

SSAT (The Schools Network) Lead Practitioner Accreditation Handbook

Welcome

Thank you for taking the time to find out more about applying to become an accredited SSAT (The Schools Network) lead practitioner. This handbook has been written as your guide to attaining lead practitioner accreditation and will help both former SSAT lead practitioners who wish to become an advanced lead practitioner, and those who are leading practice in schools or other educational institutions and would like to become an associate lead practitioner.

The first section of this handbook gives an overview, with basic information about the application process. The second and third sections, available to you once you have purchased the accreditation and been granted access to the online application site, will:

- be your step-by-step guide to becoming an associate or advanced lead practitioner
- give you quick links to useful documents
- provide answers to frequently asked questions

Please let us know at lpaccreditation@ssatuk.co.uk if, after reading the relevant sections, you still have unanswered questions.

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Section A:

Why a SSAT (The Schools Network) lead practitioner accreditation?

A.1. Introduction to SSAT (The Schools Network)

(SSAT) The Schools Network is an independent, membership organisation dedicated to raising levels of achievement in education. We have a membership of over 5000 schools, academies, universities, colleges and local authorities. Formally we were known as the Specialist Schools and Academies Trust and The Schools Network.

Our aim

SSAT works to give practical support to transforming education and enabling a world-class network of innovative, high-performing schools and academies in partnership with business and the wider community.

Our principles

SSAT (The Schools Network) is committed to a philosophy of 'by schools, for schools'.

By this, we mean:

- making sure that improving student achievement and raising standards are at the heart of everything the organisation does
- making sure that Headteachers take the lead in directing the organisation's work.
- involving Headteachers and other teaching staff in designing and delivering the organisation's programmes, activities, research and development.
- inspiring, challenging and motivating Headteachers and other teaching staff to raise standards, and to support and challenge one another.
- validating and accrediting educational practices and measuring educational outcomes.

Our work

Our schools tell us that one of the most important roles of SSAT (The Schools Network) is to support, identify and disseminate good practice. There is strong evidence to show that high quality, peer-led learning plays an important part in effective continuing professional development (CPD). The former SSAT lead practitioner programmes and now the lead practitioner accreditation programme both have peer-led learning at their heart.

A.2. Introduction to SSAT (The Schools Network) lead practitioner accreditation

What it is and who it is for

The SSAT lead practitioner programme began in 2003, with 35 lead practitioners, since then over 1500 practitioners have engaged in the programme and it is now a nationally recognised endorsement of innovation and effective practice. The lead practitioner accreditation will enable former LPs from the previous SSAT programmes to become advanced lead practitioners, and other practitioners in schools to achieve the status of associate lead practitioner. This professional accreditation is open to all who lead practice within their schools or colleges: not only secondary teachers, but teachers in special and primary schools and post-16 education, librarians, teaching assistants and other professionals and support staff.

Why apply for SSAT (The Schools Network) lead practitioner accreditation?

Benefits for practitioners

Benefits for practitioners in applying for SSAT (The Schools Network) lead practitioner accreditation include:

- national accreditation that recognises professional expertise in leading practice.
- recognition within their own organisation.
- Continued professional development through the accreditation process – helping set development targets
- An invitation to gain academic recognition for their work through the University of Warwick PGCE, worth 60 CATs points.
- Membership to the wider SSAT lead practitioner networks.
- Access to the global lead practitioner community with discussion forums, updates on education news and latest research, opportunities to engage with world class leaders in education, access to resources and new ideas to develop practice.
- further CPD opportunities to expand their reach regionally, nationally or indeed internationally.

If you are an outstanding practitioner who goes that extra mile to support and lead others in achieving excellence in the classroom, the SSAT lead practitioner accreditation offers professional recognition. It will help you continue to develop your skills and provide opportunities to take part in other initiatives and programmes.

Accreditation is not only recognition; it is also a tool for further professional development for you and for your school. It can be a stepping stone to further professional or academic accreditation. The wider SSAT lead practitioner network will provide further opportunities both for building on current skills and developing others.

An accredited SSAT (The Schools Network) lead practitioner will have impacted on many other practitioners and helped raise attainment with learners. They may be offered the opportunity to work with the SSAT to extend such reach at regional or national level, opening up the possibility of sharing excellent practice across wider networks.

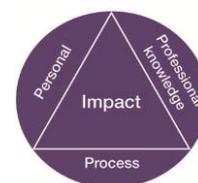
Accreditation status will last for three. In order to ensure practice is current and that applicants remain working at their accredited level or above, you will need to reapply at the end of this three year period but can do so at a reduced fee if you have successfully completed work that has been requested and evaluated by SSAT (The Schools Network). This work can be used as evidence when reapplying. If however you are unable to partake in such SSAT (The Schools Network) activity you will need to reapply in the usual way to maintain accredited status.

An accredited SSAT lead practitioner will be highly sought after by schools and other organisations to share your expertise. To protect you and SSAT (The Schools Network), the title 'accredited SSAT (The Schools Network) lead practitioner' must not be used for activity with any other organisation unless with prior consent of SSAT (The Schools Network). From previous applicants' evaluations:

'I feel that teachers need credit for being excellent practitioners.'

'An excellent opportunity to provide evidence of good practice.'

'This is so much more than a job to be ticked off on a to-do list. This was a chance for me to sit and reflect on what I have been doing for the last three years and analyse what impact I have made. Wonderful professional development'



Benefits for schools, colleges and other education organisations

How might schools benefit from SSAT (The Schools Network) lead practitioner accreditation?

- A quality mark of excellent practice and of the organisation's commitment to professional learning and high quality status for high quality practitioners.
- A professional development tool to identify and set professional targets.
- Access to a wide range of resources, research and case studies that can be drawn on and shared to improve and develop practice.
- Opportunities to engage with current regional, national and international developments through the wider network of SSAT LPs
- Access to a range of support packages for 'whole organisation' development and improvement and SSAT led training on the application process

Postgraduate Certificate in Innovation in Education

While the SSAT (The Schools Network) lead practitioner accreditation offers *professional* recognition relating to your achievements in leading practice, Warwick University is offering *academic* accreditation through the Postgraduate Certificate in Innovation in Education (PGCIE).

Once you have been successfully accredited as an associate lead practitioner you can apply to Warwick University. Although accreditation can be achieved throughout the year, applications for PGCIE will be for the following academic year so will need to be submitted by 31st July.

The PGCIE (Lead Practitioner) is a unique route bespoke to SSAT lead practitioners (please note that as Schools Network lead practitioners advanced applicants will already have had access to this PGCIE).

Applicants wishing to choose the academic accreditation route may use their evidence for the criteria to inform their assignments. In order to do this you would need to apply for and be accepted onto the Post Graduate Certificate in Innovation in Education (PGCIE) at the University of Warwick. To gain this accreditation two 5000 word assignments need to be submitted to Warwick as follows:

- a small scale (tightly focussed) research study. (**Professional Knowledge: Undertaking research to improve specialist knowledge**); and
- either: a) a case study of innovation (Personal Skills: Challenging, developing and innovating)
or
b) a Developing People assignment (**Process and impact on others: Coaching to lead**).

Background on the these three assignments can be found in the [Warwick University postgraduate certificate in innovation in education](#) section on page 45 or for further information about the PGCIE follow these web links: <http://www2.warwick.ac.uk/study/postgraduate> or <http://www.warwick.ac.uk/go/pgcie>

In the following section, you will see how these fit into the SSAT (The Schools Network) lead practitioner accreditation structure.

A.3. Leading Practice – what is involved?

In consultation with headteachers and other school colleagues, we have broken down the skills used in effectively leading practice. Practitioners applying for lead practitioner accreditation will be asked to provide evidence of meeting criteria that have been applied to each of these skills. The experience of leading practice can take place at a range of levels from working with just one other colleague through to working with larger groups in your own region or beyond. For the purposes of lead practitioner accreditation, these levels are described as:

Level	Scope
Beginning	With another colleague
Developing	With your team
Extending	Beyond your team
Transforming & leading	Regional, national and international

The ten key lead practitioner skills have been grouped in to three sections:

1. Personal skills

- Communication and presenting
- Negotiating and influencing
- Challenging, developing and innovating
- Always a learner

2. Professional knowledge

- Undertaking research to improve specialist knowledge
- Knowing how all learners (practitioners and students) learn and make progress
- Transferring specialist expertise, knowledge and pedagogy

3. Process and impact on others

- Coaching to lead
- Negotiating to lead
- Networking to lead.

Each of these ten skills has four criteria, one for each of the experience levels: beginning, developing, extending and transforming & leading.

To gain lead practitioner accreditation you need to provide evidence that you are working at the extending and/or transforming & leading level for *at least* seven of the ten skills as follows:

Personal: **three** out of **four**

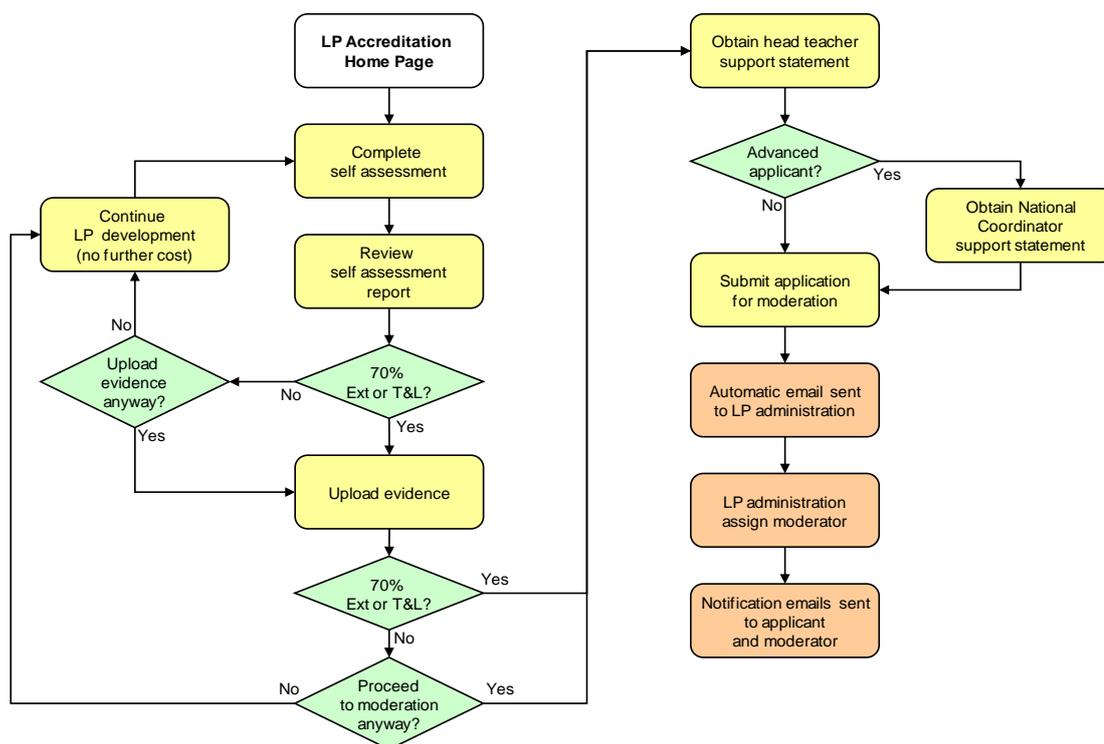
Professional: **two** out of **three**

Process: **two** out of **three**

The full criteria are listed later in this handbook along with a comprehensive guide for completing your application and the evidence you need to provide.

A.4. Overview of the application, moderation and accreditation processes

LP Accreditation System – Applicant Workflow



A.5 What to do if you want to take part and become an accredited SSAT lead practitioner

To apply, or for more information, please contact the Practitioner Networks team on lpaccreditation@ssatuk.co.uk.

Once you have purchased the lead practitioner accreditation fee and received a welcome email from the Practitioner Networks team, you will be able to access the online application site along with advice and guidance for completing the accreditation.

Section B:

Step-by-step guide to applying for lead practitioner accreditation

Welcome letter

Dear colleague,

A warm welcome to you as an applicant for SSAT (The Schools Network) Lead Practitioner accreditation. We hope that you find the process both enjoyable and beneficial. Whether you have been involved in one of our lead practitioner programmes looking to achieve the advanced standard, or a practitioner leading in your area and aiming to achieve associate status, we hope that you find this handbook helpful. If you have any queries not covered in this handbook please contact the Practitioner Networks team at lpaccreditation@ssatuk.co.uk.

Following on from the SSAT lead practitioner (LP) programmes which were respected by schools and other educational organisations both nationally and internationally, we are pleased to have the opportunity to continue and expand our recognition of outstanding practitioners through the introduction of this programme.

The criteria for accreditation have been developed through consultation with practitioners, headteachers and other senior leaders. All applicants will receive a statement of achievement and/or guidance for future development once they have completed the online assessment. Those who are successful will become accredited by The Schools Network.

If you are successful in your application you will be added to our database of lead practitioners. This will offer you more opportunities to work both locally and nationally if you so choose, so please endeavour to keep us up-to-date if you change your contact details for any reason so we can keep in touch with you about these. We do hope that, like other LPs using this programme, you will get great personal development and fulfilment from this process. It will offer many opportunities to contribute to a national agenda through our website, conferences and many other initiatives.

We look forward to supporting your activities and celebrating your successes.

The Lead Practitioner Networks team

Email: lpaccreditation@tssatuk.co.uk

Tel: 020 7802 9003

B.1. Getting started with the lead practitioner accreditation

This section of the handbook provides you with step-by-step guidance to making your application for lead practitioner accreditation.

The four steps you need to take in order to make your application are:

- Step 1** Initial self-assessment
- Step 2** Gathering examples and evidence for meeting the criteria for accreditation
- Step 3** Completing the online assessment tool and uploading evidence
- Step 4** Preparing for peer moderation (making sure your application is complete)

We will start by introducing you to the criteria for accreditation and then will take you through each of the four steps.

Additional support is available on the online application site for you to access as you progress. You may also find the drop downs useful when completing your self assessment.

B.2. The criteria for lead practitioner accreditation

In section A, we described the structure of the accreditation criteria. It is repeated below as a reminder.

The experience of leading practice can take place at a number of levels, from working with just one other colleague through to working with large groups in your own region or beyond. For the purposes of lead practitioner accreditation, these levels are described as:

Level	Scope
Beginning	With another colleague
Developing	With your team
Extending	Beyond your team
Transforming & leading	Regional, national and international

The ten key SSAT lead practitioner skills have been grouped in to three sections:

1. Personal skills

- Communication and presenting.
- Negotiating and influencing.
- Challenging, developing and innovating.
- Always a learner.

2. Professional knowledge

- Undertaking research to improve specialist knowledge.
- Knowing how all learners (practitioners and students) learn and make progress.
- Transferring specialist expertise, knowledge and pedagogy

3. Process and impact on others

- Coaching to lead.
- Negotiating to lead.
- Networking to lead

Each of these ten skills has four criteria, one for each of the experience levels: beginning, developing, extending and transforming & leading.

The criteria are shown below:

Personal skills	Stage
1. Communication and presenting	
I have shared some of my ideas with another colleague.	Beginning
I have presented my ideas/approaches within my team.	Developing
I have planned and successfully presented my ideas/approaches with small groups outside my team.	Extending

I have planned and successfully presented my ideas/approaches regionally or nationally, such as at SSAT conferences, with LA networks or other organisations.	Transforming & leading
2. Negotiating and influencing	
I show sensitivity to the concerns and feelings of other colleagues and do not treat disagreement as disloyal.	Beginning
I show sensitivity to the concerns and feelings of others and can treat disagreement as professional not personal, developing people within my team through coaching and debriefing.	Developing
I show sensitivity to the concerns and feelings of others and embrace disagreement and discussion to move people on. I can demonstrate that I have developed and inspired people within and outside my team through coaching and debriefing. I have the skills to empower and motivate people to achieve goals.	Extending
I show sensitivity to the concerns and feelings of others and the confidence to know when to intervene to move forward. I can demonstrate that I have developed and inspired people outside my organisation to achieve excellence through coaching and debriefing. I can demonstrate that I have empowered and motivated people to achieve goals.	Transforming & leading
3. Challenging, developing and innovating	
I have worked systematically to support and develop a colleague.	Beginning
I have developed and led an area of innovation within my team, challenging existing practice and motivating change.	Developing
I have approached change outside my team in a creative way, seeing it as an opportunity. I have shown confidence in my ability to make well considered and professional decisions, accepting responsibility and taking ownership. This has had an impact on learners beyond my team.	Extending
I have approached change creatively, leading innovation. I have shown confidence in my ability to make well considered and professional decisions, accepting responsibility and taking ownership. This has had a measurable impact on learners regionally or nationally.	Transforming & leading
4. Always a learner	
I have identified personal goals to improve my knowledge and skills and assisted a colleague in identifying their goals.	Beginning
I have taken action to achieve my goals, to develop my knowledge and experience and to continue learning. I have assisted others within my team in identifying their goals.	Developing

I have consistently and collaboratively reflected on evidence about student learning, my practice, and the practice of others outside my team to identify goals which develop knowledge and skills with the intention of pursuing and achieving excellence in the classroom.	Extending
I have demonstrated, through reflection on evidence about my own practice and that of others and about student learning, a deep seated drive for excellence. I am motivated to exceed agreed and appropriate goals for my own professional development and that of others both within and outside my organisation wherever possible.	Transforming & leading
Professional knowledge	Stage
5. Undertaking research to improve specialist knowledge	
I have identified specific areas where improving my specialist knowledge will enhance the learning of students my knowledge and shared this perception with a colleague.	Beginning
I have engaged in pedagogical research to develop my specialist knowledge and shared my learning with my team.	Developing
I have engaged in pedagogical research to develop my specialist knowledge and shared my learning outside my team.	Extending
I have engaged in pedagogical research to develop my specialist knowledge and shared this learning regionally or nationally.	Transforming & leading
6. Knowing how all learners (practitioners and students) learn and make progress	
I am aware of a range of approaches to learning and how students learn most effectively. I have shared my understanding with another colleague.	Beginning
I use a range of approaches to learning taking account of how students learn most effectively. I have shared this with my team.	Developing
I have an understanding of how adults, children and young people learn. I have led learning outside my team by modelling a range of approaches to learning and an awareness of a range of learning dispositions.	Extending
I have in-depth understanding of how adults, children and young people learn and the factors that help or hinder their learning (e.g. ECM). I can unpick what is transferable and adapt it to other contexts. I have led learning, both within and outside my organisation, regionally or nationally, by modelling a range of approaches to learning.	Transforming & leading

7. Transferring specialist expertise, knowledge and pedagogy	
I reflect on my practice and explore new approaches. I have developed resources for the purpose of meeting identified needs in my own classroom and shared them with a colleague.	Beginning
I reflect on my practice and have researched new approaches in depth. I have developed and shared resources for the purpose of meeting a need identified with my team.	Developing
As a result of reflecting and researching I have developed ideas based on sound pedagogy. I have trialed and evaluated resources and training materials for the purpose of meeting a student need identified with a group of colleagues outside my team.	Extending
As a result of reflecting and researching I have developed ideas and resources based on sound pedagogy. I have trialed, evaluated and refined resources that are transferable both within and outside my organisation to have a positive impact on student learning regionally or nationally (e.g. virtual networks, conferences).	Transforming & leading
Process and impact on others	Stage
8. Coaching to lead	
I have challenged and stimulated another colleague to identify their own goals, learning processes and solutions. I am experimenting with strategies and tools for minimising telling and using effective questioning, and active listening skills.	Beginning
I have challenged and stimulated groups of colleagues in my team to identify their own goals, learning processes and solutions. I generally avoid telling and use effective questioning and active listening skills even when I don't know their situation well.	Developing
I have challenged and stimulated individuals outside my team to identify their own goals, learning processes and solutions. I generally avoid telling and use effective questioning and active listening skills even when I don't know people well. I have modelled coaching in front of others so that others inside and outside of my team can evaluate and replicate my successes. Those whom I coach take increasing control of their own learning.	Extending
I have challenged and stimulated groups both within and, regionally or nationally, outside my organisation to identify their own goals, learning processes and solutions. I consistently avoid telling and use effective, probing questioning, and active listening skills appropriately in each situation. My coaching is geared to enabling professional learners to take control of their own learning before, during and after coaching conversations. I have modelled coaching in front of others, so that others inside and outside my institution can evaluate and replicate my successes.	Transforming & leading
9. Negotiating to lead	
I have identified the needs in my own practice and that of my team and I have reached an agreement with a colleague that they will try new ideas.	Beginning

I have led my team to change one aspect of their approach to contribute to school improvement by encouraging collective responsibility within my team.	Developing
I have led an area of change outside my team that contributes to whole school improvement. I have successfully promoted collective responsibility and ownership among others.	Extending
I have led sustainable change both within and outside my organisation, regionally and/or nationally. I have monitored impact in my own and other workplaces that has contributed to improvement across a group of schools. I have successfully promoted collective responsibility and ownership in other people and provided models for use nationally.	Transforming & leading
10. Networking to lead	
I have planned networking time with colleagues within my team.	Beginning
I see my team as a network within the organisation. I have used technology to establish effective communication where face to face networks are not possible.	Developing
I have established networks outside my team. Using technology I have established virtual networks where face to face networks are not possible.	Extending
I have established, led and sustained networks both within and outside my organisation, regionally/nationally. Using technology I have established virtual networks where face to face networks are not possible. I can demonstrate examples of what these networks are achieving.	Transforming & leading

At first sight, the criteria may seem complex and daunting. However, we will examine each of them in detail in this part of the handbook and, as you work with them, they will become more familiar.

B.3. Initial self-assessment (Step 1)

Before you log onto the online application site we advise that you take time to look at the criteria and their corresponding levels of experience and complete an (optional) initial self-assessment audit. This is a good way to remind yourself of work that you have done that might contribute to your application and allows you to think about the evidence that you already have to support each of the criteria at the level that you have chosen. It will also help you to identify any skills that may need to be developed further in order to achieve accreditation. Finally it can also help you to decide whether you think you are able to achieve accreditation with the evidence you can provide now, or if you need to take some more time to source evidence.

Self-assessment is not always easy. It can be difficult to know how you come across to others for example, so it can be very helpful to ask colleagues for their opinions and suggestions against the criteria for lead practitioner accreditation. You may already be involved in a course or programme that provides appropriate coaching or mentoring for this application but, if you're not, it may be helpful to ask a colleague to support you in this way and act as a sounding board.

Please note that your initial self-assessment is purely for your own use and to help you get started. We do not need to see it.

How to carry out your initial self-assessment

This is a good time for you to look at the criteria in more detail, to ask for the opinions and advice of others as appropriate and make a judgement as to what level you are currently working at for each skill.

The criteria are shown again below but with additional help and guidance.

For each skill heading, there is a brief explanation in green. Under the skill heading you will see the criteria for each of the four levels for that particular skill. For each criterion there is a set of suggestions and questions in blue. These questions are not exhaustive but they are designed to help you to consider what you have already done and could provide evidence for. You may find it helpful to add your own comments under each skill or to indicate under each criterion what sort of evidence you might already have for working at that particular level:

Personal skills	Stage
<p>1. Communication and presenting This is about effective communication and presentation as an element of leading practice. It covers:</p> <ul style="list-style-type: none"> a. sharing ideas, through to presenting them to others b. having a clear idea of what you hope to achieve by sharing or presenting, through to knowing how successful you have been. 	
<p>I have shared some of my ideas with another colleague. What ideas/approaches did you share and with whom? How did you do this? What happened as a result of this sharing?</p>	Beginning
<p>I have presented my ideas/approaches within my team. What ideas/approaches did you present and to whom? How did you do this? What happened as a result?</p>	Developing
<p>I have planned and successfully presented my ideas/approaches with small groups outside my team. What ideas/approaches did you present and to whom? How did you do this? What did you hope to achieve and how do you know if you were successful or not?</p>	Extending
<p>I have planned and successfully presented my ideas/approaches regionally or nationally, such as at SSAT conferences, with LA networks or other organisations. What ideas/approaches did you present and to whom? How did you do this? What did you hope to achieve and how do you know if you were successful or not?</p>	Transforming & leading
<p>2. Negotiating and influencing This is about finding appropriate ways to address differences of professional opinion and developing coaching skills to support your work in leading practice. It covers:</p> <ul style="list-style-type: none"> a. professional and sensitive attitudes to differences of opinion b. the use of coaching skills and feedback to develop, empower and motivate others 	
<p>I show sensitivity to the concerns and feelings of other colleagues and do not treat disagreement as disloyal. Think of a situation with another colleague where there was the potential for difference in professional opinion between you. How did you show sensitivity and concern, applying educational rather than personal values in your response?</p>	Beginning

<p>I show sensitivity to the concerns and feelings of others and can treat disagreement as professional not personal, developing people within my team through coaching and debriefing.</p> <p>Think of a situation within your team where there was the potential for difference in professional opinion.</p> <p>How did you show sensitivity and concern, applying educational rather than personal values in your response?</p> <p>How did you use your coaching skills and the giving of feedback to move the situation on?</p>	Developing
<p>I show sensitivity to the concerns and feelings of others and embrace disagreement and discussion to move people on. I can demonstrate that I have developed and inspired people within and outside my team through coaching and debriefing. I have the skills to empower and motivate people to achieve goals.</p> <p>Think of a situation outside your team where there was the potential for difference in professional opinion.</p> <p>How did you show sensitivity and concern, applying educational rather than personal values in your response?</p> <p>How did you use your acceptance of differing views and the use of discussion to move forward?</p> <p>How did you use your coaching skills and the giving of feedback to move the situation on?</p>	Extending
<p>I show sensitivity to the concerns and feelings of others and the confidence to know when to intervene to move forward. I can demonstrate that I have developed and inspired people outside my organisation to achieve excellence through coaching and debriefing. I can demonstrate that I have empowered and motivated people to achieve goals.</p> <p>Think of a time when you were leading practice, regionally or nationally. Describe a situation during this which was potentially sensitive or the subject of differing professional opinions.</p> <p>How did you show sensitivity and concern, applying educational rather than personal values in your response?</p> <p>When and how did you intervene in order to move things forward? (e.g. ‘testing the water’ by asking a sample of colleagues for views, acknowledging the difficulties publicly.)</p> <p>How did you use your coaching skills and the giving of feedback to move the situation on?</p> <p>How did you use your coaching skills and the giving of feedback to support and motivate others?</p> <p>How do you know what part you have played in enabling colleagues to achieve these goals? (e.g. testimonials from colleagues.)</p>	Transforming & leading
<p>3. Challenging, developing and innovating</p> <p>This builds on 2. <i>Negotiating and influencing</i>. It is about leading practice by</p> <ol style="list-style-type: none"> a. supporting and developing colleagues at a time of change/innovation, through to use of positive strategies for motivating others to change practice b. challenging current practice c. taking ownership and responsibility for this aspect of leading practice d. your professional self-confidence 	
<p>I have worked systematically to support and develop a colleague.</p> <p>How did you plan for working with your colleague? (e.g. how was the need for support and development identified? What did you decide to do and how?)</p>	Beginning
<p>I have developed and led an area of innovation within my team, challenging existing practice and motivating change.</p> <p>Describe how you came to be leading this area of innovation or change.</p>	Developing

<p>In what ways did you challenge practice and with whom?</p>	
<p>I have approached change outside my team in a creative way, seeing it as an opportunity. I have shown confidence in my ability to make well considered and professional decisions, accepting responsibility and taking ownership. This has had an impact on learners beyond my team.</p> <p>Describe how you came to be leading this area of innovation or change, with whom and how you challenged practice.</p> <p>What professional decisions did you have to make and how did you approach this?</p> <p>In what ways can you show how you accepted responsibility and took ownership?</p> <p>What was the impact of your work on learners?</p>	<p>Extending</p>
<p>I have approached change creatively, leading innovation. I have shown confidence in my ability to make well considered and professional decisions, accepting responsibility and taking ownership. This has had a measurable impact on learners regionally or nationally.</p> <p>Describe how you came to be leading this area of innovation or change, with whom and how you challenged practice.</p> <p>What professional decisions did you have to make and how did you approach this?</p> <p>In what ways can you show how you accepted responsibility and took ownership?</p> <p>What was the impact of your work on learners and how was this measured?</p>	<p>Transforming & leading</p>
<p>4. Always a learner</p> <p>This is about the processes for the identification and actioning of professional development goals. It covers:</p> <ul style="list-style-type: none"> a. identification of own goals and supporting others to identify theirs b. action to achieve goals c. motivation for the pursuit of excellence and to set demanding goals 	
<p>I have identified personal goals to improve my knowledge and skills and assisted a colleague in identifying their goals.</p> <p>What professional goals have you set yourself?</p> <p>How did you go about setting these goals?</p> <p>How did you identify support and/or information needed and plan actions to meet your goals?</p> <p>How were you able to help another colleague to set their own professional goals and identify an action plan?</p>	<p>Beginning</p>
<p>I have taken action to achieve my goals to develop my knowledge and experience and to continue learning. I have helped others within my team in identifying their goals.</p> <p>What progress have you made in reaching your professional goals?</p> <p>How did you do this? What information, evidence, and support did you draw down?</p> <p>How were you able to help members of your team to set their own professional goals?</p>	<p>Developing</p>
<p>I have consistently and collaboratively reflected on evidence about student learning, my practice, and the practice of others outside my team to identify goals which develop knowledge and skills with the intention of pursuing and achieving excellence in the classroom.</p> <p>How have you set about reflecting on evidence about your own practice and that of others?</p> <p>How has reflecting on your own practice and that of others helped you to refine goals for both yourself and others?</p>	<p>Extending</p>
<p>I have demonstrated, through reflection on evidence about my own practice and that of others and about student learning, a deep seated drive for excellence. I am motivated to exceed agreed and appropriate goals for my own professional development and that of others both within and outside my organisation wherever possible.</p> <p>How have you set about reflecting on evidence about your own practice and that of</p>	<p>Transforming & leading</p>

<p>your students and other colleagues? How can you show that this has resulted in your having developed the desire and drive to achieve exceptionally high standards, beyond expectations for both your own practice and others'?</p>	
Professional knowledge	Stage
<p>5. Undertaking research to improve specialist knowledge This is about improving your knowledge and understanding of your own specialist area and the way in which learning in your specialist area can be effectively facilitated. It covers:</p> <ul style="list-style-type: none"> a. identifying needs and then engaging in pedagogical research (i.e. research about teaching and learning) to address these needs. b. sharing your learning with a widening audience 	
<p>I have identified specific areas where improving my specialist knowledge will enhance the learning of students, and shared this perception with a colleague. What needs did you identify? How does it link with your aspirations for your students? Who did you share these with and why?</p>	Beginning
<p>I have engaged in pedagogical research to develop my specialist knowledge and shared my learning with my team. What were you trying to find out? What did you find out about in order to meet these needs? Why and how did you share this learning with your team?</p>	Developing
<p>I have engaged in pedagogical research to develop my specialist knowledge and shared my learning outside my team. What were you trying to find out? What did you find out about in order to meet these needs? Who (beyond your own team) did you share this learning with, why and how?</p>	Extending
<p>I have engaged in pedagogical research to develop my specialist knowledge and shared this learning regionally or nationally. What were you trying to find out? What did you find out about in order to meet these needs? Who (regionally or nationally) did you share this learning with, why did you share it and how?</p>	Transforming & leading
<p>6. Knowing how all learners (practitioners and students) learn and make progress This is about your understanding of how others learn and how you use this understanding. It covers:</p> <ul style="list-style-type: none"> a. developing your awareness, through to an in-depth understanding of how others learn b. sharing your understanding of how others learn, through to modelling sharing by using a variety of learning styles 	
<p>I am aware of a range of approaches to learning and how students learn most effectively. I have shared my understanding with another colleague. What do you know about different approaches to learning and the range of learning dispositions of teachers and students and how these affect learning? Who have you shared this awareness with?</p>	Beginning
<p>I use a range of approaches to learning taking account of how students learn most effectively. I have shared this with my team. What examples do you have of your own use of different learning approaches in your work? (e.g. presenting new ideas, evidence and phenomena through a variety of activities so as to help engage students and help them develop a whole range of learning strategies.) Who did you share this with and why? How did you share it?</p>	Developing
<p>I have an understanding of how adults, children and young people learn. I have led</p>	Extending

<p>learning outside my team by modelling a range of approaches to learning and an awareness of a range of learning dispositions.</p> <p>How has your understanding developed (e.g. a course, reading)?</p> <p>What do you understand to be the key similarities and differences between student and professional learning?</p> <p>What was the context for your leading of learning outside your team? Who did you work with and why, what did you actually do? (e.g. presentation, observed in classroom)</p> <p>How did you model a range of approaches to learning?</p>	
<p>I have in-depth understanding of how adults, children and young people learn and the factors that help or hinder their learning (e.g. ECM). I can unpick what is transferable and adapt it to other contexts. I have led learning, both within and outside my organisation, regionally or nationally, by modelling a range of approaches to learning.</p> <p>How has your understanding developed (e.g. a course, reading)?</p> <p>How can you show the extent of this understanding and your ability to use it in and adapt it to different situations? (e.g. a presentation you have given or course result)</p> <p>What was the context for your leading of learning regionally or nationally – who did you work with and why, what did you actually do (e.g. presentation, observed in classroom, conference seminar input, resource package)?</p> <p>How did you model a range of approaches to learning in your own contribution and in designing activities for learners?</p>	Transforming & leading
<p>7. Transferring specialist expertise, knowledge and pedagogy</p> <p><i>This builds on 5 Undertaking research to improve specialist knowledge and covers:</i></p> <ul style="list-style-type: none"> a. reflection on your own practice, through to supporting this reflection by undertaking relevant research b. identification of specific classroom needs 	
<p>I reflect on my practice and explore new approaches. I have developed resources for the purpose of meeting identified needs in my own classroom and shared them with a colleague.</p> <p>Think of an example of something in your classroom practice that you have given some thought to and wanted to develop or improve.</p> <p>How did you set about getting some new ideas to tackle this issue?</p> <p>What resources did you produce? How did they embody your thinking?</p> <p>Who did you share this with and why?</p>	Beginning
<p>I reflect on my practice and have researched new approaches in depth. I have developed and shared resources for the purpose of meeting a need identified with my team.</p> <p>Think of an example of classroom practice that you and your team have given some thought to and wanted to develop or improve.</p> <p>How did you set about getting some new ideas to tackle this issue?</p> <p>What resources did you develop? How did they embody your thinking?</p> <p>How did you share these resources with your team?</p>	Developing
<p>As a result of reflecting and researching I have developed ideas based on sound pedagogy. I have trialled and evaluated resources and training materials for the purpose of meeting a student need identified with a group of colleagues outside my team.</p> <p>Think of an example of an area of need that you have thought about and explored and that others beyond your team also recognise as important.</p> <p>How did you set about your research?</p> <p>What ideas did you develop as a result of this thought and research?</p> <p>How can you show that these ideas are underpinned by reliable research and</p>	Extending

<p>theoretical underpinning? How did the resources embody this evidence? How did you trial the materials, with whom and with what results?</p>	
<p>As a result of reflecting and researching I have developed ideas and resources based on sound pedagogy. I have trialled, evaluated and refined resources that are transferable both within and outside my organisation to have a positive impact on student learning regionally or nationally (e.g. virtual networks, conferences).</p> <p>Think of an example of an area of need that you have thought about and explored and that others from your own institution and beyond would find of interest. How did you set about your research? What ideas did you develop as a result of this thought and research? How can you show that these ideas are underpinned by reliable research and theoretical underpinning? How did you trial the materials and with whom? How did they embody your thinking and evidence? How did you know that the materials had a positive impact on student learning? How did you adapt these resources for other contexts or encourage others to do so? How do you know that these resources were effective in other schools or colleges? How did you set about encouraging and enabling others to use your resources?</p>	Transforming & leading
Process and impact on others	Stage
<p>8. Coaching to lead This is about developing effective coaching skills for leading practice and it builds on 2. <i>Negotiating and influencing</i>. It covers:</p> <ol style="list-style-type: none"> effective questioning and active listening skills supporting colleagues to identify their own goals modelling of succinct communication to increasingly large groups 	
<p>I have challenged and stimulated another colleague to identify their own goals, learning processes and solutions. I am experimenting with strategies and tools for minimising telling and using effective questioning, and active listening skills. How have you helped another colleague with goal setting and finding ways to achieve goals and resolve difficulties? What examples can you give of how you have effectively questioned and actively listened so that your colleagues felt encouraged to pursue their learning? How do you know that these strategies have been helpful?</p>	Beginning
<p>I have challenged and stimulated groups of colleagues in my team to identify their own goals, learning processes and solutions. I generally avoid telling and use effective questioning and active listening skills even when I don't know their situation well. How have you helped other colleagues with goal setting and finding ways to achieve goals and resolve difficulties? What examples can you give of how you have effectively questioned and actively listened and debriefed learning? How do you know that these strategies have been helpful?</p>	Developing
<p>I have challenged and stimulated individuals outside my team to identify their own goals, learning processes and solutions. I generally avoid telling and use effective questioning and active listening skills even when I don't know people well. I have modelled coaching in front of others so that others inside and outside of my team can evaluate and replicate my successes. Those whom I coach take increasing control of their own learning. Who have you worked with and why?</p>	Extending

<p>How have you helped colleagues outside of your team with goal setting and finding ways to achieve goals and resolve difficulties in doing so? What examples can you give of how you have effectively questioned, actively listened and debriefed learning? How do you help people outside your team take control of their own learning? How do you know that these strategies have been helpful?</p>	
<p>I have challenged and stimulated groups both within and, regionally or nationally, outside my organisation to identify their own goals, learning processes and solutions. I consistently avoid telling and use effective, probing questioning, and active listening skills appropriately in each situation. My coaching is geared to enabling professional learners to take control of their own learning before, during and after coaching conversations. I have modelled coaching in front of others, so that others inside and outside my institution can evaluate and replicate my successes.</p> <p>How have you helped other colleagues with goal setting and finding ways to achieve goals and resolve difficulties? What examples can you give of how you have effectively questioned, actively listened and debriefed learning? How do you know that these strategies have been helpful? How do you know that your modelling has enabled others both to assess your contribution and to learn from your communication skills?</p>	Transforming & leading
<p>9. Negotiating to lead This is about establishing agreed ways of working with others in order to lead practice and it also builds on 2. <i>Negotiating and influencing</i>. It covers:</p> <ul style="list-style-type: none"> a. reaching agreement with a colleague about the ways forward, through to facilitating collective responsibility and ownership with larger groups b. identifying needs, through to leading change with widening groups and providing models for this process 	
<p>I have identified the needs in my own practice and that of my team and I have reached an agreement with a colleague that they will try new ideas.</p> <p>What needs did you identify? How did you come to the agreement with a colleague that they would both try a new approach or idea?</p>	Beginning
<p>I have led my team to change one aspect of their approach to contribute to school improvement by encouraging collective responsibility within my team.</p> <p>What were the areas of school improvement/the nature of the change? How did you lead your team? (What strategies did you use, e.g. to identify the focus, to encourage collective responsibility etc?)</p>	Developing
<p>I have led an area of change outside my team that contributes to whole school improvement. I have successfully promoted collective responsibility and ownership among others.</p> <p>What were the areas or the nature of the change? What strategies did you use to gain agreements about the focus or approaches to be taken? What has been the evidence of success in terms of your promoting collective responsibility and ownership?</p>	Extending
<p>I have led sustainable change both within and outside my organisation, regionally and/or nationally. I have monitored impact in my own and other workplaces that contribute to improvement across a group of schools. I have successfully promoted</p>	Transforming & leading

<p>collective responsibility and ownership in other people and provided models for use nationally.</p> <p>What were the areas or the nature of the change?</p> <p>What impact has the change had and how do you know?</p> <p>What leads you to think that the change is sustainable?</p> <p>What has been the evidence of success in terms of promoting collective responsibility and ownership?</p> <p>What media have you used for providing models for leading change and why? (e.g. how has each medium enabled the model(s) to be accessed nationally rather than just within your own institution?)</p>	
<p>10. Networking to lead</p> <p>This is about the use of networks to lead practice. It covers</p> <ol style="list-style-type: none"> the size and scope of network how you have enabled the network to communicate effectively understanding of how technology is helping or could help effective network communication 	
<p>I have planned networking time with colleagues within my team.</p> <p>Who have you planned time to work with and why? (e.g. teacher and TA to plan a lesson or discuss roles.)</p>	Beginning
<p>I see my team as a network within the organisation. I have used technology to establish effective communication where face to face networks are not possible.</p> <p>Give an example of how your team operates as a network? (e.g. who is in your team, why and how do you work together?)</p> <p>How have you tried to make communication as effective as possible in this example? (e.g. setting aside regular times to meet, agreeing a focus beforehand.)</p> <p>How have you or could you use technology to aid effective communication? (e.g. emailing focus or agenda beforehand, using telephone or video-conferencing facilities.)</p>	Developing
<p>I have established networks outside my team. Using technology I have established virtual networks where face to face networks are not possible.</p> <p>What network have you established and what is its membership?</p> <p>How does the network communicate effectively? (e.g. agreeing focus beforehand by email.)</p> <p>How have you or could you use technology to aid effective communication? (e.g. video or telephone conferencing, email newsletters/agendas etc.)</p>	Extending
<p>I have established, led and sustained networks both within and outside my organisation, regionally/nationally. Using technology I have established virtual networks where face to face networks are not possible. I can demonstrate examples of what these networks are achieving.</p> <p>What networks have you established? (Give examples of networks both within your organisation and regionally/nationally.)</p> <p>How do these networks communicate effectively?</p> <p>What has been your role in the networks? (e.g. facilitator, blog or chat room moderator.)</p> <p>How have you or could you use technology to aid communication?</p> <p>Provide some examples of what the networks are achieving.</p>	Transforming & leading

As a result of doing this initial self-assessment, you may feel that you are not yet ready to provide evidence of working at extending or transforming & leading levels for seven or more of the skill areas. In this case, completing your self-assessment will enable you to identify the skills you particularly want to develop further.

Making a judgement about your skills in relation to the experience levels also depends on your definition of your team. The boxes below may help you.

What is your team?

When we refer to your team, we are thinking about the group of colleagues that you usually and most closely work with on a day-to-day basis. For some school staff, their team is very clear, e.g.

- a subject department or faculty in a secondary school or college
- a key stage or year group team in a nursery, primary or special school
- a pastoral team or senior management team

For others, it may not be quite so clear: e.g. a librarian may work across faculties, in a small primary school there may be too few staff to work other than as one team, a teaching assistant may work across faculties. However, for the purposes of lead practitioner accreditation evidence, we are asking you to consider who you most often work with and alongside. This, then, is *your team*.

Your team might comprise colleagues from the same support/professional discipline (e.g. teachers in a key stage or a primary school team of teaching assistants) but it might equally be a team of colleagues with differing support/professional backgrounds (e.g. a key stage team of teachers and teaching assistants; or the science department in a secondary school that includes teachers, technicians and teaching assistants).

Beyond or outside your team

The extending and transforming & leading criteria refer to working beyond your team. These are the times when you work with colleagues that you haven't usually worked with on a regular, day-to-day basis. You may be leading a project or initiative or perhaps leading on just one element. You do not have to be in management role to show how you can lead practice.

Examples may include:

Primary

Working with colleagues from your local secondary school to plan for year 6 visits or other joint events

Working with other subject leaders from your primary cluster to develop resources for particular curriculum areas

Working with colleagues from another key stage to plan a whole school initiative

Special

Working with colleagues from your local secondary school to jointly deliver GCSE curricula

Working alongside primary colleagues to develop their skills in working with youngsters with specific learning needs

Secondary and post-16

Working with other department colleagues to develop cross-curricular events or to explore teaching strategies

Working with colleagues from the LA support services to develop strategies for greater student accessibility.

You may also work with other colleagues within or outside your own school or college because of:
-your particular role (e.g. lead practitioner for The Schools Network, as an AST, SEN coordinator) and/or

-a particular interest, e.g. in initial teacher training (ITT), crafts or sport, work experience abroad, business links, and/or

-a particular expertise, e.g. ability to use British Sign Language or teach Yoga, financial experience, ICT, organisational skills.

You may get together to work, e.g. for an externally funded project, a local authority initiative or a local event because of your interest, experience and expertise.

Starting to gather evidence

At this stage, you should also be thinking about what evidence you may already have to support your application and what you may need to source.

Some examples of evidence that might be appropriate:

- emails and letters
- records of meetings
- video or audio recordings of you making a presentation or in discussions
- PowerPoint or other forms of presentation
- testimonials from colleagues, e.g. about coaching you have provided or what you did to inspire or motivate them
- score sheets or the collation of feedback received, eg after a presentation or other input
- digital photographs (captioned and referenced with an explanation of their relevance as evidence)
- planning materials
- promotional materials
- case studies
- resource materials
- teaching plans (where appropriate to a target)
- hyperlinks to web pages (in this case do not attach evidence, the moderator will access the links)
- evaluations of your work (by yourself and others)
- student, e.g. about changes to teaching approaches
- evidence of appointments to posts and wider professional duties.

N.B. You need to ensure that the evidence you upload supports your application in clearly demonstrating the positive impact your work has had on learners. You may wish to do this by attaching evaluations from presentations, testimonials from colleagues etc. The higher the level you assess yourself as being, the wider and deeper the impact should be. The support statement from your head of school/organisation is a good opportunity for you to make clear the impact your work has had.

When applying for accreditation as an advanced lead practitioner we would anticipate that your LP work would play a significant role in your application. The majority of your evidence should therefore be linked to your LP activity.

Further guidance about evidence is given later in this handbook but we want to emphasise that it is the *relevance* and *quality* of the evidence that is important and not *quantity*.

B.4. Completing your support statements (step 2)

In some cases, you may feel that the example and/or the evidence you provide for one skill may also contribute to the evidence for another skill. This is acceptable as long as you make it very clear, *for each criterion*, exactly how the evidence supports that criterion specifically. You may prefer, however, to make a point of providing different examples of evidence for each criterion so you have a portfolio that shows the broadest possible range of activities.

When you have a good idea of what examples you can use to demonstrate that you have met the criteria for each skill at an appropriate level, you are ready to move on to step 2.

This next step of the accreditation process is for you to start to complete the online assessment through a supporting statement for each of the ten skills. For each of the skills you will need to:

1. indicate what level you have assessed yourself as being at and why this is your judgment
2. describe what you have done that demonstrates you have met the criteria and **what impact this has had**
3. explain how the evidence you are uploading supports your judgement.

All the evidence you upload should be referred to in your supporting statement.

N.B. We have developed a bank of testimonials from previous applicants that you may find useful to refer to as examples when completing your support statements and thinking about the types of evidence you could provide to support your application. These are available in the 'Guidance' section of the online site.

B.5. Gathering and uploading evidence (step 3)

Take each support statement you have made in turn and consider what might be the most effective and relevant evidence you could provide in support of that statement. Make sure that any evidence you are going to use is specifically referred to in your support statement for the relevant skill and criteria.

Consider how you can reduce the amount of evidence to the minimum that supports your statement appropriately. Think about how you can demonstrate to the moderator what impact your work has had on learners.

For example:

- If you have a string of emails, can you edit or précis? (Making it clear where you have done so, of course)
- Can you highlight the most relevant areas if you need to provide a longer document in order to give a context?
- Can you provide the overview of your feedback (instead of providing all the individual feedback sheets)?
- Can you provide just the relevant section of meeting notes rather than the whole set?
- Are all the photographs relevant and are they appropriately annotated? Although some may be visually attractive, is it clear what they are about and do they clearly support your statement?
- Can you select from your resource materials to make your point rather than sending in the entire bank of resources? Would a list plus a selection be adequate?

If you provide hyperlinks to additional evidence, the moderator will access these and you do **not** need to upload them separately.

The evidence used in support of your lead practitioner accreditation **should not be more than three years old**. You should also be the sole owner of resources submitted and ensure that they contain no unauthorised copyright material such as resources published on websites including in forums and chat rooms, video footage, music and photographs. The Schools Network will own the rights to the intellectual and tangible property made on the resource. By uploading it you agree that the material provided can be downloaded and used by others for non commercial educational purposes such as moderation.

Please also consider issues of confidentiality and data protection. Where appropriate, anonymise materials that you submit as evidence or seek consent from individuals mentioned in the resources before uploading. It is a legal requirement that a photo consent form is signed before photos may be posted on the website. Any picture that shows a child under the age of 16 who can be identified must have permission from the parents or headteacher. Those over the age of 16 must have given their consent. A template consent form for your use can be found on page 44 of this handbook.

To find more information about SSAT (The Schools Network) legal guidelines and policies please contact the Practitioner Networks team on: lpaccreditation@ssatuk.co.uk

Formats for uploading evidence:

Please upload documents only in the following formats

- | | |
|-------------------------------------|--|
| ▪ MS Word/MS Word 2007 | .doc / .docx |
| ▪ MS Excel/MS Excel 2007 | .xls / .xlsx |
| ▪ MS PowerPoint/ MS PowerPoint 2007 | .ppt / .pptx |
| ▪ Adobe Acrobat Reader/Foxit Reader | .pdf |
| ▪ Image | .jpg / .jpeg / .jpe / .gif / .png / .bmp |
| ▪ Video | .mov / .wmv |
| ▪ Rich Text files | .rft |

The online site is unable to work with some types of document, such as MS publisher, so we suggest that you save such documents as PDFs

Other points to consider

If you are trying to upload very large files please consider that this will take some time. Ask yourself if it is necessary to upload the whole file or if it is only a portion that is relevant to your support statement.

B.6. Evidence support documents (step 4)

You need to provide the following documents when you make your application:

For accreditation as an **associate lead practitioner**:

- the evidence list with your head of school/organisation's approval.

Please use this template to list **all** of the evidence that you have used to support your application for lead practitioner accreditation. Once complete, please pass the form to your head of school/organisation for their signature, confirming their support for your application and the authenticity of your evidence.

For accreditation as an **advanced lead practitioner**:

- The evidence list with your head of school/organisation's approval
- A support statement from a member of the LP Networks team

Templates for each of the above can be found below:

[Head of school/organisation support statement](#)

[National Co-ordinator/Head of Programme support statement](#)

These documents are essential to your application to be an accredited lead practitioner and can be downloaded from the online tool.

B.7. Completion checklist (step 4 continued)

Your application cannot be processed without your head of school/organisation support statement and, if applying for SSAT (The Schools Network) lead practitioner advanced accreditation, your national coordinator/head of programme support statement.

Have you...

- **Completed the online self assessment and selected one experience level from each of the ten skills?**
- **Completed a supporting statement for each of the experience levels selected?**
- **Received consent for any photos or personal data that is included in your evidence?**

- **Uploaded relevant evidence in suitable formats for each of the levels selected?**
- **Downloaded your supporting statements?**
- **Completed and passed to your head of school/organisation (and, if applying for advanced lead practitioner accreditation, to your national coordinator/head of programme) the evidence list for signing?**
- **Uploaded your support statement(s) on to the online application site?**
- **Selected the 'Submit your application for moderation' option on the online site ?**

Section C:

Guide to moderation and what happens next

C.1. Moderator’s feedback form

The moderation process is conducted by highly experienced leaders and practitioners who will examine all of your statements and related evidence and will judge whether you have met the criteria successfully and should be awarded accreditation.

Once you have submitted your application, a moderator will be allocated to assess it. They will look through your support statement and evidence and, at this stage, if they think something obvious is missing, the evidence provided for any of the criteria is insufficient or if they have any queries about what you have submitted they will make a request for more evidence and complete a moderators feedback form outlining what is required. Moderators are particularly likely to request further information from you where the impact of your work on learners has not been made clear. This stage of the process provides you with the opportunity to address any of these issues before the moderation is completed or incurring an additional charge.

You will be informed that more evidence has been requested by the LP team who will also send you details about how to access your moderators feedback form and what the deadline for resubmission will be.

In order for the final moderation of your application to be completed within the same gateway period you would have ten days from the date further evidence is requested to make any changes. If you did not resubmit by this date your application would be deferred to the following gateway for final moderation and you would have until the next deadline for submissions to make any necessary amendments.

- a. An example of the [moderators feedback form](#) can be found on page 42.

C.2. The moderation process

Moderation will happen once each term. Moderated applications will be quality assured in the final week of the term and you will learn if you have been accredited shortly after this.

In order to achieve accredited SSAT (The Schools Network) lead practitioner status (associate or advanced) the moderator will need to judge that you have reached extending or transforming & leading levels in the following:

Personal:	At least three out of the four sections
Professional:	At least two out of the three sections
Process:	At least two out of the three sections

Once your application has been moderated, if you have achieved accreditation you will receive a certificate and a statement of achievement. The certificate will show that you are either an Advanced or an Associate SSAT (The Schools Network) Lead Practitioner. It will also show the date on which this was achieved.

If you have not received accreditation you will still receive a statement of achievement and can re-apply at a small resubmission charge when you have gained further experience or expertise in the relevant sections.

C.3. Accredited lead practitioner database

Once you have achieved accreditation we will contact you to see if you would like to be on the SSAT's accredited lead practitioner database.

This could lead to future involvement in SSAT (The Schools Network) activity in some of the following ways:

- Contribution to SSAT (The Schools Network) national, regional or specialism conferences where appropriate.
- Developing regional networks.
- Speaking/presenting to a variety of audiences.

As with any SSAT (The Schools Network) database, your information will be protected by the Data Protection Act and we will not pass your details onto third parties without your authorisation.

The database will include information such as:

- your name, school and role
- the date on which you achieved accreditation and at what level
- subjects/areas in which you have a specialist knowledge
- whether you would be willing to present at certain events, in certain regions, etc.

C.4. Evaluation of the lead practitioner accreditation programme

As with any event, training or accreditation system, we seek to quality assure our lead practitioner accreditation so that we can continuously improve it as well as ensure that it is robust, relevant and accessible. Therefore we would ask all applicants to complete an [evaluation form](#) similar to the one on page 45 on the online site once you have completed your application.

Completing this form is your opportunity to inform us of any problem areas and the benefits that you have found when engaging with the system. We appreciate all and any feedback and ask that you take the time to let us know of anything that may be relevant to future applicants.

Glossary of terms

Self-assessment

Task to help you determine the level you are operating at for each of the ten lead practitioner accreditation skills. (See section B.3.)

SSAT (The Schools Network) lead practitioner, advanced

Lead practitioner accreditation for a teacher who is already a Schools Network lead practitioner. (See sections A.3., B.4. and B.6.)

SSAT (The Schools Network) lead practitioner, associate

Lead practitioner accreditation for teachers and other practitioners in schools and colleges. (See sections A.3., B.4. and B.6.)

Moderation

The process of examining applications for lead practitioner accreditation and making a judgement as to whether or not the criteria for accreditation have been met. (See sections C.1 and C.2.)

Moderator

Trained peer assessor who examines your application and makes the judgement as to whether or not you should be awarded lead practitioner accreditation. (See sections C.1. and C.2.)

Network

A group of colleagues who do not usually work together on a day-to-day basis but who are united by a common interest or purpose and who maintain contact with each other.

Online assessment tool

The means by which a practitioner submits his/her supporting statements and evidence when applying for lead practitioner accreditation (See sections B.4. and B.5.)

Supporting statements

Descriptions of work done and the references to evidence supplied in support of the lead practitioner accreditation application. (See section B.4. and also **online assessment tool**)

Team

Your team is the group of colleagues that you usually and most closely work with on a day-to-day basis. (See section B.3.)

Section D:

Document bank

D.1. Warwick University Postgraduate Certificate in Innovation in Education

To complete the Post Graduate Certificate in Innovation in Education you will need to submit two 5000 word assignments at particular points of the academic year. These two assignments can be selected from the three alternatives listed below. If you are thinking about completing the PGCIE we encourage you to make use of data, ideally collected through your own research. If this is what you do it is essential that you outline how you ensured that the collection of this data, and its subsequent use in your assignment, meets the ethical requirements for research.

Research study

This research project should be tightly focused, related to an area of your expertise, and practical. It is not necessary to implement change as a result of the study. The assignment written from this study should deal with:

1. the question this research project addressed
2. a discussion of the theoretical and conceptual aspects; this must use references to academically acceptable journals
3. the methodology used in the research project, from two sides – explaining what methods were used to collect data and why; and how this methodology took account of the ethical requirements of research
4. presentation of results including the main issues found and any data that relates to those issues, with explanations of their significance
5. discussion of results exploring the implications of the results in relation to the literature discussed.
6. conclusion, in which you make a comment on the overall outcome of your work.

Case study of innovation

The case study of innovation should outline an attempt to implement change in a practical setting. In writing this case study the following are likely to be especially significant:

1. why the change was thought necessary
2. how it relates to a conceptual or theoretical area (with reference to appropriate publications)
3. how it relates to practice (with reference to appropriate evidence)
4. how the innovation was planned and implemented
5. what effects it had.

The assignment can relate to a planned or a completed innovation. In the former case, the assignment concludes with a plan that is then implemented. In the latter, the focus is on evaluating, from data, what effect an innovation had, against literature and against its intended outcomes.

Developing people

This assignment examines how you have attempted to influence the learning and development of other adults as a part of your role. Bearing in mind the concern with coaching this should take into account publications referring to coaching and adult learning/development. Perhaps the best way to achieve this would be for you to review/ evaluate the coaching element of your work, and then plan appropriate changes. This can be informed by collecting data which can help you to better understand both the role of coaching in your work, and how it relates to the development of education professionals. While this might well be data derived from participants in the coaching element of your work, it could also include a more general examination of people's experiences of coaching.

D.2. SSAT (The Schools Network) lead practitioner accreditation – Head of school/organisation support statement

Name of applicant:

Name of school/organisation:

Accreditation applied for: Associate Advanced

Component	Criteria	Evidence used (including filename as uploaded)
Personal skills	Communication and presenting	
	Negotiating and influencing	
	Challenging, developing and innovating	
	Always a learner	
Professional knowledge	Undertaking research to improve specialist knowledge	
	Knowing how all learners learn and make progress	
	Transferring specialist expertise, knowledge and pedagogy	
Process and impact on others	Coaching to lead	
	Negotiating to lead	
	Networking to lead	

Head of school/organisation comment:

I am happy to support this application for SSAT (The Schools Network) lead practitioner accreditation.

The applicant is a good/outstanding practitioner and has evidence of excellent impact on other practitioners within this school/organisation. I have seen and have signed the attached evidence list and confirm that, to the best of my knowledge, it is authentic and relevant to the application. I understand and agree that, in becoming an accredited SSAT lead practitioner, they may be contacted by SSAT regarding further development opportunities.

Head of school/organisation name	
Head of school/organisation signature:	
Date signed:	

Your privacy: SSAT (The Schools Network) gathers, holds and processes personal data in accordance with the requirements of the Data Protection Act 1998. Any personal data you supply will be used by the SSAT (The Schools Network) for the purpose of moderating the accreditation. Such data may also be released to third parties (such as service suppliers for the purposes of evaluation) where necessary. *Whilst the personal data is stored in the UK, we may transfer data to other countries including those without data protection laws.* For further information please contact the Practitioner Networks team on: lpaccreditation@ssatuk.co.uk

Note to applicants

Please upload your completed form containing your evidence list and Head of school/organisation's approval on to the online application site before submitting your application for moderation

D.3. National coordinator/Head of programme support statement

Name of applicant:

Name of school/organisation:

Component	Criteria	Evidence used (including filename as uploaded)
Personal skills	Communication and presenting	
	Negotiating and influencing	
	Challenging, developing and innovating	
	Always a learner	
Professional knowledge	Undertaking research to improve specialist knowledge	
	Knowing how all learners learn and make progress	
	Transferring specialist expertise, knowledge and pedagogy	
Process and impact on others	Coaching to lead	
	Negotiating to lead	
	Networking to lead	

I am happy to support this application for SSAT (The Schools Network) lead practitioner accreditation.

The applicant is a good/outstanding practitioner and has evidence of excellent impact in my region. I confirm that all of the evidence on the list above is valid and relevant to the application.

The applicant has shown that they are leading practice in the activities etc that they have undertaken in their role as an SSAT lead practitioner.

Comment:

National coordinator/Head of programme name:	
National coordinator/Head of programme signature:	
Date signed:	

Note to applicants

Please upload your completed form containing your evidence list and National coordinator/Head of programme's approval on to the online application site before submitting your application for moderation. If you no longer have contact with your former National Coordinator or Head of programme please contact the Practitioner Networks team who will be able to sign this off for you.

D.4. Moderator's feedback form

Your moderator has sent this proforma to you because they think that you may wish to add to or amend your application or because they have a query. A cross against any of the criteria indicates what they are drawing your attention to.

Skills	There is insufficient detail in your supporting statement to meet all aspects of this criterion	There is insufficient evidence provided to illustrate all aspects of this criterion	The evidence provided does not show the impact your work has had on other practitioners and learners*	We do not need any further evidence to assess this skill	Other
1. Personal skills					
Communication and presenting					
Negotiating and influencing					
Challenging, developing and innovating					
Always a learner					
2. Professional knowledge					
Undertaking research to improve specialist knowledge					
Knowing how all learners learn and make progress					
Transferring specialist expertise, knowledge and pedagogy					
3. Process and impact on others					
Coaching to lead					
Negotiating to lead					
Networking to lead					

Specific query/queries relating to criteria:

General query/queries

***It is important that your application shows clear evidence of the impact you have had on other practitioners. Where possible also show how this has, in turn, impacted on learners.**

OUTCOMES + IMPACTS on PRACTITIONERS → LEARNERS

In order for the final moderation of your application to be completed within the current gateway period you will have ten days from the date of this email to make any changes. If you do not resubmit by this date your application will be deferred to the following gateway for final moderation and you will have until the next deadline for submissions to make any necessary amendments.

Date emailed:	
Date application to be resubmitted by for final moderation:	

With the exception of this form, the moderator is not able to provide further advice or to have any other communication with you until the moderation is complete.

Your privacy: SSAT (The Schools Network) gathers, holds and processes personal data in accordance with the requirements of the Data Protection Act 1998. Any personal data you supply will be used by the SSAT (The Schools Network) for the purpose of moderating the accreditation. Such data may also be released to third parties (such as service suppliers for the purposes of evaluation) where necessary. *Whilst the personal data is stored in the UK, we may transfer data to other countries including those without data protection laws.* For further information please contact the Practitioner Networks team on: lpaccreditation@ssatuk.co.uk.

D.5. Photography/video release form

Name, address of school

Publication / article / subject

Description of photograph(s) or video (include reference nos/identifiers)

Name and Position of individual giving consent

Name:

Position:

Agreement is given for the photographs/video footage identified above to be used by the SSAT (The Schools Network) in any form and in any medium which reasonably promotes or advertises the aims of the Trust. This may include Trust-approved organisations and commercial educational publications. The photographs/video footage will not be used for any other purpose.

I confirm that where applicable, students and teaching staff identifiable in photographs/video footage (or, if the students are under 16, their parents or legal guardians) have given permission for this use.

This agreement shall be governed by the laws of England and Wales.

Signed:

Date:

D.6. Lead practitioner accreditation evaluation form

Thank you for applying for lead practitioner accreditation. We hope that you have enjoyed the process. Your evaluation will be used to continuously improve the accreditation tool as well as ensure that it is robust, relevant and accessible.

Please conclude your participation by completing this evaluation form and returning it to the Practitioner Networks team.

Name:

School:

Please tell us what you thought about the online accreditation tool (circle/mark as appropriate).					
	Excellent /all very clear	Good/ mostly clear	Satisfactory /some parts could be clearer	Poor/ confusing	Very poor/ very confusing
How clear was the structure of the online assessment tool?	1	2	3	4	5
How easily were you able to navigate around the tool?	1	2	3	4	5
When you returned to the tool after exiting, was it clear where you should rejoin?	1	2	3	4	5
How clear was the content of the online assessment tool?	1	2	3	4	5
Did you understand the statements?	1	2	3	4	5
Was it easy to review your submissions?	1	2	3	4	5
If you received an error message, was it clear how to proceed?	1	2	3	4	5
Quality of pre-accreditation information from SSAT (The Schools Network)	1	2	3	4	5
Quality of lead practitioner accreditation handbook	1	2	3	4	5
Communication with the Practitioner Networks team	1	2	3	4	5
Support from the Practitioner Networks team	1	2	3	4	5
Please give us an <u>overall</u> score for the accreditation	1	2	3	4	5

Were you clear at the start of the accreditation process what the system was going to ask you to complete and supply?

Yes No

How many visits did it take you to complete the assessment?

1 2 3 4 5+ visits

How long did the whole process take?

Online assessment hours

Uploading evidence hours

What would it have been helpful to know in advance?

Was there anything that you wanted the system to do that it did not? If so what?

What one aspect of this accreditation did you find most useful, and why?

Would you recommend LP accreditation to a colleague, and why?

Yes

No

Why?

What impact will completing this accreditation have on your school?

None A little Some A lot

If none, please state why:

What impact will completing the accreditation have on your personal development?

None A little Some A lot

If none, please state why:

Any personal data supplied will be used by SSAT (The Schools Network) for the purpose of evaluating this event and will be processed in accordance with the Data protection Act 1998.

Thank you for your feedback.

Please complete this form in full and return to the Practitioner Networks team at lpaccreditation@ssatuk.co.uk. Alternatively, please visit the online application site to complete an electronic version.