

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.		