

Literacy and Dyslexia/Specific Learning Difficulties (SpLD) Professional Development Framework

Strands



Stages and how they relate to roles associated with teaching and supporting of learners with dyslexia/SpLD

The Dyslexia/SpLD Professional Development Framework has five stages which relate to various professional roles found in a variety of settings and the increasing levels of specialist knowledge and skills required of those roles as their careers progress. Each stage builds on the knowledge and skills of the previous stage. These reflect the type of support learners may require

- Universal – that will be required from all teachers in all schools;
- Targeted – that some learners will need and some teachers will need to provide and
- Specialist & Complex– that some learners will need and where provision may be provided by resources outside the school or shared amongst schools.

Stages	Type of Support	Description	Professionals
Stage 1	Universal	<ul style="list-style-type: none"> • At a basic level to identify, teach and support learners with literacy difficulties with guidance from specialist professionals where appropriate 	<ul style="list-style-type: none"> • All staff teaching and supporting learners in all levels of educational setting
Stage 2	Targeted	<ul style="list-style-type: none"> • Effectively identify and use appropriate strategies, interventions and approaches to support learners with dyslexia/SpLD 	<ul style="list-style-type: none"> • Practitioners confident with planning, preparing and teaching with a range of targeted specialist and differentiated resources. • Practitioners in specialist settings
Stage 3	Targeted Strategic	<ul style="list-style-type: none"> • Effectively identify and use appropriate strategies, interventions and approaches to support learners with dyslexia/SpLD • Manage and support other professionals working with learners with dyslexia/SpLD • Provide advice to professionals and parents 	<ul style="list-style-type: none"> • Higher Level Teaching/Special Assistant in all settings • SEN Teacher • SENCo • Teacher in main stream seeking to specialise in dyslexia/SpLD • CPD leader for teaching schools
Stage 4	Specialist	<ul style="list-style-type: none"> • Effectively identify and use appropriate strategies, interventions and approaches to support learners with dyslexia/SpLD • Provide expert advice to parents and professionals in different settings • Hold responsibilities for decision making across settings 	<ul style="list-style-type: none"> • Dyslexia/SpLD Specialist Teacher • Dyslexia/SpLD Advisory Teacher • Specialist Teacher Assessor
Stage 5 ¹	Specialist Complex	<ul style="list-style-type: none"> • Carry out detailed diagnostic assessments including use of psychometric tools • Effectively identify and use appropriate strategies, interventions and approaches to support dyslexic/SpLD learners • Provide expert advice at all levels • Hold responsibilities for strategic decision making 	<ul style="list-style-type: none"> • Specialist Teacher Assessor • Dyslexia/SpLD Advisor • Dyslexia/SpLD Trainer

¹ Teachers working at this level would be expected to be qualified to undertake full cognitive diagnostic assessments for dyslexia-SpLD.

Development to the next stage: briefly describes the knowledge, skills and understanding required for progression to the next stage.

Stage 1 [Universal]

Practitioners at Stage 1 are likely to have Qualified Teacher Status (QTS) or equivalent knowledge and experience. At this level, most will be working in an educational setting, or have recent experience of working in such a setting. Most teaching assistants (TAs) will have a Level 3 qualification relevant to their role, or the equivalent knowledge and experience. Practitioners at this stage are likely to have accessed the Inclusion Development Programme (IDP) and/or the Teacher Development Agency (TDA) Toolkit for SEN to support and inform their practice.

Transition from Stage 1 [Universal] to Stage 2 [Targeted]

From a knowledge perspective the transition from Stage 1 to Stage 2 requires a professional to have a more developed understanding of language and literacy development and of theories relating to dyslexia. From a competency perspective, the professional is then expected to use this knowledge to be able to identify and assess learners with dyslexia/SpLD with greater independence and prepare challenging but appropriate targets. A professional should be confident with planning, preparing and teaching with a range of specialist and differentiated resources as appropriate to meet the specific needs of a learner. A professional at Stage 2 is expected to be able to contribute confidently and with expertise to multi disciplinary teams and institutional initiatives that support learners with dyslexia/SpLD.

Transition from Stage 2 [Targeted] to Stage 3 [Targeted Strategic]

From a knowledge perspective the transition from Stage 2 to Stage 3 is not considerable. The main developments take place in the competency and attributes strands [C,D,E and F], particularly with respect to managing and supporting other professionals to support learners with dyslexia/SpLD. However, a professional at Stage 3 is expected to have a greater understanding of the relationship between language, literacy and learning, the relationship between phonological awareness and phonological processing and the structure of language. Within a setting they should be able to advise on strategies and appropriate teaching materials and monitor the progress of all learners with dyslexia/SpLD. A professional would be expected to lead multi-disciplinary teams, contribute to institutional improvement initiatives which support learners with dyslexia/SpLD and evaluate the impact of relevant CPD in the setting.

Transition from Stage 3 [Targeted Strategic] to Stage 4 [Specialist]

From a knowledge perspective the progression from Stage 3 to Stage 4 is a very important element of the transition, as Stage 4 requires an expert knowledge and understanding of the development of the language system and the interrelationship between language, literacy and learning development. This is combined with a deep knowledge of dyslexia and other SpLDs and how they can affect language, learning and literacy development. The professional at this level will have to possess a more informed knowledge of assessment, in order to conduct tests of attainment for learners who may have dyslexia/SpLD and subsequently devise and implement teaching and support plans for other

professionals to follow. From a competency perspective, the professional at this level may be in an advisory role (perhaps combined with a management role) and will therefore need to keep abreast of recent developments and evidence based practice in the field in order to advise on the teaching and support of learners with dyslexia/SpLD and on valuable CPD practice. The high profile nature of the role will require that the professional is able to demonstrate personally as well as advise on leading and working in diverse teams, developing effective relationships with learners, parents/carers and a range of professionals.

Transition from Stage 4 [Specialist] to Stage 5 [Specialist Complex]

From a knowledge perspective the progression from Stage 4 to Stage 5 focuses on understanding the complex relationship between dyslexia and other difficulties such as Specific Language Impairment and dyscalculia and the causal, cognitive theories which differentiate various SpLDs. A key element of the progression from Stage 4 is at the competency level and in particular the ability to employ a range of psychometric assessment tools in order to carry out diagnostic assessments for dyslexia-SpLD and make recommendations for the teaching and support of learners with dyslexia/SpLD. These skills may also be required to fulfil requirements for assessment for special arrangements for public examinations that apply in your setting and for any other benefits to which dyslexic/SpLD learners may be entitled. The professional will need to be able to lead and advise on improving outcomes for learners with dyslexia/SpLD, mentor, coach and train others and contribute to developing policies and practice across settings.

The six strands are:

- A. Structure and development of language, literacy and learning
- B. Theories of dyslexia/SpLD and theories of specialist teaching
- C. Identifying and assessing dyslexia/specific learning difficulties
- D. Teaching and supporting learners with dyslexia/specific learning difficulties
- E. Communicating and working with others
- F. Professional development and dyslexia/SpLD

Strand A Structure and development of language, literacy and learning

This strand includes the following themes:

- The relationship between language, literacy and learning
- The relationship between phonological awareness and phonological processing
- The structure of language
- The factors that can affect the development of language, literacy and learning
- The impact of English as an additional language on language and literacy
- The potential impact of dyslexia/SpLD on numeracy development

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
A1	Understand what the terms language, literacy and learning mean.	Demonstrate an understanding of the difference between receptive [e.g. heard, read] and expressive [spoken, written] language and consider how spoken language forms the foundation for written expression of thoughts.	Explain some of the ways in which language, literacy and learning are linked.	Articulate and evaluate the relationship between language, literacy and learning	Advise on the complexity of relationships between language and literacy and its implications for co-occurring conditions
A2	Know about syllable counting, rhyming, blending, segmentation and ways in which learners perceive and pronounce the sounds within words.	Understand phonological awareness and phonological processing.	Illustrate the stages of phonological acquisition and the difference between phonetics (the field that studies human speech sounds) and phonics (the relationships between written letters and sounds in spoken words).	Explain the stages of phonological acquisition; differentiate between phonetics and phonics and show how they are applied to teaching.	Identify the pre-phonics stage of language development (e.g., rhythm, timing and prosody) and be able to use this knowledge in assessments to advise on appropriately targeted support.

A3	Be aware that there are differences in how written and spoken language are formed.	Understand the relationship between written and oral language skills.	Utilise the structure of language with reference to morphology (how words are formed), semantic structure (meaning in language) and written language rules.	Show how the structure of language with reference to morphology, semantic structure and written language rules, can be applied to teaching.	Analyse the ways in which language, morphology, semantic structure and written language rules are reflected in assessment tests.
A4	Be aware that there may be background influences that impact on the development of the English language for different learners.	Identify the range of influences that impact on the development of the English language for different learners.	Explain the influences and impact of environmental factors on the development of the English language for the individual learner.	Apply and analyse the impact of environmental factors in the teaching of the English language for different learners.	Appraise the impact of environmental factors on the assessment of English language learning.
A5	Be aware of the stages in language and literacy development.	Understand the sequence of language and literacy development.	Detail the indicators of dyslexia and specific language impairment (SLI) in relation to language use and communication.	Apply the indicators of dyslexia and specific language impairment (SLI) in relation to language use and communication, in the teaching environment.	Evaluate the indicators of dyslexia and specific language impairment (SLI) in relation to assessment for language use and communication.

A6	Be aware of the variety of factors that can affect language and literacy use and development.	Understand the variety of factors that can affect the development and use of language and literacy and how this may result in barriers to learning.	Explain the factors affecting language and literacy development and the combined impact of other cognitive and environmental barriers to learning.	Develop an in-depth knowledge and understanding of how a wide range of factors for learning difficulties (biological, cognitive, behavioural, environmental) need to be accounted for in planning teaching interventions.	Incorporate the wide range of factors leading to learning difficulties (biological, cognitive, behavioural, environmental) into assessment and advisory practice.
A7	Be aware of how memory difficulties affect learning (such as understanding the need for memory prompts and breaking down tasks in to smaller steps).	Understand the impact of memory on and be able to explain how short term memory difficulties might impact learners in the classroom	Examine the impact of different models of memory on learning.	Develop an in-depth knowledge and understanding of the different models of memory on learning so that these can be used to explain and evaluate learning performance and the selection of teaching strategies	Demonstrate an in-depth knowledge and understanding of the different models of memory on learning through undertaking and interpreting appropriate assessments to inform diagnosis of SpLDs and design of interventions
A8	Be aware of the impact of English as an additional language on learning and literacy development.	Plan lessons to address the impact of English as an additional language on learning and literacy development.	Discuss the impact of English as an additional language on learning and literacy development and be able to link this understanding to literacy teaching in the educational setting.	Interpret and evaluate the impact of English as an additional language on learning and literacy development and be able to incorporate this into effective literacy teaching for the individual learner.	Assess and report on the impact of English as an additional language on learning and literacy development and be able to advise on how to incorporate this into effective literacy teaching in the educational setting.

A9	Be aware of the potential impact of dyslexia/SpLD on numeracy development.	Understand the potential impact of dyslexia/SpLD on numeracy development and implement supporting strategies.	Detail the impact of dyslexia/SpLD on numeracy development and use this to develop maths interventions for learners.	Develop strategies to distinguish between math difficulties resulting from poor literacy, memory, sequencing, metacognition and dyscalculia and be able to apply this to support individual learners.	Advise on the ways in which poor literacy, sequencing, memory and metacognition impact on mathematical understanding and processes and be able to design interventions for learners. Evaluate potential overlap between the numeracy difficulties of learners with dyslexia/SpLD and those with dyscalculia.
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Strand B Theories of dyslexia/SpLD and theories of specialist teaching					
This strand includes the following themes:					
<ul style="list-style-type: none"> • Current definitions of dyslexia and co-occurring difficulties and the relationship between them • The main areas of difficulty in the educational setting for learners with dyslexia/SpLD • The different theories of dyslexia • The different models of reading development • The principles of multi-sensory teaching 					
	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
B1	Be aware of current definitions of dyslexia and understand what is meant by 'co-occurring difficulties'	Recognise current and recent definitions of dyslexia and co-occurring difficulties when designing appropriate interventions.	Understand how different definitions of dyslexia may impact on choice of interventions.	Evaluate the different theories of dyslexia to design appropriate interventions.	Critically evaluate the different definitions of dyslexia and the links between theory and practice. Articulate and reflect these distinctions in assessment and training/mentoring programmes.

B2	Be aware of the main areas of difficulty for learners with literacy difficulties in educational settings such as working memory and speed of processing information.	Understand the effects of the main areas of difficulty for learners with dyslexia/SpLD in the educational setting and develop appropriate strategies for the individual learner in the classroom.	Explain the effects of the main areas of difficulty for learners with dyslexia/SpLD in the educational setting and design interventions to contribute to an inclusive classroom.	Appraise indicators of difficulty relating to attainment (literacy and numeracy) and underlying cognitive features (working memory, speed of processing, etc.) and differential performance. Advise on the design and implementation of whole school policies on appropriate interventions.	Critically evaluate differential performance and use this information to select appropriate assessments. Set up evidence based training and support for learners' interventions.
B3	Be aware of overlapping difficulties often associated with literacy difficulties, such as difficulties in following instructions and poor organisational skills.	Consider theories of co-occurring difficulties with dyslexia when planning classroom support.	Explain, describe and illustrate the differences between theories of frequently co-occurring difficulties and their likely impact on the learner.	Discuss and evaluate the impact of a range of theories of specific learning difficulties, their identifying features and the impact of their overlap for the learner. Use this knowledge to optimise support through tailored interventions.	Demonstrate and evaluate the range of causal and cognitive theories which differentiate the various SpLDs. Identify the most appropriate assessment tools for accurate and early identification.
B4	Be aware of the main theories of dyslexia/SpLD	Understand the strengths, weaknesses and evidence base of different theories of dyslexia/SpLD.	Use your knowledge of the different theories of dyslexia/SpLD to choose between different classroom interventions.	Evaluate the strengths, weaknesses and evidence base which support the different theories of dyslexia/SpLD when designing interventions.	Research the evidence base which supports the different theories of dyslexia/SpLD, including the neurology underlying dyslexia/SpLD and apply this to the assessment process.

B5	Be aware of how 'The Simple View of Reading' provides a framework for understanding literacy learning.	Understand a range of models of reading development (including The Simple View of Reading).	Utilise a range of models of reading development when implementing whole class strategies.	Examine and apply theories of reading development to creating structured interventions for the learner.	Evaluate current research on reading development theories and apply this to the assessment and report writing process.
B6	Understand what is meant by multisensory teaching.	Use the principles of multisensory teaching in a classroom setting.	Design strategies for learners which incorporate principles of multisensory teaching.	Promote the use of structured, multisensory teaching in the context of other specialist teaching methods for dyslexic/SpLD learners.	Critically evaluate current research on teaching methods used to support dyslexic/SpLD learners for wider dissemination.
B7	Understand how the development of numeracy skills might differ for dyslexic/SpLD learners.	Be aware of ways to support the development of numeracy for learners with literacy difficulties and Dyslexia/SpLD, taking into account possible difficulties with directionality and visual & spatial awareness.	Explain how the development of numeracy skills might differ for dyslexic/SpLD learners and implement appropriate strategies.	Distinguish between math difficulties resulting from poor literacy, memory, sequencing, metacognition, and dyscalculia. Plan appropriate interventions to support learners.	Critically evaluate the ways in which poor literacy, memory, sequencing, and metacognition impact on mathematical understanding and processes. Research and evaluate the distinction and overlap between the numeracy difficulties of learners with dyslexia and those with dyscalculia.

Strand C Identifying and assessing dyslexia/specific learning difficulties

This strand includes the following themes:

- Identify and assess learners with dyslexia/SpLD at a level appropriate to the role of the professional
- Follow agreed procedures in a setting for making referrals
- Devise and implement teaching and support plans to meet the needs of a learners identified during the assessment process
- Undertake appropriate arrangements for learners with dyslexia/SpLD entitled to special arrangements for public examinations

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
C1	Know how to find information on the prevalence of literacy difficulties in your setting.	Share information on the prevalence of dyslexia/SpLD with co-occurring difficulties in your setting.	Identify and use information on the prevalence of dyslexia/SpLD with co-occurring difficulties in your setting to inform educational practice.	Build knowledge of current research on the prevalence of dyslexia and co-occurring difficulties to develop interventions.	Disseminate current research on the prevalence of dyslexia and co-occurring difficulties appropriate across settings.
C2	Identify when a learner may be experiencing literacy difficulties.	Employ a range of formal and informal classroom based assessment approaches with learners with dyslexia/SpLD to assist with identification.	Identify a range of formal and informal assessment techniques, including basic skills assessment tools to contribute to the multi-disciplinary assessment and identification of a learner's dyslexia/SpLD.	Evaluate a range of attainment assessment tools to identify a learner's dyslexia/SpLD and advise on appropriate interventions.	Critically compare a range of psychometric assessment tools including cognitive ability [e.g. verbal and non-verbal], attainment and cognitive processing to identify a learner's dyslexia/SpLD and advise on developmental strategies.

C3	Follow a teaching and support plan for a learner with literacy difficulties.	Devise a teaching and support plan for a learner with dyslexia/SpLD., monitor outcomes and report on these	Implement and monitor teaching and support plans for learners with dyslexia/SpLD. Analyse progress and consider what changes would be appropriate.	Analyse and interpret test results in order to derive appropriate teaching interventions and support plans.	Evaluate and undertake diagnostic assessments. Make recommendations for structured, cumulative teaching interventions and comprehensive support plans.
C4	Understand and implement the arrangements required as a result of special arrangements for public examinations agreed for individual learners. Practice these skills with learners, such as the use of an amanuensis in classroom situations or granting extra time in mock exams.	Ensure knowledge and understanding of current regulations governing special arrangements in assessment, test and examinations situations in relation to learners with dyslexia/SpLD is consistently updated in line with current regulations.	Manage the process for setting up special arrangements in assessment, test and examinations situations. Ensure that recommendations for access arrangements are embedded in everyday practice.	Administer appropriate testing of attainment levels to support special arrangements for examinations.	Select and administer appropriate diagnostic assessments to support special arrangements for public examinations, as required.
C5	Understand the assessment and reporting process normally used.	Explain the assessment and reporting process in the educational environment and is embedded in the learning environment.	Use knowledge and understanding of the basic principles of psychometric testing and reporting in order to interpret assessment reports for learners with dyslexia/SpLD to design educational interventions.	Advise others on the basic principles of psychometric testing and reporting in order to interpret assessment reports for learners with dyslexia/SpLD.	Conduct professional psychometric testing, critically analyse qualitative and quantitative data, write appropriate reports and advise others.

C6	Follow agreed referral procedures in a setting for learners possibly identified with literacy difficulties and dyslexia/SpLD. Know the first point of contact to share information with about these learners.	Agree referral procedures in a setting for learners possibly identified with dyslexia/SpLD and refer learners experiencing literacy difficulties.	Identify when and how to get second opinions or further input from other professionals or agencies that could support the needs and development of dyslexic/SpLD learners.	Respond to referrals from colleagues, parents and other professionals by conducting appropriate assessments and by further referral to specialists as needed	Advise on creating clear guidelines and referral procedures to ensure assessment of learners with literacy difficulties in various settings and inform and train others in their implementation
C7	Understand the factors that indicate that further investigation or assessment may be needed.	Consider how learners may benefit from different forms of assessment.	Collate assessment information from the educational setting. Understand the factors that influence the need for assessment and implement appropriate referral.	Interpret the assessment findings and use this knowledge to plan and implement specialist interventions.	Use knowledge and understanding of assessments and administration protocols to select and administer appropriate attainment and diagnostic tests and assessments for learners in the relevant setting.
C8	Understand the different forms of assessment relevant for learners with literacy difficulties.	Apply knowledge of the benefits and limitations of different and relevant forms of assessment to support learners with dyslexia/SpLD.	Support understanding of literacy assessments in a range of settings.	Develop knowledge of relevant forms of literacy assessment and advise other professionals, in a range of settings.	Research and implement the latest forms of literacy, cognitive and co-occurring SpLD assessment and advise professionals in a range of settings.
C9	Understand how dyslexia/SpLD in a learner's first language may affect the ability to learn English as an additional language.	Monitor the difficulties experienced by learners with dyslexia/SpLD and English as an additional language and make appropriate referrals.	Provide a link to specialist services or professionals for those learners with English as an additional language who may have dyslexia/SpLD. Implement appropriate support strategies.	Identify how dyslexia/SpLD in their first language can affect a learner's ability to learn English as an additional language.	Be able to assess and advise on the impact of dyslexia/SpLD for learners with English as an additional language in a range of settings.

C10	Monitor the progress of learners with literacy difficulties against specific targets relating to teaching and support plan.	Monitor the progress of multiple learners with dyslexia/SpLD against specific targets relating to teaching and support plans. Consider the implications of the data for the individualisation of teaching strategies for learners with dyslexia/SpLD.	Lead on, and collect attainment data, for monitoring purposes and advise others in your setting on how to monitor the progress of learners with dyslexia/SpLD.	Monitor progress, advise others, and implement structured teaching interventions and programmes for learners with dyslexia/SpLD.	Monitor, evaluate and quality assure progress for learners with dyslexia/SpLD. Advise others and adjust assessment protocols and intervention programmes accordingly.
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Strand D Teaching and supporting learners with dyslexia/specific learning difficulties

This strand includes the following themes:

- Demand high expectations of learners, developing their independence as learners and seek the views of learners on a wide range of issues
- Set challenging and appropriate targets in response to a profile of a learner
- Plan and prepare differentiated teaching materials and lessons, including the use of ICT and specialist resources within the context of a dyslexia/SpLD friendly environment
- Closely monitor the progress of learners and where necessary adapt learning and teaching in order to ensure progress is maintained
- Undertake to keep informed of current research and developments, including evidence based practice to inform teaching support of learners
- Interpret and implement relevant legislative and policy frameworks relating to dyslexia, SEN and disability

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
D1	Demonstrate high expectations of learners with literacy difficulties to promote self-belief and attainment.	Model high expectations of learners with dyslexia/SpLD and take the strengths of learners into account when setting targets.	Lead and support others in appropriate professional development to use strategies which incorporate high expectations of learners with dyslexia/SpLD.	Advise others on strategies to embed high expectations of learners with dyslexia/SpLD across settings.	Advise on evaluating targets and time taken to reach them for learners with dyslexia/SpLD, adjusting targets and interventions according to individual progress.
D2	Encourage learners with literacy difficulties to become more independent.	Encourage learners with dyslexia/SpLD to become more independent and employ specific strategies and tools to support this, including ICT support.	Support and advise other people on strategies to promote the development of independence for learners with dyslexia/SpLD, including ICT support.	Evaluate alternative strategies to promote the development of independence for learners with dyslexia/SpLD. Be up to date with emerging technology and advise others in their use across settings.	Use assessments to inform and advise on strategies to promote the development of independence for learners with dyslexia/SpLD. Design interventions and advise and train others in their use.

D3	Include features in the teaching and learning environment that do not rely on text.	Create a dyslexia/SpLD friendly environment that removes or reduces barriers to learning.	Lead and advise others on how to create a dyslexia/SpLD friendly environment that removes or reduces barriers to learning.	Apply current research with respect to dyslexia/SpLD friendly environments across settings and update policies and procedures accordingly.	Review and evaluate current research and the evidence base with respect to dyslexia friendly practice across settings and advise others on the implementation and development of appropriate strategies.
D4	Review and understand individual learner profiles to make adjustments to teaching and communications with learners.	Use a profile of a learner's dyslexia/SpLD to plan day to day strategies, interventions and approaches suitably and effectively adapted for them.	Advise other professionals in the setting on how to use a profile of a learner's dyslexia/SpLD to plan strategies, interventions and approaches.	Evaluate how the setting uses a profile of a learner's dyslexia/SpLD to design and make appropriate adjustments. Coach and mentor others in their delivery and ongoing monitoring.	Use assessment tools to create a profile of a learner's dyslexia/SpLD and design and plan strategies, interventions and approaches suitably and effectively adapted for them. Advise on methods to evaluate and monitor their overall effectiveness.
D5	Enable learners to set and work towards specific targets. Choose strategies for learners with literacy difficulties, with guidance from other professionals.	Monitor progress of learners working towards specific targets and support colleagues in choosing strategies for learners with dyslexia/SpLD.	Ensure adequate and relevant professional development to enable others to set specific targets and choose appropriate strategies for learners with dyslexia/SpLD; monitor and evaluate progress.	Provide guidance to a range of professionals on how to set specific targets according to the learner's profile. Monitor progress and evaluate data relevant for the setting, advising on changes where necessary.	Develop protocols, benchmarks and data analysis appropriate for the setting to review and monitor progress towards targets and the use of appropriate strategies for learners with dyslexia/SpLD. Use this to train and advise others on appropriate strategies, such as 'Assessment for Learning', according to the setting.

D6	Use teaching materials and lessons relevant to the subject area to meet the needs of learners with literacy difficulties.	Plan and prepare differentiated teaching materials and lessons relevant to the subject area to meet the needs of learners with dyslexia/SpLD. Monitor and record learning outcomes.	Support others to plan and prepare teaching materials and lessons in a range of subjects to meet the needs of learners with dyslexia/SpLD to promote an inclusive classroom setting.	Advise on schemes of work and other inclusive teaching practice to promote critical thinking and self-directed learning with a range of subject specialists.	Train and mentor colleagues to establish and evaluate interventions in planning for learners with dyslexia/SpLD.
D7	Use literacy programmes, under guidance, to meet the needs of individual learners.	Report on the progress of dyslexia/SpLD learners with whom you use literacy programmes.	Using your knowledge and understanding of a structured literacy programme, identify appropriate literacy support to meet the needs of individual learners with dyslexia/SpLD and evaluate their effectiveness.	Evaluate and advise on a range of appropriate and effective literacy strategies for any given learner across a range of settings and curriculum areas.	Use appropriate assessments to offer specialist advice on a range of appropriate and effective literacy interventions for any group of dyslexia/SpLD learners. Implement processes to enable others to evaluate their effectiveness, supported by research evidence.

D8	Use teaching strategies designed to support numeracy development for learners with literacy or other difficulties.	Understand how to support the development of numeracy for dyslexic/SpLD learners and implement appropriate maths interventions.	Implement ongoing training to enable others to understand the development of numeracy for dyslexic/SpLD learners and develop structured, cumulative, multisensory maths interventions.	Distinguish between math difficulties resulting from poor literacy/memory/sequencing/metacognition and dyscalculia and be able to apply this knowledge to develop strategies to support dyslexic/SpLD learners.	Critically evaluate the ways in which poor literacy, memory, sequencing, and metacognition impacts on mathematical understanding and processes. Design interventions for learners. Be up to date with current research on distinction and overlap between the numeracy difficulties of learners with dyslexia/SpLD and those with dyscalculia and disseminate this to other professionals.
D9	Use, under guidance, specialist resources available to support learners with literacy difficulties.	Implement appropriate specialist interventions to support learners with dyslexia/SpLD and report on the progress of learners.	Develop knowledge of a range of specialist resources for learners with dyslexia/SpLD and support colleagues in monitoring learners' progress.	Advise on a range of specialist resources that are relevant for learners with dyslexia/SpLD across settings.	Train and mentor colleagues in the use of specialist resources that are relevant for learners with dyslexia/SpLD and evaluate the effectiveness of resources used.

D10	Use, under guidance, ICT and multi-sensory teaching programmes to support learners with literacy difficulties.	Effectively and independently use a range of ICT and multi-sensory teaching programmes to support learners with dyslexia/SpLD.	Advise and support others on the effective use of a range of ICT and multi-sensory teaching programmes to support learners with dyslexia/SpLD.	Critically evaluate the relative strengths and weaknesses of different multi-sensory teaching programmes and a range of ICT resources.	Assess the relative strengths and weaknesses of different multi-sensory teaching programmes and a range of ICT resources. Use the evidence to support the training and mentoring of colleagues and the development of policy in various settings.
D11	Differentiate and adapt resources, under guidance, to meet the needs of learners with literacy difficulties.	Select, construct, differentiate or adapt appropriate resources for learners with dyslexia/SpLD in your setting.	Advise and support others on selecting, adapting, differentiating and using appropriate teaching resources for learners with dyslexia/SpLD in your setting.	Identify and evaluate appropriate teaching resources for learners with dyslexia/SpLD across settings.	Disseminate strategic approaches to selecting, adapting and using evidence-based teaching resources for learners with dyslexia/SpLD across settings. Link this advice to delivery of training and mentoring programmes and policy development across settings.
D12	Actively seek the views of learners and use these to modify approaches to teaching and learning, with guidance if necessary.	Ensure that views of learners with dyslexia/SpLD are actively sought in relation to their needs on a full range of relevant issues and use this information to inform teaching programmes.	Advise and support others on how to obtain and act upon the views of learners with dyslexia/SpLD in relation to their needs on a full range of relevant issues and use this information to develop teaching programmes.	Evaluate and improve processes to ensure that the importance of seeking the views of learners with dyslexia/SpLD is embedded across settings.	Use tailored assessments to demonstrate commitment to the importance of seeking the views of learners with dyslexia/SpLD across settings. Ensure that 'pupil voice' is incorporated into training and mentoring programmes and policies developed in the setting.

D13	Provide clear and relevant information about the progress of learners in a way easily understood by the learner, parents/carers and other professionals.	Ensure appropriate recording methods hold clear, relevant and up-to-date information about the progress of learners with dyslexia/SpLD. Use the information to discuss progress towards outcomes and targets with learners, parents/carers, and other professionals.	Advise and support others on how to provide clear, relevant and up-to-date information about the progress of learners with dyslexia/SpLD. Use the data arising to evaluate effectiveness of interventions and pupil progress in the setting.	Evaluate reporting procedures used in the setting to ensure that clear, relevant and up-to-date information about the progress of learners with dyslexia/SpLD continually updated. Ensure information is easily accessible by the learner, parents/carers and other professionals.	Use specific information from assessments and/or evaluations across settings to advise on appropriate methods of data-driven information gathering. Advise on using the data arising to evaluate the effectiveness of interventions and pupil progress in the setting and make necessary adjustments.
D14	Find ways to link practice in your setting with the home, by liaising with parents/carers to share information about approaches used in the class and how these can be adapted for use at home.	Embed communication strategies to complement practice in your setting and the home, such as suggesting suitable at-home activities or including parents and care-givers in 'sample' lessons.	Initiate and support complementary practice across your setting with the home environment. Discuss barriers to learning outside your setting and implement strategies to overcome these. Ensure regular communication between pupils, parents and colleagues and monitor outcomes.	Advise and design programmes to support complementary practice between a range of settings and the home and provide mentoring and coaching to support implementation.	Use all-round evaluations of the learner, the setting and the home environment to design and recommend strategies to support complementary practice and provide mentoring and coaching to support implementation..

D15	<p>Be aware of good practice which will inform work with learners with literacy difficulties. Understand the concept of evidence based practice.</p>	<p>Use evidence-based practice, relevant research and theories to inform your work with learners with dyslexia/SpLD.</p>	<p>Apply and advise others on using evidence-based practice, relevant research and theories to inform work with learners with dyslexia/SpLD.</p>	<p>Demonstrate current knowledge and advise others on how to use evidence based practice, research and theories to design interventions to support inclusion in a classroom setting.</p>	<p>Disseminate up-to-date knowledge to advise others on the contribution of evidence based practice, research and theories and how it can improve outcomes for learners with dyslexia/SpLD. Use this knowledge to mentor and train others on how to evaluate interventions in the setting so as to contribute to the development of the evidence base and modify strategies accordingly.</p>
D16	<p>Use strategies that encourage the learner to reflect upon his/her own performance and discuss the strategies that the learner finds most useful.</p>	<p>Create a learning environment which facilitates metacognition in learning for learners with dyslexia/SpLD. Design strategies that facilitate learner reflection upon his/her own performance and encourage awareness of the strategies that the learner finds most useful. Report on these to other colleagues.</p>	<p>Advise and support others about presenting information and knowledge within a metacognitive framework.</p>	<p>Devise learning interventions for pupils with dyslexia/SpLD which use a metacognitive framework and monitor and evaluate the effectiveness in the setting.</p>	<p>Review and evaluate metacognitive learning interventions for pupils with dyslexia/SpLD in the light of emerging research. Monitor and evaluate the effectiveness of interventions in the setting. Support and train others to individualise metacognitive strategies with learners with dyslexia/SpLD.</p>

D17	Be aware of the wider inclusion policy and legislative context in relation to learners with dyslexia/SpLD.	Actively create a learning environment that takes into account the wider inclusion policy and legislative context for learners with dyslexia/SpLD.	Advise and support others in creating a learning environment that takes into account the wider inclusion policy and legislative context for learners with dyslexia/SpLD.	Advise on how the wider inclusion policy and legislative context applies to a range of practitioners working with learners with dyslexia/SpLD across settings.	Advise on how the wider inclusion policy and legislative context applies to a range of practitioners working with learners with dyslexia/SpLD across settings. Advise on designing, implementing and evaluating policies in the setting which are developed to meet legislative and policy requirements.
D18	Implement agreed reasonable adjustments for learners with dyslexia/SpLD in relation to your organisation's duties under the Disability Discrimination Act, Equality Act or other legislative requirements.	Monitor the implementation of agreed reasonable adjustments for learners with dyslexia/SpLD in relation to your organisation's duties under the Disability Discrimination Act, Equality Act or other legislative requirements. Report to colleagues on pupil progress.	Ensure regular training of colleagues to enable correct implementation of reasonable adjustments required for learners with dyslexia/SpLD under the Disability Discrimination Act, Equality Act or other legislative requirements. Advise others in their implementation.	Advise on making reasonable adjustments for learners with dyslexia/SpLD across settings under the Disability Discrimination Act, Equality Act or other legislative requirements.	Use appropriate assessments to advise on making reasonable adjustments tailored to the needs of the individual learner with dyslexia/SpLD across settings under the Disability Discrimination Act, Equality Act or other legislative requirements. Train others to implement, monitor and evaluate learner outcomes arising from adjustments under the Equality Act and develop policy and procedures in the setting accordingly.

Strand E: Communicating and working with others

This strand includes the following themes:

- Have a clear sense of their role, responsibility and purpose within a team
- Adopt a team approach and contribute to the effective working of multi-disciplinary teams
- Participate in institutional improvement initiatives to improve outcomes for learners
- Follow their profession's ethical code of conduct
- Undertake to seek the views of parents/carers and strengthen practice between the home and educational setting

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
E1	Be clear about your own roles and responsibilities in your setting in relation to learners with literacy difficulties.	Identify the different roles and practices of various practitioners who work with learners with dyslexia/SpLD and ensure clarity across roles.	Evaluate whether the range of roles in the setting is adequately meeting the needs of learners with dyslexia/SpLD.	Advise across settings on whether current roles and responsibilities are meeting the needs of learners with dyslexia/SpLD in an educational environment.	Design, advise and train others in developing strategies to ensure that roles and responsibilities are meeting the needs of learners with dyslexia/SpLD across settings. Evaluate and monitor roles in the light of research, updating the evidence base, local and national policy changes and procedures.
E2	Contribute effectively to working within a team to meet the needs of learners with literacy difficulties.	Identify opportunities for working with colleagues and where appropriate sharing the development of effective practice with them.	Lead and manage diverse teams to meet the needs of learners with dyslexia/SpLD.	Evaluate and advise on the knowledge, understanding and qualities required for the effective management of people/teams including multi-professional teams to meet the needs of learners with dyslexia/SpLD.	Lead and advise on the policies, procedures and improvement strategies required for the effective management of people/teams, including multi-professional teams, to meet the needs of learners with dyslexia/SpLD.

E3	Support effective multi-agency working and identify ways to help this happen.	Contribute positively to the development of effective communication between multi-agencies for learners with dyslexia/SpLD.	Manage and lead the development of effective multi-agency working practices for learners with dyslexia/SpLD.	Lead and advise on the development of effective strategies to facilitate multi-agency working practices for learners with dyslexia/SpLD in an educational setting.	Monitor and advise on the development of effective multi-agency communication, planning and continuous development of learner-centred working practices for learners with dyslexia/SpLD both in and across settings.
E4	Carry out improvement initiatives which contribute to improved outcomes for learners with literacy difficulties.	Identify and implement institutional improvement initiatives which contribute to improved outcomes for learners with dyslexia/SpLD.	Lead and manage institutional improvement initiatives by working closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practices which contribute to improved outcomes for learners with dyslexia/SpLD.	Lead and advise on institutional improvement initiatives by working closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practices across settings which contribute to improved outcomes for learners with dyslexia/SpLD.	Develop, implement and evaluate policies and practices across settings which contribute to improved outcomes for learners with dyslexia/SpLD. Mentor, coach and train others to implement and evaluate new initiatives.
E5	Follow your profession's ethical code of conduct and how it relates to meeting the needs of learners with literacy difficulties.	Model appropriate professional and ethical behaviour and encourage others to act in a professional and ethical manner.	Lead and support others to model appropriate professional and ethical behaviour.	Lead and advise on ethical issues relating to learners with dyslexia/SpLD.	Lead and advise on ethical issues relating to learners with dyslexia/SpLD. Work across multidisciplinary teams, mentor, coach and train others to consider ethical issues at all times. Be able to lead on and/or advise in resolving difficult cases.

E6	Acknowledge and respect the views and knowledge of parents and carers in different aspects of your work with learners with literacy difficulties.	Employ various methods of working effectively with the parents, carers, families, peers and friends of learners with dyslexia/SpLD.	Lead and support others to work in a range of ways with the parents, carers, families, peers and friends of learners with dyslexia/SpLD.	Evaluate and update initiatives to work effectively in a range of ways with the parents, carers, families, peers and friends of learners with dyslexia/SpLD.	Revise and modify strategies across settings for others to work effectively in a range of ways with the parents, carers, families, peers and friends of learners with dyslexia/SpLD.
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Strand F: Professional development and dyslexia/SpLD

This strand includes the following themes:

- Actively seek opportunities and challenges for personal learning and development
- Participate in and provide continuous professional development activities

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
F1	Identify your own professional development needs to support your work with learners with literacy difficulties.	Monitor the impact of your professional development in dyslexia/SpLD on the progress of learners and your contribution to your setting.	Assess the impact of your professional development activities in dyslexia/SpLD on your professional practice, the progress of learners, those staff for whom you have responsibility and your contribution to the setting.	Critically evaluate innovation in the educational setting to improve outcomes for learners with dyslexia/SpLD and modify practice accordingly.	Analyse evidence-based innovation in the context of a variety of settings to develop, implement and evaluate a clear CPD policy and plan in your school/organisation. Advise on linking this to the strategic continuous improvement plan and overall objectives set for individual learners with dyslexia/SpLD.
F2	Demonstrate that your continuing professional development can be achieved through a number of different ways (e.g., reading, talking to colleagues, visiting other schools).	Provide appropriate and differentiated development opportunities in dyslexia/SpLD to practitioners and parents/carers, appropriate to your professional role.	Develop and evaluate the effectiveness and impact of the training and continuing professional development in dyslexia/SpLD provided in your setting.	Use current research and evidence-based practice to support your own and other people's continuing professional development in dyslexia/SpLD across settings.	Use current research and evidence-based practice to support your own and other people's continuing professional development in dyslexia/SpLD across settings. Contribute to further development of the evidence base by implementation of action research and evaluation projects in the setting.