

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.