

Professional Practice Standards for Teachers

(Including Qualified and Unqualified Teachers)

These Professional Practice Standards set out the expectations for Teachers working at Orchard Therapeutic Farm (OTF). They are used to inform performance management, appraisal, supervision, professional development and capability procedures.

The standards apply to all teaching staff, including teachers without Qualified Teacher Status (QTS), and should be read alongside:

- the Teacher Job Description
- the Performance Management Policy
- the Code of Conduct
- the Safeguarding and Child Protection Policy

These standards describe both what teachers do and how they do it, reflecting OTF's therapeutic, relational and inclusive model, including trauma-aware and THRIVE-informed approaches.

Standard 1: Professional Conduct, Ethics and Safeguarding

(Aligned with Part Two of the Teachers' Standards)

Teachers at OTF are expected to:

- Uphold high standards of professional conduct, integrity and ethical behaviour at all times.
- Maintain appropriate professional boundaries with children, families and colleagues.

- Act as positive role models, demonstrating calm, respectful and emotionally regulated behaviour.
- Fulfil safeguarding responsibilities, including timely reporting, accurate recording and appropriate escalation of concerns.
- Understand that safeguarding and pupil welfare take precedence over all other professional duties.

Standard 2: Therapeutic and Values-Led Practice

Teachers are expected to deliver education within a therapeutic framework that supports emotional wellbeing, regulation and engagement by:

- Delivering personalised and inclusive teaching, adapting approaches to meet individual needs, strengths and emotional readiness.
- Creating safe, engaging and therapeutically informed learning environments that promote emotional security and participation.
- Applying therapeutic approaches, including trauma-aware and THRIVE-informed practice, to support regulation, resilience and readiness to learn.
- Empowering pupils through appropriate choice, responsibility and opportunities for independence.
- Engaging in reflective practice, evaluating impact and adjusting teaching in response to supervision and feedback.
- Upholding safety, dignity and nurture, ensuring pupils feel respected, secure and valued.

Therapeutic practice is assessed through observable behaviour and impact, not personal beliefs or personality.

Standard 3: High Expectations and Positive Relationships

(Aligned with Teacher Standard 1)

Teachers are expected to:

- Set high, appropriate expectations for all pupils, regardless of background, need or prior educational disruption.
 - Promote confidence, resilience and self-belief in pupils with complex or disrupted learning histories.
 - Build trusting, attuned relationships that support engagement and emotional safety.
 - Understand behaviour as communication and respond using consistent therapeutic strategies.
 - Promote a culture of respect, inclusion and aspiration.
-

Standard 4: Curriculum Knowledge and Subject Expertise

(Aligned with Teacher Standard 3)

Teachers are expected to:

- Demonstrate secure knowledge of the subjects, pathways or qualifications they teach.
- Understand how pupils learn within a therapeutic alternative provision context.

- Apply knowledge of SEND, SEMH, EBSA, trauma and neurodiversity to curriculum delivery.
- Ensure learning is purposeful, relevant and appropriately sequenced.
- Contribute to the development and refinement of OTF's curriculum offer.

Standard 5: Planning, Teaching and Adaptive Delivery

(Aligned with Teacher Standards 4 and 5)

Teachers are expected to:

- Plan learning that reflects EHCP outcomes, therapeutic goals and curriculum intent.
- Deliver lessons that are structured, flexible and responsive to pupils' emotional and learning needs.
- Use a range of strategies to promote engagement, understanding and progress.
- Adapt teaching in response to pupils' regulation, attendance and readiness to learn.
- Work collaboratively with mentors and support staff to ensure inclusive, joined-up delivery.

Standard 6: Assessment, Progress and Outcomes

(Aligned with Teacher Standard 6)

Teachers are expected to:

- Use formative and summative assessment appropriately to monitor learning and progress.

- Contribute to tracking, reporting and review processes, including EHCP annual reviews.
 - Support pupils to achieve accredited outcomes where appropriate.
 - Use assessment information to inform planning and next steps.
-
- Provide accurate, timely information to colleagues, leaders and external professionals.
-

Standard 7: Regulation, Behaviour and Learning Environment

(Aligned with Teacher Standard 7)

Teachers are expected to:

- Establish and maintain safe, predictable and therapeutically informed learning environments.
 - Support emotional regulation using appropriate therapeutic strategies.
 - Apply behaviour support plans and risk assessments consistently.
 - De-escalate situations calmly and seek support appropriately.
 - Promote positive behaviour through relationships, structure and consistency.
-

Standard 8: Collaboration, Communication and Wider Contribution

(Aligned with Teacher Standard 8)

Teachers are expected to:

- Work effectively within multidisciplinary teams.
 - Communicate professionally with families, carers, social workers and partner agencies.
 - Contribute to briefings, reviews and whole-farm systems.
 - Participate in enrichment, curriculum development and wider provision activities.
 - Support a culture of collaboration, accountability and shared responsibility.
-

Standard 9: Reflective Practice and Professional Development

Teachers are expected to:

- Engage constructively in supervision, performance reviews and appraisal.
- Respond positively to feedback and implement agreed actions.
- Participate in relevant CPD and training, including therapeutic and relational approaches.
- Reflect on practice to improve outcomes for pupils.
- Take responsibility for maintaining and developing professional competence.