# The Professional Standard for Full Registration Summary

## 1. Professional Values and Personal Commitment

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<th>Professional Values and Personal Commitment</th>
<th>Core to being a teacher are</th>
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<td></td>
<td>• Social justice</td>
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<td>• Integrity Trust</td>
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<td>• Respect</td>
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<td>• Professional Commitment</td>
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## 2. Professional Knowledge and Understanding - Professional Actions Registered teachers:

### 2.1 Curriculum

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

### 2.2 Education Systems and Professional Responsibilities

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

### 2.3 Pedagogical Theories and Practice

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

## 3 Professional Skills and Abilities - Professional Actions Registered teachers:

### 3.1 Teaching and Learning

- 3.1.1 Registered teachers plan coherent, progressive and stimulating teaching programmes which match learners’ needs and abilities
- 3.1.2 Registered teachers communicate effectively and interact productively with learners, individually and collectively
- 3.1.3 Registered teachers employ a range of teaching strategies and resources to meet the needs and abilities of learners
- 3.1.4 Registered teachers have high expectations of all learners
- 3.1.5 Registered teachers work effectively in partnership in order to promote learning and wellbeing

### 3.2 Classroom Organisation and Management

- 3.2.1 Registered teachers create a safe, caring and purposeful learning environment
- 3.2.2 Registered teachers develop positive relationships and positive behaviour strategies

### 3.3 Pupil Assessment

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

### 3.4 Professional Reflection and Communication

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

For the full version of Standards for Registration please see General Teaching Council [www.gtcs.org.uk](http://www.gtcs.org.uk)