Sec Phase 1

Cluster A: *Professional behaviours and responsibilities, Managing behaviour and the learning environment*
Phase 1: *IIng*

Cluster D:

Sec Phase 2

Cluster A: *Professional behaviours and responsibilities, Managing behaviour and the learning environment*

Phase 2: *I have*

Continued to develop my own personal teaching values and identity, drawing on academic research.

Applied strategies to establish effective relationships with students that supports their motivation, wellbeing, and learning.

Used explicit strategies to establish and positively enforce consistent routines, setting expectations that result in good behaviour.

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

Sec Phase 3

Cluster A:

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

Sec Phase 4

Cluster A: *Professional behaviours and responsibilities, Managing behaviour and the learning environment*

Phase 4: *I have*

A strong professional identity and have actively contributed to the whole school ethos and/or school improvement.

Contributed to wider networks to support behaviour across the school as well as in my own classroom.

Cluster D: