

Phased Expectations for Secondary ITE

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 understand and apply evidence about how pupils learn effectively, particularly regarding cognitive load, memory and retrieval practice?

Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupil's 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 effective behaviour management strategies that create a positive 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 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
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 begin to articulate how experienced teachers communicate and reinforce high expectations. I understand how teacher expectations can affect pupil outcomes.	I articulate clear objectives and success criteria with the pupils I work with. I implement consistent routines that reinforce high expectations for all pupils. I can adapt my delivery to challenge all pupils. I am beginning to track pupil progress against expectations. I apply high expectations to all groups and ensure all pupils have access to a rich curriculum. I use intentional language that promotes challenge and aspiration.	I have a system for tracking pupil progress against expectations. 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 expectations (including those with SEND, EAL, 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 basic principles of inclusive practice and my responsibilities related to SEND. I have observed how experienced teachers implement different SEND support plans and work with other professionals. 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 pupils I work with. I can deploy some specialist techniques, resources and technologies to support pupils as appropriate. I can work effectively with the SENDCO and other SEND specialists to understand barriers to learning and identify effective strategies. I can confidently engage with parents/carers to better understand pupils' individual needs.
Creating a safe and positive learning environment		I have observed and can begin to articulate how experienced teachers create a safe and positive learning environment. I understand my safeguarding obligations. I know the school safeguarding processes.	I create opportunities for all pupils to contribute and feel valued. I model the types of behaviour I expect from pupils. I understand the importance of creating a culture where effort is valued and mistakes are viewed as learning opportunities. I know the names of the pupils I work with and I have built a rapport with them.	I have established a classroom culture that values resilience, taking risks in learning, and I provide support for all to learn. 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 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
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 begin to articulate how experienced teachers manage cognitive load in a lesson. I give clear and precise instructions. I reflect on instances where pupils are overwhelmed.	I plan lessons with attention to the cognitive load of pupils. I can break complex tasks into manageable steps and provide appropriate scaffolding. I am starting to proactively monitor pupils to identify when cognitive overload occurs. I use worked examples to support pupils through new processes.	I recognise areas in my subject that often result in cognitive overload, and plan lessons in a way that tries to reduce it. I adjust my delivery and planning to account for cognitive load, while maintaining appropriate challenge. I balance complexity and clarity in explanations, adjusting support as pupils' expertise increases.
Developing retrieval practice strategies		I have observed and can begin to articulate how teachers incorporate retrieval practice in their lessons. I can use simple questioning techniques to gauge pupil understanding in a 1-1 or small group environment. I understand that requiring pupils to retrieve information strengthens learning.	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 can link new concepts to prior knowledge in my lessons. I track concepts pupils struggle to retain and begin to adjust my teaching accordingly. I balance teacher-talk, repetition, practice and retrieval in my planning.	I design and deliver retrieval activities across my lessons that revisit prior learning at appropriate points. I confidently track pupil progress and use this information to adapt my lesson planning and delivery. I am starting to help pupils develop metacognitive awareness by proactively teaching strategies for independent study. I can increase challenge with practice and retrieval as knowledge and skills become more secure.
Fostering deep understanding		I have observed and can begin to 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 by teachers. I am starting to notice when pupils have weak prior knowledge that might lead to misconceptions.	I am starting to 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 to deepen understanding.	I can develop and deploy questioning sequences that progressively deepen understanding and require pupils to use specialist vocabulary. I am starting to analyse patterns in pupil misconceptions and use them to refine lesson and mid-term planning. I can link what pupils already know to what is being taught. I can 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 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Building subject content knowledge	I recognise the importance of secure subject knowledge for effective teaching. I am familiar with relevant curriculum frameworks in my subject and recognise the importance of my own subject knowledge. I understand that pupils learn new ideas by linking them to existing knowledge.	I have identified gaps in my own subject knowledge and planned to address them. I actively seek opportunities to deepen my understanding of key concepts in my subject area. 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 my subject and can identify essential knowledge that pupils need to master. I routinely discuss curriculum content with expert colleagues.	I demonstrate comprehensive subject knowledge across KS3 and KS4, with a commitment to continued professional development. I confidently identify common misconceptions in my subject area. I understand how my subject connects with other disciplines. I contribute to departmental discussions about curriculum content.
Curriculum sequencing and coherence		I understand how the curriculum is organised in my subject area. 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 can ensure pupils master foundational concepts 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. I make collaborative decisions about content and sequencing based on my understanding of how knowledge develops in my subject.
Building on prior knowledge		I have observed and can begin to articulate how experienced teachers assess and build on prior learning in their lessons. I understand how knowledge builds logically over a sequence of lessons.	I can plan and deliver lessons that build on prior knowledge. I can begin to anticipate common misconceptions based on typical patterns in prior learning. I can assess pupils' starting points before introducing new content. I can adapt my teaching when I identify gaps in prerequisite knowledge.	I design and implement curriculum materials that build on, extend prior learning and anticipates misconceptions. I can identify and confidently adapt lessons when there are gaps in prior learning. I can 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 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Developing early reading	I understand the fundamental importance of literacy, reading and oracy for the holistic development pupils.	I have observed and can begin to articulate how experienced teachers support pupils who struggle with reading in secondary contexts. I understand that systematic synthetic phonics is an effective approach for teaching decoding. I am aware of the reading demands in my subject area.	I can identify pupils who struggle with reading in my classes. I adapt materials appropriately to support pupils with different reading abilities, based on data. I can work with specialist colleagues to understand strategies that support pupils with reading difficulties. I understand the reading demands of my subject and plan accordingly.	I can implement appropriate strategies to support pupils with reading difficulties in my subject. I collaborate with colleagues to ensure consistent approaches to supporting struggling readers across the curriculum. I balance support and challenge appropriately for all readers.
Developing literacy skills		I have observed and can articulate how experienced teachers build vocabulary and comprehension skills in my subject. I understand the importance of literacy skills for pupil outcomes across the curriculum.	I incorporate specialist vocabulary and comprehension into my lessons. I deploy appropriate activities that require/encourage pupils to read. I can begin to adapt reading materials and provide scaffolds to pupils who are at different reading levels. I am beginning to explicitly teach subject-specific reading and writing skills.	I can design and deliver sequences of lessons that build vocabulary, comprehension and writing skills. I create challenging reading and writing opportunities for all pupils. I can teach subject-specific literacy skills and I am beginning to monitor their development.
Developing oracy skills		I have observed and can articulate how experienced teachers structure classroom talk through questioning, discussions, paired work and group work.	I can design and implement structured talk in my lessons, for example through think-pair-share activities. I teach explicit talk expectations to ensure meaningful dialogue between pupils. I can deploy scaffolds such as speaking frames for those who need support. I encourage the use of specialist vocabulary in the classroom. I use wait time effectively to improve responses.	I can design and implement structured talk activities that progressively builds pupils' oracy skills. I can ensure structure talk activities are embedded into a sequence of lessons. I can confidently facilitate small group or whole class dialogue that deepens understanding. I model and require the use of specialist vocabulary in the classroom. I am beginning to analyse the impact of my oracy teaching on pupil outcomes.

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

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Effective lesson structure	I recognise that effective lessons require careful planning and a considered structure.	I have observed and can begin to articulate the components of well-structured lessons from experienced teachers. I begin to practice smooth transitions between activities to maintain lesson pace.	I plan lessons with clear beginnings, middles, and ends under mentor guidance. 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 practice smooth transitions between activities to maintain lesson pace.	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 remove scaffolding as pupils demonstrate mastery. I create lesson sequences that build pupil independence over time.
Modelling and explanations		I have observed and can begin to articulate modelling and explanations of experienced teachers. I have practised clear step-by-step explanations of key concepts in my subject.	I model activities 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 am beginning to illustrate potential pitfalls/misconceptions and explain how to avoid them. I start explanations at the point of current pupil understanding. I can deploy visual supports to enhance verbal explanations.	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 accessible for pupils. I effectively combine verbal explanations with relevant visual representations.
Questioning Techniques		I have observed and can begin to articulate different questioning approaches and their effects on pupil responses. I can use open and closed questions with individual pupils / in small groups.	I can implement 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 can use a range of question types to extend and challenge pupils. I can 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 diagnose misconceptions. I am beginning to facilitate pupil-to-pupil questioning to deepen collective understanding. I confidently use questioning 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 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
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 begin to articulate how experienced teachers adapt their lessons for different pupils. I am beginning to understand the four broad areas of need. I can develop and apply inclusive teaching strategies. I understand the principles of Quality First Teaching.	I can apply the graduated approach (assess, plan, do, review) to identify and respond to pupils with SEND. I can use formative assessment to identify pupils who need additional help. I am beginning to design and deliver targeted support for pupils with different needs. I break down content further for pupils who need additional support. With the support of my mentor, I am beginning to direct the work of teaching assistants to support learning. I use scaffolding strategies to teach potentially difficult concepts or techniques.	I can evaluate the impact of adaptations using pupil data and reflect on their effectiveness in line with EHCP targets where applicable. 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 am beginning to evaluate the impact of my adaptations on pupil progress. I can effectively deploy teaching assistants.
Inclusive approaches to teaching		I have observed and can begin to articulate how experienced teachers create inclusive classroom environments. I can describe the four broad areas of need. I am beginning to understand the role of the SENDCO and develop an awareness of the types of needs pupils may have.	I apply high expectations to all groups of pupils. 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 my mentor to identify appropriate strategies for supporting pupils with different needs. My planning takes account of cognitive overload by introducing new knowledge in steps.	I can work effectively with the SENCO and other specialists to understand barriers to learning and identify effective strategies. I make appropriate use of specialist technology to support pupils with SEND. I am confident in adapting my teaching to respond to a range of different needs. I can intentionally group pupils to support inclusion, regularly reviewing those groupings. I can evaluate teaching strategies for inclusion and make changes to inform future practice.
Supporting all pupils (focus on EAL, PP, CIC)		I understand the overlapping needs of pupils with SEND, EAL, PP, and those who are looked after, and the importance of a whole school approach. I am beginning to understand the experiences of pupils with different needs in mainstream settings (such as PP, EAL, CIC etc), and the challenges they face in the classroom. I have observed and can begin to articulate how experienced teachers support pupils with different needs.	I can implement targeted interventions for pupils with different needs, supported by my mentor. I can specifically monitor the progress of pupils with different needs and adapt my teaching accordingly.	I design lessons with an awareness of the specific needs of my pupils. I can collaborate with specialist colleagues to understand how to deploy interventions that bridge attainment gaps for pupils with specific needs.

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

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Formative assessment	I understand that it is important to check that pupils understand what they are being taught.	I have observed and can articulate different assessment for learning techniques used by experienced teachers. I can use simple checks for understanding with pupils I am working with.	I can design and deploy a variety of formative assessment strategies in my lessons. I use assessment information 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 use assessment strategies that identify misconceptions and barriers to pupil learning. I am beginning to track pupil assessment data to inform mid-term planning. I can 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 different experienced teachers give feedback and the impact it has on pupil learning. I can give simple feedback on pupil work. 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 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 create a culture in which feedback is valued. I balance detailed individual feedback with sustainable workload management. I use verbal feedback during lessons in place of written feedback where appropriate. I prioritise highlighting errors related to misunderstandings rather than careless mistakes. 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 of assessment. I understand the different types of summative assessments used in my subject. I am familiar with the school's assessment calendar and key assessment points in my subjects.	I can analyse previous summative assessment materials to understand assessment demands in my subject. I am beginning to prepare pupils appropriately for upcoming assessments without teaching to the test. I can create appropriate practice materials that reflect summative assessment requirements. I am beginning to understand how summative data from previous cohorts informs planning.	I can effectively prepare pupils for summative assessments through targeted revision and practice. I can design activities that build pupils' assessment literacy and exam technique without narrowing the curriculum. I use insights from formative assessment to address gaps before summative assessment points. I am beginning to recognise signs of exam anxiety and implement strategies to support pupils' wellbeing and confidence during assessment periods. I can work collaboratively with colleagues to ensure consistent approaches to summative assessment preparation across teaching groups.

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

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Routines and expectations	I recognise that positive behaviour management creates the foundation for inclusive classroom cultures that enables learning.	I understand the school's behaviour management approach, policy and systems. I have observed how experienced teachers establish and maintain classroom routines. I give clear expectations to the pupils I am working with.	I implement consistent routines that maximise learning time. I establish clear expectations at the start of lessons and activities. I use positive reinforcement to promote good behaviour.	I have embedded effective routines that pupils understand and follow with minimal prompting. 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 classroom culture		I have observed and can articulate how experienced teachers create a positive classroom culture. 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 am beginning to help pupils to journey from needing extrinsic motivation to being motivated intrinsically.	I establish a classroom culture characterised by mutual respect and trust. 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 disruptive 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 challenge disruptive behaviour in the classroom. I design lesson activities that are structured in a way to minimise disruption. 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 consistently apply the school's behaviour policy, including where individual pupils have an agreed tailored approach. I collaborate effectively with pastoral staff and parents to manage persistent disruptive behaviour. I confidently challenge disruptive behaviour outside of the classroom. I work with the SENCO and other colleagues if a pupil needs specialist support with their behaviour. I help pupils to think through scenarios before they occur and use agreed cues to help them recall appropriate behaviours.

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

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
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 ongoing reflection into all aspects of my practice. I proactively 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 SHARP targets that help me to develop. I act on the feedback of my mentor.	I can manage a variety of SHARP 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 SHARP targets that will help me develop as a teacher.

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 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
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 actively participate in department meetings and other professional meetings. I engage in professional dialogue about teaching and learning. I seek out collaborative opportunities to enhance my practice (such as co-planning, observation etc). I can begin to direct the work of teaching assistants, where appropriate. I work closely with the SENCO 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 have observed the work of teaching assistants in the classroom.	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 understand that support provided by teaching assistants should be additional to, rather than a replacement for, support from the teacher.	I can communicate confidently with parents (such as by e-mail or parents evening) under mentor guidance. I can take a leading role in some extra-curricular activities, such as a lunch-time or after-school club. I communicate with parents and carers proactively and make effective use of parents' evenings. I protect time for rest and recovery and am aware of support available for good mental wellbeing.