

Jordanhill School

Guidance on Completion of Application Form and Head Teacher Report

These documents are based upon the Standard for Full Registration (www.gtc.org.uk). Applicants in their probationer year should draw upon the evidence in the Probationer Teacher's Interim and Final Profiles. Experienced applicants are expected to demonstrate accomplishment across the standard. Evidence of higher-level performance (e.g. relative to the Standard for Chartered Teacher) will also be welcomed. References should include the most up-to-date information for any applicant.

Professional Skills and Abilities (SFR 2.1, 2.2, 2.3)

1. Planning of teaching programmes
2. Delivery of lessons with specific reference to:
 - Communication with pupils
 - Interaction with pupils
 - Range of teaching strategies and resources employed
 - Expectations and pace of work
3. Co-operation with other professionals and adults
4. Organisation and management of classes
5. Management of pupil behaviour and classroom incidents
6. Understanding and application of assessment, recording and reporting principles and practice
7. Use of assessment to evaluate teaching.

Professional Knowledge and Understanding

Curriculum (SFR 1.1)

1. Knowledge and understanding of subject
2. Knowledge and understanding of other curricular areas:
 - Literacy and numeracy
 - PSE
 - Health Education
 - ICT
 - Cross curricular approaches

Education Systems and Professional Responsibilities (SFR 1.2)

1. Understanding of educational policies and practice
2. Knowledge of professional responsibilities within their sector

Professional Commitment and Development (SFR 2.4, 3.1, 3.2, 3.3)

1. Developments from their reflection upon experience and professional practice
2. Responsibility for and contribution to their own professional development
3. Engaging in the process of curriculum development
4. Communicating professionally
5. Promoting and supporting individual pupil development
6. Commitment to, respect for and participation in the community in which they work