

Phase 1

<b>Behaviour for Learning and Class Management (TS1 &amp; TS7)</b>	<b>Prompts and Questions</b>
Forms a positive classroom environment which builds pupils' confidence.	<ul style="list-style-type: none"> <li>• Describe a situation you've had to deal with, and how you altered your practice</li> <li>• What behaviour strategies have you seen used around the department or from university that you tried/would like to try?</li> <li>• How has your behaviour management changed and developed over time?</li> <li>• What are the most useful or challenging parts of the school behaviour policy?</li> </ul>
Sets lessons at an appropriate level which challenges pupils of all abilities.	
Encourages enthusiasm in learning	
Shares clear rules, routines and expectations with pupils.	
Uses the school behaviour policy to deal with low-level disruptions.	
Begins to forge relationships to enable a calm and safe environment in the classroom.	
Ensures effective transition in lessons and between lessons (where appropriate)	
Presents evidence of having used content/material from Behaviour for Learning sessions in both the school and University setting.	

<b>Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching</b> <b>(TS2, TS4 &amp; TS5)</b>	<b>Prompts and Questions</b>
Is accountable for pupils' attainment; pupils make some progress	<ul style="list-style-type: none"> <li>• In which class do you think your students have made the most progress?</li> <li>• How do you know this?</li> <li>• Are there any lessons where you know you will teach it differently next time?</li> <li>• Describe a lesson where there were a few different ways you could have taught it, what they were, and why you decided on the way that you did</li> <li>• What do you think makes effective homework?</li> <li>• How have you been pushing your more able students?</li> <li>• What are some of the strategies you have been using to support some of your SEN students?</li> <li>• Describe one of your SEN students, and how you've helped them</li> </ul>
Is aware of pupils' capabilities and their prior knowledge, and plans teaching to build on these.	
Is able to guide pupils to reflect on the progress they have made and their emerging needs.	
Is able to encourage pupils to take a responsible and conscientious attitude to their own work and studies	
Imparts knowledge and encourages understanding through effective use of lesson time	
Promotes a love of learning and children's intellectual curiosity	
Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	
Is able to reflect after the lesson on its successes and possible areas of improvement	
Makes contributions to the design and provision of an engaging curriculum within the relevant subject area(s)	
Knows when and how to adapt teaching appropriately using approaches which enable pupils to be taught effectively	
Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
Plans, and implements age-appropriate strategies to adapt teaching to support pupils' education taking account of all abilities and learning needs	
Has a clear understanding of the needs of all pupils including those with high ability, EAL, SEN and disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them	

Curriculum and Subject Knowledge (TS3)	Prompts and Questions
Thoroughly prepares for specific content areas to be taught effectively	<ul style="list-style-type: none"> <li>• What is the most interesting lesson that you have taught so far?</li> <li>• What is the most challenging/least interesting content you have had to teach, and how did you approach this?</li> <li>• What misconceptions have some of your students have, and what has been the most difficult to try and move on?</li> <li>• Can you describe a literacy/numeracy strategy that you have used?</li> <li>• Is there a lesson or area where you have focused on an element of EDI within the curriculum?</li> <li>• What are your strongest and biggest areas of improvement with regard to the secondary curriculum?</li> </ul>
Shows an awareness of prior learning to establish expectations.	
Carries out SK Audits and develops an action plan.	
Shows evidence of using content/material from the taught programme relating to content & curricular knowledge	
Encourages an interest in the subject.	
Considers misconceptions in topics when planning.	
Encourages the use of subject specific vocabulary.	

<b>Assessment</b> <b>(TS6)</b>	<b>Prompts and Questions</b>
Uses a range of assessment and diagnostic strategies to enable judgements to be made against intended learning outcomes	<ul style="list-style-type: none"> <li>• What assessment strategies have you used so far?</li> <li>• Can you describe an aspect of feedback that you have given where the students have clearly improved following it?</li> <li>• What is the most useful assessment that doesn't look like an assessment you have seen used/tried?</li> </ul>
Makes use of assessment data	
Gives regular feedback to their classes so that the students know how to improve	
Plans varied assessments to cover a range of subject skills	

<b>Professional Behaviours</b> <b>(TS8)</b>	<b>Questions and Prompts</b>
Is on time to schools, lessons, and meetings, procedures for unavoidable absence are followed	<ul style="list-style-type: none"> <li>• Is there an element of professional practice that you have found difficult to get used to as a student teacher?</li> <li>• Can you give an example of a piece of feedback that you received, and how you acted on it?</li> <li>• What was the most useful piece of feedback/advice that you have received?</li> <li>• Where do you think you need to improve?</li> <li>• What are your strongest areas as a teacher?</li> </ul>
Listens to the advice and guidance of others and is able to demonstrate how they have acted on it	
Implements ideas and strategies shared at university and during in-school training sessions in their lessons.	
Knows the areas where they need to improve	
Is professional in all interactions with colleagues at school and staff at university	
Meets the requirements of Fundamental English and mathematics	
Has contributed to the life of the school in a capacity beyond that of subject teacher	

Phase 2

<b>Behaviour for Learning and Class Management</b> <b>(TS1 &amp; TS7)</b>	<b>Questions and Prompts</b>
Establishes a safe and stimulating environment where all pupils are attentive and keen to learn throughout the lesson.	<ul style="list-style-type: none"> <li>• Can you give an example of how you have impacted on the behaviour of a pupil within your class which required more than one strategy?</li> <li>• Which aspects of theory that you have learned in centre-based sessions have been most useful/impactful to you regarding managing pupil behaviour successfully?</li> <li>• How have you adapted/or utilised different behaviour management strategies to meet the needs of pupils in the different Key Stages that you have encountered.</li> <li>• Can you give an example of a particularly difficult/challenging occasion relating to managing pupil behaviour that you feel you overcame. What did you learn from this experience?</li> </ul>
Maintains high expectations of all pupils, regardless of their ability.	
Is able to model and demonstrate positive attitudes, values and behaviour expected of pupils.	
Rules, routines and expectations are embedded in classroom practice	
Confidently addresses disruptions using the appropriate school behaviour policies , including following up serious concerns.	
Lessons are calm and safe and relationships are positive.	

<b>Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching</b> <b>(TS2, TS4 &amp; TS5)</b>	<b>Questions and Prompts</b>
Uses a range of strategies or tasks (both in and out of class) to ensure pupils learn and the curriculum is delivered effectively.	<ul style="list-style-type: none"> <li>• What are some of the different ways you have grouped pupils? What have you found to be most effective group work strategies regarding pupils' learning and progress?</li> <li>• What opportunities have you given your pupils to talk about their learning? To what extent do you manage this and ensure all pupils benefit?</li> <li>• When planning your lessons (or sequences of lessons), how do you consider metacognition and the cognitive load of the pupils within your class?</li> <li>• What do you think are the key differences between working and long-term memory, and how have you applied this understanding in your teaching?</li> <li>• Can you describe a lesson/task in which you used a modelling technique? What was the impact of this on your pupils' learning and progress? How did you know?</li> <li>• What are some of the questioning strategies that you have used to engage pupils, to check their prior knowledge, and to assess their understanding?</li> </ul>
Is accountable for pupils' progress by planning lessons where tasks are synchronous with intended learning outcomes and are an effective use of lesson time	
Has a good understanding of the pupils' capabilities and their prior knowledge, using this to inform planning	
Plans and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to learn effectively.	
Is able to adapt their teaching (both at the planning stage and during the lesson) to take account of pupils' responses and progress towards the intended learning outcomes.	
Consistently and effectively encourages pupils, to take a responsible and conscientious attitude to work and study	
Plans and delivers well-timed lessons with a clear structure	
Is able to reflect systematically on the effectiveness of lessons and approaches to teaching	
Is able to give reasons for their choice of task or approach (including guidance from University sessions, evidence-informed approaches, guidance from schemes of work)	
Has a clear understanding of the needs of all pupils including those with high ability, EAL, SEN and disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them	
Is able to demonstrate awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development.	

Curriculum and Subject Knowledge (TS3)	Questions and Prompts
Shows confidence with subject and curriculum knowledge and, as a result, is able to address emerging misconceptions and ask follow-up questions from pupil responses	<ul style="list-style-type: none"> <li>• How have you linked learning from different areas of the curriculum in order to build schemas for your pupils?</li> <li>• What teaching strategies have you developed to engage and enthuse your pupils, particularly in relation to them understanding what they are learning and why?</li> <li>• What do you understand by ‘a carefully sequenced and coherent curriculum’ and how have you implemented this idea?</li> <li>• How will you prepare yourself for teaching in a school with a curriculum you are unfamiliar with?</li> <li>• Talk us through some examples of the common misconceptions that exist within your subject. How have you incorporated these when planning and delivering your lessons?</li> <li>• What are the areas that you are less confident in teaching, and how you have deepened your own subject knowledge in these areas since the start of the programme?</li> </ul>
Takes responsibility for developing literacy and numeracy	
Encourages an interest in the subject which motivates pupils to learn more about the subject	
Thoroughly prepares for specific content areas to be taught effectively	

<b>Assessment</b> <b>(TS6)</b>	<b>Questions and Prompts</b>
Uses a range of varied assessment strategies (including AfL techniques, formative and summative assessment)	<ul style="list-style-type: none"> <li>• What is your understanding of the difference between formative and summative assessment? How have you used both within the classroom?</li> <li>• Can you give examples of high-quality feedback, written or verbal, that you have given and that has had a significant impact on pupils' learning and progress. How do you know?</li> <li>• In what ways have used information from assessments to inform the decisions you have made about the next steps for your pupils?</li> <li>• From your experiences, what do you believe to be the most important elements in effective and accurate assessment of pupils' progress.</li> <li>• How do you plan to balance the potential workload you might face next year with maintaining a healthy work-life balance? Are there any strategies that you have found useful?</li> </ul>
Considers the progression of students over time	
Engages their students in feedback	
Integrates assessment seamlessly into lessons	
Is able to gauge the success of their teaching using assessment	

Professional Behaviours (TS8)	Questions and Prompts
Works within the department in which they are based, attending meetings, CPD sessions, and briefings.	<ul style="list-style-type: none"> <li>• Have you had the opportunity to take part in any CPD sessions and what impact have these had on your own development?</li> <li>• Talk us through an occasion when you have had a professional discussion with a member of the school's leadership team (or a middle leader)? What did you take away from the discussion?</li> <li>• What experiences have you had during your training year of working with parents, carers and families? What have you learned from these experiences?</li> <li>• How have you collaborated with Teaching Assistants to ensure that you have utilised their full potential and what will you take from this into your NQT year?</li> <li>• Have you had to deal with or witnessed a safeguarding incident? How was this dealt with? What did you learn from the experience?</li> <li>• Can you describe the theory or piece of research that you have been exposed to as part of the ITE curriculum that has had the greatest impact on your practice. How will you ensure you continue to engage in high quality professional development during your early career and beyond?</li> </ul>
Plans to use the support staff they have available in their classes	
Has had some experience of parent/guardian contact	
Is able to engage in conversations with mentors during post-lesson discussions, and is able to accurately self-reflectively judge their own lessons.	
Meets the requirements of Fundamental English and mathematics	
Seeks advice on the areas for improvement in their teaching, and can demonstrate progress	
Follows all school and university policies regarding their professional conduct	

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.