




Primary PGCE Stages 1 & 2


Section 1: The Core Competencies


Domain: Professional Behaviours		
	Foundational Competencies for Stages 1 and 2	Additional Competencies for the End of Stage 3
Build Positive Working Relationships with Expert Colleagues	<ul style="list-style-type: none"> A commitment is shown to the teaching profession through attendance, punctuality, and preparedness. Planning is shared within the deadlines for review that has been agreed with colleagues. Resources are identified and organised prior to teaching. 	<ul style="list-style-type: none"> There is evidence of collaboration with colleagues, sharing the load of planning and preparation as appropriate. A contribution is made to the wider school culture, showing an understanding of the impact the school has on the lives of children and young people.
Draw upon Research and Evidence Informed Practice	<ul style="list-style-type: none"> Use is made of research and other evidence sources to inform practice in the classroom. An active part is taken in professional learning communities such as engagement in the department or through participation in all university sessions. 	<ul style="list-style-type: none"> Reliable sources of research and evidence are identified with growing independence. Reflection is made on the impact these have on professional practice.
Work Effectively with Other Adults	<ul style="list-style-type: none"> The role other adults are expected to play across each element of the lesson is included on planning. The different responsibilities of colleagues in the school (SENCO etc.) are understood. There is knowledge of when to call on expertise of colleagues (SENCO/ DSL), including knowledge of who to contact with safeguarding or pupil mental health concerns. 	<ul style="list-style-type: none"> Other adults who are tasked with supporting learning in the classroom understand prior to the lesson how they will supplement the work of the teacher.
Engage in Reflective Practice for Professional Growth	<ul style="list-style-type: none"> Appropriate reflection is made on professional practice. An appropriate response is made to advice and feedback given by expert colleagues. 	<ul style="list-style-type: none"> Autonomy is shown in identifying and engaging in activities that support continual professional development (CPD).
Maintain Professional Communication	<ul style="list-style-type: none"> Communication with colleagues is appropriate regarding all aspects of the teacher education programme. Agreed protocols are followed when reporting absence. Communication with parents and caregivers takes place in line with the policy of the school or setting. 	<ul style="list-style-type: none"> Opportunities are taken to engage with parents and carers following the policy of the school. Activities might include attendance at parents' evenings, gate duties at the end or beginning of the day and/or report writing etc.
Manage Personal Workload and Wellbeing	<ul style="list-style-type: none"> Effective use is made of designated time away from the classroom. Know where and who to go to for support with workload and wellbeing. 	<ul style="list-style-type: none"> Appropriate use is made of published resources and schemes as appropriate.
Uphold Professional Standards	<ul style="list-style-type: none"> Professional standards and school expectations of staff conduct are maintained in line with Personal, Professional Conduct expectations, the School Codes of Conduct and Part 2 of the Teachers' Standards. High standards of attendance and punctuality are maintained across the programme. High standards of personal and professional conduct including openness and honesty are evident in conduct and communication. 	

Domain: Curriculum and Subject		
	Foundational Competencies for Stages 1 and 2	Additional Competencies for the End of Stage 3
Demonstrate an Appropriate Knowledge of the Curriculum	<ul style="list-style-type: none"> Understanding is shown of statutory curriculum requirements (eg National Curriculum, Early Years Foundation Stage Framework). 	<ul style="list-style-type: none"> Awareness of the curriculum/statutory frameworks that relate to the age phases before and after is used to support planning for progression, as appropriate to the age phase/subject specialism. Where appropriate, connections in planning and teaching are made to other curriculum areas.
Use Accurate Subject Content Knowledge	<ul style="list-style-type: none"> Reflections are made on personal subject knowledge, identifying gaps. Relevant action is taken to address these gaps. Accurate subject knowledge is evident across professional practice (planning, teaching, and assessing). 	<ul style="list-style-type: none"> Proactivity and autonomy are shown in the development of personal subject knowledge, including looking ahead at the curriculum to identify areas for future subject knowledge development.
Pedagogical Content Knowledge	<ul style="list-style-type: none"> Planning makes use of a range of relevant strategies that are appropriate for the subject that is being taught 	<ul style="list-style-type: none"> A rationale can be articulated about the choices of strategies used in a lesson and how they are appropriate to the subject that is being taught.
Meet Stated Curricular Pedagogical Content Knowledge Aims	<ul style="list-style-type: none"> Lesson and sequence planning fits with the intent of the schemes of work for the specific age phase 	<ul style="list-style-type: none"> Lesson and sequence planning ensures pupils develop core knowledge and skills required by the overall curriculum plan. Sequences of learning are planned to develop logically.
Develop Pupils' Literacy and Oracy	<p>Across all stages, literacy and oracy is recognised as being fundamental knowledge that supports pupils in accessing the curriculum. Competencies to evidence this will include:</p> <ul style="list-style-type: none"> A clear understanding of systematic synthetic phonics is demonstrated, particularly if teaching early reading and spelling. Support is given to younger pupils in becoming fluent writers through explicit teaching and practice of spelling and handwriting, with modelling and feedback, such as addressing both the process and product of letter formation when developing pupils' handwriting. Unfamiliar vocabulary is taught explicitly. Modelling of high quality oral and written language. 	

Domain: Planning and Teaching		
 Foundational Competencies for Stage 1 and 2	Additional Competencies for the End of Stage 3	
Set Appropriate Objectives and Outcomes	<ul style="list-style-type: none"> Lesson objectives and outcomes are used to structure lessons/sequences, and communicate thinking with School Mentors and host teachers 	<ul style="list-style-type: none"> Lesson objectives and outcomes are coherent and appropriately challenging.
Structure Lessons Appropriately	<ul style="list-style-type: none"> Knowledge of effective lesson structure is evident in planning. 	<ul style="list-style-type: none"> Lessons are structured so that they flow logically through outlines, explanations, practice, and consolidation.
Be Clear about Planned Tasks and Activities	<ul style="list-style-type: none"> Tasks link to lesson/sequence objectives and develop, embed, or consolidate knowledge. Planned activities are described appropriately and broadly match the objectives for the lesson 	<ul style="list-style-type: none"> Tasks are well chosen to meet the objectives of a lesson and/or sequence of lessons. They are organised to enable pupils to move from simpler to more complex tasks over time
Apply Knowledge of How Pupils Learn	<ul style="list-style-type: none"> Planning shows awareness of the role of memory in learning, especially the importance of building on prior knowledge and embedding new knowledge through appropriate teacher input or tasks 	<ul style="list-style-type: none"> Opportunities for recall, breaking complex material into smaller chunks, sequencing, and modelling are included in lessons or activities.
Explain Key Content, Ideas, Concepts, or Skills	<ul style="list-style-type: none"> Key ideas or concepts of the lesson are identified on planning. Time is allocated when teaching to explain core content, ideas, concepts, or skills. 	<ul style="list-style-type: none"> Teacher explanations are well thought through and are included at an appropriate point in learning. Expositions and explanations do not overload the working memory of pupils.
Sharing Relevant Objectives or Outcomes	<ul style="list-style-type: none"> Purposes or objectives of lessons and/or tasks are explained to pupils at the start of the lesson. 	<ul style="list-style-type: none"> Purposes of lessons/sequences are linked to lesson tasks
Use Appropriate Resources to Support Learning	<ul style="list-style-type: none"> Resources are used to support learners in accessing the content of lessons. These can be pre-existing or self-created. 	<ul style="list-style-type: none"> Resources are used appropriately and safely. Care is taken in the organisation and management of these to ensure they do not provide a distraction from learning.
Model and Scaffold Effectively	<ul style="list-style-type: none"> Pupils are aware of what the teacher expects from their learning in lessons or activities. Opportunities for modelling and scaffolding of core content, concepts, skills, or tasks are included in teaching. 	<ul style="list-style-type: none"> Appropriate metacognitive approaches are used to support learning (eg narrating thought processes aloud, outlining memorable steps in processes, identifying potential pitfalls and how to avoid them etc.).
Identify and Manage Potential Misconceptions	<ul style="list-style-type: none"> Pupils are encouraged to share their emerging understanding and points of confusion so that misconceptions can be addressed. Lessons/sequences are planned with awareness of common barriers or misconceptions about a topic and with reference to pupils' prior knowledge 	<ul style="list-style-type: none"> Common misconceptions and the prior knowledge of pupils/groups are noted in planning and lessons/sequences address these. Misconceptions are addressed appropriately when teaching.
Set Appropriate Home Learning	<ul style="list-style-type: none"> Where appropriate, out of class activities are set in line with school policies. 	<ul style="list-style-type: none"> Out of class activities prepare students for new learning or consolidating existing learning in line with school policies.

Domain: Assessment and Feedback		
	Foundational Competencies for Stages 1 and 2	Additional Competencies for the End of Stage 3
Monitor Pupils' Understanding	<ul style="list-style-type: none"> A range of appropriate formative assessment techniques are used to indicate understanding and check for progress during lessons. 	<ul style="list-style-type: none"> Monitoring is effective in ensuring that pupils are aware of key points and ideas in the lesson/sequence of lessons. Assessments made of pupil understanding are broadly accurate and from this can identify what is required for individuals to meet their next steps in learning.
Use Questioning with Purpose	<ul style="list-style-type: none"> A mixture of open and closed questioning opportunities is included on planning and used when teaching lessons. Pupils are prompted to elaborate when responding to questioning to check that a correct answer stems from secure understanding. 	<ul style="list-style-type: none"> Questions are clearly phrased and appropriate for the lesson; they enable broad participation from the class and build involvement and motivation. Thinking time techniques are deployed effectively to maximise pupil engagement.
Provide Meaningful Feedback	<ul style="list-style-type: none"> Pupils are offered feedback on their work or responses. Correct answers are highlighted, and effort is praised. Incorrect answers are responded to appropriately when they arise. Written feedback is in line with the policy of the school or setting. 	<ul style="list-style-type: none"> Assessments of pupil understanding are broadly accurate. In-class monitoring is used to adapt teaching.
Utilise Assessment Information Effectively	<ul style="list-style-type: none"> Assessment of pupils' learning is used to provide information for reflection and/or discussion with School Mentor, host teachers or other expert colleagues. 	<ul style="list-style-type: none"> Conclusions can be made about what pupils have learned by looking at patterns of performance over several assessments. Assessments of pupils' learning are used to develop or adapt planning, teaching or resources. Evidence of engagement with school assessment and data systems and where appropriate, contributing to these.

Domain: Adaptive and Inclusive Teaching		
	Foundational Competencies for Stages 1 and 2	Additional Competencies for the End of Stage 3
Demonstrate Anti-Racist and Inclusive Practice	<ul style="list-style-type: none"> Practice upholds the Equality Act and related duties. Education materials that promote positive representation of minoritized ethnicities and that reflect the diversity of society are used across teaching. Responses to racist incidents that occur during professional practice are dealt with appropriately, following the policy of the school. 	<ul style="list-style-type: none"> Pupils are encouraged to think critically about matters that relate to equality/inequality, justice/injustice, inclusion/exclusion, and marginalisation.
Promote the Academic Potential of All Pupils	<ul style="list-style-type: none"> A culture of respect in the classroom is upheld that supports pupils to succeed (eg by being organised and prepared and modelling the types of behaviour expected of pupils) Pupil effort is acknowledged, emphasising the progress and effort. The content of lessons takes account of prior knowledge/learning. 	<ul style="list-style-type: none"> Intentional language is used to promote aspiration. Appropriate challenge and stretch is evident for pupils in lessons or sequences of learning. Scaffolding is used appropriately to meet the individual needs of all pupils.
Support Pupils with Additional and Complex needs	<ul style="list-style-type: none"> Close attention is made when teaching to the responses of individuals and groups. An understanding is shown of systems and processes in the school or setting for supporting pupils with identified SEND. There is a knowledge of which pupils require additional support and, with support from expert colleagues, suitable adaptations are made to meet these specific needs. Support is given for multilingual learners and those who are new to English. 	<ul style="list-style-type: none"> Interventions with individuals and/or groups of learners during lessons are purposeful and effective. Appropriate adaptations are made to all aspects of planning, teaching, and learning to ensure potential barriers are lifted.

Domain: Behaviour Management		
	Foundational Competencies for Stages 1 and 2	Additional Competencies for the End of Stage 3
Develop a Positive, Predictable, and Safe Learning Environment	<ul style="list-style-type: none"> • Time is given to establishing a purposeful classroom environment – setting boundaries and reinforcing rules. • Instructions are manageable, specific, and sequential. • Use is made of consistent language and non-verbal signals for common classroom directions. 	<ul style="list-style-type: none"> • Routines are in place to establish an appropriate environment for learning at the start of lessons, during teacher talk, during tasks and at the end of lessons. • School systems are used to respond to major and minor disorder appropriately, encouraging a respect of boundaries. This can be with the support of expert colleagues if a pupil needs additional support.
Establish On-task Behaviour	<ul style="list-style-type: none"> • Rules for engaging with lessons are explained to pupils as appropriate. • Time is given to involving and motivating pupils in their learning. • Attempts are made to control off-task behaviours. • Rules, sanctions, and rewards are applied consistently in line with school policy. 	<ul style="list-style-type: none"> • Specific strategies are used to good effect to maintain on-task behaviour during lessons. • Understanding is shown of how the teacher can help pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. • Off-task behaviour is managed effectively, with support where necessary.
Manage Transitions Effectively	<ul style="list-style-type: none"> • Transitions between lesson elements are signalled and attempts are made to manage these. 	<ul style="list-style-type: none"> • Transitions between parts of lessons are managed effectively, minimising disruptions.
Build Trusting Relationships	<ul style="list-style-type: none"> • The school's behaviour policy is used when teaching, creating a predictable and consistent environment for learning. • An awareness of the cultures and backgrounds of pupils is evident (eg through choices of resources to reflect different cultural backgrounds). 	<ul style="list-style-type: none"> • Consistent and coherent use is made of school systems for liaising with parents and/or caregivers. • Attention is paid to understanding pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations. • Different cultures and perspectives are acknowledged and celebrated in all aspects of practice.
Develop Pupils' Self-Regulation	<ul style="list-style-type: none"> • Disruptions and/or breaches of rules are responded to appropriately. 	<ul style="list-style-type: none"> • Pupils are supported to think through scenarios before they occur, using cues to help them recall agreed upon behaviours. • Opportunities to practice self-regulation are embedded and the youngest pupils are supported in practicing impulse control.