

|  |
| --- |
| **Application Pack Contents and Guidance Notes** |

|  |
| --- |
| 1. Personal Details |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Surname | | | | | | | | | | | | |  | | | | | | | | | | | | | | | Title | | | | | | | Dr / Mr / Mrs / Ms / Miss | | | | | | | | | Forename(s) | | | | | | | | | | | | |  | | | | | | | | | | | | | | | Other | | | | | | |  | | | | | | | | | Registration number | | | | | | | | | | | | |  | | | | | | | | | | | | | | | Gender | | | | | | |  | | | | | | | | |  | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | Date of Birth | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | |  |  | | | | | | | | | | | | | | | | | | | | | | |  | |  | |  | |  | |  | |  | | |  | |  | |  | | |  | |  | |  | |  | | |  | |  | |  | | |  | |  | | | D | | D | | M | | M | | Y | | Y | | Y | | | Y | |  | | |  | |  | |  | |  | | |  | |  | |  | | |  | |  | |  |  |  |  |  | | --- | --- | --- | --- | | Address |  | | | | Town |  | | | | County |  | | | | Postcode |  | Country |  | | Contact Tel. No |  | Mobile Tel. No |  | | Email |  | | |  |  |  | | --- | --- | | Place of work |  | | Line Manager |  | |

|  |
| --- |
| 2. Professional Recognition in a specific area of expertise in education |

|  |  |  |
| --- | --- | --- |
| Example areas of expertise and accomplishment in which you can gain professional recognition:   |  |  | | --- | --- | | * Literacy * Numeracy * ICT * Assessment * Supporting Pupil Learning * Outdoor learning * Education for Global Citizenship * Creative learning | * Enterprise Education * Health and Wellbeing * Project Leadership * Mentoring * Sustainable Development Education * Scots Language * Supporting Teacher Learning * Research |   **Pre-Requisites**  You must:   1. have gained full registration with the General Teaching Council for Scotland; 2. have completed 1 year of Professional Practice after gaining full registration.   **Gaining Professional Recognition**  To gain professional recognition in a specific area of expertise you will be required to demonstrate:   1. Enhanced, significant and sustained professional learning, aligned to the Standard for Career-Long Professional Learning or other appropriate standard, leading to the development of expertise and accomplishment in the specified area. 2. Professional expertise/accomplishment within a specific curricular/ educational context. 3. Professional learning and development related to the area of expertise/accomplishment. 4. Professional reading and research related to area of expertise. 5. Professional action evidenced within a portfolio. 6. Critical reflection and analysis of Impact on professional practice, learners and learning. 7. Evidence of how you have shared this expertise and what the impact of this was on your colleagues and/or the wider educational community. 8. Summary of professional discussion with line manager. |

|  |
| --- |
| 3. In which specific area of expertise/accomplishment are you claiming Professional Recognition? |

|  |  |
| --- | --- |
| *You should clearly indicate which area you are seeking Professional Recognition, please note you can only claim in one area. You will need to address the following:*  *Why is this an area of importance for you? For your professional context? For future development?*   |  | | --- | |  | |

|  |
| --- |
| 4. How have you developed this area of expertise/accomplishment as part of a coherent systematic and sustained, learning experience? |

|  |  |
| --- | --- |
| *Include how the CLPL Standard (or other relevant Standard) has informed your thinking and practice.*   |  | | --- | |  | |

|  |
| --- |
| 5. Provide a critically informed theoretical rationale for this area of work, including reference to relevant research, literature, policy and practice. |

|  |  |
| --- | --- |
| |  | | --- | |  | |

|  |
| --- |
| 6. Critically examine, analyse and evaluate what impact this area of development and expertise has had on your thinking, learning and practice and on learners and their learning. You should include brief extracts of analysed evidence to support your claim. |

|  |  |
| --- | --- |
| |  | | --- | |  | |

|  |
| --- |
| 7. How have you shared your knowledge and experience with others and what impact has this had on your colleagues and wider community? |

|  |  |
| --- | --- |
| |  | | --- | |  | |

|  |
| --- |
| 8. What are the next steps for the development of this area of expertise/accomplishment and your future professional learning? |

|  |  |
| --- | --- |
| *Include how the CLPL Standard (or other relevant Standard) will inform your thinking and practice.*   |  | | --- | |  | |

|  |
| --- |
| 9. Summary of professional discussion with line manager |

|  |  |
| --- | --- |
| *This should include critical reflection upon how the learning and development you have gained in this area of expertise has impacted on your learning and professional practice, making reference to questions 5 and 6. Please also include any next steps that have been discussed.*   |  | | --- | |  | |

|  |
| --- |
| 10. Declaration |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I confirm my application for Professional Recognition. I understand that GTC Scotland may request a copy of my supporting evidence and such evidence will be provided when requested. I acknowledge that this evidence will be retained by GTC Scotland.   |  |  |  |  | | --- | --- | --- | --- | | **Applicant's Signature** |  | **Date** |  |   I confirm my recommendation for professional recognition in the above area of expertise.   |  |  |  |  | | --- | --- | --- | --- | | **Line Manager's Signature** |  | **Date** |  | |  | | | | | **Position** |  |  |  | |  | |  |  |   If your application for Professional Recognition is successful, your name and area of accomplishment will be published in our Teaching Scotland magazine and may be used for other promotional purposes.  If you do not wish to have your information published, please tick this box.   |  | | --- | |  |   Please return this form by email to: pld@gtcs.org.uk |

|  |
| --- |
| Equality Monitoring Form |

|  |
| --- |
| GTC Scotland promotes equality and diversity because we respect and value difference. We want to ensure that our policies and procedures are free from discrimination and equality monitoring information helps us to do this. We hope you will help us by completing this form but please be aware that doing so is entirely voluntary – any information provided will be removed from your application and will not form any part of the assessment process.  **ETHNIC GROUP**  Choose ONE section from A to E, then tick ONE box which best describes your ethnic group or background.  **A** **White**  Scottish  Other British  English  Welsh  Other, please specify  Irish  Any other white background, please specify  **B Mixed**  Any mixed background, please specify  **C Asian, Asian Scottish, Asian English, Asian Welsh or other Asian British**  Indian  Pakistani  Bangladeshi  Chinese  Any other Asian background, please specify  **D Black, Black Scottish, Black English, Black Welsh or other Black British**  Caribbean  African  Any other Black background, please specify  **E Other Ethnic Background**  Any other background, please specify |

|  |
| --- |
| **DISABILITY**  A disability is broadly considered to be a physical or mental impairment or long term health condition which has a substantial and long term adverse affect on your ability to carry out normal day to day activities. In general, normal day to day activities are things people do on a regular or daily basis such as shopping, reading and writing, having a conversation or using the telephone, carrying out household tasks or walking and travelling by various forms of transport.  Do you consider yourself to have a disability? Yes  No |