	Retain 1.7.29 (a) and (b) iii; replace the rest of this Rule with drafting that gives full discretion to panels <i>and case managers</i> to treat a witness as vulnerable, unless the person objects; remove outdated references to 'mental disorder', 'impairment of intelligence and/or social functioning'.	To move to a more compassionate approach that recognises the often situational nature of vulnerability, in order to support them to give best evidence, while taking a compassionate approach that seeks to avoid compounding trauma.	Medium More effective at protecting the public
Rule 2.1.1(a), Initial Consideration, and 1.2.1. Interpretation of 'Relevant Conduct'	According to the case law, there must be a clear differentiation between the thresholds applied at the different stages of any fitness to practise process, going from low to high – there is a risk of legal challenge where this is not the case. But in the FtT Rules, the first sifting point following receipt of a referral requires GTCS to assess the real prospect of a panel finding impairment, a test that is repeated also at the Panel consideration stage, by virtue of the definition of 'relevant conduct'. The combination of this	To clarify the threshold applied at IC, to ensure that there is a clear escalation of thresholds between IC and Panel stages, and to make this clear to all stakeholders. Ideally giving the tests different names, and to use 'real prospect test' for the decision post-investigation once sufficient evidence has been gathered to make a decision	To increase the likelihood that decisions made at IC are neither closing cases that should be investigated or referring for investigation cases that should be closed.	High More effective at protecting the public More efficient

Table 4 Commentary on the Rules				
Ref	Comment	Suggested change for consideration	Potential benefit of change	Potential impact and category
	drafting, and the Threshold and Panel guidance do not, in our view, explain with sufficient clarity how the two thresholds should differ. Clarity is essential for referrers, teachers, and staff. Also, if the threshold is too high at IC – as might be inferred from the use of the term ‘real prospect test’ – there is a risk of these decisions being made on the basis of insufficient evidence. This could result both in cases that should be pursued being closed, and in cases that should be closed being pursued.	about the prospect of finding impairment.		
2.1.1(a), Initial Consideration	Linked to the previous comment, there does not seem to be the ability to conduct initial enquiries before making an IC decision. This could result in decisions to pursue a case that should be closed and vice versa.	To consider options for amending rules or other parts of the framework to allow initial enquiries to be made in order to make better informed decisions about whether to close a case or proceed to an investigation	To ensure that decisions are made to close and to pursue cases on the basis of adequate information.	High More effective at protecting the public More efficient
2.1.1.(b), Initial Consideration, five-year rule	It is the policy of all four UK Governments that the five-year rule – the presumption that a concern where the events took place more than five years prior to referral should not be investigated unless it is in the public	To remove 2.1.1.(b), as is now proposed in UK health and care regulation; GTCS would retain the ability not to take a case forward if there was insufficient evidence, as it does in all cases.	To give GTCS full discretion over cases it takes forward based on risk to the public	High More effective at protecting the public

Table 4 Commentary on the Rules				
Ref	Comment	Suggested change for consideration	Potential benefit of change	Potential impact and category
	<p>interest to do so – should no longer apply in health and care professional regulation, and that there should be no time limit. Arbitrary time limits on making a referral to a regulator can lead to unjust decisions not to proceed, and run counter to a trauma-informed approach that acknowledges that it can take time, sometimes years, for someone to be in a position to make a referral. We recognise that the passage of time has an impact on processes of this type, and on how cases can be progressed, and that GTCS can currently progress a case if it is in the public interest to do so. However, we do not think that an arbitrary time limit for bringing a referral is appropriate. See also discussion at 7.21.</p> <p><i>N.B. There appears to be a mistake in the drafting of this rule – it refers to ‘events that occurred 5 years or more before the date of the most recent event referred to’; we presume the intention is to allow closure of cases where the events occurred five years or</i></p>			

Table 4 Commentary on the Rules				
Ref	Comment	Suggested change for consideration	Potential benefit of change	Potential impact and category
	<i>more before the date of referral to the GTCS.</i>			
2.1.1.(d), Initial Consideration, 'frivolous or vexatious'	These terms are not defined in the legislation or the rules, and their meaning in this context is not clear without further definition. See also the suggestions for the Threshold Policy below at Table 5.	To define 'frivolous or vexatious' in the Rules.	If these criteria are to be used, it would be transparent to define them in the Rules.	Medium More effective at protecting the public
n/a	Panel membership – there is no requirement to have different decision-makers post-investigation and at a full hearing. This would ensure demonstrable separation and independence of decision-making at the different stages.	To specify in rules that the panel for a hearing must not include any panel members who have previously considered the case – to note that we recommend consideration that panels be replaced by case examiners for consideration of a case at the end of the investigation.	To improve the quality of decision-making.	Medium More effective at protecting the public Increased public confidence
2.7.1(b), Consent Orders	Consent orders – the requirement for the registrant to accept all allegations may result in consent orders being turned down on the basis of a factual disagreement over a non-material detail.	To amend Rules to ' <i>admits all material allegations</i> ' or words to this effect, accompanied by guidance to explain what this means.	To enable cases to be concluded by consent order where there is a dispute over minor facts that are immaterial to the concerns.	Medium More efficient

Table 4 Commentary on the Rules				
Ref	Comment	Suggested change for consideration	Potential benefit of change	Potential impact and category
2.10.6 Time before allowed to apply to return to the register	Following removal under the FtT process, a former registrant may reapply as soon as a period of time to be specified as part of the removal decision, and not exceeding two years, has elapsed. Two years is shorter than we see in the regulators we oversee, who typically have a five-year restriction. Ideally, removal would be reserved for only the most serious cases where the likelihood of the registrant becoming fit to teach again within two years should be slim. There is also a risk that this short timeframe erodes the perception of seriousness that a removal should carry, and that this has a negative impact on the sanction's capacity for maintaining public confidence and upholding professional standards. We note however that this provision may be drafted in this way to compensate for the lack of a power to suspend – with shorter timeframes being available (before an application for re-registration is permitted) for cases that	To increase the maximum timeframe before which a registrant can apply for readmission following FtT removal to five years – noting that if GTCS were to obtain a power of suspension (as recommended above) we would recommend that the minimum is fixed at five years.	To give FtT decision-makers access to a sanction that is proportionate to the most serious misconduct, on a par with other professions.	High More effective at protecting the public Increased public confidence

Table 4 Commentary on the Rules				
Ref	Comment	Suggested change for consideration	Potential benefit of change	Potential impact and category
	might otherwise be dealt with by means of a suspension.			
n/a	There is no provision for voluntary removal – however consent orders include removal as an option. If 2.7.1(b) were amended as suggested above, this could be an adequate alternative.	n/a	n/a	n/a
2.3, Panel Consideration	Use of panels to determine next steps at the end of the investigation – this is a resource-intensive approach, that health professional regulators have been moving away from.	To consider replacing panels with case examiners who consider cases in pairs, on the papers, and not at a meeting. See also 7.44.	To make the process shorter, enabling quicker decisions which should benefit all parties, and public protection	High More efficient More effective at protecting the public

The General Teaching Council for Scotland Fitness to Teach Threshold Policy (July 2023)

Table 5 Commentary on the Threshold Policy				
Ref	Comment	Suggested change for consideration	Potential benefits of change	Potential impact
Key principles, p1	The definition of the public interest, while a welcome addition, should ideally feature in the primary legislation. As set out above at Table 1 re: Para 5, we think this is what the <i>Principal Aims</i> should cover.	See above, Table 1 re: Para 5- suggested change to <i>The Public Services Reform (General Teaching Council for Scotland) Order 2011</i> .	See above, Table 1 re: Para 5.	-

Table 5 Commentary on the Threshold Policy				
Ref	Comment	Suggested change for consideration	Potential benefits of change	Potential impact
Degree of harm or risk of harm to learners or young people, p3	The document states that 'there must [...] be an ongoing risk of harm'. However elsewhere it is stated that FtT action can also be taken in the wider public interest to maintain confidence or uphold standards. It is legitimate for FtT action to be taken solely in the wider public interest to maintain confidence or uphold standards, and this should be clear to decision-makers.	To amend the guidance to make clear that FtT action can be taken solely in the wider public interest to maintain confidence or uphold standards. When reviewing guidance documents, seek to ensure that there is clarity and consistency on key definitions and concepts throughout. See also discussion in efficiency section at 7.34.	Greater clarity for decision-makers, registrants, and anyone making or considering making a referral.	Medium More effective at protecting the public Increased public confidence More efficient
Behaviours not likely to raise a concern, p4	The document lists behaviours 'not likely to raise a concern'. The wording implies that there may be situations in which these behaviours do raise a concern but then goes on to prohibit their investigation. ('The following provides a non-exhaustive list of the behaviours that are not likely to raise a concern about a teacher's fitness to teach and we will not investigate them')	To amend the guidance to clarify that concerns involving these behaviours may be investigated and that this is matter of case-by-case discretion. For example, replace the phrase 'we will not investigate them' with 'We are unlikely to investigate these situations unless, for example, they involve ongoing harm to a learner, and/or suggest that regulatory action may need to be taken to maintain public confidence or uphold professional standards'.	To enable the investigation of all relevant cases.	High More effective at protecting the public More efficient

Table 5 Commentary on the Threshold Policy				
Ref	Comment	Suggested change for consideration	Potential benefits of change	Potential impact
Definition of 'frivolous or vexatious', p5	The definition of 'frivolous' includes cases which are referred 'prematurely', ie before they have been considered at a local level, and/or by the policy. This is not how the term 'frivolous' would generally be understood, and it is not clear that this is what was intended in the rules.	See discussion above in relation to potential for clarification in Rules, and at 4.11 onwards.	To enable the investigation of any and all cases that raise questions about a teacher's conduct or competence; to improve transparency; to help clarify responsibilities for risk management in the sector	High More effective at protecting the public More efficient
General	The document is inconsistent in how it presents the concept of impairment of fitness to teach, insofar as it relates to competence. While it is presented as a FtT threshold policy, it does not set out the thresholds to be applied to cases relating to competence. Despite referring to both competence and conduct as being relevant to FtT in several places, it goes on to refer to FtT as being only linked only to conduct (see the first sentence under section 4, p2).	To clarify the extent to which the policy relates to conduct and competence. We recognise that competence is outside the scope of this commission, but it is important for transparency to be clear about what applies to conduct and what applies to competence.	Greater clarity for decision-makers, registrants, and anyone making or considering making a referral.	Medium More effective at protecting the public Increased public confidence

General Teaching Council for Scotland Fitness to Teach Indicative Outcomes Guidance Practice Statement (May 2018)

Table 6 Commentary on the Indicative Outcomes Guidance Practice Statement				
Ref	Comment	Suggested change for consideration	Potential benefits of change	Potential impact
General	There is insufficient emphasis on the importance of a teacher demonstrating insight into their actions. While insight is mentioned on four occasions in the document, there is no clear statement about what might constitute a demonstration of insight, and the centrality of insight to understanding the risk that the registrant may pose in the future. There is mention of it in relation to whether the registrant has admitted the allegations, that draw too close a link between admissions and insight, bearing in mind insight can be demonstrated in the absence of admissions.	Expand on guidance relating to insight in this document; explain that admissions are not necessary for a registrant to demonstrate insight.	Improved FtT decision-making based on a clearer understanding that insight can form a key part of any assessment of impairment, as well as being relevant to aggravating/mitigating factors when deciding on a sanction.	Medium More effective at protecting the public

Comment spanning several parts of the framework

Table 7 General comment				
Ref	Comment	Suggested change for consideration	Potential benefits of change	Potential impact
General	The explanation of key concepts in the process lack clarity, consistency and overall coherence.	Review the full suite of documents that guide the initial consideration, panel consideration and hearing decisions to ensure that there are through lines from receipt to conclusion, based on a clear and consistent expression of the meaning of impairment. See discussion under efficiency for further detail of this at 7.34, in relation to the explanation of impairment in the Threshold Policy.	Improved FtT decision-making based on a clearer understanding.	High More effective at protecting the public Increased public confidence

7. Efficiency

Introduction to this section

- 7.1 As part of this review we have looked at various aspects of the efficiency of the Fitness to Teach (conduct) process. In assessing efficiency in the agreed areas listed below, we have considered such matters as:
- Are there ways in which we think GTCS could reduce work that does not add value or enhance the fulfilment of its statutory responsibilities?
 - Are there ways in which GTCS could improve the support to those involved in running the process, and making decisions within it, so as to free capacity to enable, for example, reduced throughput time or lower costs?
 - Are there ways in which GTCS could explain and guide those potentially referring cases to the process, in order to (i) maximise the likelihood that appropriate matters will be referred and (ii) reduce inappropriate referrals?
 - Are there ways in which GTCS could deploy capacity more effectively to, for example, reduce overall throughput time or lower costs?
 - Are there ways in which the FtT process could be redesigned to achieve GTCS' statutory duties more quickly, at lower cost and/or with reduced throughput times?
- 7.2 We have not assessed every aspect of the Fitness to Teach (conduct) process in this way, and we have not examined every aspect of efficiency in each of the areas agreed with GTCS as below. Instead, we have provided a range of observations which we think offer helpful and constructive suggestions for improvement in these areas within the time that has been contracted to conduct this review. We have tried, as in other areas, to make a range of suggestions, from those which would be resource intensive in themselves but with the biggest potential returns (such as a CMS), to more modest improvement suggestions that would nevertheless yield benefits and add value.

Agreed areas of focus

- 7.3 The areas that we agreed with GTCS to focus on are as follows, together with an outline of how we have addressed them. More detailed discussion on each area is then provided.

Aspect of process	What we have reviewed
Case management arrangements	Review of different systems involved in the management of cases.
Decision-making support & process guidance and direction	Review of practice guidance statements and process documentation.

Profile of cases closed at first stage (ie inappropriate referrals)	Review of guidance provided on website in regard to the FtT process, purpose and how to refer to it. Performance review findings in relation to cases closed at this stage.
General operational/process design	Consideration of overall FtT process design, in particular in light of reform of UK health and care professional regulators. We have made two recommendations for process redesign for consideration within the legislation section of this review, as referenced above.
Other issues highlighted in the Fitness to Teach Insight Report 2018-2023 – in particular, information sharing with other organisations	We have considered information sharing within the context of our recommendation for discussions with stakeholders as described below. Other issues highlighted in the Insight Report would potentially be beneficially impacted by recommendations we make below, including: managing increases in referral and spikes in referrals; caseload growth; variability in the investigative practices of employers; clarity of purpose of FtT; participation difficulties eg arising from school holidays and closure periods.

7.4 We have not looked at costs or cost-effectiveness, but our recommendations would of course have cost /resource implications if taken forward – either through the need to source funds for larger scale developments, or the allocation of resource for lower cost improvement tasks, or the potential for cost savings through more efficient working. We have not, as part of this commission, been asked to provide cost-benefit analysis or impact assessment of any particular proposal or suggestion. This would be a matter for GTCS to take forward, dependent on which elements of these recommendations it would wish to, and be able to, pursue.

7.5 Other aspects of efficiency we agreed with GTCS we would not cover are subsidiarity of decision-making and staff skills/roles. We do comment tangentially on one aspect of role design as it was raised in stakeholder feedback and relates to potential benefits to a case management system as discussed below. We agreed that we would comment on some other issues only in so far as they might arise in the performance review against the standards and the case file audit that was part of that: factors affecting case progression, rework, effective operation of thresholds, clarity of roles, and adjournments; and some of the discussion here and in other sections does go to those points.

Summary of our suggested areas for improvement

The following table summarises the areas of our recommendations. Each is then discussed in more detail.

Suggested area for improvement	Why?
Continue discussions towards the introduction of a case management system.	Several existing systems are operating in parallel for the management of cases. Consolidation into a single CMS would have numerous benefits
Review the structure and accessibility of practice statements and other process guidance, and the potential benefits of consolidation into a single process manual.	These documents are currently numerous and separate, and individually too complex. Consolidation into a single guide together with improvements as below would allow for staff and decision makers and others to understand and apply the guidance more quickly and consistently. This would also be likely to facilitate work to establish a CMS
Review the guidance provided at the front end of the process, to ensure that key concepts and categories are clear and accessible.	We think that the explanation of the front end of the process could be made clearer, enabling people more quickly and easily to understand whether they should make a referral, and how the process will then work. This has the potential to increase the proportion of referrals that are appropriate for investigation.
Evaluate potential benefits to the timeliness of case progression and conclusion, and cost savings, of (i) introduction of initial inquiries prior to opening an investigation and (ii) removal of the panel consideration stage, replaced with officer decision-making (case examiners).	Cases that go to investigation and beyond are taking too long. These are two process design changes that could be implemented to reduce end to end time. NB: these potential changes are also described at Table 4 in relation to Rules 2.1.1(a) and 2.3 within the legislation part of this review and discussed further only briefly in this section.
Review the tone and content of the practice guidance statements and other process guidance, to consider accessibility, clarity and format.	There are a number of ways in which the language and structure of these documents does not enable efficient understanding and application. Review, together with the recommendations above, could greatly contribute to improving the transparency of the process.

Case management arrangements

- 7.6 We reviewed current provisions for case management including:
- Case tracking spreadsheet
 - The Kanban Board, including attending one of the staff team's weekly Kanban meetings
 - Data dashboard spreadsheet samples.
- 7.7 Behind these arrangements are a detailed flowchart with 162 junctures and over a hundred documents setting out the detail of different points in the process. For example, practice guidance statements are individual word documents which are published on the website and describe specific considerations at various points of the process or provide advice on issues that apply throughout the process.
- 7.8 We found these arrangements to be capable of fulfilling basic requirements for performance reporting and resource deployment. For example, the Kanban board system provides a visual way to present the progress of cases and to identify upcoming deadlines, and to prioritise work. However we do not believe that they are optimally efficient. Parallel systems designed to support the same process will inevitably absorb resources just to make them work together. The Kanban Board system is undoubtedly motivating for staff with the routine pattern of weekly meetings to oversee progress in cases. However, there is a potential risk that this system over-emphasises directing resource to those cases where a deadline is close, rather than directing resources optimally to progress the whole caseload. There is a range of manual activities happening in parallel which again, makes efficient working throughout the system more difficult to achieve.
- 7.9 There would be a number of potential benefits from the introduction of a single case management system which would include:
- Greatly eased navigation of the complexities of the process by those running and overseeing it, and therefore making compliance easier and reducing the potential for error.
 - The facility to more easily generate performance data and reports, as per our opportunities for improvement identified above following paragraph 5.22.
 - The facility to more easily record, analyse, understand and explain key information about the process, for example, on the representation within it of people with particular protected characteristics.
 - The facility to better support quality assurance activity.
 - The reduced work for staff currently operating parallel systems, which may also alleviate issues as mentioned at 5.22 and discussed below at 7.46, in relation to staff both managing investigations and supporting full hearings.
 - More straightforward temporary handover arrangements between staff working on a case to more easily cover absences, reducing 'down time' in cases.

- Easier and more straightforward onboarding of new staff members, including temporary staff, by creating a less steep learning curve.
 - Consequently, a positive impact on the capacity of staff, and benefits to timeliness in case progression and staff morale.
- 7.10 We recognise that the development of a CMS would be significant investment of time and money. However, we believe that the longer term benefits are such that this would be likely to have a significant positive impact on the efficiency of the process. We understand that the development of a CMS is an objective of GTCS' Digital Skills and Applications project for initiation from 2026, and strongly recommend that this continues to be pursued.

Decision-making support and process guidance and direction

- 7.11 One of the key factors towards the efficiency of a process is that all participants have a shared understanding of it, know what their contribution will be at different points and stages, when these points and stages occur and in what sequence, how decisions will be made, and what the potential outcomes will be. We believe that the kinds of change that we discuss below have the potential to make a significant contribution to this dimension of efficiency.
- 7.12 We have reviewed the practice guidance statements and the threshold policy in particular to assess whether they present an accessible, transparent and consistent way to guide people through the process and therefore support the achievement of efficiency in this way.
- 7.13 We discuss the practice guidance statements below. We discuss the threshold policy at 7.34 as we believe that this is most helpfully joined with issues relating to the presentation of the first stage of the process.

Practice guidance statements

- 7.14 These documents provide very comprehensive and detailed advice at the critical decision points of the process and provide advice on issues that apply throughout the process. However, there are numerous separate documents which have various formatting, stylistic and structural inconsistencies such that they may not be conducive to optimally efficient working. They represent a substantial body of knowledge which would add greater value if it could be more easily accessed and navigated.
- 7.15 This being the case we recommend that GTCS considers the creation of a fully integrated process manual bringing together all of this material. This could be set up with internal cross-referencing and linking, incorporating and supported by the existing process flowchart and other guidance documents, and integrated with a CMS.
- 7.16 We would also very strongly recommend however that GTCS looks to review how the guidance is written, with a view to presenting this information in a way which is more readily understood and in Plain English. We have closely reviewed the practice guidance statements in particular and found the content is written,

formatted and presented in a way which is unnecessarily complex to read and understand. We explain this further below.

- 7.17 We welcome the fact that GTCS publishes these documents online and therefore promotes transparency and understanding to all interested parties of how decisions will be made at the different points of the process. However, the fact that they are publicly available documents also strengthens the case for GTCS producing them in a more accessible way, and by doing so removing all unnecessary barriers to them being readily understood by a wide potential readership.
- 7.18 We have set out below the key ways in which we think the documents could be written more accessibly. We advise that when these documents are reviewed, particular attention is given to:
- deciding a consistent format that will apply to all
 - avoiding generic content that can apply to all practice statements, focussing instead on the particular situation or issue at hand
 - using Plain English and avoiding unnecessarily complex or formal language
 - using shorter, simpler sentences that focus on required actions and decisions
 - using diagrams and flowcharts, setting out the different steps to be taken
 - making all language and content sensitive to the needs of vulnerable people
 - providing links directly to other documents that are referred to
 - making onward tasks or decisions that may be required as easy as possible.
- 7.19 The simplification of the range of documentation supporting the FtT (conduct) process would be likely to facilitate the development and introduction of a CMS.

Issues relating to the initial stage of the process

The Five-year rule

- 7.20 We have commented on the five-year rule in the legislation section of this review. This is also a matter of efficiency, as we believe that a five-year rule is a potential deterrent to the referral of matters which should be brought to a regulator; efficiency in this context includes getting the right matters to the regulator as soon as possible, with as few barriers as possible. We recognise that the passage of time has an impact on processes of this type, and on how cases can be progressed, and that GTCS can currently progress a case if it is in the public interest to do so. However, we do not think that an arbitrary time limit for bringing a referral is appropriate.
- 7.21 It can take a long time for the truth of complex situations to come fully to light, and for the responsibilities of those involved to become clear. In cases involving traumatic harm it can take many years before the nature of that harm, and even the fact that harm has occurred, to be fully understood and recognised, and for

people whose trust has been damaged to be able to engage with processes and organisations.

- 7.22 We note that GTCS has provision to apply the five-year rule at later points in the process than initial consideration, which we note as unusual. A five-year rule usually only applies at the point of receipt. The inclusion of the rule at later stages allows GTCS to close cases on the basis (in part) of elapsed time since receipt, which of itself should not usually be a factor in decision-making on how a case is concluded.
- 7.23 The previous point notwithstanding, we also note that the rule as currently worded by GTCS does not make sense. We do not understand the wording ‘It relates to events that occurred five years or more before the date of the most recent event (or events) referred to’. A five-year rule usually relates to five years or more having elapsed between the most recent events and the point of referral.
- 7.24 As we note at Table 4 in relation to Rule Paragraph 2.1.1(b), it is now the policy of the UK Government, that the five-year rule should not apply in health and care professional regulation. We recommend that GTCS reviews its use of this rule, and that it gives serious consideration to removing it.

Appropriateness of referrals

- 7.25 A key efficiency in professional regulation is to get concerns to the right place as soon as possible – be that the regulator or elsewhere. This minimises the potential harm from unmanaged risk and enables resolution and effective management of that risk to be achieved with the minimum of unnecessary delay. It reduces resource use on processes triaging matters that would be better dealt with elsewhere. Regulators and their stakeholders should work collaboratively to help people with concerns to inform the most appropriate organisation as quickly and easily as possible. As we recognised at paragraph 4.2 however, it is an ongoing challenge for regulators to strike the right balance at these points in the process, given the competing risks which they are navigating.
- 7.26 Having reviewed the cases closed at the initial stage in our case file audit, and the information provided for potential referrers on GTCS’ website, we think that there are ways in which the explanations provided could be improved with relatively minimal work. This would have the potential to reduce the number of referrals that are closed as irrelevant, frivolous or vexatious at the initial consideration stage (including those which have been referred too soon as per the threshold policy), which is a large proportion of those received at the initial stage that have come from members of the public.
- 7.27 This we recognise is from a good starting point, as we have seen through our performance review that ‘GTCS provides clear guidance on its website regarding how referrals can be made, with separate guidance tailored to employers / former employers and members of the public’. The comments that follow focus instead on how the reader is guided on whether to refer, looking in particular at the website page ‘What is Fitness to Teach?’¹², as this would often be the first

¹² [Fitness to Teach](#)

port of call for those coming to the website looking for guidance on when to refer.

Detailed comments on 'What is Fitness to Teach?'

- 7.28 The video provides a straightforwardly expressed overview of the process from end to end. However the surrounding text and information could be made clearer, with a view to providing more focused and accessible guidance to someone coming here to work out if the matter that is concerning them should be referred. At present, the surrounding text combines wider contextual information, principles which guide the Fitness to Teach process, partial explanations of the process and the purpose of the process, and information about other GTCs functions. We think this would be more effective guidance if written in a more user-friendly and practical way. So for example, the page might benefit from a clear opening statement of what the Fitness to Teach process is for.
- 7.29 We would suggest that the wider contextual information provided in the four opening paragraphs would better used elsewhere, for example on the About Us page. This information combines elements of Standards, Fitness to Teach, and Registration which may distract or confuse the reader concerned with whether to refer a potential FtT matter.
- 7.30 We would suggest that the explanation of the abstract concept of fitness to teach, as opposed to the Fitness to Teach process, might be better explained elsewhere. Attempting at this point to distinguish between the process and the abstract concept is probably too complex and distracting. We suggest that the content under the heading 'Being fit to teach' may also be confusing and suggest that this content is used elsewhere. Here, we would suggest instead a Plain English explanation of:
- what the process does and does not look at
 - the difference between conduct and competence, with examples of both
 - the stages of the process, supported by a simple flowchart (for example, as given at Figure 1)
 - how to make a referral to the process linking to the relevant page
 - and that then, there is a link through to the content provided on the page 'Fitness to Teach: the process', with further information on the different stages and decision points.
- 7.31 We suggest that there should also be information provided here on the other bodies involved in protection and safeguarding, and some guidance on their role, to support people to take their concern to the right place the first time.
- 7.32 We suggest that the content under the heading 'Fitness to Teach investigations' is not helpful here, as it combines partial explanation of the process, statements of the wider purpose of the process, principles that govern the process, and a reference to how it relates to other bodies. Therefore it does not logically follow from the title 'Fitness to Teach investigations'. This is particularly important if

this is the first information that a reader with a concern is looking to for guidance on whether or not to refer. If GTCS considers it important to include this content, it might be better presented under a title such as 'Principles and wider purpose of the process'.

Explanation of the process and key concepts

- 7.33 Given that Fitness to Teach is a process which depends on the application of categories and abstract concepts it is crucial to optimal efficiency that these are explained as clearly as possible from the outset. With this in mind we have looked very closely at the threshold policy.
- 7.34 As in other examples of GTCS guidance, the threshold policy gives detailed information on how decisions are made. However, we think that the policy is written in a way which is unnecessarily complex and at some points potentially confusing, and which does not optimally support the reader to understand the key concepts that will be applied throughout the process as quickly as they might.
- 7.35 An example is the way that impairment is referred to in this policy. It is not clear from the outset that impairment is a central concept in the process and crucial to the decisions that will be made. It is used several times before this becomes clear. A definition is given that 'a teacher's fitness to teach is impaired where the individual's conduct falls short of the standards expected'. However it is not entirely clear why some examples of matters that will not usually be taken forward do not meet the definition of impairment that has been given. Impairment is discussed as both finding and test.
- 7.36 We recommend that GTCS considers redrafting this policy and that in doing so it:
- provides a clear definition of the key concepts of the FtT process including impairment; fitness to teach; unfitness to teach; relevant conduct; conduct; competence. To include explaining that these are key concepts and how therefore they will be applied
 - makes the policy simple and chronological, based around a flowchart as at Figure 1
 - begins the policy with a referral and explains the tests that will be applied to it, rather than crossing over into guidance on whether to refer
 - explains clearly the difference between the stages and points of the process, the activities and tests that will happen at different stages and points, and the potential outcomes.

Length of time

- 7.37 We have observed that some cases take a very long time to conclude. We recognise that in some cases, this is due to GTCS having to wait for information from other bodies – we discuss at 4.20 how clearer agreement between the parties could support greater transparency and expectation management about

the effects of waiting for critical information from others. We recognise the efforts that GTCS has gone to in recent times to improve this situation.

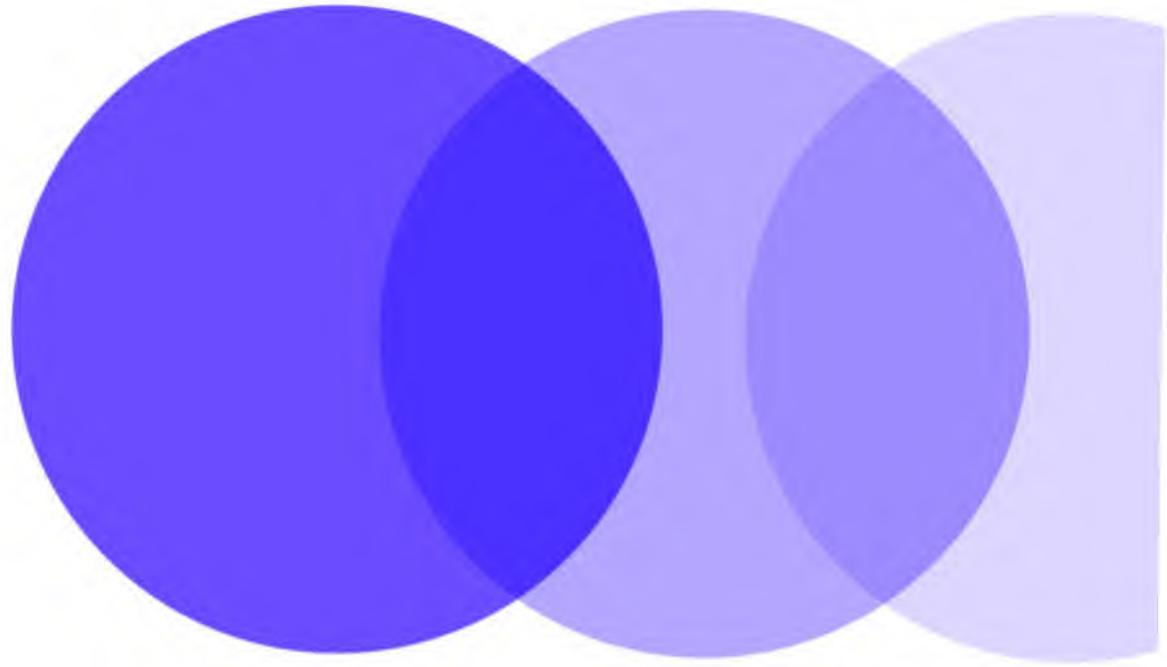
- 7.38 However we also heard from stakeholders that in their view it took too long for Fitness to Teach cases to conclude. GTCS' average end to end times are longer than we would see in the health and care sector. While we acknowledge the impact of external factors, we are also aware of the risks of protracted processes of this kind in professional regulation. We also note that we saw in our case file audit instances where there were periods of time where there was no recorded reason for inactivity.
- 7.39 We discuss two particular areas that could contribute to improvements in this respect.

Process design changes

- 7.40 We have made a series of recommendations in this section which might have an effect on the length of time to conclusion. In summary, we believe that the measures that we have recommended for further exploration and development would have a positive effect on length of time under the process as it is currently designed.
- 7.41 However, it may be that significant improvement to length of time would be achieved only through changes to process design. We have identified two potential development areas for further investigation, as have been identified at Table 4. We do not intend to go into significant further detail here as these suggestions would require substantial work to establish a business case and impact assessment. However we think there would be potential to have a significant beneficial impact on matters of concern to GTCS and its stakeholders.
- 7.42 The first of these would be to introduce initial inquiries at the initial consideration stage. While this would potentially extend the initial consideration stage, it would be expected to reduce the number of cases that proceeded to an investigation inappropriately, and reduce the number of cases that were closed inappropriately prior to investigation. See also Table 6 in relation to Rule 2.1.1(a). This could have an effect on overall length of time of the wider caseload though freeing resources that would otherwise go to inappropriate investigations.
- 7.43 The second of the two proposals we would propose for further exploration would be to remove the panel consideration stage, with case examiners working in pairs making decisions at the end of the investigation. See also Table 4 in relation to Rule 2.3.
- 7.44 These are established approaches within professional regulation and would have the potential to have a significant impact on timeliness of case progression and other dimensions of efficiency.

Issues relating to staff capacity to support the process

- 7.45 This is a small team in a relatively small organisation, which creates challenges to sustainability and resilience; the performance of small organisations is more vulnerable to external and internal turbulence than larger ones.
- 7.46 Stakeholder feedback included that there is delay to the progress of investigations due to the fact that the Regulatory Investigations Officer role encompasses both managing investigations and supporting hearings when they occur. The argument put forward was that when a member of staff turned their attention to supporting a hearing, the investigations for which they were responsible would be inactive for that period.
- 7.47 Therefore it was proposed to us that the work to support hearings might become a role separated out from managing investigations. We are sympathetic to the logic of that argument. However, having discussed this with GTCS, we understand that that there is insufficient workload to create sustainable roles dedicated to hearings support, and their view is that to try and split the role would be detrimental to case progression as a whole, within the staffing resources available.
- 7.48 We think that the introduction of a CMS, as discussed above, would support staff in covering both sides of the role. A CMS would support staff through the FtT process more proactively and straightforwardly than is currently the case, and would therefore reduce the burden on staff of navigating the current arrangements and covering both sides of the role. It would also make it easier for staff to temporarily cover for each other during periods when a hearing was being supported.
- 7.49 We also think that the proposed changes to consolidate and simplify process and guidance documentation would also have a positive effect in this regard.
- 7.50 We believe nevertheless that GTCS should explore the possibility of securing additional staff resources, with a particular focus on improvement initiatives of the kind we have discussed and addressing avoidable causes of delay. We recommend that this would include looking at the benefit of both permanent and fixed-term/flexible resource, for greatest flexibility in order to be able to (i) introduce additional resource during the development and implementation phases of improvement work and (ii) withdraw resource as improvements are realised and longer-term causes of delay are addressed. We are aware that GTCS is already securing flexible additional resource from a law firm (for managing investigations) so to that extent this is an established way of working, and that other resources have recently been secured.



 professional
standards
authority
for Health and Social Care

020 7389 8030
info@professionalstandards.org.uk
professionalstandards.org.uk

© 2025 Professional Standards Authority for
Health and Social Care

Neil Rennick
Director General, Education and Justice

By email: ceu@gov.scot

Date: 16 May 2025

Dear Neil

PSA review of fitness to teach conduct process - final report

As you may be aware, we commissioned an independent review of our Fitness to Teach conduct process as part of [wider work we are carrying out to review](#) our Fitness to Teach rules. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it on 22 May.

Headline recommendations relate to areas including:

- The time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

We have written in similar terms to the Scottish Government's Child Protection Unit to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in

education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

We will share the report with you as soon as it is published. We will be very happy to discuss it with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

From: [Policy](#) on behalf of [Policy](#)
To: ceu@gov.scot
Subject: GTC Scotland | Fitness to Teach Rules review update
Attachments: [2025-05-16-FTT-Rules-Review-Update-DGEJ.pdf](#)
Sent: 16/05/2025 17:01:41

Good afternoon,

Please find attached a letter from Jennifer Macdonald, Strategic Director with an update on our Fitness to Teach rules review.

Kind regards

██████

██████
██████



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Policy](#) on behalf of [Policy](#)
To: Erin.Mckee@gov.scot
Subject: GTC Scotland | Fitness to Teach Rules review update
Attachments: [2025-05-16-FTT-Rules-Review-update-SAES.pdf](#)
Sent: 16/05/2025 17:00:25

Good afternoon,

Please find attached a letter from Jennifer Macdonald, Strategic Director with an update on our Fitness to Teach rules review.

Kind regards

██████████

██████████
██████████



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Policy](#) on behalf of [Policy](#)
To: DirectorofLearning@gov.scot
Subject: GTC Scotland | Fitness to Teach Rules review update
Attachments: [2025-05-16-FTT-Rules-Review-Update-DL.pdf](#)
Sent: 16/05/2025 16:48:37

Good afternoon,

Please find attached a letter from Jennifer Macdonald, Strategic Director with an update on our Fitness to Teach rules review.

Kind regards

■■■■

■■■■■

■■■■■■■■



**The General Teaching
Council for Scotland**

www.gtcscotland.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Policy](#) on behalf of [Policy](#)
To: [REDACTED]@gov.scot
Subject: GTC Scotland | Fitness to Teach Rules Review update
Attachments: [2025-05-16-FTT-Rules-Review-CabSecES.pdf](#)
Sent: 16/05/2025 16:24:30

Good afternoon,

Please find attached a letter from Jennifer Macdonald, Strategic Director with an update on our Fitness to Teach rules review.

Kind regards,

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

Erin McKee
Special Adviser, Education and Skills

By email: Erin.Mckee@gov.scot

Date: 16 May 2025

Dear Ms McKee

Fitness to Teach rules review update

I wrote to the Cabinet Secretary in September last year to advise that we had begun the process of [reviewing our Fitness to Teach rules](#). As part of the first stage of that work, we opened a call for views on our Fitness to Teach rules and commissioned an independent review of our Fitness to Teach conduct process. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it, as well as with the summary of responses we received to our call for views, on 22 May.

Headline recommendations in the PSA's report relate to areas including:

- the time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system, and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

I have written in similar terms to the Scottish Government's Child Protection Unit to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

I will share the report with you, along with the summary of responses to our call for views, as soon as they are published. I will be very happy to discuss them with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Lindsay MacDougall
Head of Child Protection

By email: Lindsay.MacDougall@gov.scot

Date: 16 May 2025

Dear Lindsay

Fitness to Teach rules review update

As you may be aware, we commissioned an independent review of our Fitness to Teach conduct process as part of wider work we are carrying out [to review our Fitness to Teach rules](#). We chose the Professional Standards Authority (PSA) to conduct this work, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it on 22 May.

Headline recommendations relate to areas including:

- The time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases. This is why we are asking our partners to read the report in full and consider the recommendations in the context of the wider system that we all operate within.

Realising the benefits will require positive collaboration with our partners in the wider education and justice system. An important part of this will be for the Child Protection Unit to reinstate and progress the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in education (including teachers).

We believe it is a vital step towards identifying where the gaps are and how to address them. It is also essential to ensuring to providing public assurance that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

We will share the report with you as soon as it is published. We will be very happy to discuss it with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Jenny Gilruth MSP
Cabinet Secretary for Education and Skills

By email: [REDACTED]@gov.scot

Date: 16 May 2025

Dear Cabinet Secretary

Fitness to Teach rules review update

I wrote to you in September last year to advise you that we had begun the process of reviewing our Fitness to Teach rules. As part of the first stage of that work, we opened a call for views on our Fitness to Teach rules and commissioned an independent review of our Fitness to Teach conduct process. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it, as well as the summary of responses we received to our call for views, on 22 May.

Headline recommendations in the PSA's report relate to areas including:

- the time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system, and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

I have written in similar terms to the Scottish Government's Child Protection Unit to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to

the handling of child protection and safeguarding concerns raised about those working in education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

I will share the report with you, along with the summary or responses to our call for views, as soon as they are published. I will be very happy to discuss them with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: [Leadership Support](#)
Bcc: [REDACTED]@gov.scot; [REDACTED]@gov.scot; [REDACTED]@gov.scot;
[REDACTED]@gov.scot;
Subject: Fitness to Teach Rules review update
Sent: 16/05/2025 15:21:00

Good afternoon,

Fitness to Teach Rules review update

As you know, we commissioned an independent review of our Fitness to Teach conduct process as part of wider work we are carrying out to review our Fitness to Teach rules. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it on 22 May.

Headline recommendations relate to areas including:

- The time taken to conclude some of our casework
- The interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the Fitness to Teach insight report that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

That is why we are asking partners to read the report in full, consider the recommendations in the context of the wider system we all operate in and help reinforce our messaging about the importance of our rules review.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

We will share the report with you as soon as it is published. We will be very happy to discuss it with you, and to answer any questions you might have at our next liaison meeting on 17 June. If it would be helpful to discuss sooner than that, please just let us know.

Kind regards,

Jennifer

Jennifer Macdonald
Strategic Director



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: CABInbox@gov.scot
Subject: RE: CAB Meeting 05 June 2025 - attendance confirmation
Sent: 16/05/2025 10:43:00

Good morning

To confirm that Victoria Smith will be attending this meeting on 5 June.

Kind regards

██████████

████████████████████

██



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: ██████████@gov.scot <██████████@gov.scot> **On Behalf Of** CABInbox@gov.scot

Sent: 15 May 2025 14:59

To: Victoria Smith <Victoria.Smith@gtcs.org.uk>

Subject: CAB Meeting 05 June 2025 - attendance confirmation

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Good afternoon

I just wanted to get in touch to confirm your attendance for the Curriculum and Assessment Board meeting on 05 June at Hillhead High School in Glasgow? I think you already accepted the invitation but just double checking if you are still planning to attend.

Thank you.

Kind Regards



Business Support Officer, Curriculum Development

Curriculum Unit 2, Society, Citizenship, the Arts and Languages | Curriculum and Qualifications
Division | Directorate for Education Reform | The Scottish Government

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

From: [Leadership Support](#)
To: [Katrina Murray MP](#)
Subject: RE: Case Ref: [REDACTED]
Sent: 16/05/2025 13:07:00

Hello Ms Murray

Thank you for this, I will pass this onto my colleague who is actioning a response.

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: Katrina Murray MP <Katrina.murray.mp@parliament.uk>

Sent: 16 May 2025 12:32

To: Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: Re: Case Ref: KM02053 (Case Ref: KM02053)

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear [REDACTED],

Thank you for your email.

[REDACTED]

Many thanks and best wishes,

Katrina Murray
Member of Parliament for Cumbernauld and Kirkintilloch

Address: 7/8 Carron House, Cumbernauld, G67 1ER
Phone: 01236 800123
Email: Katrina.Murray.MP@parliament.uk

Please complete my survey on the Welfare Reform Green paper <https://forms.office.com/e/zl5DshwdkE>

From: Leadership Support <leadershipsupport@gtcs.org.uk>
Sent: 14 May 2025 08:48
To: MURRAY, katrina.murray.mp@parliament.uk
Cc: leadershipsupport@gtcs.org.uk
Subject: Case Ref: [REDACTED]

Dear Ms Murray,

Thank you for your enquiry regarding one of your constituents, Case Ref: [REDACTED]

My colleagues are looking into this but have asked if you could provide some more information on what the registrants believes has happened. This will help with drafting a response.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]

—

www.gtcs.org.uk

—

—

The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

UK Parliament Disclaimer: this e-mail is confidential to the intended recipient. If you have received it in error, please notify the sender and delete it from your system. Any unauthorised use, disclosure, or copying is not permitted. This e-mail has been checked for viruses, but no liability is accepted for any damage caused by any virus transmitted by this e-mail. This e-mail address is not secure, is not encrypted and should not be used for sensitive data.

From: [Leadership Support](#)
To: [REDACTED]@gov.scot
Subject: RE: Meeting with Cabinet Secretary
Sent: 16/05/2025 15:54:00

Hi [REDACTED]

I'm afraid the date you have proposed doesn't suit due to [REDACTED]. I will have a look at diaries and come back to you on Monday with other options if that's OK.

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED]@gov.scot <[REDACTED]@gov.scot> **On Behalf Of** [REDACTED]@gov.scot
Sent: 16 May 2025 15:39
To: Leadership Support <leadershipsupport@gtcs.org.uk>
Subject: RE: Meeting with Cabinet Secretary

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

I hope you're well. Please accept my apologies for the delay in coming back to you on this. Due to Parliamentary Business, I have been struggling to find a slot for this meeting.

Ms Gilruth has availability on July 22nd from 14:45 – 15:15 for a Teams meeting. Does that work for you and your colleagues? If not, I am more than happy to explore alternative options.

Thanks,
[REDACTED]

[REDACTED] (he/him)
[REDACTED] to Cabinet Secretary for Education & Skills
E: [REDACTED]@gov.scot
The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: Leadership Support <leadershipsupport@gtc.org.uk>
Sent: 25 April 2025 11:44
To: Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>
Cc: Leadership Support <leadershipsupport@gtc.org.uk>
Subject: Meeting with Cabinet Secretary

Good Morning,

Further to the Cabinet Secretary's letter to us in March in respect to information sharing between Disclosure Scotland and GTC Scotland we would like to take up the offer of a meeting to discuss further.

In order to progress arrangements, it would be helpful to first establish the Cabinet Secretary's availability. I would appreciate it if you could offer some potential dates to allow planning to take place.

With kind regards, [REDACTED]

[REDACTED]
[REDACTED]



**The General Teaching
Council for Scotland**

www.gtc.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views

or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Graeme Logan
Director of Learning

By email: DirectorofLearning@gov.scot

Date: 16 May 2025

Dear Graeme

PSA review of fitness to teach conduct process - final report

As you know, we commissioned an independent review of our Fitness to Teach conduct process as part of [wider work we are carrying out to review](#) our Fitness to Teach rules. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it on 22 May.

Headline recommendations relate to areas including:

- The time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

We have written in similar terms to both the Director-General and the Head of Child Protection to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in

education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

We will share the report with you as soon as it is published. We will be very happy to discuss it with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Jenny Gilruth MSP
Cabinet Secretary for Education and Skills

By email: [REDACTED]@gov.scot

Date: 16 May 2025

Dear Cabinet Secretary

Fitness to Teach rules review update

I wrote to you in September last year to advise you that we had begun the process of reviewing our Fitness to Teach rules. As part of the first stage of that work, we opened a call for views on our Fitness to Teach rules and commissioned an independent review of our Fitness to Teach conduct process. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it, as well as the summary of responses we received to our call for views, on 22 May.

Headline recommendations in the PSA's report relate to areas including:

- the time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system, and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

I have written in similar terms to the Scottish Government's Child Protection Unit to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to

the handling of child protection and safeguarding concerns raised about those working in education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

I will share the report with you, along with the summary or responses to our call for views, as soon as they are published. I will be very happy to discuss them with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Lindsay MacDougall
Head of Child Protection

By email: Lindsay.MacDougall@gov.scot

Date: 16 May 2025

Dear Lindsay

Fitness to Teach rules review update

As you may be aware, we commissioned an independent review of our Fitness to Teach conduct process as part of wider work we are carrying out [to review our Fitness to Teach rules](#). We chose the Professional Standards Authority (PSA) to conduct this work, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it on 22 May.

Headline recommendations relate to areas including:

- The time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases. This is why we are asking our partners to read the report in full and consider the recommendations in the context of the wider system that we all operate within.

Realising the benefits will require positive collaboration with our partners in the wider education and justice system. An important part of this will be for the Child Protection Unit to reinstate and progress the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in education (including teachers).

We believe it is a vital step towards identifying where the gaps are and how to address them. It is also essential to ensuring to providing public assurance that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

We will share the report with you as soon as it is published. We will be very happy to discuss it with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Lindsay MacDougall
Head of Child Protection

By email: Lindsay.MacDougall@gov.scot

Date: 16 May 2025

Dear Lindsay

Fitness to Teach rules review update

As you may be aware, we commissioned an independent review of our Fitness to Teach conduct process as part of wider work we are carrying out [to review our Fitness to Teach rules](#). We chose the Professional Standards Authority (PSA) to conduct this work, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it on 22 May.

Headline recommendations relate to areas including:

- The time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases. This is why we are asking our partners to read the report in full and consider the recommendations in the context of the wider system that we all operate within.

Realising the benefits will require positive collaboration with our partners in the wider education and justice system. An important part of this will be for the Child Protection Unit to reinstate and progress the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in education (including teachers).

We believe it is a vital step towards identifying where the gaps are and how to address them. It is also essential to ensuring to providing public assurance that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

We will share the report with you as soon as it is published. We will be very happy to discuss it with you, and to answer any questions you might have.

Yours sincerely,



Jennifer Macdonald
Strategic Director

Neil Rennick
Director General, Education and Justice

By email: ceu@gov.scot

Date: 16 May 2025

Dear Neil

PSA review of fitness to teach conduct process - final report

As you may be aware, we commissioned an independent review of our Fitness to Teach conduct process as part of [wider work we are carrying out to review](#) our Fitness to Teach rules. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it on 22 May.

Headline recommendations relate to areas including:

- The time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

We have written in similar terms to the Scottish Government's Child Protection Unit to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in

education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

We will share the report with you as soon as it is published. We will be very happy to discuss it with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Graeme Logan
Director of Learning

By email: DirectorofLearning@gov.scot

Date: 16 May 2025

Dear Graeme

PSA review of fitness to teach conduct process - final report

As you know, we commissioned an independent review of our Fitness to Teach conduct process as part of [wider work we are carrying out to review](#) our Fitness to Teach rules. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it on 22 May.

Headline recommendations relate to areas including:

- The time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

We have written in similar terms to both the Director-General and the Head of Child Protection to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in

education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

We will share the report with you as soon as it is published. We will be very happy to discuss it with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Erin McKee
Special Adviser, Education and Skills

By email: Erin.Mckee@gov.scot

Date: 16 May 2025

Dear Ms McKee

Fitness to Teach rules review update

I wrote to the Cabinet Secretary in September last year to advise that we had begun the process of [reviewing our Fitness to Teach rules](#). As part of the first stage of that work, we opened a call for views on our Fitness to Teach rules and commissioned an independent review of our Fitness to Teach conduct process. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it, as well as with the summary of responses we received to our call for views, on 22 May.

Headline recommendations in the PSA's report relate to areas including:

- the time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system, and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

I have written in similar terms to the Scottish Government's Child Protection Unit to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

I will share the report with you, along with the summary of responses to our call for views, as soon as they are published. I will be very happy to discuss them with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Graeme Logan
Director of Learning

By email: DirectorofLearning@gov.scot

Date: 16 May 2025

Dear Graeme

PSA review of fitness to teach conduct process - final report

As you know, we commissioned an independent review of our Fitness to Teach conduct process as part of [wider work we are carrying out to review](#) our Fitness to Teach rules. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it on 22 May.

Headline recommendations relate to areas including:

- The time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

We have written in similar terms to both the Director-General and the Head of Child Protection to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in

education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

We will share the report with you as soon as it is published. We will be very happy to discuss it with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Neil Rennick
Director General, Education and Justice

By email: ceu@gov.scot

Date: 16 May 2025

Dear Neil

PSA review of fitness to teach conduct process - final report

As you may be aware, we commissioned an independent review of our Fitness to Teach conduct process as part of [wider work we are carrying out to review](#) our Fitness to Teach rules. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it on 22 May.

Headline recommendations relate to areas including:

- The time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

We have written in similar terms to the Scottish Government's Child Protection Unit to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in

education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

We will share the report with you as soon as it is published. We will be very happy to discuss it with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Erin McKee
Special Adviser, Education and Skills

By email: Erin.Mckee@gov.scot

Date: 16 May 2025

Dear Ms McKee

Fitness to Teach rules review update

I wrote to the Cabinet Secretary in September last year to advise that we had begun the process of [reviewing our Fitness to Teach rules](#). As part of the first stage of that work, we opened a call for views on our Fitness to Teach rules and commissioned an independent review of our Fitness to Teach conduct process. We chose the Professional Standards Authority (PSA) to conduct the review, as they are recognised regulatory experts and have carried out reviews such as this in that capacity.

The PSA has now delivered the final report of their findings to us, and we are planning to publish it, as well as with the summary of responses we received to our call for views, on 22 May.

Headline recommendations in the PSA's report relate to areas including:

- the time taken to conclude some of our casework
- the interaction between employer and fitness to teach processes

We want our Fitness to Teach rules review to deliver lasting improvements. With this in mind, we asked the PSA to provide an objective view of how we could improve the conduct process. We wanted to be constructively challenged and that is what this report does. Our thinking aligns with the PSA's in certain areas (the [Fitness to Teach insight report](#) that we published last year highlights some of the same themes), and we have already begun to address some of the issues raised, for example by investing more in staff resources to increase efficiency of case throughput.

While the review is focused specifically on our process and the statutory framework it operates under, the report does recognise the complexity of our interaction with employer processes as well as the importance of effective information sharing among the organisations often involved in Fitness to Teach conduct cases.

We therefore believe that realising the benefits of this work will require positive collaboration with our partners in the wider education and justice system, and recognition of the need to strike the right balance between protecting individual rights and addressing wider safeguarding concerns. That is why we are asking partners to read the report in full and consider the recommendations in the context of the wider system we operate in.

I have written in similar terms to the Scottish Government's Child Protection Unit to highlight the importance of reinstating and progressing the national work that began to clarify roles and responsibilities in relation to the handling of child protection and safeguarding concerns raised about those working in education (including teachers). We believe this is a vital step towards identifying where the gaps are and how to address them; and to ensuring that the system is coherent and has the right checks and balances within it.

Once we have had the chance to consider the recommendations in full, we will publish a response to the report and take forward a programme of work to address the points raised. This will include consideration of what is feasible within the scope of our statutory role, and where we believe we need the cooperation of partners to deliver collective change.

I will share the report with you, along with the summary of responses to our call for views, as soon as they are published. I will be very happy to discuss them with you, and to answer any questions you might have.

Yours sincerely,

A solid black rectangular box used to redact the signature of Jennifer Macdonald.

Jennifer Macdonald
Strategic Director

Requester

Ja...

Via email

Assignee

T./E.

Followers

Tags

- email...
- email...
- email...

Enquiry origin*

Enquiry category*

- Requires Priority Attention
- Escalate to Digital Support
- Web content review needed
- Macro required

Registration number

Persona

Registration status

Provisional route

Date of birth

Postcode

Category

Section



Jamie Hepburn MSP • Friday 09:25

To: GTC Scotland Customer Services

Good Morning,

re: [REDACTED]

I have recently been contacted by the above constituent in relation to some issues [REDACTED] is having with the General Teaching Council for Scotland.

I have copied [REDACTED] email correspondence to me below which provides more specific detail and I would be extremely grateful for any assistance that can be provided to her.

I look forward to receipt of your response in due course.

Yours,
Jamie Hepburn MSP
Cumbernauld & Kilsyth

Subject: Support request

[REDACTED]

[REDACTED] Internal • 35 minutes ago

Email
jamie.h...
Local time
Mon, 09:25
Language
English (...)
Notes

Int
C...
F...
S...

From: [Leadership Support](#)
To: ██████████@gov.scot; [Leadership Support](#);
Subject: RE: Meeting with Cabinet Secretary
Sent: 19/05/2025 09:52:00

Good morning ██████████

I have had a look at dates and offer the following, can I double check is there no availability in June? If not, would any of these times suit Ms Gilruth?

Tuesday 12th August – 3.30pm – 4pm
Wednesday 13th August – 3.30pm – 4pm
Monday 18th August – 10am-10.30am
Monday 18th August – 12noon – 12.30pm
Monday 18th August – 3.00pm – 3.30pm
Monday 18th August – 3.30pm – 4.00pm

Kind regards

██████████

██████████

██████████



**The General Teaching
Council for Scotland**

www.gtc.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: ██████████@gov.scot <██████████@gov.scot> **On Behalf Of** ██████████@gov.scot
Sent: 16 May 2025 15:39
To: Leadership Support <leadershipsupport@gtcs.org.uk>
Subject: RE: Meeting with Cabinet Secretary

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi ██████████,

I hope you're well. Please accept my apologies for the delay in coming back to you on this. Due to Parliamentary Business, I have been struggling to find a slot for this meeting.

Ms Gilruth has availability on July 22nd from 14:45 – 15:15 for a Teams meeting. Does that work for you and your colleagues? If not, I am more than happy to explore alternative options.

Thanks,

██████████

██████████ (he/him)

██████████ to Cabinet Secretary for Education & Skills

E: ██████████@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: Leadership Support <leadershipsupport@gtc.org.uk>

Sent: 25 April 2025 11:44

To: Cabinet Secretary for Education & Skills 2024 <██████████@gov.scot>

Cc: Leadership Support <leadershipsupport@gtc.org.uk>

Subject: Meeting with Cabinet Secretary

Good Morning,

Further to the Cabinet Secretary's letter to us in March in respect to information sharing between Disclosure Scotland and GTC Scotland we would like to take up the offer of a meeting to discuss further.

In order to progress arrangements, it would be helpful to first establish the Cabinet Secretary's availability. I would appreciate it if you could offer some potential dates to allow planning to take place.

With kind regards, ██████████

██████████

██████████



**The General Teaching
Council for Scotland**

www.gtc.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

From: [Leadership Support](#)
To: [REDACTED]@gov.scot
Subject: RE: TQFE Draft Guidance Comments and Follow-up
Sent: 19/05/2025 13:37:00

Hi [REDACTED]

I am so sorry – it is in the diary for 4pm today but I didn't include your email! Sorry about that! I'll pop it over to you now.

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED]@gov.scot <[REDACTED]@gov.scot>
Sent: 19 May 2025 13:34
To: Leadership Support <leadershipsupport@gtcs.org.uk>
Subject: RE: TQFE Draft Guidance Comments and Follow-up

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

I've not received an invite as yet so just wanted to check if colleagues are still available to meet at 4pm today? If not, it's no problem and I can send over our availability for the weeks [REDACTED].

Thanks,

[REDACTED]

[REDACTED]

College Governance and Workforce Engagement

Directorate for Lifelong Learning and Skills
Scottish Government

✉ [REDACTED]@gov.scot



Scottish Government
Riaghaltas na h-Alba
gov.scot

From: Leadership Support <leadershipsupport@gtcs.org.uk>

Sent: 14 May 2025 11:29

To: [REDACTED] <[REDACTED]@gov.scot>

Subject: RE: TQFE Draft Guidance Comments and Follow-up

Perfect.

I'll get an invite to you.

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED]@gov.scot <[REDACTED]@gov.scot>

Sent: 14 May 2025 11:19

To: Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: RE: TQFE Draft Guidance Comments and Follow-up

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

Thanks for getting in touch and looking to make arrangements for a chat. Yes, we can do 4pm on Monday.

Thanks,

██████████

██████████

College Governance and Workforce Engagement
Directorate for Lifelong Learning and Skills
Scottish Government

✉ ██████████@gov.scot



From: Leadership Support <leadershipsupport@gtcs.org.uk>
Sent: 14 May 2025 11:17
To: ██████████ <██████████@gov.scot>
Subject: RE: TQFE Draft Guidance Comments and Follow-up

Hi ██████████

I have been having a look at diaries for this. Next week is really busy for Jennifer but could you do 4pm on Monday?

██████████

████████████████████

██



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: ██████████ <██████████@gov.scot> <██████████@gov.scot>
Sent: 13 May 2025 13:04
To: Jennifer Macdonald <Jennifer.Macdonald@gtcs.org.uk>; ██████████ <██████████@gtcs.org.uk>; ██████████ <██████████@gtcs.org.uk>
Cc: ██████████ <██████████@gov.scot>; ██████████ <██████████@gov.scot>
Subject: RE: TQFE Draft Guidance Comments and Follow-up

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi Jennifer,

Thanks for your email and for sharing your very helpful comments on the draft guidance. Apologies it has taken until now to reply – [REDACTED]

[REDACTED] and I are being required to prioritise work related to an SSI that was laid on 1 May that reforms the governance arrangements in the [REDACTED]. The timescales for this work are dictated by the parliamentary process and have us fully committed in the coming weeks. That said, we know the importance of progressing the determination as soon as possible, particularly given the implications for [REDACTED] programme, and it would definitely be helpful to discuss the comments you've sent over so we can make progress on this as soon as we are able. It might also be helpful to discuss any proposed response to the recent query from [REDACTED] that has been raised.

In terms of availability, I have [REDACTED] but have some availability tomorrow morning (which I understand is likely too short notice) and have good availability Monday-Thursday next week. If you're able to send over some times that work your end hopefully we can have a chat ahead of the next CLRWG.

I also know [REDACTED] has followed-up with both ourselves and the Minister's office regarding the request for a meeting. Initial discussions with the Minister's office indicate the Minister's diary is already fully committed this side of summer recess but I would hope a more formal response would be provided in advance of the next CLRWG. I'll keep you posted if I hear anything else re this.

Thanks,

[REDACTED]

[REDACTED]
College Governance and Workforce Engagement
Directorate for Lifelong Learning and Skills
Scottish Government

✉ [REDACTED]@gov.scot



From: Jennifer Macdonald <Jennifer.Macdonald@gtcs.org.uk>

Sent: 29 April 2025 17:27

To: [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gtcs.org.uk>; [REDACTED] <[REDACTED]@gtcs.org.uk>; [REDACTED] <[REDACTED]@gov.scot>

Subject: TQFE Draft Guidance Comments and Follow-up

Hi [REDACTED] and [REDACTED]

I hope all is well with you both?

I'm following up on the meeting we had in late February and to see if we can make some headway on TQFE accreditation arrangements.

[REDACTED]
[REDACTED]
[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Let us know when it would be possible to meet to talk through or get back to us with any immediate thoughts?

We'll look forward to hearing from you,
Jennifer

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or

distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

From: [REDACTED]
To: [Leadership Support](#)
Subject: Urgent ticket Inquiry
Attachments: [Ticket_ Constituent enquiry re_ \[REDACTED\] – GTC Scotland – Zendesk.pdf](#)
Sent: 19/05/2025 09:54:25

Follow Up Flag: Follow up
Flag Status: Completed
Good morning all,

I hope you are well. [REDACTED] has asked me to attach the above ticket for your advice on as a matter of urgency. I would greatly appreciate your support on how to respond.

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: 'martin.mccluskey.mp@parliament.uk'
Cc: [REDACTED]@parliament.uk'
Subject: Case Ref: MM03009
Sent: 20/05/2025 15:13:00

Dear Mr McCluskey,

Good Afternoon. Thank you for your enquiry regarding your constituent [REDACTED].

We will aim to provide a response to you by end of day on Friday 30th May.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: [REDACTED]@parliament.scot'
Subject: Case Ref: SM15920
Sent: 20/05/2025 15:11:00

Dear [REDACTED]

Good Afternoon. Thank you for your enquiry regarding your constituent [REDACTED].

We will aim to provide a response to you by end of day on Friday 30th May.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED]
To: [Leadership Support](#)
Subject: FW: LS 121952
Attachments: [LS_121952.pdf](#); [LS_121975.pdf](#);
Sent: 20/05/2025 12:50:49

Follow Up Flag: Follow up
Flag Status: Completed
Hello

Advising of an update; this person's MP has also made contact today.

Many thanks

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED]
Sent: 20 May 2025 12:10
To: Leadership Support <leadershipsupport@gtcs.org.uk>
Subject: LS 121952

Hello

Please see attached from the office of MSP Stuart McMillan.

Please note, we have spoken to the [REDACTED] in question by phone and by ticket; they have submitted a [REDACTED]

Many thanks

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

#121975 Fwd: Urgent Assistance Required Regarding Teacher Training Allocation (Case Ref: MM03009)

Submitted	Received via	Requester
May 20, 2025 at 12:29	Mail	Martin McCluskey MP <martin.mccluskey.mp@parliament.uk>

Group	Assignee	Type	Status category	Ticket status
Tier 10 Information Governance	[REDACTED]	-	Open	Open

Martin McCluskey MP May 20, 2025 at 12:29

Good afternoon,

[REDACTED]

I strongly agree with [REDACTED] that [REDACTED] e.

[REDACTED]

I appreciate your help in this matter, please can you copy [REDACTED]@parliament.uk into any response.

Best regards
Martin McCluskey MP
Member of Parliament for Inverclyde and Renfrewshire West (Labour)
Assistant Government Whip

Constituency Office: Custom House, Custom House Quay, Greenock, PA15 1AL
Parliamentary Office: House of Commons, London, SW1A 0AA

From: [REDACTED] <[REDACTED]@gmail.com >
Sent: 19 May 2025 18:21
To: MCCLUSKEY, martin.mccluskey.mp@parliament.uk
Subject: Urgent Assistance Required Regarding Teacher Training Allocation

Dear Mr McCluskey,
I hope this message finds you well.

[REDACTED]

- [REDACTED]

[Redacted content]

UK Parliament Disclaimer: this e-mail is confidential to the intended recipient. If you have received it in error, please notify the sender and delete it from your system. Any unauthorised use, disclosure, or copying is not permitted. This e-mail has been checked for viruses, but no liability is accepted for any damage caused by any virus transmitted by this e-mail. This e-mail address is not secure, is not encrypted and should not be used for sensitive data.

Support Software by **Zendesk**

From: [REDACTED]
To: [Leadership Support](#)
Subject: RE: Case Ref: SM15920
Sent: 20/05/2025 15:52:47

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

Thank you for your reply, and for following up on this matter.

Kind regards,

[REDACTED]

[REDACTED] – (Please note my work days are; Tuesday to Friday)
Stuart McMillan MSP

Greenock and Inverclyde Parliamentary Office
26 Grey Place
Greenock
PA15 1YF
01475 720 930



Sign up for Stuart's monthly newsletter [HERE](#)
<https://www.stuartmcmillan.scot/>

♻️ Before you print think about the ENVIRONMENT



You can now register to vote online. Click [here](#) to make sure your vote matters.



The Scottish Parliament
Pàrlamaid na h-Alba

From 12 March 2018,
face-to-face lobbying must
be registered. Find out more:



LOBBYING REGISTER | CLÀR-COITEACHAIDH

WWW.LOBBYING.SCOT

Lobbying Register | Clàr-coiteachaidh | www.lobbying.scot

From: Leadership Support <leadershipsupport@gtcs.org.uk>

Sent: 20 May 2025 15:13

To: [REDACTED] ([REDACTED]) <[REDACTED]@Parliament.scot>

Subject: Case Ref: SM15920

CAUTION: This e-mail originated from outside of The Scottish Parliament. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear [REDACTED]

Good Afternoon. Thank you for your enquiry regarding your constituent [REDACTED].

We will aim to provide a response to you by end of day on Friday 30th May.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

The Scottish Parliament: Making a positive difference to the lives of the people of Scotland
Pàrlamaid na h-Alba: A' toirt deagh bhuaidh air beatha sluagh na h-Alba

www.parliament.scot : facebook.com/scottishparliament : twitter.com/scotparl

The information in this email may be confidential. If you think you have received this email in error please delete it and do not share its contents.



– (Please note my work days are; Tuesday to Friday)

Stuart McMillan MSP

Greenock and Inverclyde Parliamentary Office
26 Grey Place
Greenock
PA15 1YF
01475 720 930



Sign up for Stuart’s monthly newsletter [HERE](#)
<https://www.stuartmcmillan.scot/>

P Before you print think about the ENVIRONMENT

You can now register to vote online. Click [here](#) to make sure your vote matters.

From 12 March 2018,
face-to-face lobbying must
be registered. Find out more:
LOBBYING REGISTER | CLÀR-COITEACHAIDH
WWW.LOBBYING.SCOT
Lobbying Register ½Clàr-coiteachaidh ½www.lobbying.scot

The Scottish Parliament: Making a positive difference to the lives of the people of Scotland
Pàrlamaid na h-Alba: A' toirt deagh bhuaidh air beatha sluagh na h-Alba

www.parliament.scot : facebook.com/scottishparliament : twitter.com/scotparl

The information in this email may be confidential. If you think you have received this email in error please delete it and do not share its contents.

Support Software by **Zendesk**



– (Please note my work days are; Tuesday to Friday)

Stuart McMillan MSP

Greenock and Inverclyde Parliamentary Office
26 Grey Place
Greenock
PA15 1YF
01475 720 930



Sign up for Stuart’s monthly newsletter [HERE](#)
<https://www.stuartmcmillan.scot/>

P Before you print think about the ENVIRONMENT

You can now register to vote online. Click [here](#) to make sure your vote matters.

From 12 March 2018,
face-to-face lobbying must
be registered. Find out more:
LOBBYING REGISTER | CLÀR-COITEACHAIDH
WWW.LOBBYING.SCOT
Lobbying Register ½Clàr-coiteachaidh ½www.lobbying.scot

The Scottish Parliament: Making a positive difference to the lives of the people of Scotland
Pàrlamaid na h-Alba: A’ toirt deagh bhuaidh air beatha sluagh na h-Alba

www.parliament.scot : facebook.com/scottishparliament : twitter.com/scotparl

The information in this email may be confidential. If you think you have received this email in error please delete it and do not share its contents.

Support Software by **Zendesk**

From: [REDACTED]
To: [Leadership Support](#)
Subject: 122374
Attachments: [LS_122374.pdf](#)
Sent: 22/05/2025 15:09:54

Follow Up Flag: Follow up
Flag Status: Completed
Hello

Please see attached from an MSP on behalf of a registrant

Cheers

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

#122374 (Case Ref: SB25911) GTC Registration Renewal - urgent

Submitted	Received via	Requester
May 22, 2025 at 14:51	Mail	Sarah Boyack MSP <sarah.boyack.msp@parliament.scot>

Group	Assignee	Type	Status category	Ticket status
Tier 1 Customer Service	-	-	Open	Open

Sarah Boyack MSP May 22, 2025 at 14:51

Good Afternoon

Sarah has been contacted by one of her constituents looking for urgent support to resolve an issue with [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Kind Regards

[REDACTED]

[REDACTED] | [REDACTED]
Office of Sarah Boyack MSP
The Scottish Parliament | Edinburgh | EH99 1SP

Support Software by **Zendesk**

From: [Leadership Support](#) on behalf of [Leadership Support](#)
[\[REDACTED\]](#)@gov.scot; Pauline Stephen: [\[REDACTED\]](#)@ed.ac.uk;
To: [\[REDACTED\]](#)@educationscotland.gov.scot;
[\[REDACTED\]](#)@educationscotland.gov.scot;
Cc: [\[REDACTED\]](#)@gov.scot; [\[REDACTED\]](#)@gov.scot; [\[REDACTED\]](#)@gov.scot;
Subject: RE: Discussion on Mentoring Summit and TED Framework
Sent: 22/05/2025 12:37:00

Hi [REDACTED],

I am afraid that Pauline is not available on the dates suggested. She is in Belfast on the 4th June and then at the EIS conference in Aviemore on the 5th and 6th June.

Not sure if this helps or not, but Pauline could do the following of any of these work for everyone else?

Monday 2nd June anytime after 10am
Thursday 12th June, anytime between 10am and 1pm
Thursday 19th June, anytime after 2pm

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [\[REDACTED\]](#)@gov.scot <[\[REDACTED\]](#)@gov.scot>
Sent: 22 May 2025 09:36
To: Pauline Stephen <Pauline.Stephen@gtcs.org.uk>; [\[REDACTED\]](#)@ed.ac.uk;
[\[REDACTED\]](#)@educationscotland.gov.scot; [\[REDACTED\]](#)@educationscotland.gov.scot
Cc: [\[REDACTED\]](#)@gov.scot; [\[REDACTED\]](#)@gov.scot; [\[REDACTED\]](#)@gov.scot
Subject: Discussion on Mentoring Summit and TED Framework

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi all,

I hope you're doing well. I have recently started within the Education Workforce Unit in Scottish Government working alongside [REDACTED] and [REDACTED].

A poll for the next SBTE meeting has been sent out to members and currently suggests that 23 June would be the opportune date, however nothing has been confirmed in diaries yet. We'd be keen to meet via Teams before the next SBTE meeting to reflect on the discussions had at the Mentoring Summit last week and explore how SG colleagues can support in the development and implementation of the Framework for Teacher Education and Development.

I've put some possible timings below:

10:00 – 11:00, 4 June

13:00 – 14:00, 5 June

13:00 – 14:00, 6 June

Please let me know your availability.

Kind regards,

[REDACTED]

[REDACTED] | [REDACTED] | Education Workforce Unit | Workforce, Infrastructure and Digital Division | Directorate for Learning

Email: [REDACTED]@gov.scot | Working Pattern: 9:00 – 17:00



This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Jenny Gilruth MSP
Cabinet Secretary for Education and Skills

By email: [REDACTED]@gov.scot

Date: 22 May 2025



Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: 0131 314 6000

Dear Cabinet Secretary

Fitness to Teach rules review update

Further to my letter to you dated 16 May, we have now published the report from the Professional Standards Authority (PSA) as well as a summary report of responses we received to our own call for views that we issued as part of the first stage of our Fitness to Teach rules review. You can find these [on the rules review page](#) of our website.

I highlighted last week that while the PSA's report highlights areas where we know we want to make improvements, some of the recommendations would need input from others to deliver collective change.

An area that we consider will require Government coordination relates to the report's observations about the variability of employer investigations. Our concerns about employer investigations are well documented. We have always been clear that our statutory role does not include oversight of employer investigative practices and that employers have a critical role in addressing concerns. Our role as a regulator should focus on risk that cannot be managed effectively elsewhere. This is why our current practice in the majority of cases is to wait for these investigations to conclude before we begin our process.

Another area that we consider important to bring to your attention relates to the PSA's observations concerning the relationship of the Fitness to Teach process with other systems and processes, including employer processes. The report highlights the importance of Government renewing stakeholder discussions in relation to gaining clarity of respective roles in the system for child protection and safeguarding.

These issues are particularly pertinent in the context of the Education (Scotland) Bill and the discussions at Stage 2 concerning the role of the independent inspectorate. While we know that time is tight to influence the final stage of the Bill, our view is that the report underlines exactly why it is vital for there to be a formal oversight role within the education system to scrutinise how effectively organisations meet their respective responsibilities and ensure identified areas for improvement happen.

We noted the discussion at Stage 2 about the 'on the ground' safeguarding obligations of the inspectorate. Our vision for the office is that it uses the information it collects to take a strategic role in performance monitoring and risk assessment at education service provider level. Ultimately if this is not a role an

independent inspectorate is to have, the question that needs to be answered is which body can have this role.

We consider that this work presents an important opportunity for national collaboration and agreement, however as noted above we believe it will require Government coordination. We would welcome the opportunity to discuss the report, and how we can work together to take these issues forward, at your convenience.

We have also written to the Director-General of Education and Justice notifying him of the report's publication and highlighting our concerns about a lack of progress in clarifying roles and responsibilities and information sharing when a concern is raised about someone working in education.

Yours sincerely,



Jennifer Macdonald
Strategic Director

[Redacted]

Neil Rennick
Director General, Education and Justice

By email: ceu@gov.scot

Date: 22 May 2025



Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: 0131 314 6000

Dear Neil

Fitness to Teach rules review update

Further to my letter to you dated 16 May, we have now published the report from the Professional Standards Authority (PSA) as well as a summary report of responses we received to our own call for views that we issued as part of the first stage of our Fitness to Teach rules review. You can find these [on the rules review page](#) of our website.

I highlighted last week that while the PSA's report highlights areas where we know we want to make improvements, some of the recommendations would need input from others to deliver collective change.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

We consider this work to present an important opportunity for national collaboration and agreement that will require Government coordination. We would welcome the opportunity to discuss the report, and how we can work together to take these issues forward, at your convenience.

Yours sincerely,

[Redacted]

Jennifer Macdonald
Strategic Director



Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: 0131 314 6000

Erin McKee
Special Adviser, Education and Skills

By email: Erin.Mckee@gov.scot

Date: 22 May 2025

Dear Ms McKee

Fitness to Teach rules review update

Further to my letter to you dated 16 May, we have now published the report from the Professional Standards Authority (PSA) as well as a summary report of responses we received to our own call for views that we issued as part of the first stage of our Fitness to Teach rules review. You can find these [on the rules review page](#) of our website.

I highlighted last week that while the PSA's report highlights areas where we know we want to make improvements, some of the recommendations would need input from others to deliver collective change.

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

We consider that this work presents an important opportunity for national collaboration and agreement, however as noted above we believe it will require Government coordination. We would welcome the opportunity to discuss the report, and how we can work together to take these issues forward, at your convenience.

We have written to the Cabinet Secretary in similar terms, and we have also written to the Director-General of Education and Justice about the report's publication, [REDACTED]

Yours sincerely,

A large black rectangular redaction box covering the signature area.

Jennifer Macdonald
Strategic Director

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: Jamie.Hepburn.msp@parliament.scot
Subject: Re: Constituent Enquiry - [REDACTED]
Sent: 23/05/2025 14:38:00

Good afternoon Jamie

I write to confirm receipt of your enquiry re your constituent [REDACTED]. This has been passed onto my colleague in our Delivery team to action and you will receive a response no later than 30 May.

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: sarah.boyack.msp@parliament.scot
Subject: Re: GTC Scotland Registration renewal
Sent: 23/05/2025 14:40:00

Good afternoon Sarah

I write to confirm receipt of your enquiry re your constituent [REDACTED]. This has been passed onto my colleague in our Delivery team to action and you will receive a response no later than 2 June.

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtc.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: ['MinisterCYPTP@gov.scot'](mailto:MinisterCYPTP@gov.scot)
Subject: Meeting with GTC Scotland - Thursday 29 May, 3.15pm
Sent: 27/05/2025 14:15:00

Dear Ms Don-Innes,

As part of its consideration of [PE1979](#), the Petitions committee showed an interest in the review that the Professional Standards Authority (PSA) conducted of our Fitness to Teach conduct process. We commissioned this work as part of a wider review of our Fitness to Teach rules.

Ahead of your meeting with Pauline Stephen and Jennifer Macdonald on Thursday, I am writing to let you know that we have now published the report that we received from the PSA of their findings. You can find this, along with further information about the wider review, [on the rules review page of our website](#).

Kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED] on behalf of [REDACTED]
To: [Leadership Support](#)
Subject: Ticket #122886
Attachments: [stephen flynn.pdf](#)
Sent: 28/05/2025 08:34:47

Follow Up Flag: Follow up
Flag Status: Completed

Hello Leadership Support,

I have been asked to pass on this ticket to you. Please find attached.

Kind regards,

[REDACTED]



GTC Scotland Office
Clerwood House
96 Clermiston Road
Edinburgh
EH12 6UT

Our Ref: [REDACTED]

27 May 2025

Good afternoon,

Re: [REDACTED]

I have been contacted by my above constituent regarding an issue that she believes is putting her future in the teaching profession at risk.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

With the August start date nearing, [REDACTED].

I would appreciate your assistance in helping to resolve this situation.

Yours sincerely,

Jim Fairlie

Jim Fairlie MSP

From: [REDACTED]
To: [Leadership Support](#)
Subject: Ticket Advice
Attachments: [teaching post allocation Jim Fairlie.pdf](#); [Ticket_ Teaching allocation request.pdf](#);
Sent: 28/05/2025 10:01:54

Follow Up Flag: Follow up
Flag Status: Completed

Hello all,

I hope you are well. I have attached a ticket which [REDACTED] has asked me to pass on to your inbox. The ticket and supporting letter from Jim Fairlie are both attached above. Please let me know if you need me to action anything from my side.

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

No organization

██████████...

Open Ticket #122866

Requester

Teaching allocation request to rec...



C... ▾

Via email

Assignee [take](#)

T./E. ▾

Followers ⓘ

▾

Tags

email... ✕

Enquiry origin*

- ▾

Enquiry categor

▾

Requires Priority Attention

Escalate to Digital Support

Web conter review needed

Macro required

Registration number

▭

Persona

⚡ Apply macro ▾

Close tab ▾

Submit as Open



██████████ 23 minutes ago

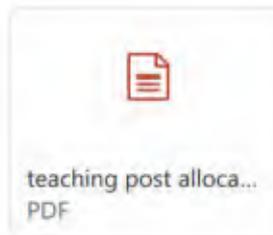
To: GTC Scotland Customer Services [Show more](#)

Good afternoon,

Please see the attached letter form Jim Fairlie MSP.

Kind regards,

██████████
██████████ for Jim Fairlie MSP



Internal [Assign](#) • 17 minutes ago

Can you pass to LS, update the internal note to confirm and solve - thanks



Email

C...

Loca...

Tue...

Lan...

Eng...

Notes

A
d
d

Int ↻

No organization

██████████...

Open Ticket #122866

Requester

 C... ▾

Via email

Assignee

T./E. ▾

Followers 

▾

Tags

email...

Enquiry origin*

- ▾

Enquiry categor

▾

Requires Priority Attention

Escalate to Digital Support

Web conter review needed

Macro required

Registration number

Persona

 Apply macro ▾



██████████ • 23 minutes ago

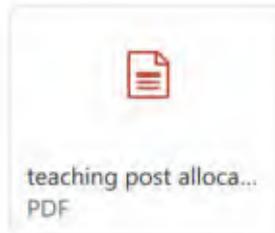
To: GTC Scotland Customer Services

Good afternoon,

Please see the attached letter form Jim Fairlie MSP.

Kind regards,

██████████
██████████ for Jim Fairlie MSP



██████████ Internal • 17 minutes ago

Can you pass to LS, update the internal note to confirm and solve - thanks

Email

C...

Loca...

Tue...

Lan...

Eng...

Notes

Int

From: [Leadership Support](#)
To: [REDACTED]@gov.scot'
Subject: RE: Meeting with Cabinet Secretary
Sent: 28/05/2025 16:54:00

Dear [REDACTED],

Thank you for coming back so quickly with another date.

[REDACTED] will work well, thank you. Colleagues are happy to have this meeting in-person at the Scottish Parliament. I will pop a hold in diaries here.

Please can you advise who will be attending from your end along with Ms Gilruth.

Attending from GTCS will be the following colleagues:

Pauline Stephen, Chief Executive and Registrar
Jennifer Macdonald, Strategic Director

[REDACTED], [REDACTED]
[REDACTED], [REDACTED]

Disclosure Scotland will also be attending and as soon as I have list of their attendees I will let you know.

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED]@gov.scot <[REDACTED]@gov.scot> **On Behalf Of** [REDACTED]@gov.scot

Sent: 28 May 2025 15:57

To: Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: RE: Meeting with Cabinet Secretary

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

I have space at [REDACTED]. We can either host this in Parliament or host via Teams.

Please let me know if either of these options works better for you.

Thanks,
[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: Leadership Support <leadershipsupport@gtcs.org.uk>

Sent: 28 May 2025 15:14

To: Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

Cc: Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: RE: Meeting with Cabinet Secretary

Dear [REDACTED],

Good Afternoon. Thank you for your email below. I am afraid that both Pauline and Jennifer are [REDACTED].

Does Ms Gilruth have any availability when she returns from leave, either end of August/early September at all?

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: ██████████@gov.scot <██████████@gov.scot> On Behalf Of ██████████@gov.scot
Sent: 28 May 2025 11:01
To: Leadership Support <leadershipsupport@gtcs.org.uk>
Subject: RE: Meeting with Cabinet Secretary

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi ██████████,

I'm afraid that Ms Gilruth is on leave over those dates.

Do you have any availability for a Teams call on the W/C 4th August?

Thanks,

██████████

██████████ (he/him)

██████████ to Cabinet Secretary for Education & Skills

E: ██████████@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: Leadership Support <leadershipsupport@gtcs.org.uk>

Sent: 19 May 2025 09:55

To: Cabinet Secretary for Education & Skills 2024 <██████████@gov.scot>; Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: RE: Meeting with Cabinet Secretary

Good morning ██████████

I have had a look at dates and offer the following, can I double check is there no availability in June? If not, would any of these times suit Ms Gilruth?

Tuesday 12th August – 3.30pm – 4pm

Wednesday 13th August – 3.30pm – 4pm

Monday 18th August – 10am-10.30am

Monday 18th August – 12noon – 12.30pm

Monday 18th August – 3.00pm – 3.30pm

Monday 18th August – 3.30pm – 4.00pm

Kind regards

██████████

██████████

██████████



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED] [REDACTED]@gov.scot <[REDACTED] [REDACTED]@gov.scot> On Behalf Of [REDACTED]@gov.scot

Sent: 16 May 2025 15:39

To: Leadership Support <leadershipsupport@gtc.org.uk>

Subject: RE: Meeting with Cabinet Secretary

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

I hope you're well. Please accept my apologies for the delay in coming back to you on this. Due to Parliamentary Business, I have been struggling to find a slot for this meeting.

Ms Gilruth has availability on July 22nd from 14:45 – 15:15 for a Teams meeting. Does that work for you and your colleagues? If not, I am more than happy to explore alternative options.

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: Leadership Support <leadershipsupport@gtc.org.uk>

Sent: 25 April 2025 11:44

To: Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

Cc: Leadership Support <leadershipsupport@gtc.org.uk>

Subject: Meeting with Cabinet Secretary

Good Morning,

Further to the Cabinet Secretary's letter to us in March in respect to information sharing between Disclosure Scotland and GTC Scotland we would like to take up the offer of a meeting to discuss further.

In order to progress arrangements, it would be helpful to first establish the Cabinet Secretary's availability. I would appreciate it if you could offer some potential dates to allow planning to take place.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or

distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: stephen.flynn.mp@parliament.uk
Subject: Re: Constituent concerns - Probation Placement (Case ref: [REDACTED])
Sent: 28/05/2025 10:52:00

Good morning

I write to confirm receipt of your enquiry dated 27 May regarding [REDACTED]. We will provide you with a response no later than Wednesday 4th June.

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#)
To: [REDACTED]@gov.scot'
Cc: [Leadership Support](#)
Subject: RE: Meeting with Cabinet Secretary
Sent: 28/05/2025 15:11:00

Dear [REDACTED],

Good Afternoon. Thank you for your email below. I am afraid that both Pauline and Jennifer are [REDACTED].

Does Ms Gilruth have any availability when she returns from leave, either end of August/early September at all?

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED]@gov.scot <[REDACTED]@gov.scot> **On Behalf Of** [REDACTED]@gov.scot
Sent: 28 May 2025 11:01
To: Leadership Support <leadershipsupport@gtcs.org.uk>
Subject: RE: Meeting with Cabinet Secretary

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

I'm afraid that Ms Gilruth is on leave over those dates.

Do you have any availability for a Teams call on the W/C 4th August?

Thanks,

██████████

██████████ (he/him)

██████████ to Cabinet Secretary for Education & Skills

E: ██████████@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: Leadership Support <leadershipsupport@gtcsc.org.uk>

Sent: 19 May 2025 09:55

To: Cabinet Secretary for Education & Skills 2024 <██████████@gov.scot>; Leadership Support <leadershipsupport@gtcsc.org.uk>

Subject: RE: Meeting with Cabinet Secretary

Good morning ██████████

I have had a look at dates and offer the following, can I double check is there no availability in June? If not, would any of these times suit Ms Gilruth?

Tuesday 12th August – 3.30pm – 4pm

Wednesday 13th August – 3.30pm – 4pm

Monday 18th August – 10am-10.30am

Monday 18th August – 12noon – 12.30pm

Monday 18th August – 3.00pm – 3.30pm

Monday 18th August – 3.30pm – 4.00pm

Kind regards

██████████

██████████

██████████



**The General Teaching
Council for Scotland**

www.gtcsc.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: ██████████ ██████████@gov.scot <██████████, ██████████@gov.scot> On Behalf Of ██████████@gov.scot

Sent: 16 May 2025 15:39

To: Leadership Support <leadershipsupport@gtcsc.org.uk>

Subject: RE: Meeting with Cabinet Secretary

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

I hope you're well. Please accept my apologies for the delay in coming back to you on this. Due to Parliamentary Business, I have been struggling to find a slot for this meeting.

Ms Gilruth has availability on July 22nd from 14:45 – 15:15 for a Teams meeting. Does that work for you and your colleagues? If not, I am more than happy to explore alternative options.

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: Leadership Support <leadershipsupport@gtc.org.uk>

Sent: 25 April 2025 11:44

To: Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

Cc: Leadership Support <leadershipsupport@gtc.org.uk>

Subject: Meeting with Cabinet Secretary

Good Morning,

Further to the Cabinet Secretary's letter to us in March in respect to information sharing between Disclosure Scotland and GTC Scotland we would like to take up the offer of a meeting to discuss further.

In order to progress arrangements, it would be helpful to first establish the Cabinet Secretary's availability. I would appreciate it if you could offer some potential dates to allow planning to take place.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtc.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

Any advice would be valuable in this situation.

Thank you.

██████████

██████████ May 27, 2025 at 17:24

Internal note

Can you pass to LS please - update and solve the ticket once processed

Support Software by **Zendesk**

W

L



GTC Scotland Office
Clerwood House
96 Clermiston Road
Edinburgh
EH12 6UT

Our Ref: [REDACTED]

27 May 2025

Good afternoon,

Re: [REDACTED]

I have been contacted by my above constituent regarding an issue [REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]

With the August start date nearing, [REDACTED]

I would appreciate your assistance in helping to resolve this situation.

Yours sincerely,

Jim Fairlie

Jim Fairlie MSP

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: ['Katrina Murray MP'](#)
Subject: Case Ref: KM02053
Attachments: [2025-05-29-MP-Enquiry-Response_Katrina Murray.pdf](#)
Sent: 29/05/2025 16:44:00

Dear Ms Murray,

Good Afternoon. Please find attached letter from Jennifer Macdonald, Strategic Director, in relation case ref: [REDACTED]

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: [REDACTED]@parliament.scot'
Subject: Ref: [REDACTED]
Sent: 29/05/2025 08:57:00

Dear [REDACTED],

Thank you for your enquiry regarding your constituent, re: [REDACTED]

We will aim to get a response to you by end of day on Wednesday 4th June.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: 'jamie.hepburn.msp@parliament.scot'
Subject: Reply from GTC Scotland
Attachments: [2025-05-30-Jamie-Hepburn-MSP-response.pdf](#)
Sent: 30/05/2025 16:36:00

Dear Mr Hepburn,

Please find attached letter from Victoria Smith, Strategic Director, in relation to your communication of 16 May regarding one of your constituents.

With kind regards, ██████████

██████████

████████████████████



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: 'martin.mccluskey.mp@parliament.uk'; [REDACTED]@parliament.uk';
Subject: Reply from GTC Scotland
Attachments: [2025-05-30-Martin McCluskey MP-response.pdf](#)
Sent: 30/05/2025 16:27:00

Dear Mr McCluskey,

Good Afternoon. Please find attached reply from Victoria Smith, Strategic Director, regarding your enquiry about your constituent, case ref: [REDACTED]

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: ['sarah.boyack.msp@parliament.scot'](mailto:sarah.boyack.msp@parliament.scot)
Subject: Reply from GTC Scotland
Attachments: [2025-05-30-Sarah-Boyack-MSP-response.pdf](#)
Sent: 30/05/2025 17:16:00

Dear Ms Boyack,

Good Afternoon. Please find attached reply from Victoria Smith, Strategic Director, regarding your communication dated 22 May 2025 enquiring about one of your constituents, [REDACTED].

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: 'martin.mccluskey.mp@parliament.uk'; [REDACTED]@parliament.uk';
Subject: Reply from GTC Scotland
Attachments: [2025-05-30-Martin McCluskey MP-response.pdf](#)
Sent: 30/05/2025 16:27:00

Dear Mr McCluskey,

Good Afternoon. Please find attached reply from Victoria Smith, Strategic Director, regarding your enquiry about your constituent, case ref: [REDACTED].

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.



Jamie Hepburn MSP
Cumbernauld and Kilsyth

By email: jamie.hepburn.msp@parliament.scot

Date: 30 May 2025

Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: [REDACTED]

Dear Mr Hepburn

Thank you for your communication of 16 May 2025 regarding an enquiry from one of your constituents, [REDACTED].

We believe that the personal information shared by your constituent, detailed within your contact with us, demonstrates that they have shared personal information with you about their personal circumstances and their registration status. We therefore believe that you are working on their behalf. This information is shared with you on that basis and as necessary for the performance of a task carried out in the public interest.

I understand that the concerns of Ms [REDACTED] are twofold:

- 1. [REDACTED]

I'll address each of these concerns in turn.

I understand Ms [REDACTED] is frustrated that [REDACTED]

0 [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

As set out on the [Registration fee overview](#) page of our website, our registration year runs from 1 April to 31 March each year. The fee remains the same irrespective of when someone joins or leaves the Register. The correspondence issued to Ms [REDACTED] in March 2025 to pay her fee confirmed the same:

[REDACTED]

[REDACTED]

Following a decision made by GTC Scotland Council in December 2024 to increase the annual registration fee from £65 to £75, we invited registrants to complete a survey to obtain further feedback. Ms [REDACTED] may be interested in some of the feedback gathered, the results of which are available [on our website](#).

By way of assistance, Ms [REDACTED] makes several comments in her communication to you about our being a government body and I thought it may be helpful to sign post this [About GTC Scotland](#) page of our website. On this page it explains that we are the independent regulator for teachers in Scotland. We work in the public interest to enhance trust in teachers by setting, upholding and promoting high standards. It also explains that we are independent from government and receive no funding for our core role of registration and regulation. This work is funded by the fees teachers and college lecturers pay.

I trust this information is helpful.

Yours sincerely

[REDACTED]

Victoria Smith
Strategic Director



Sarah Boyack MSP
Lothian

By email: sarah.boyack.msp@parliament.scot

Date: 30 May 2025

Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: [REDACTED]

Dear Ms Boyack

Thank you for your communication dated 22 May 2025 regarding an enquiry from one of your constituents, [REDACTED], and GTC Scotland registration.

We believe that the personal information shared by your constituent, detailed within your contact with us, demonstrates that they have shared personal information with you about their personal circumstances and their registration status. We therefore believe that you are working on their behalf. This information is shared with you on that basis and as necessary for the performance of a task carried out in the public interest

By way of background, Our Register is a professional Register and not an employment based one. This means that all individuals who meet our registration requirements can be registered with us. Applicants for registration, and registrants, do not have to be actively employed as a teacher or live in Scotland to be registered with us. We have no role in the recruitment of teachers and employment information is self-declared by our registrants. We are not made aware, as a matter of course, of when registrants are out of work or on maternity leave and registrants share their contact information with us themselves and can update this using their MyGTCS account.

[REDACTED]

Engagement in the PU process is a legal requirement for maintenance of registration with GTC Scotland and is key to maintaining teacher professionalism. Teachers are required to confirm their Professional Update every 5 years.

[REDACTED]

Date	Nature of communication
[REDACTED]	[REDACTED]

1	[Redacted]
[Redacted]	[Redacted]

[Redacted]

[Redacted]

[Redacted]

I trust this information is helpful.

Yours sincerely



Victoria Smith
Strategic Director

Stuart McMillan MSP
Greenock and Inverclyde

By email: [REDACTED]@parliament.scot

Date: 30 May 2025

Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: [REDACTED]

Dear Mr McMillan

Thank you for your letter of 20 May 2025 regarding an enquiry from one of your constituents, [REDACTED], regarding her local authority allocation for the Teacher Induction Scheme (TIS).

We believe that the personal information shared by your constituent, detailed within your contact with us, demonstrates that they have shared personal information with you about their personal circumstances and their registration status. We therefore believe that you are working on their behalf. This information is shared with you on that basis and as necessary for the performance of a task carried out in the public interest

By way of background, the TIS provides a guaranteed 1-year placement in a local authority to every eligible student graduating with a teaching qualification from one of Scotland's Higher Education Institutions. GTC Scotland administers aspects of the scheme on behalf of Scottish Government, who are its owners.

The TIS allocation process is complex and this year has involved successfully matching 2744 individuals to a 1-year placement. Most individuals select five local authorities in order of preference to inform the matching process. The algorithm within the matching process aims to match as large a percentage of individuals as possible to a local authority in one of their highest preferences and home address is not considered in the matching process. More information about allocations can be found on the [allocation page](#) of our website.

An additional option available to provisional registrants undertaking the TIS is to opt for a Preference Waiver Payment (PWP), which means that they agree to work in any Scottish Local Authority area and in return will receive a payment of £8,000 for a secondary teacher or £6,000 for a primary teacher, paid in three instalments by the Local Authority over the course of the school year. Individuals who choose the PWP option are manually allocated to a local authority by the Scottish Government who own the TIS scheme. GTC Scotland do not have a role in the allocation of PWP placements. Further information about preference waiver allocations is contained on the [Preference Waiver Payment page](#) of our website.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

On [our website](#), we advise individuals that once they have been allocated to a Local Authority and the Local Authority is informed, this allocation is fixed. We encourage those who are dissatisfied with their allocation to speak to friends and family about how they could make the situation workable. We also encourage them to reach out to the Local Authority to discuss this. It is the Local Authority who decide which particular school the individual is allocated to, and it is sometimes possible for them to assign a school which is more manageable in terms of commute.

If an individual has spoken to the Local Authority and feels they are still unable to work in their allocation, there is an opportunity for them to request a rematch in the immediate period following allocation. We're honest and upfront that the success rate of rematching is very low, at between 1 to 3%. This is because it is only possible to offer a rematch if an equivalent placement is available in another Local Authority, created by another provisional registrant asking for a rematch in the opposite direction. [REDACTED]

[REDACTED]

[REDACTED]

FR is an alternative way to complete teaching service in order to achieve the Professional Standard for Full Registration. Individuals who have withdrawn from or opted out of TIS, are not eligible to join TIS, or want to complete their probationary teaching service somewhere other than a Scottish local authority school (such as an independent school in Scotland) follow FR. Individuals qualified outside Scotland take this route as do fully registered teachers seeking to add further registrations. The responsibility for securing a position or placement to complete teaching service where FR is followed rests with the individual, not GTC Scotland or any other person. This therefore allows provisional registrants more flexibility in choosing where they work as they find their own employment. More information about the Flexible Route is available on [on our website](#).

To summarise, we have reviewed the steps taken in the process of allocating your consistuent's TIS placement and can confirm we have carried out the process correctly. GTC Scotland administers the TIS on behalf of the Scottish Government, who determine the overarching scheme policy. Should you wish to make a policy related complaint, you can do so by contacting the Scottish Government.

I trust this information is helpful.

Yours sincerely



Victoria Smith
Strategic Director



T : [REDACTED]
E : scottish.ministers@gov.scot

[REDACTED]
leadershipsupport@gtcs.org.uk

Our Reference: [REDACTED]

3 June 2025

Dear Ms [REDACTED]

Thank you for your email dated 2 May, inviting Jenny Gilruth MSP, Cabinet Secretary for Education and Skills to meet with you in advance of the roundtable event, to discuss issues pertinent to Scottish education.

Ms Gilruth would be delighted to accept your invitation. I would be grateful if you would contact her [REDACTED] at [REDACTED]@gov.scot to make the necessary arrangements.

Ms Gilruth will also await further information on the new date for the '60 years of Trusted Teaching' roundtable event.

Yours sincerely,

[REDACTED]

[REDACTED]

[REDACTED]





Jim Fairlie MSP
Perthshire South and Kinross-shire

By email: Jim.Fairlie.msp@parliament.scot

Date: 3 June 2025

Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: [REDACTED]

Dear Mr Fairlie

Thank you for your correspondence dated 27 May 2025 regarding an enquiry from one of your constituents, [REDACTED], about her Teacher Induction Scheme (TIS) allocation.

We believe that the personal information shared by your constituent, detailed within your contact with us, demonstrates that they have shared personal information with you about their personal circumstances and their registration status. We therefore believe that you are working on their behalf. This information is shared with you on that basis and as necessary for the performance of a task carried out in the public interest

By way of background, the TIS provides a guaranteed 1-year placement in a local authority to every eligible student graduating with a teaching qualification from one of Scotland's Higher Education Institutions. GTC Scotland administers aspects of the scheme on behalf of Scottish Government, who are its owners.

The TIS allocation process is complex and this year has involved successfully matching 2744 individuals to a 1-year placement. Each individual selects five local authorities in order of preference to inform the matching process. The algorithm within the matching process aims to match as large a percentage of individuals as possible to a local authority in one of their highest preferences. Home address is not considered in the matching process. Every effort is made to allocate a target of 94% of provisionally registered teachers with local authority preferences to their first, second or third preference. We advise students to ensure that all five preferences are workable for them as it is possible they will receive their fourth or fifth preference. This year 80.65% of individuals who submitted local authority preferences were allocated to a placement in their first choice local authority, 9.93% to their second choice, 5.41% to their third choice, 2.28% to their fourth choice and 1.74% to their fifth choice.

[REDACTED]

If an individual has spoken to the Local Authority and feels they are still unable to work in their allocation, they can request a rematch in the immediate period following allocation. We're honest and upfront with students that the success rate of rematching is very low, normally between 1-3%. This is because it is

only possible to offer a rematch if an equivalent placement is available in another Local Authority, created by another student teacher asking for a rematch in the opposite direction.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

- To speak to [Redacted] directly about how together they may be able to make the allocation work e.g. by looking to place [Redacted] if possible; or
- To withdraw from the TIS and complete the journey from provisional to Full Registration via the Flexible Route. The Flexible Route (FR) is an alternative way to complete teaching service in order to achieve the Standard for Full Registration. Individuals who have withdrawn from or opted out of TIS, are not eligible to join TIS, or want to complete their probationary teaching service somewhere other than a Scottish local authority school (such as an independent school in Scotland) follow FR. Individuals qualified outside Scotland take this route as do fully registered teachers seeking to add further registrations. The responsibility for securing a position or placement to complete teaching service where FR is followed rests with the individual, not GTC Scotland or any other person. This therefore allows provisional registrants more flexibility in choosing where they work as they find their own employment. More information about the Flexible Route is available on [our website](#).

I trust this information is helpful.

Yours sincerely

[Redacted Signature]

Victoria Smith
Strategic Director

Jenny Gilruth MSP
Cabinet Secretary for Education and Skills
The Scottish Government
St Andrew's House
Regent Road
Edinburgh
EH1 3DG

By Email: [REDACTED]@gov.scot

Your Reference: [REDACTED]

Date: 2nd May 2025

Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: [REDACTED]

Dear Cabinet Secretary,

General Teaching Council for Scotland – roundtable invitation and meeting request

Thank you for your response to GTC Scotland's invitation to our planned roundtable '*60 years of Trusted Teaching*'.

Thank you for highlighting the upcoming Education Bill session at the same time, and the difficulties it would present for interested parties to attend our event.

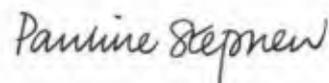
We have taken the decision to postpone the event to ensure that everyone who would like to contribute and discuss the key role of trusted teaching is able to attend.

We are currently working with the Parliament Events Team to identify a suitable alternative date and will be in touch shortly with further details.

We do hope you will be able to join us at the rescheduled event to mark 60 years since teaching became a recognised profession in Scotland and to discuss the frameworks needed for trusted teaching to thrive.

I would also welcome the opportunity to meet with you in advance of the event, if your availability allows, to share our knowledge and insight at this critical moment for education in Scotland.

Kind regards,



Dr Pauline Stephen
Chief Executive and Registrar

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: stephen.flynn.mp@parliament.uk
Subject: Re: Teacher Induction Scheme placement
Attachments: [2025-6-3-Stephen-Flynn-MP-response.pdf](#)
Sent: 03/06/2025 14:40:00

Good afternoon

Please find attached a letter from Victoria Smith, Strategic Director.

With kind regards

██████████

████████████████████

██



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: Jim.Fairlie.msp@parliament.scot
Subject: Re: Teaching post allocation
Attachments: [2025-06-03-Jim-Fairlie-MSP-response.pdf](#)
Sent: 03/06/2025 14:27:00

Good afternoon

Please find attached a letter from Victoria Smith, Strategic Director.

With kind regards.

██████████

████████████████████

██



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.



T : [REDACTED]
E : scottish.ministers@gov.scot

[REDACTED]
leadershipsupport@gtcs.org.uk

Our Reference: [REDACTED]

3 June 2025

Dear Ms [REDACTED]

Thank you for your email dated 2 May, inviting Jenny Gilruth MSP, Cabinet Secretary for Education and Skills to meet with you in advance of the roundtable event, to discuss issues pertinent to Scottish education.

Ms Gilruth would be delighted to accept your invitation. I would be grateful if you would contact her [REDACTED] at [REDACTED]@gov.scot to make the necessary arrangements.

Ms Gilruth will also await further information on the new date for the '60 years of Trusted Teaching' roundtable event.

Yours sincerely,

[REDACTED]

[REDACTED]



From: casehandling.service@gov.scot
To: [Leadership Support](#)
Subject: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]
Attachments: [Response \[REDACTED\].pdf](#)
Sent: 03/06/2025 10:10:55

Follow Up Flag: Follow up
Flag Status: Completed

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Please find attached a response to your correspondence.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.



Jim Fairlie MSP
Perthshire South and Kinross-shire

By email: Jim.Fairlie.msp@parliament.scot

Date: 3 June 2025

Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: [REDACTED]

Dear Mr Fairlie

Thank you for your correspondence dated 27 May 2025 regarding an enquiry from one of your constituents, [REDACTED], about her Teacher Induction Scheme (TIS) allocation.

We believe that the personal information shared by your constituent, detailed within your contact with us, demonstrates that they have shared personal information with you about their personal circumstances and their registration status. We therefore believe that you are working on their behalf. This information is shared with you on that basis and as necessary for the performance of a task carried out in the public interest

By way of background, the TIS provides a guaranteed 1-year placement in a local authority to every eligible student graduating with a teaching qualification from one of Scotland's Higher Education Institutions. GTC Scotland administers aspects of the scheme on behalf of Scottish Government, who are its owners.

The TIS allocation process is complex and this year has involved successfully matching 2744 individuals to a 1-year placement. Each individual selects five local authorities in order of preference to inform the matching process. The algorithm within the matching process aims to match as large a percentage of individuals as possible to a local authority in one of their highest preferences. Home address is not considered in the matching process. Every effort is made to allocate a target of 94% of provisionally registered teachers with local authority preferences to their first, second or third preference. We advise students to ensure that all five preferences are workable for them as it is possible they will receive their fourth or fifth preference. This year 80.65% of individuals who submitted local authority preferences were allocated to a placement in their first choice local authority, 9.93% to their second choice, 5.41% to their third choice, 2.28% to their fourth choice and 1.74% to their fifth choice.

[REDACTED]

If an individual has spoken to the Local Authority and feels they are still unable to work in their allocation, they can request a rematch in the immediate period following allocation. We're honest and upfront with students that the success rate of rematching is very low, normally between 1-3%. This is because it is

only possible to offer a rematch if an equivalent placement is available in another Local Authority, created by another student teacher asking for a rematch in the opposite direction.

Mrs [REDACTED] did not submit a rematch request to us by the deadline of 5pm on Friday 30 May 2025. On receiving your letter, we took the decision to consider whether a rematch was possible when all other submitted rematch requests were considered on Monday 2 June.

[REDACTED]

[REDACTED]

[REDACTED]

- To speak to [REDACTED] directly about how together they may be able to make the allocation work e.g. by looking to place [REDACTED] if possible; or
- To withdraw from the TIS and complete the journey from provisional to Full Registration via the Flexible Route. The Flexible Route (FR) is an alternative way to complete teaching service in order to achieve the Standard for Full Registration. Individuals who have withdrawn from or opted out of TIS, are not eligible to join TIS, or want to complete their probationary teaching service somewhere other than a Scottish local authority school (such as an independent school in Scotland) follow FR. Individuals qualified outside Scotland take this route as do fully registered teachers seeking to add further registrations. The responsibility for securing a position or placement to complete teaching service where FR is followed rests with the individual, not GTC Scotland or any other person. This therefore allows provisional registrants more flexibility in choosing where they work as they find their own employment. More information about the Flexible Route is available on [our website](#).

I trust this information is helpful.

Yours sincerely

[REDACTED]

Victoria Smith
Strategic Director



Rt Hon Stephen Flynn MP
Aberdeen South

By email: stephen.flynn.mp@parliament.uk

Date: 3 June 2025

Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: [REDACTED]

Dear Mr Flynn

Thank you for your correspondence dated 27 May 2025 regarding an enquiry from one of your constituents, [REDACTED], about her [REDACTED].

We believe that the personal information shared by your constituent, detailed within your contact with us, demonstrates that they have shared personal information with you about their personal circumstances and their registration status. We therefore believe that you are working on their behalf. This information is shared with you on that basis and as necessary for the performance of a task carried out in the public interest

By way of background, the TIS provides a guaranteed 1-year placement in a local authority to every eligible student graduating with a teaching qualification from one of Scotland's Higher Education Institutions. GTC Scotland administers aspects of the scheme on behalf of Scottish Government, who are its owners.

The TIS allocation process is complex and this year has involved successfully matching 2744 individuals to a 1-year placement. Each individual selects five local authorities in order of preference to inform the matching process. The algorithm within the matching process aims to match as large a percentage of individuals as possible to a local authority in one of their highest preferences. Home address is not considered in the matching process. Every effort is made to allocate a target of 94% of provisionally registered teachers with local authority preferences to their first, second or third preference. We advise students to ensure that all five preferences are workable for them as it is possible they will receive their fourth or fifth preference. This year 80.65% of individuals who submitted local authority preferences were allocated to a placement in their first choice local authority, 9.93% to their second choice, 5.41% to their third choice, 2.28% to their fourth choice and 1.74% to their fifth choice.

[REDACTED]

If an individual has spoken to the Local Authority and feels they are still unable to work in their allocation, they can request a rematch in the immediate period following allocation. We're honest and upfront with students that the success rate of rematching is very low, normally between 1-3%. This is because it is

only possible to offer a rematch if an equivalent placement is available in another Local Authority, created by another student teacher asking for a rematch in the opposite direction.

[REDACTED]

It is important to note that GTC Scotland do not allocate students to a school, it is the Local Authority who allocate the school. If the rematch is agreed, [REDACTED] will contact [REDACTED] to confirm the school to which she has been allocated.

I trust this information is helpful.

Yours sincerely

[REDACTED]

Victoria Smith
Strategic Director

From: [REDACTED]
To: [Leadership Support](#)
Subject: RE: Reply from GTC Scotland
Sent: 04/06/2025 15:54:25

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

Thank you for your reply, I have passed this on to Ms [REDACTED].

Kind regards,

[REDACTED]

[REDACTED] – (Please note my work days are; Tuesday to Friday)
Stuart McMillan MSP

Greenock and Inverclyde Parliamentary Office
26 Grey Place
Greenock
PA15 1YF
[REDACTED]



Sign up for Stuart's monthly newsletter [HERE](#)
<https://www.stuartmcmillan.scot/>

♻️ Before you print think about the ENVIRONMENT



You can now register to vote online. Click [here](#) to make sure your vote matters.



The Scottish Parliament
Pàrlamaid na h-Alba

From 12 March 2018,
face-to-face lobbying must
be registered. Find out more:



LOBBYING REGISTER | CLÀR-COITEACHAIDH

WWW.LOBBYING.SCOT

Lobbying Register | Clàr-coiteachaidh | www.lobbying.scot

From: Leadership Support <leadershipsupport@gcs.org.uk>

Sent: 30 May 2025 16:24

To: [REDACTED] ([REDACTED]) <[REDACTED]@Parliament.scot>

Subject: Reply from GTC Scotland

CAUTION: This e-mail originated from outside of The Scottish Parliament. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear Mr McMillan,

Good Afternoon. Please find attached reply from Victoria Smith, Strategic Director, re: one of your constituents, [REDACTED].

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

The Scottish Parliament: Making a positive difference to the lives of the people of Scotland
Pàrlamaid na h-Alba: A' toirt deagh bhuaidh air beatha sluagh na h-Alba

www.parliament.scot : [facebook.com/scottishparliament](https://www.facebook.com/scottishparliament) : twitter.com/scotparl

The information in this email may be confidential. If you think you have received this email in error please delete it and do not share its contents.

From: [Leadership Support](#)
To: '██████████@gov.scot'
Cc: [Leadership Support](#)
Subject: FW: Your recent enquiry with Scottish Government and partner agencies - ██████████
Attachments: [Response-██████████.pdf](#)
Sent: 05/06/2025 12:40:00

Good Afternoon,

I am following up on the attached letter. The rescheduled date for the Parliamentary Roundtable event is ██████████. Please can this be added to the Cabinet Secretary's diary.

In terms of Pauline Stephen meeting with Ms Gilruth in advance of the Roundtable event, here's a few times when Pauline would be available to meet Ms Gilruth in person at the Scottish Parliament, do any of these work at all?

We can look at some other options if none of these suit.

Monday 8th September, 2pm
Tuesday 9th September, 12 noon
Monday 15th September, 11am or 2pm
Monday 22nd September, 2pm

Hope to hear from you soon.

With kind regards, ██████████

██████████

██████████



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: casehandling.service@gov.scot <casehandling.service@gov.scot>

Sent: 03 June 2025 10:10

To: Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: Your recent enquiry with Scottish Government and partner agencies - ██████████

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Please find attached a response to your correspondence.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.



T : [REDACTED]
E : scottish.ministers@gov.scot

[REDACTED]
leadershipsupport@gtcs.org.uk

Our Reference: [REDACTED]

3 June 2025

Dear Ms [REDACTED]

Thank you for your email dated 2 May, inviting Jenny Gilruth MSP, Cabinet Secretary for Education and Skills to meet with you in advance of the roundtable event, to discuss issues pertinent to Scottish education.

Ms Gilruth would be delighted to accept your invitation. I would be grateful if you would contact her [REDACTED] at [REDACTED]@gov.scot to make the necessary arrangements.

Ms Gilruth will also await further information on the new date for the '60 years of Trusted Teaching' roundtable event.

Yours sincerely,

[REDACTED]

[REDACTED]



From: [Leadership Support](#)
To: 'DirectorofLearning@gov.scot'; [REDACTED]@gov.scot; [REDACTED]@gov.scot;
Cc: [Leadership Support](#)
Subject: RE: IMI Information
Sent: 09/06/2025 10:26:00

Dear Graeme,

Good Morning. Thank you for your email below which I have forwarded on to Pauline.

In terms of a meeting, here's a few times when Pauline is available, do any of these work at all? The meeting can be either at GTC Scotland offices, Clerwood House or at the Scottish Government, whatever works best for you.

- Thursday 19th June, 11am or 3pm
- Monday 7th July, 11am
- Wednesday 9th July, 11am
- Thursday 31st July, anytime – am or pm

If none of the above dates suit we can look at some other options. For information Pauline is [REDACTED]

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: DirectorofLearning@gov.scot <DirectorofLearning@gov.scot>

Sent: 09 June 2025 08:05

To: Leadership Support <leadershipsupport@gtcs.org.uk>; DirectorofLearning@gov.scot;

[REDACTED]@gov.scot; [REDACTED]@gov.scot

Subject: RE: IMI Information

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.



To: Graeme Logan
Director of Learning
Scottish Government

By email: DirectorofLearning@gov.scot

Clerwood House
96 Clermiston Road
Edinburgh EH12 6UT
Tel: 0131 314 6000

6 June 2025

Dear Graeme

[Redacted content]

[Redacted text block]

[Redacted text block] these regulations say that to be employed as a teacher in

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Kind Regards,

Pauline.

Morning Pauline

Good to see you at the EIS AGM, and many thanks for getting in touch about IMI following the discussion on this at the meeting involving the Cabinet Secretary. [REDACTED] and colleagues are considering next steps and will be back in touch with you in due course.

As discussed it would be good to catch up with you more generally, including on the recent report on Fitness to Teach. Copying to my team who can get in touch with [REDACTED] to set up a meeting.

Best wishes
Graeme.

From: Leadership Support <leadershipsupport@gtc.org.uk>
Sent: 06 June 2025 11:39
To: Director of Learning <directoroflearning@gov.scot>
Subject: IMI Information

Good Morning.

Please find attached letter from Pauline Stephen regarding information about IMIs. Please can this be passed on to Mr Logan.

With kind regards, [REDACTED]

[REDACTED]
[REDACTED]



**The General Teaching
Council for Scotland**

www.gtc.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended

recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: Graeme.Dey.msp@parliament.scot
Subject: Letter re Student Teacher Mental Health
Attachments: [2025-06-10-Letter.pdf](#)
Sent: 10/06/2025 13:20:00

Good afternoon

Please find attached a letter from Pauline Stephen, Chief Executive and Registrar.

With kind regards.

██████████

████████████████████

██



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#) on behalf of [Leadership Support](#)
To: Ben.Macpherson.msp@parliament.scot
Subject: Mental health and wellbeing of student teachers.
Attachments: [2025-06-10-Letter.pdf](#)
Sent: 10/06/2025 13:34:00

Good afternoon

Please find attached a letter from Pauline Stephen, Chief Executive and Registrar.

With kind regards

██████████

████████████████████

██



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [Leadership Support](#)
To: [REDACTED]@gov.scot'
Subject: RE: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]
Sent: 10/06/2025 15:32:00

Hi [REDACTED],

It will just be Pauline attending [REDACTED]

Many thanks, [REDACTED].

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED]@gov.scot <[REDACTED]@gov.scot> **On Behalf Of** [REDACTED]@gov.scot

Sent: 10 June 2025 15:32

To: Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: RE: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Thanks [REDACTED],

Will anyone else be attending alongside Pauline?

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

From: Leadership Support <leadershipsupport@gtc.org.uk>

Sent: 10 June 2025 15:08

To: Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

Subject: RE: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]

Dear [REDACTED],

Thank you for coming back to me.

[REDACTED] will work for Pauline. I will confirm this in Pauline's diary.

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtc.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: [REDACTED] <[REDACTED]@gov.scot> <[REDACTED]@gov.scot> On Behalf Of [REDACTED] <[REDACTED]@gov.scot>

Sent: 10 June 2025 13:49

To: Leadership Support <leadershipsupport@gtc.org.uk>

Subject: RE: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

Could Pauline meet on [REDACTED] Would you prefer to have [REDACTED]

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

From: Leadership Support <leadershipsupport@gtcs.org.uk>

Sent: 05 June 2025 12:43

To: Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

Cc: Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: FW: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]

Good Afternoon,

I am following up on the attached letter. The rescheduled date for the Parliamentary Roundtable [REDACTED]. Please can this be added to the Cabinet Secretary's diary.

In terms of Pauline Stephen meeting with Ms Gilruth in advance of the Roundtable event, here's a few times when Pauline would be available to meet Ms Gilruth in person at the Scottish Parliament, do any of these work at all?

We can look at some other options if none of these suit.

Monday 8th September, 2pm

Tuesday 9th September, 12 noon

Monday 15th September, 11am or 2pm

Monday 22nd September, 2pm

Hope to hear from you soon.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching
Council for Scotland**

www.gtcs.org.uk



60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



The material transmitted in this email and any attachments is intended for the person/organisation to whom it is addressed and may contain confidential and privileged information. If you are not the intended recipient (or the message contains information relating to a third party apparently included in error) please do not review, share, disclose, print, store or take any action in reliance on it. If you received this email in error please email the sender, delete the material and destroy any copies made.

Communications transmitted over the Internet are not always secure. The process of transmission may have infected the message and its contents with a computer virus or other malware. GTC Scotland will not accept any responsibility for damage caused to the recipient's computer systems when the message or contents are opened.

GTC Scotland is committed to protecting the privacy and security of your personal information that it holds. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data. View our [general privacy notice](#) for details.

From: casehandling.service@gov.scot <casehandling.service@gov.scot>

Sent: 03 June 2025 10:10

To: Leadership Support <leadershipsupport@gtcs.org.uk>

Subject: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Please find attached a response to your correspondence.

This e-mail (and any files or other attachments transmitted with it) is intended solely for the attention of the addressee(s). Unauthorised use, disclosure, storage, copying or distribution of any part of this e-mail is not permitted. If you are not the intended recipient please destroy the email, remove any copies from your system and inform the sender immediately by return.

Communications with the Scottish Government may be monitored or recorded in order to secure the effective operation of the system and for other lawful purposes. The views or opinions contained within this e-mail may not necessarily reflect those of the Scottish Government.
