

Meeting the Needs of all Learners

The Professional Standards 2021, recognise Additional Support Needs and meeting the needs of every learner as core knowledge, understanding, skills and abilities for teachers. The table below provides an overview across the Professional Standards, of the places where Additional Support Needs are specifically mentioned. Ensuring that the needs of all learners are assessed and successfully addressed is clearly at the heart of any teacher's work and this is explicitly recognised throughout the Standard for Full Registration for example:

3.1.1 Plan effectively to meet learners' needs

As a registered teacher to demonstrate your professional skills and abilities you are required to:

- plan coherent, progressive and engaging teaching programmes which address the needs of every learner;
- identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner;
- communicate appropriately with every learner, modelling and promoting competence and confidence in literacy, numeracy, health and wellbeing and digital literacy;
- ensure teaching builds confidence and promotes the progress of every learner;

3.1.2 Effectively utilise pedagogical approaches and resources

As a registered teacher to demonstrate your professional skills and abilities you are required to:

- employ appropriate teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner.

Strategic Leadership

The Standard for Headship and The Standard for Middle Leadership place the strategic responsibility on school leaders and managers to ensure that inclusive cultures of learning are fostered, supported, and sustained. In section 1.3 of both The Standard for Headship and The Standard for Middle Leadership, for example, respective school leadership and management roles in ensuring that all learners needs are addressed are identified. In addition, the Standard for Headship places responsibility on the headteacher 'to actively engage in and ensure multi and inter-agency working across the learning community and beyond, particularly by building capacity and capability with colleagues, in order to achieve positive outcomes for every learner'.

Standard for Headship 1.3
The Standard for Headship recognises that effective leadership depends on the principles of collegiality and that all teachers are leaders of and for learning, who lead learning for, and with, all learners. Headteachers work with, and support the development of, colleagues and other partners. The Standard for Headship includes a focus on leadership of and for learning, teacher leadership, and working collegially to build leadership capacity in others. Those in, or aspiring to, the headteacher role will develop increasing responsibility and capacity, in relation to the kinds of roles outlined here, including enabling and empowering individuals and teams across the wider learning community. Headteachers have a responsibility to actively engage in and ensure multi and inter-agency

working across the learning community and beyond, particularly by building capacity and capability with colleagues, in order to achieve positive outcomes for every learner and support improvement.

Headteachers lead the whole school community in order to establish, sustain and enhance a positive ethos and culture of learning through which every learner, including colleagues, is able to learn effectively and achieve their potential. Headteachers are accountable for developing and supporting an ethos and culture which enables and empowers others to lead effectively with a clear and agreed focus on self-evaluation and improvement.

Standard for Middle Leadership 1.3

Middle leaders will have different areas of responsibility in addition to enhanced pedagogical skills, which may include curriculum leadership, departmental or faculty leadership, pastoral leadership, leadership in additional support provision, leadership of interdisciplinary teams or projects or leadership of school improvement priorities. They may have line management responsibility for a team, lead a team delivering a specific area of provision, or a team involved in development activities. In taking their particular areas of responsibility forward, middle leaders will work and contribute to the school improvement agenda, particularly in building a culture of high-quality learning and teaching and inclusive practice, while also contributing to the development of colleagues, more generally, across their school and learning community.

SPR	SFR	CLPL	ML	SfH
Standard for Provisional Registration	Standard for Full Registration	Standard for Career Long Professional Learning	Standard for Middle Leadership	Standard for Headship
2.1.1 Have knowledge and understanding of Pedagogical Theories and Professional Practice As a student teacher you are required to demonstrate knowledge and understanding of: - additional support needs - the stages of learners' cognitive, mental, social, emotional, physical, and psychological development and their influence on learning and wellbeing	2.1.1 Have knowledge and understanding of Pedagogical Theories and Professional Practice As a registered teacher you are required to demonstrate a depth of knowledge and understanding of: - additional support needs; - the stages of learners' cognitive, mental, social, emotional, physical, and psychological development and know how to use this information to support learning and wellbeing	2.1.1 Have an enhanced and critically informed understanding of Pedagogical and Learning Theories and Professional Practice As an accomplished teacher you have an enhanced and critically informed understanding of: - the stages of learners' cognitive, social, emotional, physical and psychological development and know how to use this information to support every learner's wellbeing; - innovative and partnership approaches for learners with additional support		

		needs		
2.1.3 Have knowledge and understanding of Curriculum Design As a student teacher you are required to demonstrate knowledge and understanding of: the need to take account of learners with additional support needs	2.1.3 Have knowledge and understanding of Curriculum Design As a registered teacher you are required to demonstrate a depth of knowledge and understanding of: the need to take account of learners with additional support needs	2.1.3 Have an enhanced and critically informed understanding of Curriculum Design As an accomplished teacher you have an enhanced and critically informed understanding of: the need to adapt and enhance learning experiences for learners with additional support needs	2.1.3 Have an enhanced and critically informed understanding of Curriculum As a middle leader you: ensure effective learning experiences for learners with additional support needs	2.1.3 Have an enhanced and critically informed understanding of Curriculum As a headteacher you: ensure effective learning experiences for learners with additional support needs
2.2.1 Have knowledge and understanding of Education Systems As a student teacher you are required to demonstrate knowledge and understanding of: pastoral and legal responsibilities, for example, in relation to equality, diversity, additional support needs	2.2.1 Have knowledge and understanding of Education Systems As a registered teacher you are required to demonstrate a depth of knowledge and understanding of: contractual, pastoral and legal responsibilities for example in relation to equality, diversity, inclusion, additional support needs, child protection, and wellbeing	2.2.1 Have an enhanced and critically informed understanding of Education Systems As an accomplished teacher you have an enhanced and critically informed understanding of: how to ensure a culture which recognises and realises the rights of all children and young people and in which every learner meaningfully participates in decisions related to their learning and wellbeing		
			3.1.1 Support the design and provision of a curriculum informed by theoretical principles of curriculum design and purposes of education As a middle leader, through individual and collegial	3.1.1 Work with the learning community to design and build a shared vision to provide a curriculum informed by theoretical principles of curriculum design and purposes of education

			activities, you lead and work collaboratively to: develop understanding and promote collective responsibility for curriculum design and planning processes that enhance the learning experience for learners with additional support needs	As a headteacher, you lead and work collaboratively to: ensure curriculum design and planning processes are well informed to ensure learners with additional support needs experience a curriculum that meets their needs
	3.2.1 Effectively organise and manage learning As a registered teacher to demonstrate your professional skills and abilities you are required to: take into account the additional support needs of learners to ensure meaningful learning experiences	3.2.1 Critically and effectively organise and manage learning As an accomplished teacher you consistently demonstrate the enhanced skills and abilities working both individually and collaboratively to: provide innovative and adaptive learning experiences for learners with additional support needs	3.2.1 Lead and support the vision, values, ethos and aims of the learning community with colleagues, learners, parents/carers and families and wider community As a middle leader, through individual and collegial activities, you lead and work collaboratively to: create and sustain a learning culture where additional support needs are integral to the learning community ethos	3.2.1 Agree, share and enact the vision, values, ethos and aims of the learning community with colleagues, learners, parents/ carers and families and wider community As a headteacher, you lead and work collaboratively to: promote and enable a learning culture where additional support needs are integral to the learning community ethos;
	3.2.2 Effectively engage learner participation As a registered teacher to	3.2.2 Critically and effectively engage learner participation As an accomplished		

	demonstrate your professional skills and abilities you are required to: ▪ demonstrate a secure knowledge and understanding of wellbeing indicators, childhood development and the impact of additional support needs	teacher you consistently demonstrate the enhanced skills and abilities working both individually and collaboratively to: ▪ develop alternative mechanisms for ensuring participation that take full account of the additional support needs of learners		
	3.2.3 Build positive, rights respecting relationships for learning As a registered teacher to demonstrate your professional skills and abilities you are required to: ▪ recognise where learners with additional support needs require alternative approaches and seek support as necessary; ▪ commit to and demonstrate equity and inclusion to advance equality of opportunity between learners who share a relevant protected characteristic and those who do not and foster good relations	3.2.3 Build positive, rights respecting relationships for learning As an accomplished teacher you consistently demonstrate the enhanced skills and abilities working both individually and collaboratively to: ▪ promote and develop effective methods of communication that benefit learners with additional support needs		

