



Guidance on Completion of Application Form and Head Teacher Report

We use the application forms to allow us to compare applicants. We are interested in your experiences:

- what have you done?
- what have you learned?
- what impact has it had on you as a teacher?

To stand out from the other applicants, you want to make your application unique. If you have any other non-teaching work experience that is relevant, please do describe it and discuss how it has helped you as a teacher/made you a better teacher.

If you have completed additional qualifications, please discuss the impact these have had on your practice.

Teachers are all on an improvement journey so no one expects you to be the 'finished product' as it doesn't exist. However, do not hide your accomplishments. If you are energised by teaching, have a passion for your work and young people, and want to keep on improving then we want you to work with us! Make your application tell us your story so that we get a feel for who you are and that your passion comes across. For example, if you have evidence from local authority observations, feedback surveys, HMI commentary etc that directly relates to **your practice**, please tell us about this on the application.

These application documents are based upon the Standard for Full Registration (www.gtcs.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 Career Long Professional Learning) would be expected for more experienced teachers. 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