

Teachers' Standards: exemplified for special schools



S1: Set high expectations which inspire, motivate and challenge pupils	
Standard Prompt	Examples of how this could be achieved
Establish a safe, stimulating environment for pupils, rooted in mutual respect.	<ul style="list-style-type: none"> • Behaviour management plans/positive handling plans • Care plans • Management of children and staff team • Classroom organisation • Promote communication • Value everyone and their contribution • Strategies to maintain a safe and purposeful learning environment • Strategies to engage pupils • Interactive displays • Labelling of location & resources (words/pictures/symbols)
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	<ul style="list-style-type: none"> • Target setting • Lesson planning-individual/appropriate learning outcomes for each child • Knowledge of how annual reviews and statement objectives inform planning • IEPs • Assessment for learning • Achievement / Attainment (can pupils still do better?)
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	<ul style="list-style-type: none"> • Time keeping • Absence record • How you address pupils and staff • Dress code • General attitude within school • Enthusiasm • Modelling appropriate behaviour and language • Appropriate use of Standard English • Willingness to learn, take advice and adapt • Policy for using social networking sites

Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	<ul style="list-style-type: none"> • CPD • ITT/NQT targets and reports • Mentor meetings • Evidence of reflective practice • Evidence of being proactive for own learning
Communicate effectively with parents with regard to pupils' achievements and well being.	<ul style="list-style-type: none"> • Annual reviews • Parents evening • IEPs • Daily diary • Phone calls • Home visits • Show empathy when dealing with parents • Understanding when to challenge and when to nurture parents.

S8 Fulfil wider professional responsibilities	
Standard prompts	Examples of how this could be achieved
Make a positive contribution to the wider school life and ethos of the school.	<ul style="list-style-type: none"> • Extra curricular activities • School trips • School motto • Assemblies • Staff meetings / INSET • Wider life of school e.g. School fair/school disco/ residential
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	<ul style="list-style-type: none"> • Multi-agency working e.g OT, Physio, SaLT, School nurse, HI, VI • Subject leaders • Leadership of class team • Leadership team • Care plans • Safeguarding-SDP and procedures • Demonstrating a professional attitude
Deploy support staff effectively.	<ul style="list-style-type: none"> • Planning • Daily running of class • Effective use of staff after school • Delegation of tasks to support staff • Behaviour management plans • Care plans • Knowledge of roles and responsibilities of all staff.

S2: Promote good progress and outcomes by pupils	
Standard Prompt	Examples of how this could be achieved
Be accountable for pupils' attainment, progress and outcomes.	<ul style="list-style-type: none"> • Assessment policy • Knowledge of setting, tracking and evaluating targets • Knowledge of how to identify pupils not on track • Knowledge of strategies in place to support pupils not on track • An understanding of where all pupils are and where they are going and what they need to do next • Subject moderation • Evaluation of lesson plans • Ability to reflect on impact of teaching • Know what attainment, progress and outcomes look like for individual children with SEND. • Specific use of 1-1/group interventions (e.g. Wave 1, Wave 2 resources)
Plan teaching to build on pupils' capabilities and prior knowledge.	<ul style="list-style-type: none"> • Knowledge of pupils' current levels • Assessment for learning • Team approach to planning and assessment • Know what progress looks like for individual pupils and demonstrate in planning • SEN / G&T/differentiated planning
Guide pupils to reflect on the progress they have made and their emerging needs.	<ul style="list-style-type: none"> • Assessment for learning strategies • Symbols/Signs • Next steps / APP sheets • Use of assessment for learning displays • Colour coded traffic lights • 2 wishes and a star • Use of TA support to feedback • Peer and self assessment • Video clips/photos

S2 continued: Promote good progress and outcomes by pupils	
Standard Prompt	Examples of how this could be achieved
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	<ul style="list-style-type: none"> Engagement Removing barriers to learning Postural management e.g. correct positioning for writing/specialist seating/ standing frame Recognising importance of basic care needs Behaviour management plans/postural management plans. Secure knowledge of early childhood development and small steps in learning (EYFS, P Scales) Assessment for learning Multi-disciplinary working Parental involvement Awareness of specialist teaching strategies Understanding individual communication needs Understanding of specialist teaching strategies e.g. PECS, multi-sensory approaches. Awareness of different learning styles e.g. VAK
Encourage pupils to take a responsible and conscientious attitude to their own work and study.	<ul style="list-style-type: none"> Establish boundaries High expectations Pupils aware of high expectations and strive to work towards them (at level appropriate to all pupils) Encourage independence Behaviour management plans/positive handling plans Easily available resources, accessible pathways around classroom Use of ICT to promote independent research Presentation of work to a high standard

S7: Manage behaviour effectively to ensure a good and safe learning environment	
Standard prompts	Examples of how this could be achieved
Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy	<ul style="list-style-type: none"> Key learning skills Behaviour plans Class rules displayed PHSCE Behaviour policy Modelling appropriate behaviour. High expectations of staff and pupils.
Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly.	<ul style="list-style-type: none"> Behaviour policy Behaviour plans Whole team approach Individual/class and whole school reward systems. Awareness of appropriate strategies for different pupil groups e.g. ASD, Sensory Processing disorder, MLD negotiation.
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	<ul style="list-style-type: none"> Planning and differentiation Knowledge of teaching strategies to match abilities and needs e.g. multi-sensory for PMLD, fast pace and interactive for MLD. Awareness of how an inappropriate curriculum can impact on behaviour. Engagement Staff deployment Postural management Care plans Awareness of appropriate strategies for different pupil groups e.g. ASD, Sensory processing disorder, MLD negotiation.
Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary.	<ul style="list-style-type: none"> Team Teach Behaviour management plans Behaviour policy Consistency e.g. use of same sanctions and rewards. Involving parents & SLT (if needed)

S6: Accurate and productive use of assessment	
Standard prompts	Examples of how this could be achieved
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	<ul style="list-style-type: none"> EYFS/development matters P Scales PIVATS B Squared Routes for learning End of Key Stage assessments External Accreditation Awareness of target setting process and small steps and how this relates to national requirements APP
Make use of formative and summative assessment to secure pupils' progress.	<ul style="list-style-type: none"> Assessment for learning IEPs SMART targets Tracking pupil progress Class team planning meetings Annual Reviews / Reports Detailed annotation of work e.g. physical prompt/verbal prompt
Use relevant data to monitor progress, set targets, and plan subsequent lessons.	<ul style="list-style-type: none"> Assessment for learning Target setting SMART targets PIVATS/P Scales/B Squared data Individual assessment files/documents Routes for learning EYFS Work evidence files with photos and annotations
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<ul style="list-style-type: none"> Assessment for learning Appropriate marking systems Developing communication skills Whole school reward systems Achievement certificates

S3: Demonstrate good subjects and curriculum knowledge	
Standard Prompt	Examples of how this could be achieved
Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	<ul style="list-style-type: none"> Up to date knowledge of EYFS/primary curriculum/ NC Knowledge of curriculum throughout the key stages within a special school setting Knowledge of the wider curriculum and how health, care and independence are integral Knowledge of sensory curriculum / developmental Engagement scale http://complexld.ssatrust.org.uk/project-information.html
Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.	<ul style="list-style-type: none"> Aware of changes to and developments in curriculum areas Knowledge of developments in the curriculum and teaching of pupils with SEN Engage with research journal
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of Standard English, whatever the teacher's specialist subject.	<ul style="list-style-type: none"> Secure knowledge, understanding and use of communication within school for every child Understand the range of communication aids Close liaison with SLT Literacy and early literacy skills embedded throughout all lessons Model high standards of literacy
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	<ul style="list-style-type: none"> Phonics / Reading/ English Policy Individual approach to the teaching of early reading Awareness of pre-phonics activities Reading by 6 documents
If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	<ul style="list-style-type: none"> Lesson planning Differentiated activities Maths policy Practical Maths → Visual Representation → Written methods

S4: Plan and Teach well structured lessons	
Standard Prompt	Examples of how this could be achieved
Impart knowledge and develop understanding through effective use of lesson time	<ul style="list-style-type: none"> • Class timetable • Awareness of personalised learning e.g. individual timetables • Lesson planning shows clear progression over series of lessons • Lesson plan identifies planned structure to lesson with clear learning opportunities throughout • Use of ICT to support / extend learning
Promote a love of learning and children's Intellectual curiosity.	<ul style="list-style-type: none"> • Plan for a range of teaching strategies and activities to engage pupils • Provide opportunities to apply new knowledge, skills and understanding in a range of circumstances and situations • Learning is relevant to pupils • Engagement • Take and manage risks to engage all learners • 'Go with the flow' (OFSTED framework; adaptability to alter lessons according to pupil needs)
Set homework and plan other out of class activities to consolidate and extend the knowledge understanding pupils have acquired.	<ul style="list-style-type: none"> • Differentiated homework for pupils with SEND (reference to homework given in lessons) • Opportunities for outdoor learning and residential trips • Opportunities for off-site learning that consolidates, reinforces and extends existing knowledge and understanding
Reflect systematically on the effectiveness of lessons and approaches to teaching.	<ul style="list-style-type: none"> • Seek feedback from class team • Assessment for learning • Lesson evaluations • Video Analysis • Notes made after observing exemplar lessons • Observation feedback
Contribute to the design and provision of an engaging curriculum within the relevant subject areas.	<ul style="list-style-type: none"> • Attending and contributing to staff meetings on curriculum development • Collaborative medium term planning • Collaborative planning for out of school activities as part of the curriculum

S5: Adapt teaching to respond to the strengths and needs of all pupils	
Standard prompts	Examples of how this could be achieved
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	<ul style="list-style-type: none"> • Lesson planning • Knowledge of specialised teaching strategies e.g. multi-sensory learning, PECS, TEACCH, Derbyshire Language Scheme, EDY, Sherbourne • Effective deployment of Teaching Assistants throughout whole lesson • Aware of roles for within class team and across school e.g. SEN, EAL, G&T • Engagement
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	<ul style="list-style-type: none"> • Safeguarding training • Knowledge of postural management, care plans and feeding guidelines • Behaviour Management / Positive Handling Plans • Knowledge of Early child development • Awareness of sensory processing and the impact on learning • Knowledge of attachment and resilience
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	<ul style="list-style-type: none"> • Knowledge of Early child development • Multi agency working • Postural management plans/ physiotherapy programmes and a good understanding of why these are implemented. • Knowledge of sensory learning • Differentiation
Have a clear understanding of the needs of all pupils, including those with special educational needs; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	<ul style="list-style-type: none"> • Assessment for learning • CLLD research • Multi-agency working • Engagement • Planning • Differentiation • Interventions used by Specialist Teacher/TA's/ Class teacher