

A Guide for Students

Student Leadership KS5 – SSAT Award and how the award might work at KS5 at Tapton School

Aim of the award: To create a bespoke leadership and personal development pathway for each student in key stage 5

Student Leadership Award criteria – Guide to the principles of the award

		Level		
Strands		Bronze	Silver	Gold
Developing myself	1. Commitment	Being punctual & regular	Being dedicated	Getting others involved
	2. Organisation and planning	Knowing what to do	Planning ahead	Organising a group
	3. Communication	Communicating within a group	Communicating outside a group	Communicating with a range of people including in public
	4. Being accountable	Being trustworthy	Having a responsibility	Having responsibility for success
Contributing to my community	5. Being a role model	Behaving well	Being respected	Being respected and helping others become respected
	6. Using my skills to help others	Recognising personal skills	Using skills to help others	Actively looking for opportunities to help others
	7. Understanding my community	Being aware of my community	Contributing to my community	Making a lasting contribution to my community
Working with others	8. Team working	Being part of a team	Working well in a team	Leading a team
	9. Presenting	Telling the audience things	Explaining things to the audience	Convincing the audience
	10. Challenge and reflection	Acting on others' comments to improve	Acting on self-reflection to improve	Acting on my own and others' reflections to improve at the same time

How the assessment criteria works

There are three levels of the accredited award – bronze, silver and gold. You must build and collate a portfolio (folder) of evidence that fully demonstrates your leadership skills across the ten different strands which work across the three themes of ‘developing myself’, ‘contributing to my community’ and ‘working with others’. Specific guidance will be provided about what you could include in your portfolio for each strand – **please see the examples in the table given below**. The award will run for one year from February half term 2017 until February half term 2018. There will be interim meetings during this time where you will need to bring along your portfolio to ensure that you are keeping up-to-date with the collection of your evidence.

Remember that the bronze level can be largely achieved through demonstrating effective learning behaviours in the classroom as well as making a small commitment to volunteering and helping out within the school community. Silver and gold demand a greater commitment to leading and influencing others and require a greater contribution to the school and / or local community that extends significantly beyond the level required for bronze. If you have lots of other commitments then you can start with bronze and enhance your evidence in the future to progress towards silver or gold.

To gain silver ALL the ten strands must be achieved at a ‘silver’ level i.e. if one strand is bronze and all the others achieve the silver criteria then you would still be awarded the bronze level accreditation. The same criteria is applied to the gold level of the award i.e. you again must achieve a gold standard across all the ten strands to achieve the gold accreditation.

This table below illustrates SOME of the areas where you could gain evidence and acquire and develop a range of leadership experiences. This is not an exhaustive list nor is it meant to be limiting but should provide guidance on the levels expected to achieve the bronze, silver or gold standards. Students undertaking this award are expected to role model the ethos of Tapton School:

‘Valuing everyone, caring for each other and achieving excellence.’

Examples of the evidence you could provide to fulfil the SSAT student accreditation

		Level		
Strands		Bronze	Silver	Gold
Developing Myself (Resilience and Resourcefulness)	<ul style="list-style-type: none"> Commitment 	<p><u>Being Punctual and Regular</u></p> <p>96% or above attendance and consistently punctual to lessons and morning registration during the course of three terms from the start of the award. In addition, you may wish to evidence your commitment towards an extra-curricular club and / or external activity.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> Copy of attendance data from SIMS / tracking data. Teacher / tutor comments on your attendance and punctuality within your end of year Y12 report. 	<p><u>Being Dedicated</u></p> <p>Attendance at additional workshops or sessions – extension of learning beyond the lesson...</p> <p>Extra-curricular activity involvement:</p> <ul style="list-style-type: none"> - Sport - Drama - Music - Thursday Science Lectures - Other lectures – careers and university information seminars. Aspiration and Excellence seminars. - Attendance at events beyond school that encourage wider and extended learning. - Attendance at student leadership seminars. - Cultural theory club. 	<p><u>Getting Others Involved</u></p> <p>Running subject-based workshops and sessions to help other students. (master classes – can be to any year group)</p> <p>Coaching sessions for sporting activities.</p> <p>Specific help for lower school students or peers</p> <p>Becoming a language assistant in MFL</p> <p>Creating a student group or forum either as part of your subject learning or beyond.</p> <p>Leading others in the workplace or in wider voluntary work.</p> <p>Evidence:</p> <ul style="list-style-type: none"> - Record of attendance - Photographs of the work produced or notes or transcripts that represent your level of dedication – project work etc.

			<ul style="list-style-type: none"> - Other extra-curricular clubs - STEM - EES <p>Work experience / voluntary work.</p> <p>Evidence:</p> <ul style="list-style-type: none"> - Record of attendance - Photographs of the work produced or notes or transcripts that represent your level of dedication – project work etc. - Written evidence from the member of staff in charge. 	<ul style="list-style-type: none"> - Written evidence from the member of staff in charge - Employer’s reference or statement.
<ul style="list-style-type: none"> • Organisation and planning 	<p style="text-align: center;"><u>Know what to do</u></p> <p>Your learning for each subject is placed in a logical order. There is evidence of planning ahead and mapping out future learning and assessments. You could use the relevant planning and steps you have taken to complete a piece of coursework.</p> <p>One or more of the following could constitute as your evidence for this strand:</p>	<p style="text-align: center;"><u>Planning Ahead</u></p> <p>You have planned out a thorough and structured revision timetable or academic year plan showing the assessment structure demonstrating effective time management skills.</p> <p>One or more of the following could constitute as your evidence for this strand:</p>	<p style="text-align: center;"><u>Organising a group</u></p> <p>You have led and organised a group. This could be within a lesson, on an extra-basis or out of school. This could arise from Elements of the Duke of Edinburgh Award or Nation Citizen Service such as the voluntary work (if you are organising others) Sports leadership. Evidence of organisation and leadership through other initiatives such as a Learning Coach, Paired Reader etc.</p>	

		<ul style="list-style-type: none"> • Copies and / or photographs of work. • Tracking data and examples of ‘resilience’ see Learner Level Descriptors. 	<ul style="list-style-type: none"> • A thorough time management schedule. • A thorough revision plan. • A self-designed academic year plan that maps out assessment dates such as examinations, deadlines as well as other events. 	<p>This could be evidenced through work experience / voluntary work.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <p>Evidence:</p> <ul style="list-style-type: none"> - Record of attendance - Photographs of the work produced or notes or transcripts that represent your level of dedication – project work etc. - Written evidence from the member of staff in charge or the students involved.
	<ul style="list-style-type: none"> • Communication 	<p><u>Communicating within a group</u></p> <p>You demonstrate effective communication during either a form discussion or within subject-based group work.</p> <p>One or more of the following could constitute as your evidence for this strand:</p>	<p><u>Communicating Outside a group</u></p> <p>You demonstrate a range of skills to effectively communicate information and ideas to group members via a range</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Emails and other form of correspondence. 	<p><u>Communicating with a range of people including in public</u></p> <p>You demonstrate a range of effective communication skills across a number of events that may include a number of school functions such as open evenings. Alternatively if you are able to demonstrate and evidence your communication skills from conducting a public presentation, conducting a school assembly, presenting to others in</p>

		<ul style="list-style-type: none"> • Copies of cue cards, script, • PowerPoint Presentations, • video evidence, • Transcripts or correspondence. • Tracking information that specifically relates to communication skills / elements of reciprocity within an extended track 	<ul style="list-style-type: none"> • Blogs, relevant social media posts. • Evidence of verbal communication skills – evidence provided from group members or the member of staff supervising. 	<p>a wider forum these experiences could also be used.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> - PowerPoint presentation - Copy of the minutes from a meeting. - Photographic or video evidence. - Written evidence of a script. - Blogs, posts, emails and letters.
	<ul style="list-style-type: none"> • Being Accountable 	<p><u>Being trustworthy</u></p> <p>You undertake different roles either within your form or subject choices that demonstrate responsibility such as collecting in money from a non-uniform day within your form group or reviewing a piece of research for the class in a subject area.</p> <p>This can also be evidenced from a position you may hold within a team or group or through your experience outside of school.</p>	<p><u>Having a responsibility</u></p> <p>You regularly undertake a specific role of responsibility within your form group or within your subject choices such as organising equipment, collecting the form folders, reviewing an article for a subject, being a spokesperson the difference from the ‘bronze’ level is that this is a position that you take on during the academic year or equivalent. This can also be evidenced from experience outside of school. Alternatively, you may develop a specific responsibility within a group or a team through extra-curricular</p>	<p><u>Having responsibility for success</u></p> <p>Either in or out of school you have a role that requires a level of accountability for an ‘outcome’. This could be within learning contexts such as having responsibility for others’ learning such as within the role of a Learning Coach: being assigned to a particular group of students to improve their learning / attainment. This could also be through external voluntary work such as a sports leadership role and / or music, drama or such like.</p> <p>One or more of the following could constitute as your evidence for this strand:</p>

		<p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Sample of work • tracking data – • Learner Level (Y12 6,7 and 8, Y13, 7,8 and 9) and samples of appropriate learning • teacher comments on extended tracking, • Photographic evidence. 	<p>your extra-curricular involvement.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Sample of work • tracking data – • Learner Level (Y12 6,7 and 8, Y13, 7,8 and 9) and samples of appropriate learning • teacher comments on extended tracking, • Photographic evidence. 	<ul style="list-style-type: none"> • Written statement from the member of staff in charge or people involved in the group that you lead. • Photographic / video evidence. • Awards / successes / standards the group might achieve that demonstrate your contribution.
<p>Contributing to my community</p> <p>(Respect, values and attitudes)</p>	<ul style="list-style-type: none"> • Being a role model 	<p><u>Behaving Well</u></p> <p>You are an active learner and regularly contribute in lessons. You role model the ethos of the school community. This could also be evident through wider extra-curricular involvement.</p> <p>One or more of the following could constitute as your evidence for this strand:</p>	<p><u>Being Respected</u></p> <p>You have a position within the school or local community that is a position of esteem. These may include: Learning Coach, Paired Reading, Year / , Student Council, National Citizen Service voluntary component / social action project, D of E – one of the five components, member of the West Forum / Sheffield Youth Cabinet, voluntary work within the local community such as</p>	<p><u>Being respected and helping others become respected</u></p> <p>You are involved in initiatives or groups that enable you to develop the characteristics of others to enable them to value themselves and be valued by others. Again, you may be able to demonstrate and evidence this level of leadership through D of E, NCS etc. You must be actively involved in developing the skills of others. Involvement in extra-curricular activities such as sport, drama and music in the capacity as an influential leader and a role model to</p>

		<ul style="list-style-type: none"> • Tracking - learner level and relevant descriptors (this relates specifically to Respect, values and attitudes strand of LLs) • Examples of appropriate learning where you have contributed to whole class learning. • A sample exemplary work that has been used to model learning for others. 	<p>assisting a scout leader, charity work, fundraising etc. Extra-curricular involvement in range of activities Engineering Education Scheme, music, drama, sport and establishing yourself as someone who is well-respected for the qualities and skills they possess.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Copies of the relevant sections from a log book (in the case of D of E or NCS) • A written statement from the person in charge or individuals involved that you may lead. • Photographic evidence / video. • Relevant correspondence. 	<p>enable others to build self-esteem, confidence and respect.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Written statements from the students involved or person supervising. • Copies of the tasks / lesson plans you have designed to instil the relevant values in the people that you lead and develop. • Any relevant correspondence etc. • Awards celebrations of success or awards achieved by the group that you lead.
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	<ul style="list-style-type: none"> • Using my skills to help others 	<p><u>Recognising Personal Skills</u></p> <p>You have identified a range of strengths that you could use in a leadership context</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Examples of written self- reflection • Teacher comments in your tracking information. • Learner Level data / tracking • Written skills audit. • Relevant sections of a CV and / or personal statement. 	<p><u>Using Skills to help others</u></p> <p>You have identified and applied a range of personal skills that you are using in a leadership context</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Examples of written self- reflection • Teacher comments in your tracking information. • Learner Level data / tracking • Written skills audit. • Relevant sections of a CV and / or personal statement. • Evidence of examples where skills have been used to help others. • This could be from a range of wider awards and / or roles such as D of E, NCS and voluntary work. • Year and / or Student Council. Head Boy Head Girl team. 	<p><u>Actively looking for opportunities to help others</u></p> <p>You are proactive at offering your skills to help others improve, develop or achieve a goal.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • You need to acquire a wider range of evidence than the silver level that shows a variety of situations where you have used specific skills to benefit others. Your evidence might be taken from subject learning contexts and / or extra-curricular involvement. • You may have advertised to members of staff or community groups your willingness to share your skill set to help others. Evidence could be letters of application / other forms of correspondence that demonstrate a
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<ul style="list-style-type: none"> Understanding my community 	<p><u>Being Aware of My Community</u></p> <p>You take an interest in your school and / or the wider community in which you live.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> Taking part in enrichment activities. Attending information events to find out more about initiatives that are run within school or the local community particularly during the start of the academic 	<p><u>Contributing to my Community</u></p> <p>You contribute to your school and / or the wider community in which you live.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> Volunteering to help at open evenings or parents' evenings and other school functions. (evidence – thank you letter from school) Volunteering to help fundraise or charity work with local community 	<p><u>Making a lasting contribution to my community</u></p> <p>You make significant contributions to the life of school and / or your local community that leads to change and development. This could occur across a range of contexts from teaching and learning in the classroom, wider school or local community policy and / or positive change that you lead within a local community group.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> A suitable social action project that creates change or 	

		<p>year after enrichment assemblies and / or meetings.</p> <ul style="list-style-type: none"> • Attending 'Sheffield Future' events or other community based groups to widen your knowledge of community awareness. - You can gather hard copies of any information gathered such as attendance at meetings. 	<p>groups / national charities or similar.</p> <ul style="list-style-type: none"> • You have actively taken part in school-community based initiatives through Sheffield Futures. - You can gather hard copies of any information gathered such as attendance at meetings, emails / correspondence. - Evidence of your continued / regular participation within a school or community-based group. - Evidence gathered from other awards such as D of E, NCS etc. 	<p>development. (this is one of the areas of the NCS)</p> <ul style="list-style-type: none"> • Voluntary work within a range of contexts where you lead change and influence positive personal or group development. - You can gather hard copies of any information gathered such as attendance at meetings, emails / correspondence. - Evidence of your continued / regular participation within a school or community-based group. - Evidence gathered from other awards such as D of E, NCS etc.
Working with others (reciprocity)	<ul style="list-style-type: none"> • Team Working 	<p><u>Being Part of a team</u></p> <p>I have been part of a school team or group. This could be one of many extra-curricular opportunities – ranging from debating club, sports teams, drama, music etc.</p>	<p><u>Working Well in a team</u></p> <p>You must be able to demonstrate that you work cohesively and effectively as part of team. If you have a specific role within a team or group such as treasurer, secretary, fixtures manager or other specific roles that show effective leadership and communication this could be</p>	<p><u>Leading a team</u></p> <p>You must be an effective leader of a group or team. Your evidence needs to highlight the skills that you routinely show such as highly developed interpersonal skills, adaptability, creativity and high levels of emotional intelligence that enable team cohesion and success.</p>

		<p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Records of your attendance. • School headed letter. • Team lists / match reports / results • Written teacher statement. 	<p>used to evidence your skills in this section of the award. Again, you could be involved in school, extra-curricular or externally-based activities that could be used to fulfil this component.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Records of your attendance. • School headed letter. • Team lists / match reports / results <p>Written teacher statement.</p>	<p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Records of your attendance. • School headed letter. • Team lists / match reports / results <p>Written teacher statement.</p> <ul style="list-style-type: none"> • Blogs, relevant social media posts etc.
	<ul style="list-style-type: none"> • Presenting 	<p><u>Telling the audience something</u></p> <p>You have informed others about a current news item, issue, fact or area of learning.</p> <p>One or more of the following could constitute as your evidence for this strand:</p>	<p><u>Explaining things to an audience</u></p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • A copy of the PowerPoint presentation. <p>Copy of the article you have shared.</p>	<p><u>Convincing the audience</u></p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • A copy of the PowerPoint presentation. <p>Copy of the article you have shared.</p>

		<ul style="list-style-type: none"> • A copy of the PowerPoint presentation. • Copy of the article you have shared. 		
	<ul style="list-style-type: none"> • Challenge and reflection <p>(relate to Learner Level Strand of reflectiveness)</p>	<p><u>Acting on others' comments to improve</u></p> <p>You have demonstrated the skills to act on written and / or verbal feedback within a range of contexts that could range from classroom experiences through to the processes you use in other areas to continually develop and improve.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Green pen corrections (or similar) that show action from teacher or peer feedback or self-reflection and improvement. • Teacher comments on extended tracking that identify that verbal or written feedback has 	<p><u>Acting on self-reflection to improve</u></p> <p>You are able to use methods of self-reflection such as D.I.R.T to demonstrate your skills to identify your strengths and weaknesses. You take action to consolidate and improve your areas of weakness. You could also use evidence from course work and how you may have used the process of self-reflection to develop your work. Again. This evidence is not just confined to the classroom. You may wish to use other activities that you might take part in either on an extra-curricular or external basis that demonstrate your skills and habits of self-reflection and improvement.</p> <p>One or more of the following could constitute as your evidence for this strand:</p>	<p><u>Acting on my own and others' reflections to improve at the same time</u></p> <p>You can self-reflect and apply relevant methods of improvement but you can also coach and mentor others to develop reflection and consolidation skills. The evidence for this can be demonstrated from a range of lesson-based, extra-curricular and external activities.</p> <p>One or more of the following could constitute as your evidence for this strand:</p> <ul style="list-style-type: none"> • Hard copies of written feedback that you have given to others to help them develop their learning / work. This could be achieved through a variety of leadership roles such as a learning coach, sports leader,

		<p>been acted on and improvements seen.</p> <ul style="list-style-type: none"> You are reaching the relevant Learner Levels for Y12 (6,7,8) and for Y13 (7,8 and 9) 	<ul style="list-style-type: none"> Hard copies of your learning / coursework / assignments / extended answers that demonstrate the process of self-reflection where you have clearly shown the next steps that you have taken to improve and develop and show the evolution of your learning. If you are involved in elite sport, music or similar activities where you can evidence the processes and skills you have developed to use self-reflection to improve. 	<p>paired reader or other leadership contexts.</p> <ul style="list-style-type: none"> You could also document your own reflections of how you are developing your leadership skills and qualities alongside the students or group that are being led. Keeping a log or learning journal or writing a blog.
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