

Lead Practitioner Accreditation Explained: Your FAQ Resource

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What is SSAT Lead Practitioner accreditation?

LP accreditation is a rigorous process for improving teaching and learning across a school, network, MAT or region. LP accreditation empowers professionals to improve together, in all settings and phases. Effectively, accredited LPs can turn whole-school priorities into tangible classroom impact, through the professional development of their colleagues. LP accredits 'leaders of learning' from teaching, leadership and support staff.

What are the ten LP standards?

LP accreditation examines competency across these ten LP standards:

1	Communicating and presenting	6	Understanding how learners learn and make progress
2	Negotiating and Influencing	7	Transferring specialist expertise
3	Challenging, developing and innovating	8	Coaching to lead
4	Always learning	9	Negotiating to lead
5	Undertaking research to improve specialist expertise	10	Networking to lead

The Person	Standards 1-4 define the attributes that make up a leader of learning.
The Understanding	Standards 5-7 define the expertise of the aspirant LP.
The Effect	Standards 8-10 define the leadership of the aspirant LP; leading learning and supporting professional development of colleagues with impact on them and their learners.

What makes LP accreditation unique?

A fundamental principle in LP accreditation is that of developing others. The aspiring LP must demonstrate impact on their colleagues' professional development to be successful. There is no upper limit on who will be developed by the aspiring LP, with many LPs having real success in developing colleagues beyond their school and beyond their trust.

Who can apply for LP accreditation?

LP accreditation is open to a wide range of practitioners including support staff, pastoral colleagues, and non-teaching staff such as data managers; as well as teachers and leaders. In short, any practitioner who impacts upon another's professional development can be considered for LP accreditation.

What sort of person is successful as a Lead Practitioner?

SSAT Lead Practitioners (LPs) are outstanding individuals who lead practice within and beyond their own place of work. They not only demonstrate expertise in their field but also lead others to improve their practice, resulting in positive impact on student learning.

Aspiring LPs will:

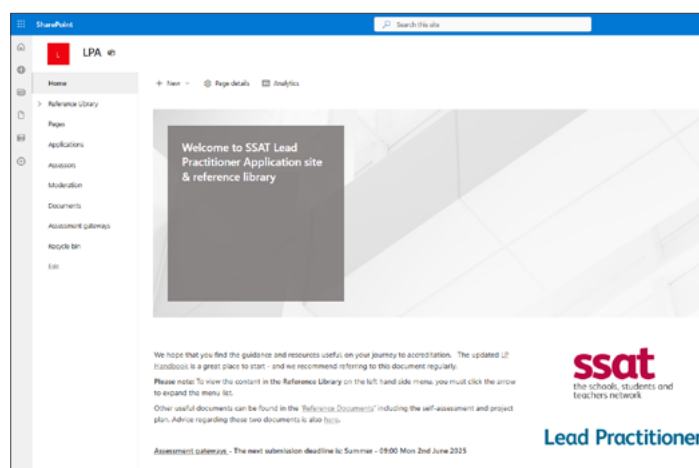
- ▶ Have a track record of high-quality work and credibility in their field, with good communication and presentation skills at all levels.
- ▶ Have the potential to share practice and build a sustainable, collaborative professional learning network.
- ▶ Be creative, inspiring, and resilient, with excellent personal organisation and self-motivation.
- ▶ Possess an enthusiasm for challenge, development & innovation, and a commitment to professional development both of themselves and others.

What sort of time commitment is expected for LP accreditation?

All aspiring LPs have up to two years to submit their portfolio for moderation. The expectation is that LPs will determine the length of time they can commit to the programme depending on their circumstances. Most aim to complete the process within one academic year. In some cases, priorities develop over the course of LP accreditation. The process simply asks the aspiring LP to submit their portfolio in an assessment window, when they are ready (within that 2 year timeframe.)

What support will I receive?

- ▶ Join a national cohort: For all individual aspiring LPs, you have the option of joining a national cohort of LPs, where you will be offered online support seminars and have the opportunity to network with other aspiring LPs from a range of settings.
- ▶ The Lead Practitioner Reference Library: Whether you are an individual LP, or part of a school or LP Learning Centre cohort already benefiting from the tailored support sessions, aspiring LPs are provided with access to a comprehensive reference library offering a range of information, advice, documents and guidance through the processes.



Is Lead Practitioner accreditation an alternative to the National Professional Qualifications (NPQ)?

Whilst welcoming the new NPQs, this professional learning pathway is not always the most appropriate route for some practitioners or their schools. The three specialist NPQs of Leading Teacher Development, Leading Behaviour and Culture, and Leading Teaching would appear to be the closest match to LP accreditation, but in fact, don't go far enough in terms of leading impact beyond the practitioner's immediate team. LP accreditation's impact is closer to impact generated by NPQ for senior leadership (NPQSL) which is school wide, and in many cases LP accreditation's impact is beyond even that; driving impact beyond the school, nationally or internationally in some cases. As SSAT LP accreditation is designed to recognise, celebrate and value leaders of learning, irrespective of their role, and for practitioners who are impacting on the professional development of colleagues (or aspire to) beyond their team, LP accreditation is a better fit than NPQ for most.

Who identifies the focus for the practitioner's efforts?

Through the self-assessment tool and support sessions, LP accreditation encourages and guides aspiring LPs to examine the school improvement priorities in their own setting to establish a focus for their efforts throughout the accreditation timeline. Importantly, this focus will provide evidence towards some of the LP standards, not all, as it seeks to build a holistic picture of the leader of learning. LPs are successful when they can evidence a broad and diverse range of impact, including but not exclusively, school improvement priorities.

What happens after accreditation?

Lead Practitioner is not a post, but a process of professional development, with accreditation serving as a check point along this development journey. The LP standards ensure the aspirant LP asks themselves the right questions at the right time to enable them to develop their knowledge, skills and understanding. This means that LPs are always striving to achieve more, in their own practice and in others' practice – ensuring the learners at the heart of school improvement, are provided with the very best opportunities to excel in learning. This journey continues beyond accreditation.

How long does accreditation last for?

SSAT recognises that LPs must keep their practice and knowledge up to date, exhibit the highest level of skills in terms of negotiating and influencing others, coaching for teaching progress and communicating their ideas both across their own school and the wider teaching community, which means that LP accreditation lasts for 3 years. After 3 years, LPs may apply for re-accreditation, using a shorter case study application process. The re-accreditation process will identify how your practice has remained current through a narrative that references impact across the 10 LP standards.

As a senior leader in my school, why would I establish a cohort of Lead Practitioners?

Accredited status is awarded to individuals, but is most powerful when adopted on a whole-school basis or across a cluster of schools with an LP cohort being supported to:

- ▶ Recruit, retain and develop future leaders of learning.
- ▶ Evaluate each individual's impact, identifying their strengths and areas to develop.
- ▶ Introduce a framework of standards with impact at its core.
- ▶ Build a culture of evidence-informed teaching and learning.
- ▶ Structure a school-wide or trust-wide professional development plan.

SSAT support senior leaders in establishing an LP cohort, starting with a no obligation discussion to explore the cost effectiveness of the programme and its intended impact on school or local improvement priorities.

How do I tailor the programme to our context?

Get in touch! Every school, MAT or region has its own set of unique circumstances, be that the educational setting, learner intake and/or staff body. To get the most out of LP accreditation, LP cohort leaders should arrange for a consultation to tailor a package of support and guidance that suits their context. Purchase of the tailored support sessions attracts a discounted individual LP accreditation fee.

Can I talk to someone in more detail about my requirements for LP?

Get in touch with the LP team who will be happy to help at: lpaccreditation@ssatuk.co.uk

Attributes	Underlying	Developing	Extending	Transforming
<p>LP1:</p> <p>Communicating and presenting</p>	<p>I have shared some of my ideas / approaches with colleagues, but I am not aware of their adoption into practice.</p>	<p>I have presented my ideas / approaches within my team. Some ideas / approaches have been adopted into practice.</p>	<p>I have planned and successfully presented my ideas / approaches with groups outside my team. My ideas / approaches have been adopted into practice.</p>	<p>I have planned and successfully presented my ideas/approaches beyond my institution, such as regionally, nationally or across my Multi Academy Trust.</p> <p>My ideas / approaches have been adopted into practice.</p>
<p>Sign up and access the tools to begin your journey to accreditation.</p>				
<p>LP2:</p> <p>Negotiating and influencing</p>	<p>I show sensitivity to the concerns and feelings of other colleagues and do not treat disagreement as disloyalty.</p>	<p>I show sensitivity to the concerns and feelings of others and treat disagreement as professional not personal, developing people within my team through coaching and debriefing.</p>	<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 beyond my team through coaching and debriefing. I have the skills to empower and motivate people to achieve goals.</p>	<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 beyond my institution to achieve excellence, through coaching and debriefing. I can demonstrate that I have empowered and motivated people to achieve goals.</p>
<p>LP3:</p> <p>Challenging, developing and innovating</p>	<p>I have worked systematically to support and develop a colleague.</p>	<p>I have developed and led an area of innovation within my team, challenging existing practice and inspiring change.</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 teaching and learning beyond my team.</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.</p> <p>This has had a measurable impact on teaching and learning beyond my institution, such as regionally, nationally or across my Multi Academy Trust.</p>
<p>LP4:</p> <p>Always learning</p>	<p>I have identified personal goals to improve my knowledge and skills and assisted a colleague in identifying their goals.</p>	<p>I have taken action to achieve my goals, to develop my knowledge and experience and to continue learning. I have my own goals and their goals.</p>	<p>I have consistently and collaboratively reflected on evidence about learning, my practice, and the practice of my colleagues and myself, and skills with the intention of pursuing and achieving excellence in the classroom.</p>	<p>I have consistently and collaboratively reflected on evidence about learning, my practice, and the practice of my colleagues and myself, outside my institution, such as regionally, nationally or across my Multi Academy Trust, to identify goals which develop knowledge and skills with the intention of pursuing and achieving excellence in the classroom.</p>
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<p>Find out more</p>				

LPS CRITERIA

Expertise	Underlying	Developing	Extending	Transforming
LP5: Undertaking research to improve specialist expertise	I have identified specific areas where improving my specialist knowledge and skills will enhance learning and I have shared this perception with a colleague.	I have engaged in research to develop my specialist knowledge and skills to enhance teaching and learning within my team.	I have engaged in research to develop my specialist knowledge and skills to enhance teaching and learning beyond my team.	I have engaged in research to develop my specialist knowledge and skills to enhance teaching and learning beyond my institution, such as regionally, nationally or across my Multi Academy Trust.
LP6: Understanding how learners learn and make progress	I have an understanding of how adults, children and young people learn. I have shared my understanding with another colleague.	I have an understanding of how adults, children and young people learn. I have shared my understanding within my team.	I have an understanding of how adults, children and young people learn. I have demonstrated my understanding by leading professional learning, modelling a range of approaches	I have in-depth understanding of how adults, children and young people learn and the factors that help or hinder their learning. I can unpick what is transferable and adapt to other contexts. I have led professional learning, modelling a range of approaches to teaching and learning beyond my institution, such as regionally, nationally or across my Multi Academy Trust.
LP7: Transferring specialist expertise	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.	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 within my team.	<p>As a result of reflecting and researching I have developed ideas and resources rooted in evidence.</p> <p>I have trialled and evaluated resources and training materials for the purpose of meeting identified learner needs with colleagues outside my team.</p>	As a result of reflecting and researching I have developed ideas and resources rooted in evidence. I have trialled, evaluated, and refined resources that have a positive impact on teaching and learning beyond my institution, such as regionally, nationally or across my Multi Academy Trust.

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LPS CRITERIA

Leadership	Underlying	Developing	Extending	Transforming
LP8: Coaching to lead	<p>I have challenged and stimulated another colleague to take increasing control of their own learning.</p> <p>I am experimenting with strategies and tools to build effective coaching techniques appropriately.</p>	<p>I have challenged and stimulated colleagues in my team to take increasing control of their own learning.</p> <p>I use effective coaching techniques appropriately in each situation, even when I don't know their context well.</p>	<p>I have challenged and stimulated practitioners outside my team to take increasing control of their own learning.</p> <p>I use effective coaching techniques appropriately in each situation, even when I don't know people well.</p> <p>I have modelled coaching, so that others beyond my team can evaluate and replicate my coaching success.</p>	<p>I have challenged and stimulated practitioners beyond my institution such as regionally, nationally or across my Multi Academy Trust, to identify their own goals, learning processes and solutions.</p> <p>I consistently use effective coaching techniques appropriately in each situation. My coaching is geared to enabling professional learners to take control of their own learning.</p> <p>I have modelled coaching, so that others outside my institution can evaluate and replicate my coaching success.</p>
LP9: Negotiating to lead	<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>I have led my team to change one aspect of their approach to contribute to institution improvement by responsibility within my team.</p>	<p>I have led an area of change outside my team that contributes to whole institution improvement. I have collective responsibility with others.</p>	<p>I have led sustainable change both within and outside my institution, monitoring impact in my own and workplaces to improve teaching and learning beyond my institution, such as regionally, nationally or across my Multi Academy Trust. I have successfully promoted collective responsibility and ownership in other people and provided models for use nationally.</p>
LP10: Networking to lead	<p>I have established a professional learning network.</p> <p>I can demonstrate examples of what my professional learning network is achieving.</p>	<p>I have established a professional learning network within my team.</p> <p>I can demonstrate examples of what my professional learning network is achieving.</p>	<p>I have established a professional learning network beyond my team. I have utilised technologies to include online dialogue where face to face networking is not feasible.</p> <p>I can demonstrate examples of what my professional learning network is achieving.</p>	<p>I have developed, refined, and contributed to professional learning networks beyond my institution such as regionally, nationally or across my Multi Academy Trust. I have utilised technologies to include online dialogue where face to face networking is not feasible.</p> <p>I can demonstrate examples of what my professional learning network is achieving.</p>

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Lead Practitioner Accreditation

Driving excellence in education

Lead Practitioner accreditation is a professional learning process that supports whole-school improvement priorities and builds a culture of evidence-informed teaching and learning.

The SSAT LP Programme unlocks change-agent behaviour in practitioners at all levels. This results in cohorts of high-impact leaders of learning, who foster a culture of collaborative learning, embed a stronger focus on teaching and learning and build capacity for improvement within and across schools.

The Lead Practitioner programme provides:

- ▶ A framework of standards enabling aspirant LPs to identify and set professional development targets for themselves and colleagues.
- ▶ Recognition for individuals achieving a high standard, not only in leading practice for themselves, but also in supporting colleagues to achieve success - by all staff, in all phases.
- ▶ A formative process that encourages evaluation and critical reflection, collaboration and a relentless focus on outcomes for students.
- ▶ Access to a wide range of resources, research and case studies that can be drawn on and shared to improve and develop practice.
- ▶ Opportunity to engage with current regional, national and international developments through the wider network of SSAT Lead Practitioners.

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