

The LP accreditation in practice

'Firstly, by inviting all solidly 'good' or 'outstanding' staff, including our associate staff, to take part in the programme raises their own expectations of themselves. We invite them to research and reflect on at least two areas of pedagogy, mostly drawn from needs highlighted in the school's self-assessment process, and to plan and deliver CPD in a variety of ways. They may coach individuals, work with departments and deliver INSET. Through taking part in the research, reflection and planning process, prospective lead practitioners have opportunities to develop their own pedagogy, professional attributes and profile within the school. During this process, they are supported by an AST who coaches them through their planning. Incidentally, our current AST in this role started as a Lead Practitioner, thus publicising the benefits of lead practitioner status for their own career progression.

Secondly, whole school developmental needs are highlighted through our self-evaluation processes: for instance, literacy and numeracy have been recently highlighted for development. Our lead practitioners have a role in highlighting these needs: they interview student and feedback their findings to the Director of Learning. In acting upon these needs, lead practitioners have a high profile and influential role. Supported in groups of lead practitioners and advised by an AST, they devise and plan whole-school INSET. This has a number of advantages. It creates tailor-made, tightly focused INSET; it creates a collegiate atmosphere, where peers support peers; it gives experiences of leadership directly to lead practitioners, enabling ASTs to develop their own leadership and coaching skills further through advising these INSET teams.

Finally, heads of department inform the Director of Learning of skills they wish to develop in their departments. Lead practitioners will be assigned to work with staff in departments to coach and develop these skills. This enables lead practitioners to develop staff in a more intimate way, enabling them to forge productive relationships outside their subject area. To assist with this, we have begun developing a coaching programme – again with strong lead practitioner and AST involvement – so that our lead practitioners have the skills to be able to work in difficult situations.

Lead practitioner is consequently becoming a highly regarded status at Woolwich Poly.'

Byron Parker, Headteacher