

# Membership and fellowship of a College of Teaching - a proposed pathway

Our profession. Our standards.

*‘Nobody forgets a good teacher. For each of us, the teachers who inspired us and awakened our enthusiasm, gave us opportunities to express ourselves, allowed us to find unsuspected talents, teachers who cared about us and about the people we might become – these people are imprinted as deeply upon us as if they stood in front of us now.’*

College of Teaching: A Blueprint, February 2014

SSAT presents a proposal for the professional standards by which teachers would be accredited to the College of Teaching, in answer to the call from the teaching profession for an independent professional body to play ‘a crucial part in generating continuous improvement across the profession’.

This framework - based on SSAT’s popular, teacher-developed Lead Practitioner Accreditation - sets out a pathway for our profession that provides recognition, direction and professional development and a model through which accreditation could be gained for teachers progressing from associate, to member, to fellow (as set out in the College of Teaching Blueprint).

SSAT has over 25 years’ experience in supporting and challenging teachers to be the best they can be. We wish to continue to partner with other organisations in this work to ensure teachers have access to the rigorous, practice-based professional development that can drive a self-improving profession.

We welcome your comments on this proposal. Next steps and contact details can be found at the end of the booklet.

**Our profession. Our standards.**



Sue Williamson, Chief Executive

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The Lead Practitioner framework is unique. It lays out a rigorous and research-based professional development journey which provides the glue to keep the professionalism of teaching at the heart of CPD for both the individual and the school.

The LP framework is a perfect fit for our profession; that's why we value it so highly, and why we believe it is the right solution for what the College of Teaching aspires towards.

Ian Potter, Chief Executive Director, Bay House School & Sixth Form



## Background to the proposal

The College of Teaching Blueprint sets out a pathway for our profession that provides recognition, direction and professional development along with a model through which accreditation can be gained for teachers progressing from associate, to member, to fellow. As a contribution to the realisation of the Blueprint, SSAT is offering a slightly adapted version of our existing and successful model - the SSAT Lead Practitioner (LP) accreditation.

[www.ssatuk.co.uk/lp](http://www.ssatuk.co.uk/lp)

This proposed contribution - the SSAT Lead Practitioner accreditation, has been written by the profession, for the profession. It builds on the professional capital accumulated by an £8 million investment in the SSAT Lead Practitioner programme, which originated in 2002. The LP programme was developed by school-based practitioners working with universities and key leaders in education, and has been successfully used by thousands of teaching practitioners. It has been refined over a number of years and used as the basis for a number of professional programmes, including the Global Learning Programme.

[www.globaldimension.org.uk/glp](http://www.globaldimension.org.uk/glp)

SSAT are offering this as a cost effective, evidence- and research-based, practitioner-driven solution for what the College of Teaching Blueprint describes as 'setting standards'.

This proposal aligns perfectly with the aims and intentions set out within the College of Teaching Blueprint, and reflects the profession-led standards and self-regulation which set the context and direction of the work of the profession.

What follows provides high level detail of the model and implementation which have made it such a success within the profession already. Phrasing and terminology from the College of Teaching Blueprint have been adopted to reflect the perfect alignment of this proposal.

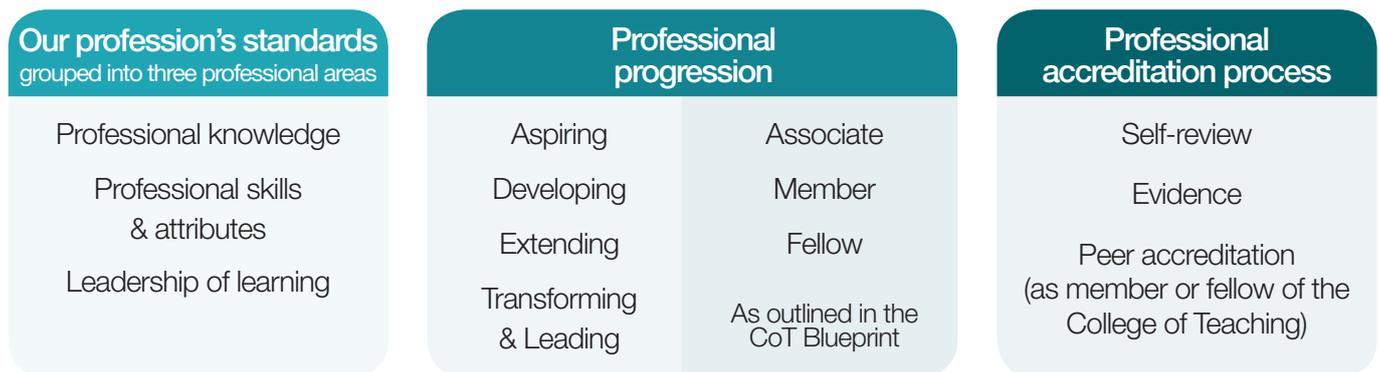
# What is the proposal?

This proposal for the accreditation of teachers to the College of Teaching provides a professional framework for those who engage with it; enabling them to:

- define great teaching
- diagnose areas of success and improvement
- build teaching capability
- recognise achievement through benchmarking against professional standards
- review professional development needs, in preparation for an appraisal or review
- prepare for membership or fellowship of the College of Teaching
- identify strengths in preparation for job applications or promotions
- build a case for development in a specific area
- structure learning about, and within, the profession
- develop specialist expertise, and a mastery of specific areas.

## The components of the framework

There are three components forming the basis of the framework - these are 'Our profession's standards', 'Professional progression' and 'Professional accreditation process' which are then split into the following areas - and are explained in more detail on the following pages.



The greatest strength of the Lead Practitioner programme is that it has evolved from research and, most importantly, other leading practitioners. The rigour within the framework and process, and the recognition of what really makes expert teaching, creates an accreditation that means much more than a qualification or professional certificate. It's recognition of what outstanding really means, from the profession itself.

Emma Smith, Vice Principal, Longfield Academy



# The professional areas



PROFESSIONAL KNOWLEDGE		PERSONAL SKILLS & ATTRIBUTES	LEADERSHIP OF LEARNING	
<p>Subject content knowledge:</p> <p><i>'I know my subject(s) and it's their developments, the curriculum I teach and the relevant specifications well, and this enables me to teach the content to my students effectively.'</i></p>	<p>Pedagogical knowledge:</p> <p><i>'I know how students learn and understand how this should affect the way that I teach.'</i></p>	<p>Professional skills:</p> <p><i>'I am able to plan and deliver a lesson and manage a classroom. I apply appropriate content and pedagogical knowledge to improve student outcomes.'</i></p>	<p>Contribution to the profession:</p> <p><i>'I am willing and able to support my colleagues in their learning and I share what I have learned with others in the profession.'</i></p>	<p>Leadership:</p> <p><i>'Inside my classroom, across my subject area, my school and beyond, I am able to foster and manage an environment that makes teachers more effective and improves student learning.'</i></p>

# Professional area 1: Professional knowledge

## 1.1 UNDERTAKING RESEARCH TO IMPROVE SPECIALIST KNOWLEDGE

Level 1	Level 2	Level 3	Level 4
<p><b>1.1.1</b></p> <p>Identify specific areas where improving specialist knowledge will enhance the learning of students.</p> <p>Share this perception with a colleague.</p>	<p><b>1.1.2</b></p> <p>Engage in pedagogical research to develop specialist knowledge.</p> <p>Share learning with immediate team.</p>	<p><b>1.1.3</b></p> <p>Engage in pedagogical research to develop specialist knowledge and mastery.</p> <p>Share this learning outside immediate team.</p>	<p><b>1.1.4</b></p> <p>Engage in pedagogical research to develop specialist knowledge and mastery.</p> <p>Share this learning regionally or nationally, as an advocate of specialist area.</p>

## 1.2 KNOWING HOW ALL LEARNERS (PRACTITIONERS AND STUDENTS) LEARN AND MAKE PROGRESS

Level 1	Level 2	Level 3	Level 4
<p><b>1.2.1</b></p> <p>Show awareness of a range of approaches to learning and how students learn most effectively.</p> <p>Share understanding and practice with another colleague.</p>	<p><b>1.2.2</b></p> <p>Use a range of approaches to learning, taking account of how students learn most effectively.</p> <p>Share this with immediate team.</p>	<p><b>1.2.3</b></p> <p>Have an understanding of how adults, children and young people learn.</p> <p>Lead learning outside immediate team by modelling a range of approaches to learning and an awareness of a range of learning dispositions.</p>	<p><b>1.2.4</b></p> <p>Have in-depth understanding of how adults, children and young people learn and the factors that help or hinder their learning.</p> <p>Unpick what is transferable and adapt it to other contexts to enhance knowledge mobilisation.</p> <p>Refine this in different contexts and lead learning, both within and outside immediate organisation, regionally or nationally, by modelling a range of approaches to learning.</p>

## 1.3 TRANSFERRING SPECIALIST EXPERTISE, KNOWLEDGE AND PEDAGOGY

Level 1	Level 2	Level 3	Level 4
<p><b>1.3.1</b></p> <p>Reflect on practice and explore new approaches.</p> <p>Develop resources for the purpose of meeting identified needs in immediate classroom and share them with a colleague.</p>	<p><b>1.3.2</b></p> <p>Reflect on practice and research new approaches in depth.</p> <p>Develop and share resources for the purpose of meeting a need identified with immediate team.</p>	<p><b>1.3.3</b></p> <p>As a result of reflecting and researching, develop ideas based on sound pedagogy and knowledge.</p> <p>Trial and evaluate resources and training materials for the purpose of meeting a student need identified with a group of colleagues outside immediate team.</p>	<p><b>1.3.4</b></p> <p>As a result of reflecting and researching, develop ideas and resources based on sound pedagogy and knowledge.</p> <p>Trial, evaluate and refine resources that are transferable both within and outside immediate organisation to have a positive impact on student learning regionally or nationally.</p>

## Professional area 2: Personal skills & attributes

### 2.1 COMMUNICATING AND PRESENTING

Level 1	Level 2	Level 3	Level 4
<b>2.1.1</b> Share professional ideas with another colleague.	<b>2.1.2</b> Present professional ideas and approaches to immediate team.	<b>2.1.3</b> Plan and successfully present professional ideas and approaches with small groups beyond immediate team.	<b>2.1.4</b> Plan and successfully present ideas and approaches regionally or nationally.

### 2.2 NEGOTIATING AND INFLUENCING

Level 1	Level 2	Level 3	Level 4
<b>2.2.1</b> Evidence sensitivity to the concerns and feelings of other colleagues; where disagreement is clearly separate to disloyalty.	<b>2.2.2</b> Show sensitivity to the concerns and feelings of others and treat disagreement as professional not personal; develop people within immediate team through coaching and feedback.	<b>2.2.3</b> Show sensitivity to the concerns and feelings of others and embrace disagreement and discussion to move people on. Demonstrate evidence of developing and inspiring people within and outside of immediate team through coaching and debriefing. Empower and motivate people to achieve goals.	<b>2.2.4</b> Show sensitivity to the concerns and feelings of others and the confidence to know when to intervene to move forward. Demonstrate evidence of developing and inspiring people outside immediate organisation to achieve excellence through coaching and debriefing. Empower and motivate people to achieve goals.

### 2.3 CHALLENGING, DEVELOPING AND INNOVATING

Level 1	Level 2	Level 3	Level 4
<b>2.3.1</b> Work systematically to support and develop a colleague.	<b>2.3.2</b> Develop and lead an area of innovation within immediate team, challenging existing practice and motivating change.	<b>2.3.3</b> Approach change outside immediate team in a creative way, seeing it as an opportunity to develop and challenge colleagues. Make well considered and professional decisions, accepting responsibility and taking ownership. Evidence impact on learners beyond immediate team.	<b>2.3.4</b> Approach change creatively; leading innovation to develop and challenge colleagues in systematic change. Make well considered and professional decisions, accepting responsibility and taking ownership. Evidence measurable impact on learners regionally or nationally.

### 2.4 ALWAYS A LEARNER

Level 1	Level 2	Level 3	Level 4
<b>2.4.1</b> Identify personal goals to improve knowledge and skills, and assist a colleague in identifying their goals.	<b>2.4.2</b> Be proactive in achieving goals, developing knowledge and experience to continue learning. Assist others within immediate team in doing the same.	<b>2.4.3</b> Consistently and collaboratively reflect on evidence about student learning, teaching practice, and the practice of others outside immediate team to identify goals which develop knowledge, skills and mastery with the intention of pursuing and achieving excellence in the classroom.	<b>2.4.4</b> Demonstrate a deep seated drive for excellence; through reflection, on classroom evidence and research about student learning. Display motivation to exceed agreed and appropriate goals for personal professional development and that of others both within and outside organisation.

## Professional area 3: Leadership of learning

3.1 COACHING TO LEAD			
Level 1	Level 2	Level 3	Level 4
<p><b>3.1.1</b></p> <p>Challenge and stimulate another colleague to identify their own goals, learning processes and solutions. Experiment with strategies and tools for minimising telling, and using effective questioning and active listening skills.</p>	<p><b>3.1.2</b></p> <p>Challenge and stimulate groups of colleagues in immediate team to identify their own goals, learning processes and solutions.</p> <p>Generally avoid telling and use effective questioning and active listening skills even when the situation may be unknown.</p>	<p><b>3.1.3</b></p> <p>Challenge and stimulate individuals outside of immediate team to identify their own goals, learning processes and solutions.</p> <p>Generally avoid telling and use effective questioning and active listening skills even when people are unknown.</p> <p>Model coaching so that others inside and outside of immediate team can evaluate and replicate successes.</p> <p>Those who receive this coaching can be seen to take increasing control of their own learning.</p>	<p><b>3.1.4</b></p> <p>Challenge and stimulate groups both within and, regionally or nationally, outside immediate organisation to identify their own goals, learning processes and solutions.</p> <p>Consistently avoid telling and use effective, probing questioning and active listening skills appropriately in each situation.</p> <p>Coaching enables professional learners to take control of their own learning before, during and after coaching conversations.</p> <p>Model coaching so that others inside and outside immediate institution can evaluate and replicate successes.</p>

3.2 NEGOTIATING TO LEAD			
Level 1	Level 2	Level 3	Level 4
<p><b>3.2.1</b></p> <p>Identify needs in practice personally and that of immediate team to reach agreement with a colleague that they will try new ideas.</p>	<p><b>3.2.2</b></p> <p>Lead team to change one aspect of their approach to contribute to improvement in teaching and learning that should contribute to whole school improvement by encouraging collective responsibility within immediate team.</p>	<p><b>3.2.3</b></p> <p>Lead an area of change outside immediate team that contributes to whole school improvement.</p> <p>Successfully promote collective responsibility and ownership among others.</p>	<p><b>3.2.4</b></p> <p>Lead sustainable change both within and outside immediate organisation, regionally and/or nationally.</p> <p>Monitor impact in immediate and other workplaces that has contributed to the profession and improvement across a group of schools.</p> <p>Successfully promote collective responsibility and ownership in other people and provide models for use nationally.</p>

3.3 NETWORKING TO LEAD			
Level 1	Level 2	Level 3	Level 4
<p><b>3.3.1</b></p> <p>Plan time for colleagues within immediate team to network.</p>	<p><b>3.3.2</b></p> <p>View immediate team as a network within the organisation.</p> <p>Use technology to establish effective communication where face-to-face networks are not possible to start joint practice development.</p>	<p><b>3.3.3</b></p> <p>Establish networks outside immediate team.</p> <p>Use technology where face-to-face networks are not possible to develop practice together.</p>	<p><b>3.3.4</b></p> <p>Establish, lead and sustain networks both within and outside immediate organisation, regionally/nationally.</p> <p>Use technology where face-to-face networks are not possible to enable joint practice development.</p> <p>Demonstrate examples of what these networks are achieving.</p>

# Professional progression and accreditation

Adapted from the College of Teaching Blueprint

	ASSOCIATE	MEMBER	FELLOW
	All teachers or students in teacher training	Teachers who have demonstrated expertise in teaching within and across their organisation	Exceptional members who have made significant contributions to the profession
Professional qualifications	To be working towards a recognised teaching qualification, degree in education or other recognised accreditation of teaching.	To have a recognised degree in or related to, education, OR a recognised degree which is not in education AS WELL AS a teaching qualification or accreditation.	To have a recognised degree in or related to, education, OR a recognised degree which is not in education AS WELL AS a teaching qualification or accreditation.
Professional employment	Registration or employment with either a teacher training body or a teaching organisation.	Current employment in a teaching or role related to teaching.	Evidence of a sequence of successful roles either in, or relating to, teaching.
Process	Register with CoT online	Register with CoT online, and then self-assess, with supporting evidence, against the CoT membership framework.	Register with CoT online, and then either: 1) self-assess, with supporting evidence, against the CoT Membership framework, or 2) identify exemption reason (see below), and submit fellowship request.
Assessment criteria	Using the CoT membership framework, begin to build up supporting statements and evidence online with a view to becoming an accredited member.	To submit an application to become a member of the CoT, individuals must evidence:  *All 10 criteria should be at least Level 2  *At least 4 of these criteria should be at least Level 3, and at least 2 of these criteria should be Level 4.	To submit an application to become a Fellow of the CoT, individuals must evidence:  *All 10 criteria should be at least Level 2  *At least 7 of these criteria should be at least Level 3, and at least 7 of these criteria should be Level 4.

# Professional accreditation process

The existing and successful professional accreditation process exists online using the criteria outlined on pages 4-6, with all resources also being available in hard copy. This accreditation has an existing robust quality assurance process in place.

There are three stages to the existing process:

1. Self-assessment
2. Submission of supporting statements and evidence
3. Peer accreditation.

Additionally, there is a post-accreditation development step within this process, such that all accredited professionals continue to be supported with their ongoing development. This process reflects the intentions and requirements as laid out in the College of Teaching Blueprint.

## **Self-assessment**

The accreditation process begins with self-assessment, which has been designed to be taken multiple times as part of a professional learning journey. A print-out defining suggested next steps is available which can form a professional dialogue with a coach or mentor in school. Further supporting materials are available on the website in the form of Word documents, exemplar submissions and films.

## **Submission of supporting statements and evidence**

As part of the self-assessment towards professional accreditation, practitioners are asked to submit both a supporting statement and evidence of impact. Both of these are carried out online.

The supporting statement qualifies the self-assessed level which the practitioner has submitted, and looks at the why, what, how and what happened as a result of the work carried out. This could be a research project or an area of innovation/practice to be developed within and beyond the school. Evidence is then uploaded which shows the impact of the work as well as the description. This submission is required for all ten assessment criteria.

## **Peer accreditation**

Once a practitioner has completed their self-assessment and uploaded their supporting statements and evidence online, they are eligible for peer accreditation.

Peer accreditation is undertaken by moderators. These moderators are robustly trained, and have been through the accreditation process themselves.

Moderators access a moderation site which allows them to review the submissions online. Moderation takes place within a specific timeframe, and moderators are permitted to request additional information from practitioners. Applicants then have ten days to choose to upload that additional information or evidence.

The system is designed to support and ensure colleagues are constantly being developed along the way.

There is also a quality assurance site where currently 20% of moderations are reviewed. This enables moderators to receive feedback on their assessment and accreditation skills and process fulfilment. A moderator can also flag an application for the attention of the Chief Moderator if they are unsure whether it fulfils criteria.

SSAT administrates this process and leads two submission gateways a year. Applicants can keep their application live and upload evidence over a period of time so that this is both a formative and summative process.

## **Post-accreditation development**

Once the application is completed, a Statement of Achievement is generated and printed. This is sent to successful applicants, in recognition of their newly-accredited practitioner status. Practitioners also receive a certificate and additional information to support their development needs. An appeals procedure is established. (To date, this has never been needed in the LP accreditation process.)

The summary above provides a clear, but brief overview of the standards, progression and accreditation as set out by the College of Teaching Blueprint.



We have worked with the SSAT programme for Lead Practitioners as a really powerful way to support staff in carrying out research, and sharing and disseminating this practice at various levels within the school and beyond. Its power is not only in the formal accreditation it offers, but also in the proven process it involves set against a rigorous set of standards, which foster a culture of constant improvement in the quality of teaching. It also builds the internal capacity of the school in cultivating a pool of staff able and willing to support and develop others. This combination of challenge, support and recognition is why the LP is a perfect fit for the College of Teaching's aspirations.

Douglas Greig, Deputy Headteacher, Thomas Tallis School



## Next steps - December 2014 update: Working with partners

As outlined in SSAT's proposal, the purpose of the criteria is to describe expectations for growth in teaching's professional capital.

There are many professional bodies who already offer accreditation for individuals with teaching expertise for specific aspects of teaching (e.g. Chartered Geography Teacher), or for particular roles (e.g. NLEs). There are also many school-wide accreditations and quality standards which recognise specific aspects of excellence in teaching, as well as qualifications which many teachers hold.

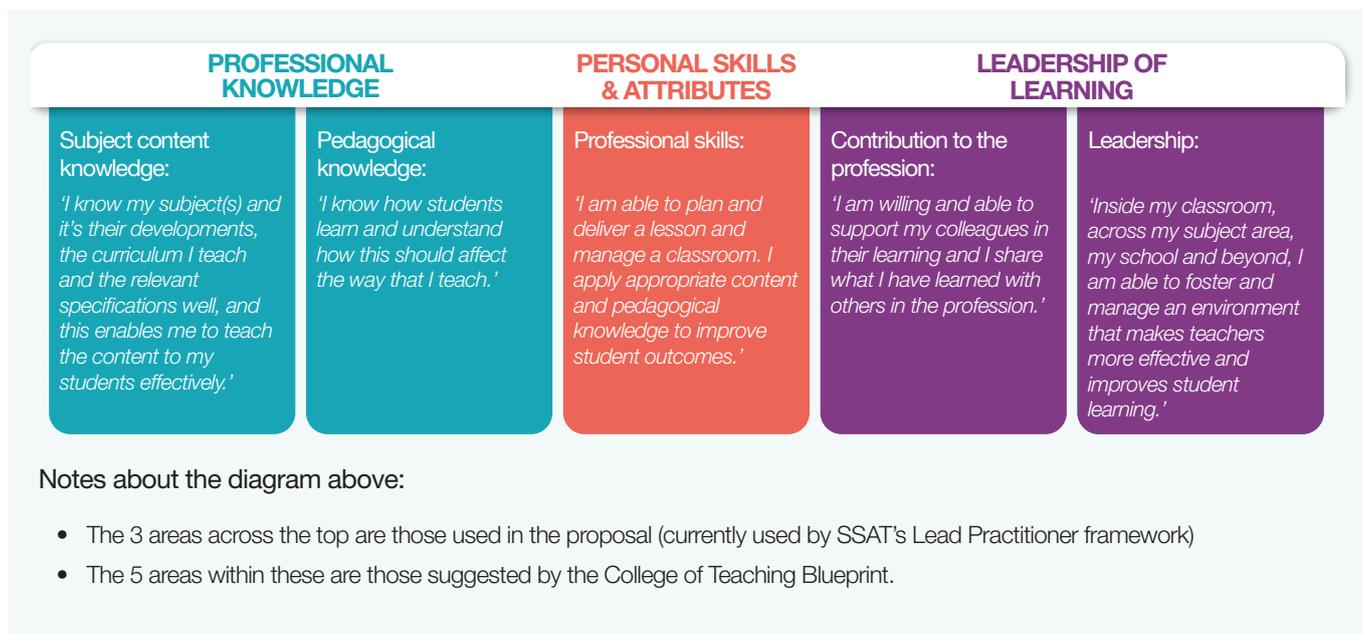
It is important that accreditation of teachers recognises the important role these all have in celebrating and building the professional capital that we have within and across the teaching profession.

Therefore there are a significant number of professional bodies with whom SSAT are, or will be, working with. Some of which have already mapped their professional accreditation programmes to the Lead Practitioner Framework, and others will be new conversations.

The focus of discussion with all of these partners is to:

1. Identify which programmes partners have in place, and who or what they are accrediting;
2. Understand the relationship between the proposal and the partner accreditation;
3. Identify how this relationship could be presented to a teacher applicant in such a way that minimises process and burden on any individual or organisation, but also provides a coherent picture of what it means to be a member or fellow of a professional body - recognising specific areas of expertise;
4. Identify what opportunities the individual teacher, the partner accreditation and the proposal offer each other (e.g. engagement, catalysts to professional, pedagogical or intellectual development).

It is likely that the diagram on page 10 will be used as a catalyst for some of the conversation around mapping, and for clarity where the proposal maps to a partner's accreditation programme, the subject matter of that programme would be referred to as 'Specific Area of Expertise' (avoiding terminology such as subjects, specialisms and special interests which have historical inference).



### Update on partnership discussions so far:

Three distinct models are starting to emerge, which have the following principles:

- recognising the robustness with which aspects of the teaching profession are already accredited
- encouraging simplicity, transparency and mutual benefit for teachers, partners and the College of Teaching
- bringing cohesion to the myriad of qualifications, accreditations, role portfolios, quality marks and charters that form the landscape of teacher's professional development across the lifespan of their career.

The 3 distinct models therefore are:

- Model A: Mapping of school-wide quality marks to Lead Practitioner framework
- Model B: Mapping of individual accreditation to Lead Practitioner framework
- Model C: Mapping of individual evidence portfolio

Further detail on each of these, with examples, is outlined below.

### Intended outcomes for these partnership discussions will be:

- To identify a pattern of how partner accreditation programmes best complement the College of Teaching Membership and Fellowship proposal - this may be as simple as to map partner accreditation to one of the criteria so that existing qualifications, accreditations, or memberships can be used as evidence in the College of Teaching membership or fellowship applications.
- To identify how best the membership and fellowship framework aspect of the College of Teaching's Blueprint can support partner organisations in terms of intellectual and commercial interest.

### In addition, SSAT will be:

- Conducting a survey of its school members to identify additional or complementary partners to engage at this stage. It is important that this first phase of mapping incorporates a breadth and depth of partners in order to define the framework under which future partners will then be able to engage.
- Working with school members in order to undertake an early adopter approach to trialling the process of accreditation through mapped partnerships.

### **Model A: Mapping of School-wide Quality Marks to Lead Practitioner Framework**

Many organisations offer a quality mark, award, certification or other accreditation as a whole-school means of recognising a particular area of strength in a school. In these situations it is common for an individual or small group of teachers to play a significant role in leading the work; and as such the quality mark recognises both the whole school and is an exemplification of leadership within and across teaching by one or more individuals.

These quality marks cannot be used as complete evidence on their own because by their very nature they are a collaborative accreditation. However, an individual working through the framework would see how easily they can use the evidence provided for the quality mark as personal evidence. It is important therefore to signpost the quality mark criteria/evidence to where it could be used, thus saving precious time and effort for the teacher.

Examples include:

- Geographical Association: Quality Mark
- NAACE: ICT Mark
- SSAT: Cultural Diversity Quality Mark, Parental Engagement Quality Mark
- Basic Skills Agency: Basic Skills Quality Mark
- Arts Council: ArtsMark
- Healthy Schools Award

It is possible that different partners will accredit different aspects of the 3 areas. For example accreditation from:

- subject association may focus specifically on 'Subject Content Knowledge';
- network or trust, may focus on 'Contribution to the Profession';
- university or ITT provider, may focus on 'Pedagogical knowledge'.

Equally, it is likely that some quality marks or accreditations will span across some or all areas.

For this reason, each scenario which fall within Model A will need to have careful mapping undertaken to ensure robustness whilst minimising administrative burden before, during or after this process.

**NEXT STEP:** With these partner products, mapping will be undertaken by the partner to signpost how the school quality mark evidence could be used by an individual when they evidence their own teaching expertise. A template will be created which shows the list of criteria and the partner will complete a table showing simply where their quality mark evidence could be used as individual evidence.

### **Model B: Mapping of Individual Accreditation to Lead Practitioner Framework**

Many professional bodies specialise in specific areas which recognise and accredit excellence in teaching in a particular field. For example, there are many subject associations and learned bodies which offer Chartered subject teacher status. Additionally, many bodies offer fellowships for outstanding contributions to the profession.

With these partner products, the teacher will already have undergone an accreditation process with comprehensive evidencing, robust assessment and rigorous quality assurance. In order to respect this across the profession, teachers should simply need to evidence which professional accreditation they have already achieved, and a means by which this could be checked (a sample of will be monitored to ensure that this is being responsibly used).

- Member or fellow of the College of Teachers
- Royal Geographical Society: Fellows and Chartered Geography Teacher
- Chartered Science Teacher
- Chartered Maths Teacher
- Chartered English Teacher

**NEXT STEP:** A list should be collated which identifies which individual accreditations could become exemptions to portfolio submission in part or whole. This list may become referred to as 'Evidence Exemption Reasons' (as it will likely later include honorary individuals for example, where an application is not sought, but instead rewarded based on a set of evidence such as long term public contribution to the profession).

### **Model C: Mapping of Individual Evidence Portfolio**

In some situations, individual teachers will have had to compile an evidence base or portfolio as part of their application for a particular teaching role or function where they have had to demonstrate a level of teaching expertise. This is effectively the same principle as Model B (above), but Model C would be where the

evidence portfolio has been created as a direct part of an employed role, rather than as a professional accreditation.

These scenarios could include:

- Initial Teacher Training Professionals (Lecturers, Mentors)
- Advanced Skills Teachers
- Specialist Leaders of Education
- Local Leaders of Education
- National Leaders of Education
- Computing at School: Master Teachers
- Leading Practitioners (this is a localised term used by some local authorities to describe practitioners with outreach roles - note this is not the same as an accredited Lead Practitioner).

## **Summary**

It is highly likely that there are scenarios which are a combination of Model A, B or C or fit neither neatly. Therefore, there may be some refinement required to these categories still.

Specifically, the difference between Model B and Model C is intended to be that Model B is a personal professional accreditation which remains constant across a career, and which requires some degree of ongoing CPD evidencing with a professional body in order to maintain its status, whereas Model C is an employment based role gained through an evidence portfolio, and will likely cease to exist if the employed role ceases to exist. In many cases Model C examples are likely to include government funded posts which are subject to changing policy, and it is important that whatever their current role, teaching excellence is recognised.

This difference is significant because Model B is unlikely to need ongoing moderation for equitability, whereas Model C could have scenarios where a teacher changes their job and ceases to hold the role used as evidence. This does not mean they no longer have the skills or expertise, but they may or may not have alternative ways to evidence this in their current practice (which if they used SLE status to apply as a member, and then sought to upgrade their membership could pose the applicant with a problem which would need supporting to enable them to progress).

The models above have all been collated into the progression table on page 7 which shows how an individual might enter the College of Teaching, and then progress from associate, to member, to fellow. As with the models above, this is hypothesised and needs further refinement as additional partners are engaged into this discussion.



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