# Sec Phase 1

| **Cluster A:** *Professional behaviours and responsibilities, Managing behaviour and the learning environment* |
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| **Phase 1:** *I have* |
| <ul><li>Carefully reflected in writing on my professional identity</li><li>Understood school expectations regarding punctuality, attendance, and dress-code, as well as meeting deadlines for both University work and work for school.</li><li>Recognised that I am a role model influencing motivation, behaviour, attitudes, and values in my pupils, upholding public trust in the profession.</li><li>Established a supportive and inclusive environment, building routines based on a system of reward and sanction in line with school policy, setting clear expectations and deliberately developing positive relationships with pupils.</li><li>Engaged with professional debate, learning from educational research to support my improvement, including critiquing the practice of others</li><li>Reflected on my practice, supported by feedback from, and observation of, experienced colleagues, using this to support progress</li><li>Used ICT to monitor pupil attendance and behaviour</li><li>Recognised the importance of the role of the tutor and how to report safeguarding issues</li></ul> |

| **Cluster B:** *Subject knowledge and How Pupils Learn* |
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| **Phase 1:** *I have* |
| <ul><li>Demonstrated a secure knowledge of subject area(s)/topics being taught</li><li>Identified relevant sources of external subject support, including online resources and networks</li><li>Responded to and developed according to feedback from Subject Knowledge Audits (SKAs)</li><li>Avoided overloading working memory by using approaches like chunking and building on prior learning</li><li>Critically reflected on the nature and function of retrieval practice in supporting pupils' learning</li></ul> |

| **Cluster C: Planning for learning, Assessment of pupils** |
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| **Phase 1:** *I have* |
| <ul><li>Reflected critically on observed lessons, showing understanding of a range of pedagogical approaches</li><li>Reflected critically on my lessons and acted on feedback given</li><li>Planned collaboratively with peers and expert colleagues, showing understanding of how to structure a logical sequence of learning in a lesson</li><li>Understood the distinction between formative and summative assessment and how they inform each other</li><li>Planned formative assessment tasks, showing understanding of the role of assessment in pupils' progress</li></ul> |

Sec Phase 1

**Cluster D: Adaptive teaching and inclusion, Pupil health and wellbeing**

**Phase 1:** *I have*

- Shown care and empathy for pupils' individual needs, exercising patience, kindness and listening skills
- Engaged with the SEND Code of Practice and worked with expert colleagues to implement approaches
- Identified factors that might inhibit pupils' learning and sought support with how to address these
- Applied high expectations to all groups of pupils so that they can access a rich curriculum
- Understood how to keep my classroom safe for my subject area
- Maintained an empathetic response to pupils when they struggle with aspects of their learning

## Sec Phase 2

| **Cluster A: *Professional behaviours and responsibilities, Managing behaviour and the learning environment*** |
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| **Phase 2: *I have*** |
| • Continued to develop my own personal teaching values and identity, drawing on academic research.<br>• Applied strategies to establish effective relationships with students that supports their motivation, wellbeing, and learning.<br>• Used explicit strategies to establish and positively enforce consistent routines, setting expectations that result in good behaviour.<br>• Recognised that effective relationships with pupils, parents, carers and families improve pupils' motivation, behaviour and academic success.<br>• Used ICT to monitor pupil attainment and progress.<br>• Reflected on how to meet the pastoral needs of my students and worked with colleagues to support this<br>• Worked alongside colleagues as part of a wider system of behaviour management<br>• Explored ways to contribute to the wider-life of the school<br>• Engaged with the statutory requirement to teach British Values |

| **Cluster B: *Subject knowledge and How Pupils Learn*** |
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| **Phase 2: *I have*** |
| • Used my subject knowledge to inspire pupils' interest, confidently responding to questions so that pupils appreciate the value of subject(s) taught<br>• Addressed areas of subject knowledge development, as identified in the SKA, in preparation for later stages of training<br>• Is aware of and able to meet the literacy and numeracy needs of pupils<br>• Identified and challenged pupil misconceptions in my subject area<br>• Ensured pupils have repeated opportunities to practise applying new knowledge and skills with guidance and support<br>• Understood the use of phonics in teaching early or struggling readers to decode texts |

| **Cluster C: Planning for learning, Assessment of pupils** |
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| **Phase 2: *I have*** |
| • Set homework to improve and extend pupil outcomes<br>• Used information from assessment to inform decisions I make and that pupils are able to act on feedback<br>• Understand there are a range of approaches to feedback, of which marking is one<br>• Used lesson planning models to create a logical sequence of learning in a lesson in which objectives are matched to activities and outcomes<br>• Reflected on what progress looks like in my subject area and become familiar with assessment frameworks in my subject area<br>• Shown accountability for pupils' progress and outcomes<br>• Reflected systematically on the effectiveness of lessons and approaches to teaching |

| Cluster D: Adaptive teaching and inclusion, Pupil health and wellbeing |
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| **Phase 2:** *I have* |
| <ul><li>Used the SEND Code of Practice, along with pupil data and information from colleagues to best support inclusive teaching</li><li>Deployed additional adults and/or expert colleagues in the classroom to offer pupils the best possible learning experience</li><li>Used a variety of pedagogical approaches to address a variety of learning needs that may include differences related to a child's developmental stage</li><li>Have become familiar with the needs of pupils with significant special educational needs, high-attaining pupils and/or EAL</li></ul> |

## Sec Phase 3

| **Cluster A: *Professional behaviours and responsibilities, Managing behaviour and the learning environment*** |
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| **Phase 3: *I have*** |
| <ul><li>Actively involved parents and carers to support outcomes for pupils.</li><li>Engaged with whole-school sustainability initiatives to support statutory net zero targets.</li><li>Contributed to whole-school priorities, including extra-curricular activities.</li><li>Implemented a wide range of deliberate strategies to develop positive relationships with pupils and encourage excellent behaviour in lessons.</li><li>Engaged proactively with expert colleagues, including support staff, to improve my practice</li><li>Engaged with the statutory requirement to teach British Values</li></ul> |

| **Cluster B: *Subject knowledge and How Pupils Learn*** |
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| **Phase 3: *I have*** |
| <ul><li>Extended my subject and curriculum knowledge to address pupils' barriers to learning</li><li>Identified the source of pupil misconceptions and addressed them to avoid cognitive conflict</li><li>Reduced pupils' cognitive load by using a range of approaches that may include scaffolding and modelling</li><li>Designed lessons which build more complex knowledge and skills over a sequence of lessons</li><li>Helped pupils to retain knowledge using a range of approaches that may include spaced practice and interleaving over a sequence of lessons</li><li>Supported pupils' metacognitive practice, reflection and target setting by using approaches like DIRT</li></ul> |

| **Cluster C: Planning for learning, Assessment of pupils** |
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| **Phase 3: *I have*** |
| <ul><li>Developed appropriate sequences of learning over the short and medium term</li><li>Made effective use of lesson time to develop pupils' subject knowledge</li><li>Scaffolded self-assessment by sharing model work with pupils highlighting key details</li><li>Worked with colleagues to identify efficient approaches to assessment so that it does not have a disproportionate effect on workload</li><li>Used motivational feedback to encourage pupils to make progress in my subject area, ensuring they have time to act on feedback</li><li>Extended understanding of summative assessment frameworks in my subject area across the key stages</li><li>Demonstrated sufficient skill to move away from planning templates, and use instead other systems for planning</li></ul> |

**Cluster D: Adaptive teaching and inclusion, Pupil health and wellbeing**

**Phase 3:** *I have*

- Actively promoted inclusion and diversity within classrooms
- Experimented with pupil pairing and grouping to monitor the impact on pupil attainment, behaviour and motivation
- Engaged fully with school policies for pupil health and wellbeing including bullying
- Adapted my lesson plan 'on the spot' to respond to pupils' needs
- Worked closely with colleagues, families and pupils to identify effective strategies to support pupils with SEND, high-attaining pupils and/or EAL
- Worked closely with the SENCO and other SEND professionals and the Designated Safeguarding Lead
- Understood and responded to the ways in which adverse experiences affect the wellbeing of children and their learning

## Sec Phase 4

| Cluster A: *Professional behaviours and responsibilities, Managing behaviour and the learning environment* |
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| **Phase 4: *I have*** |
| • A strong professional identity and have actively contributed to the whole school ethos and/or school improvement.<br>• Contributed to wider networks to support behaviour across the school as well as in my own classroom.<br>• Developed effective strategies for liaising with parents, carers, and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.<br>• Demonstrated the highest levels of professionalism at all times, becoming a valued and active member of the school community.<br>• Developed automaticity with regard to classroom routines which supports a positive, safe and creative learning environment |

| Cluster B: *Subject knowledge and How Pupils Learn* |
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| **Phase 4: *I have*** |
| • Showed passion for subject(s) taught which is reflected in pupils' commitment to and enjoyment of learning<br>• Recognised that there are numerous and complex factors that contribute to how pupils learn and have responded by experimenting with a range of pedagogical approaches<br>• Anticipated pupils' misconceptions and plan to pre-emptively address them<br>• Demonstrated excellent phase and subject knowledge up to and including Key Stage 5<br>• Strengthened my pedagogical and subject knowledge by participating in wider networks, like subject associations and continuing professional development<br>• Modelled excellent standards of communication at all times, holding pupils to account for their correct use of standard English and maths |

| Cluster C: Planning for learning, Assessment of pupils |
|---|
| **Phase 4: *I have*** |
| • Contributed to the design and provision of an engaging curriculum within my subject area<br>• Developed innovative strategies (including ICT) to promote pupils' learning, taking risks when planning and reflecting accordingly<br>• Regularly used high quality feedback - both verbal and written - to help support pupils to monitor and regulate their own learning<br>• Drawn conclusions about what pupils have learnt looking at patterns of performance over a number of summative assessments<br>• Critically reflected on pre-existing resources, adapting them for my own groups<br>• Taken full accountability for pupils' progress and outcomes over time |

## Cluster D: Adaptive teaching and inclusion, Pupil health and wellbeing

**Phase 4:** *I have*

- Grouped pupils flexibly to provide more tailored support, monitoring its impact on engagement and motivation especially of low attaining pupils
- Become responsive and flexible to pupils' needs, building in additional practice, removing expositions or reframing questions to provide greater scaffolding or stretch in a lesson
- Taken responsibility for adapting aspects of the curriculum to suit the needs of pupils with significant special educational needs, high-attaining pupils and/or EAL
- Taken into account the stages of child development in meeting pupils' needs