

Curriculum

Curriculum delivery

Collaboration

Level 1

- 1 I am familiar with the setting's quality of life model.
- 2 I am familiar with the setting's universal curriculum.
- 3 I understand my role in enacting the universal curriculum and how this complements others' roles.

Level 2

- 4 I have a secure grasp of the concepts, ideas, and principles in the setting's quality of life model.
- 5 I have secure knowledge of the quality of life curriculum and understand progression in relation to it.
- 6 I understand the common misconceptions young people with autism may have in relation to the curriculum.

Level 3

- 7 I can select/adapt a quality of life model that is suited to the setting.
- 8 I can develop and embed the selected/adapted quality of life model into the setting's universal curriculum.
- 9 I review and develop the efficacy of the quality of life curriculum alongside the efficacy of pedagogical approaches used to enact it.
- 10 I plan and coordinate CPD to ensure the competencies outlined in this framework are developed and maintained.

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- 11 I afford everyone within the setting with dignity, respect and self-determinism.
- 12 I understand the full range of physical and psychological needs outlined in the iceberg model and the impact they have on behaviour.
- 13 I respond to distress with empathy and work with others to explore and address issues underlying distress.
- 14 I am committed to non-restrictive practice.
- 15 I prioritise the development of positive relationships with the young people I work with and quickly repair ruptures in relationships.

Level 2

- 16 I review and apply pedagogical approaches that are best suited to delivering the curriculum to the young people I teach.
- 17 I use the iceberg model to understand and support the needs of the young people I teach.
- 18 I employ a systematic approach to understanding and supporting behaviours that challenge, using data and hypothesis testing to identify supportive ways forward.

Level 3

- 19 I am knowledgeable about what constitutes high-quality instruction in relation to young people with autism, I disseminate this to staff and review whether this knowledge is being applied effectively.
- 20 I ensure systems, policy and practice promote a culture where mistakes and failures are regarded as an opportunity to grow and learn.
- 21 I organise the school/setting environment to maximise potential to support physical and psychological needs.
- 22 I ensure systems and practices are designed to promote non-restrictive practice and reduce restrictive practice.
- 23 I review all systems, policy and practice (including interventions employed by allied professionals) to ensure that they are compatible with the Ambitious Framework.

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Level 1

- 24 I listen to the young people I work with and always take their views and feelings into account.
- 25 I recognise that young people have their own expertise and strengths and support them to develop their own solutions.
- 26 I understand the difference between 'doing to', 'doing for' and 'doing with' and I 'do with'/work with young people, their parents and carers and colleagues.
- 27 I communicate openly and honestly with everyone within the setting's community.
- 28 I keep up to date with the skills and knowledge of my profession and share this readily and in an accessible manner in order to support all aspects of work within the setting.

Level 2

- 29 I take responsibility for supporting all adults who work with young people in my class with the application of the Ambitious Framework.
- 30 I manage curriculum planning and delivery for the young people in my class, ensuring that all interventions complement and support the curriculum.
- 31 I coordinate the sharing of knowledge, skills, experience and interests amongst the young people I teach, their families and other professionals.

Level 3

- 32 I devise and implement systems, policies and procedures that facilitate full participation of the young people in all aspects of setting life.
- 33 I facilitate procedures that allow for effective transdisciplinary working
- 34 I understand the needs of the families within the setting's community and work with them to ensure, where possible, systems, policies and procedures support their needs.