



The Standard for Full Registration

Flexible Route Primary Education – Final Report

Personal Details

Name	<input type="text"/>
Registration No.	<input type="text"/>
School	<input type="text"/>
Local Authority	<input type="text"/>
Supporter	<input type="text"/>
Headteacher	<input type="text"/>

Progress

Recommend Full Registration	<input type="checkbox"/>
Recommend Extension to Provisional Registration	<input type="checkbox"/>
Recommend Cancellation of Registration	<input type="checkbox"/>

I recommend progress as above:

Headteacher Signature	<input type="text"/>	Date	<input type="text"/>
Supporter Signature	<input type="text"/>	Date	<input type="text"/>

I have read and received a copy of this Final Report



Teacher Signature	<input type="text"/>	Date	<input type="text"/>
Confirmation of Permanent Address	<input type="text"/>		

Timetable

(To be completed by Probationer Teacher)

Name

Reg No

	Mon	Tues	Wed	Thurs	Fri
AM					
Morning Break					
Lunch					
PM					

Class

Work with Other Stages

Please indicate any other stages of the Nursery/Primary school in which you have gained experience:

Teacher Signature

Supporter Signature

Record of Meetings with Supporter

Date	Key Focus (see guidance document for codes)	Agreed Action(s)	Probationer & Supporter Signature

Record of Observed Teaching

Date/Time	Class and Subject	Key Focus (see guidance document for codes)	Strengths/Areas for Development	Probationer & Supporter Signature

Professional Knowledge and Understanding

Name

Reg No

Curriculum

have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum
have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)
understand the nature of the curriculum and its development
have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects

Education Systems and Professional Responsibilities

have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it
have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them

Principles and Perspectives

can articulate their professional values and practices and relate them to theoretical principles and perspectives
have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general

Professional Values and Personal Commitment

should show in their day-to-day practice a commitment to social justice and inclusion
take responsibility for their professional learning and development
value, respect and are active partners in the communities in which they work

Teaching and Learning

are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach

communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively

use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils

set and maintain expectations and pace of work for all pupils

work co-operatively with other professionals and adults

Classroom Organisation and Management

organise and manage classes and resources to achieve safe, orderly and purposeful activity

manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary

Assessment of Pupils

understand and apply the principles of assessment, recording and reporting

use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach

Professional Reflection and Communication

learn from their experience of practice and from critical evaluation of relevant literature in their professional development

convey an understanding of practice and general educational matters in their professional dialogue and communication

reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development

Professional Development Action Plan (To be completed by the Headteacher in discussion with the Probationer Teacher)
(Comments should indicate targets for continuing professional and personal development and the action to be taken)

Professional Knowledge and Understanding

Name

Reg No

Agreed Targets

Action

Professional Skills and Abilities

Agreed Targets

Action

Professional Values and Personal Commitment

Agreed Targets

Action

Teacher Signature

Date

Headteacher Signature

Date