

Phased Expectations

Curriculum Questions

Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils, such as those with SEND?

Q2 – How do I show understanding of and apply evidence of how pupils learn effectively, including cognitive load, memory and retrieval practice?

Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupils' prior knowledge?

Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?

Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?

Q6 – How do I adapt teaching to meet the diverse needs of all pupils, working efficiently and maintaining high expectations?

Q7 – How do I use assessment effectively to understand pupils' learning, provide quality feedback, and inform my teaching decisions?

Q8 – How do I establish and maintain positive behaviours for learning that result in a productive learning environment?

Q9 – How do I develop as an evidence-informed reflective practitioner and act on feedback?

Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents and other professionals?

Q1 – How do I set high expectations and create a safe and inclusive classroom environment that supports all pupils, including those with SEND?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Establishing high expectations	I am aware that effective teaching involves creating an inclusive environment with high expectations for all pupils regardless of background or prior attainment.	I have observed and can articulate how experienced teachers communicate and enable high expectations. I articulate clear objectives and success criteria with the pupils I work with. I understand how teacher expectations can affect pupil outcomes. I use intentional language that promotes challenge and aspiration. I build positive relationships with pupils I work with.	I implement consistent routines that enable high expectations for all pupils. I can adapt my delivery to challenge all pupils. I set tasks that stretch pupils while remaining achievable. I apply high aspirations to all groups and ensure all pupils have access to a rich curriculum.	I create a classroom culture where pupils are not afraid of making mistakes and perseverance is valued. I collaborate with expert colleagues to ensure all pupils have high aspirations (including those with SEND, EAL and who are disadvantaged, CiC, PLAC). I can effectively challenge underperformance while maintaining positive relationships. I proactively highlight progress to pupils and their parents/carers.
Supporting SEND pupils	I have reflected on my personal experiences of education and considered how these might inform my own teaching practice.	I understand the principles of inclusive practice and my responsibilities related to SEND. I have observed how experienced teachers implement a range of different SEND support plans and work with other professionals. I know about the SEND needs of the pupils I work with, how it impacts on their learning, and I am familiar with the SEND Code of Practice.	I plan and deliver lessons that are accessible for pupils with a variety of needs, making reasonable adjustments to my teaching. I can deploy different strategies to support pupils with different needs and actively work with teaching assistants to ensure they enhance rather than replace teacher support. I maintain high expectations while providing appropriate scaffolding for SEND pupils.	I routinely plan and deliver inclusive lessons, adapting delivery to suit the needs of all pupils without limiting expectations. I can deploy specialist techniques, resources and technologies to support pupils as appropriate. I work effectively with the SENDCO and other SEND specialists to understand barriers to learning and identify effective strategies. I confidently engage with parents/carers to better understand pupils' individual needs.
Creating a safe and positive learning environment		I understand my safeguarding obligations (including Prevent) and know the school safeguarding processes. I am aware of the indicators of abuse and neglect and understand that information sharing is essential for the identification of patterns of behaviour. I have observed and can articulate how experienced teachers create a safe and positive learning environment. I create opportunities for all pupils to contribute and feel valued. I consistently promote a growth mindset in my lessons by praising effort and process. I model the types of behaviour I expect from pupils. I have established a classroom culture where pupils demonstrate resilience, are willing to take risks in their learning, and support each other. I effectively promote inclusion and mutual respect that allows all pupils to succeed.		

Q2 – How do I understand and apply evidence about how pupils learn effectively, particularly regarding cognitive load, memory and retrieval practice?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Applying cognitive load theory	I recognise that teaching approaches should be informed by robust evidence about the way pupils learn.	I have observed and can articulate how experienced teachers manage cognitive load in a lesson. I give clear and precise instructions. I understand how to break complex material into smaller steps.	I plan lessons with attention to the cognitive load of pupils. I break complex tasks into manageable steps and provide appropriate scaffolding. I proactively monitor pupils to identify when cognitive overload occurs. I use worked examples to support pupils through new processes.	I recognise aspects of the curriculum that often result in cognitive overload, and plan lessons in a way that reduces it. I adjust my delivery and planning to account for cognitive load, while maintaining appropriate challenge. I successfully balance complexity and clarity in explanations, adjusting support as pupils' expertise increases.
Developing retrieval practice strategies		I have observed and can articulate how teachers incorporate spaced practice and retrieval practice in their lessons. I can plan and deliver simple activities that revisit prior learning. I can use simple questioning techniques to gage pupil understanding. I understand that requiring pupils to retrieve information strengthens recall.	I implement regular retrieval practice through low-stakes activities in my lessons. I have developed strategies for spaced practice by revisiting key concepts across lessons. I link new concepts to prior knowledge in my lessons. I help pupils develop metacognitive awareness by proactively teaching strategies for independence. I track concepts pupils struggle to retain and begin to adjust my teaching accordingly. I balance exposition, repetition, practice and retrieval in my planning.	I design and deliver comprehensive retrieval systems across my lessons that revisit prior learning at optimal intervals. I confidently track pupil progress and use this information to adapt my lesson planning and delivery. I increase challenge with practice and retrieval as knowledge and skills become more secure.
Fostering deep understanding through elaboration		I have observed and can articulate how experienced teachers promote deep understanding through questioning and requiring pupils to explain their thinking. I notice pupil misconceptions and how they are addressed. I can identify when pupils have weak prior knowledge that might lead to misconceptions.	I confidently deploy questioning strategies that deepen pupil understanding. I can begin to anticipate common misconceptions and plan to address them in my lessons. I encourage pupils to share emerging understanding and points of confusion. I provide opportunities for pupils to elaborate on their responses.	I can develop and deploy questioning sequences that progressively deepen understanding and require pupils to use specialist vocabulary. I analyse patterns in pupil misconceptions and use them to refine lesson and mid-term planning. I systematically link what pupils already know to what is being taught. I create opportunities for pupils to organise knowledge into increasingly complex mental models and/or schema

Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupil’s prior knowledge?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Building subject content knowledge	I recognise the importance of secure subject knowledge across the range of primary subjects, for effective teaching. I am familiar with relevant curriculum frameworks and recognise the importance of my own subject knowledge. I understand that pupils learn new ideas by linking them to existing knowledge.	I have started to identify gaps in my own subject knowledge and planned to address them. I actively seek opportunities to deepen my understanding of key concepts across a range of primary subjects. I engage with subject-specific literature and resources to strengthen my knowledge.	I have deepened my subject knowledge through independent research, collaboration with others and targeted professional development. I understand the core concepts and principles of subjects and can identify essential knowledge that pupils need to master. I discuss curriculum content with expert colleagues.	I demonstrate secure subject knowledge across a range of primary subjects, with a commitment to continued professional development. I identify common misconceptions. I can plan opportunities for cross-curricular learning. I contribute to phase/team discussions about curriculum content.
Curriculum sequencing and coherence		I am beginning to understand how the curriculum subjects are organised. I understand where my lessons fit within a broader sequence. I recognise how topics build upon each other and how this supports pupil understanding.	I can teach a small sequence of lessons that build logically on previous learning. I ensure pupils master simple content before moving on to more complex content. I can identify the key knowledge that needs to be secured before introducing new material.	I can plan and teach a coherent sequence of lessons that build logically on previous learning. I can make connections across different topic areas and subjects. I sequence my curriculum to ensure pupils develop secure understanding of key concepts.
Building on prior knowledge-schema		I have observed and can articulate how experienced teachers assess and build on prior learning across a range of primary subjects. I understand how knowledge builds logically over a sequence of lessons. I work with expert colleagues to check pupils' existing understanding before teaching new content.	I can plan and deliver lessons that build on prior knowledge. I can anticipate common misconceptions based on typical patterns in prior learning. I effectively assess pupils' starting points before introducing new content. I adapt my teaching when I identify gaps in prerequisite knowledge.	I design and implement curriculum materials that build on and extend prior learning. I can identify and confidently adapt lessons when there are gaps in prior learning. I systematically connect new content to pupils' existing knowledge structures. I create coherent learning journeys that build on secure foundations of knowledge.

Q4 – How do I implement evidence-informed approaches to early reading, literacy, and oracy that enables pupils to access all areas of the curriculum?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Developing early reading	I have started to develop my knowledge of the breadth of children’s literature. I can reflect on my own literacy development to make connections to children’s learning,	I have gained knowledge of the school’s SSP scheme including lesson structure, GPC progression map, specific teaching approaches and the reading of decodable texts. I have planned and taught, with some degree of success and independence some SSP lessons and lessons where children apply phonics to the reading of decodable texts. I have started to assess children’s success and misconceptions within individual lessons and to respond appropriately. I have made children aware of why they learn phonics. I have demonstrated accurate content subject knowledge. I have read aloud to children, including for pleasure.	I have gained knowledge of the school’s SSP scheme including lesson structure, GPC progression map, specific teaching approaches and the reading of decodable texts in KS2. Independently, I have successfully planned and taught, some intervention reading lessons. I have started to assess children’s success and misconceptions within individual intervention lessons and to respond appropriately. I have made children aware of why they learn phonics. I have demonstrated accurate content subject knowledge. I have read aloud to children, including for pleasure, engaging children effectively through use of voice, pace and discussion. I have started to use reading assessment data to make adaptations to written resources across the curriculum, with support.	I have demonstrated secure knowledge of the school’s SSP scheme including lesson structure, GPC progression map, specific teaching approaches and the reading of decodable texts in both KS1 and KS2. Independently, I have successfully planned and taught SSP lessons and lessons where phonics is applied to read decodable texts. I make strong links in all phonics lessons to how phonics helps children become independent readers. I have demonstrated accurate content subject knowledge and teach the scheme with fidelity. I have read aloud to children, including for pleasure, on a regular basis. I demonstrate awareness of quality texts and engage children effectively through use of voice, pace and discussion. I assess children’s success and misconceptions within individual lessons and across lessons to track progress. I use assessment appropriately to make adaptations to lessons and to written material across the curriculum if necessary. I support children to become accurate and fluent readers.
Developing literacy skills		I demonstrate emerging subject knowledge when introducing and reading KS1 texts. I ask children appropriate questions about texts. I sometimes think aloud when reading to demonstrate comprehension skills such as inference. I model writing accurately, taking into account children’s learning in phonics, spelling and grammar. I demonstrate enthusiasm for reading and writing.	I can articulate the links between literacy levels and life chances. I demonstrate secure subject knowledge when reading KS2 texts. I ask children a range of questions about texts. I have started to use my knowledge of the links between reading and talk to plan purposeful talk about texts. I have started to model key reading skills thinking aloud as a reader to demonstrate connection-making. I have started to model key writing skills, thinking aloud as a writer to demonstrate the thought process. I promote a love of reading. I have started to explicitly teach grammar, spelling and handwriting. I use and model the use of standard English where and when appropriate.	I demonstrate my high expectations that all children can be good readers and writers. I demonstrate secure subject knowledge when reading different texts and can identify and explain authorial intention and impact. I ask well-designed questions that facilitate a range of responses from children and can respond to misconceptions and sophisticated responses ‘in the moment’. I use my knowledge of the links between reading and talk to plan purposeful talk about texts. I explicitly model key reading skills thinking aloud as a reader to demonstrate connection-making. I explicitly model key writing skills, thinking aloud as a writer to demonstrate the thought process; I regularly and successfully do this at all stages of the writing process: planning, drafting, revising and editing. I use the context of quality texts to teach grammar. I profile purpose and audience to give meaning to the writing and regularly design opportunities for children to write for a real audience. I support pupils to become fluent and effective writers by balancing the teaching of composition and transcription.
Developing oracy skills		I have started to plan lessons which structure classroom talk through a range of strategies including questioning, discussions, paired work and group work. I practice clear teacher talk in my lessons, modelling the use of vocabulary in context. I give instructions and explain clearly, using Standard English.	I design and implement structured talk in my lessons through a range of strategies. I teach explicit talk protocols and expectations to ensure meaningful dialogue between pupils. I can deploy scaffolds such as speaking frames or sentence stems for those who need support. I model, scaffold and encourage the understanding and use of vocabulary in the classroom. I use wait time effectively to improve responses.	I design and implement purposeful talk-focussed activities that clearly support pupils to deepen their knowledge and understanding across the curriculum and allow pupils adequate time to talk. I can ensure structured talk activities are embedded into a sequence of lessons. I can confidently and successfully facilitate small group or whole class dialogue that deepens understanding and progressively builds specific aspects of pupils’ oracy skills. I model and scaffold specific oracy skills and facilitate the understanding and use of vocabulary across the full range of subjects. I analyse the

Q5 – How do I plan and teach well-structured lessons that use effective modelling, explanations, and questioning techniques?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Effective lesson structure	I recognise that effective lessons require careful planning and a considered structure.	I have observed and can articulate the components of well-structured lessons from experienced teachers. I plan lessons with modelled, shared, guided and independent aspects, with mentor guidance. I practice smooth transitions between activities to maintain focus on learning.	I design and deliver lessons with appropriate pace and challenge. I balance high-quality teacher instruction with opportunities for pupils to practice. I develop lesson plans that anticipate potential misconceptions and areas of challenge. I plan activities around what I want pupils to think hard about.	I design and deliver lessons that respond to ongoing assessment of pupil progress. I can evaluate the ongoing effectiveness of a given lesson and make adjustments as required. I systematically remove scaffolding as pupils demonstrate mastery. I create lesson sequences that build pupil independence over time.
Models, modelling and explanations		I have observed modelling and explanations of experienced teachers. I have practised clear step-by-step explanations of key concepts in my subject. I can deploy visual supports to enhance verbal explanations. I am beginning to narrate my thought processes when modelling to make expert thinking explicit.	I design and deliver lessons that enable pupils to engage in meaningful practice. I adjust my explanations based on pupil responses and questions. I use concrete representations of abstract ideas through analogies and examples. I expose potential pitfalls and explain how to avoid them. I start expositions at the point of current pupil understanding.	My explanations connect new learning to prior knowledge and future applications. I support pupils in developing self-explanation strategies for independent learning. I make the steps in complex processes memorable for pupils. I effectively combine verbal explanations with relevant graphical representations. I gradually remove scaffolds as pupils demonstrate success.
Questioning Techniques		I have observed different questioning approaches and their effects on pupil responses. I can use open and closed questions for different purposes in lessons. I plan key questions in advance that match to the key learning and target essential knowledge.	I implement varied questioning techniques that prompt deepening understanding. I can use targeted questioning to check understanding. I provide appropriate wait time to encourage more developed responses. I use a range of question types to extend and challenge pupils. I elaborate on pupil contributions to support language development.	I can adapt my questioning in response to pupil responses within a lesson. I create a classroom culture in which pupils provide high-quality responses using subject-specific vocabulary. I can use questioning to formatively diagnose misconceptions. I facilitate pupil-to-pupil questioning to deepen collective understanding. I systematically use questioning to promote metacognitive thinking and as part of formative assessment.

Q6 – How do I adapt teaching to meet the diverse needs of all pupils without creating unnecessary workload or lowering expectations?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Adaptation strategies	I am aware that pupils have different learning needs and that teachers must adapt their approach while maintaining high expectations.	I have observed and can articulate how experienced teachers adapt their lessons for different pupils. I am beginning to understand the different needs of the pupils I work with. I can deliver targeted support for one or a small group of pupils in a lesson.	I can design and deliver targeted support for pupils with different needs. I can scaffold content further for pupils who need additional support. I use formative assessment to identify pupils who need additional help. I can begin to direct the work of teaching assistants to support learning.	I adapt lessons while maintaining high expectations, ensuring all pupils have access to a rich curriculum. I can make effective judgements about when to intervene within lessons rather than planning different lessons. I can balance new content with revisiting prior learning so that all pupils master important concepts. I evaluate the impact of my adaptations on pupil progress.
Inclusive approaches to teaching		I have observed and can articulate how experienced teachers create inclusive classroom environments. I understand and know how to use the SEND Code of Practice, the role of the SENDCO and the types of needs pupils may have. I work with my mentor to identify appropriate strategies for supporting pupils with different needs.	I apply high expectations to all groups of pupils. I adapt resources rather than tasks to support inclusion. I use well-designed resources (e.g., textbooks, manipulatives) effectively. I consciously avoid lowering expectations for any pupil. I reframe questions to provide greater scaffolding or stretch.	I work with the SENDCO and other specialists to understand barriers to learning and identify effective strategies. I make use of specialist technology to support pupils with SEND when appropriate. I can adapt my teaching to respond to a range of different needs. I intentionally group pupils to support inclusion, regularly reviewing those groupings.
Supporting EAL pupils		I have observed experienced teachers supporting pupils with EAL. I recognise some of the challenges pupils with EAL may have in the classroom. I know who to ask for supporting pupils with EAL in the school.	I use visual supports, glossaries, and language scaffolds to support EAL pupils as required. I provide appropriate opportunities for EAL pupils to demonstrate understanding and can assess their learning. I plan activities to connect new content with pupils' existing knowledge. I use pre-teaching of vocabulary where appropriate.	I design lessons with an awareness of the language demands and scaffold these appropriately for EAL pupils. I collaborate with EAL specialists to develop effective strategies. I balance support with challenge to ensure high expectations for EAL pupils. I can identify when language is a barrier to learning rather than subject understanding.

Q7 – How do I use assessment effectively to understand pupils’ learning, provide quality feedback, and inform my teaching decisions?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Formative assessment	I understand that it is important to check that pupils understand what they are being taught.	I have observed and can articulate how different assessment for learning techniques are used by experienced teachers. I can use simple checks for understanding with pupils I am working with.	I can design and deploy formative assessment strategies in my lessons. I am beginning to use assessment information with increasing subject specificity to adjust and adapt my lessons. I use assessment to identify misconceptions. I plan formative assessment tasks linked to lesson objectives. I structure tasks and questions to enable identification of knowledge gaps.	I can skilfully use a variety of assessment strategies that identify misconceptions and barriers to pupil learning. I track pupil assessment data to inform mid-term planning. I draw conclusions about learning by looking at patterns of performance over multiple assessments. I monitor pupil work effectively during lessons, checking for misconceptions. I use formative assessment to promote metacognition.
Giving high quality feedback		I have observed and can articulate how experienced teachers give feedback and the impact it has on pupil learning. I can give simple feedback on pupil learning. I know about the school's feedback and marking policy.	I provide timely feedback that identifies strengths and next steps. I can implement whole-class, group or individual feedback to address common misconceptions. I create opportunities for pupils to respond to and act on feedback. I focus on specific actions for pupils and provide time for response. I appreciate that pupils' responses to feedback can vary depending on social factors.	I balance detailed individual feedback with sustainable workload management. I use verbal feedback during lessons in place of written feedback where appropriate. I use positive feedback to highlight strengths and next steps in learning. I support pupils to monitor and regulate their own learning over time. I scaffold self-assessment by sharing model work and highlighting key details.
Summative assessment		I understand the difference between formative and summative purposes. I know about the key summative assessment points in the primary curriculum. I understand the different types of summative assessments used across the curriculum. I am familiar with the school's assessment calendar and key assessment points.	I am beginning to analyse previous summative assessment materials to understand assessment demands across a range of subjects. I can support preparations for upcoming assessments. I understand how and can use data from previous summative assessment points to inform planning.	I use insights from formative assessment to address gaps before summative assessment points. I support preparations for summative assessments through targeted revision and practice. I recognise the need to support pupils' wellbeing and confidence during assessment periods. I work collaboratively with colleagues to ensure consistent approaches to summative assessment preparations.

Q8 – How do I establish and maintain effective behaviour management strategies that create a positive learning environment?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Routines and expectations	I recognise that creating positive behaviours for learning creates the foundation for an inclusive and effective classroom culture.	I recognise the school's behaviour management approach, policy and systems. I understand routines need to be planned, practised and reviewed. I have observed and can articulate how experienced teachers establish and maintain classroom routines and positive behaviours for learning. I give clear expectations to the pupils I am working with.	I plan, practise and review consistent routines that maximise learning time. I establish clear expectations at the start of lessons and activities. I use positive strategies to promote good behaviour.	I have embedded effective routines that pupils understand and follow as a habit. I can adapt routines to meet changing circumstances while maintaining high expectations. I give manageable, specific and sequential instructions with consistent language and non-verbal signals. I reinforce established routines effectively through the school year.
Positive learning environment		I have observed and can articulate how experienced teachers create safe, positive and inclusive learning environments. I have built good relationships with the pupils I work with. I use positive and inclusive language with pupils.	I create opportunities to celebrate achievement and use specific praise with all pupils. I develop a classroom culture where mistakes are valued as learning opportunities. I teach and model social and emotional skills that support positive relationships. I help pupils to journey from needing extrinsic motivation to being motivated intrinsically.	I establish a classroom culture characterised by mutual respect and trust. I support pupils to master challenging content, which builds towards long-term goals. I provide opportunities for pupils to articulate their long-term goals and help them see how these relate to success in school. I help pupils develop self-regulation strategies to manage their emotions effectively.
Managing challenging behaviour		I have observed and can articulate how experienced teachers challenge and deescalate behaviour and use non-verbal cues to manage behaviour. I understand some of the underlying causes of challenging behaviour.	I can implement a graduated response to challenging behaviour, following school policies. I confidently address challenging behaviours in the classroom. I design lesson activities that are structured in a way to maximise engagement. I use early and least-intrusive interventions as an initial response to low level disruption. I respond quickly to any behaviour or bullying that threatens emotional safety.	I collaborate effectively with pastoral staff and parents to manage persistently challenging behaviours. I confidently address challenging behaviours outside of the classroom. I work with the SENDCO and other specialists if a pupil needs more intensive support with their behaviour. I help pupils to think through scenarios before they occur and use agreed cues to help them recall appropriate behaviours. I consistently apply the school's behaviour policy, including where individual pupils have an agreed tailored approach.

Q9 – How do I develop as an evidence-informed reflective practitioner and act on feedback?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Reflective Practice	I value regular feedback and recognise that continuous improvement is a core aspect of the teaching profession.	I actively participate in discussions about my progress with my mentor, experienced colleagues and university tutors. I proactively make use of time to reflect on my practice. I am committed to making continuous improvement.	I regularly use structured reflection models to analyse critical teaching incidents and proactively seek feedback and advice from my mentor and experienced colleagues.	I engage in regular systematic reflection into all aspects of my practice. I seek challenge, feedback and critique from mentors and colleagues in an open and trusting environment. I monitor impact when I apply research evidence to my practice.
Evidence-informed		I understand and access a variety of evidence that informs the practice of teachers.	I can collect evidence of my impact on pupil learning. I engage with research evidence by accessing reliable sources and considering how findings can inform my practice.	I engage in regular professional development at school, in university and by engaging in events or material published by professional organisations to support my development. I feel confident in accessing a variety of evidence types that inform my practice.
Acting on feedback		I can set SMART targets that help me to develop. I act on the feedback of my mentor.	I can manage a variety of SMART targets that support my development in different areas, simultaneously. I work closely with my mentor to ensure my targets are met in a timely way.	I proactively seek and act on feedback from a variety of experienced colleagues. I take ownership of my development by using this feedback to set myself SMART targets that will help me develop as a teacher.
Workload and Wellbeing		I am aware of some of the workload demands on teachers and some strategies for managing workload and wellbeing.	I can draw on the experiences of colleagues and research to inform the most effective ways to manage my workload. I have started to implement strategies to support my wellbeing.	I can manage my workload effectively and know where to find support when I need to. I draw on a range of strategies to support my wellbeing and maintain a work-life balance.

Q10 – How do I demonstrate the professional knowledge and behaviours of a teacher, collaborating with colleagues, parents, and other professionals?

Components	Pre-enrolment	Phase 1	Phase 2	Phase 3
Professional Behaviours	I understand that teachers have professional duties and responsibilities set out by statutory frameworks. I recognise the fundamental value of professional collaboration and the need for teachers to work with other professionals and parents/careers.	I demonstrate consistently high standards of personal and professional conduct as detailed in Part Two of the Teachers’ Standards. I always act within the statutory frameworks which set out my professional duties and responsibilities, and the policies and practices of my placement schools. I maintain high standards of attendance and punctuality across all aspects of my programme.		
Professional Collaboration		I have observed collaboration between experienced teachers and other professionals (such as TAs, SENDCOs, pastoral leads etc). I have begun to build professional relationships within my school. I engage in professional dialogue about teaching and learning.	I actively participate in phase/key stage meetings and other professional meetings. I seek out collaborative opportunities to enhance my practice (such as co-planning, observation etc). I can direct the work of teaching assistants. I work closely with the SENDCO and other professionals supporting pupils with additional needs.	I design and implement lessons that include the role of teaching assistants where appropriate. I actively contribute to planning and resource development in my department. I contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the outcomes of all pupils. I use systems to support efficient time and task management.
Working with parents and others		I have discussed with experienced teachers how they communicate with parents. I understand that support provided by teaching assistants should be additional to, rather than a replacement for, support from the teacher.	I have participated in some form of parent communication (such as by e-mail or parents evening) under mentor guidance. I take part in extra-curricular activities, such as an after-school club. I share my planning with teaching assistants and plan for their deployment in the classroom. I protect time for rest and recovery and am aware of support available for good mental wellbeing.	I can take a leading role in some extra-curricular activities, such as an after-school club. I communicate with parents and carers proactively and make effective use of parents' evenings. I actively involve teaching assistants in the planning and delivery of my lessons. I provide clear guidance and ensure their assessments inform my subsequent planning.