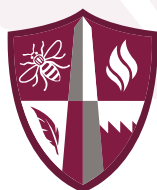


SSAT

Student Leader Evidence

PASSPORT



Rayner Stephens
HIGH SCHOOL



WHAT IS SSAT?

The SSAT is the Schools, Students and Teachers network. Their aim is to help “improve outcomes for all young people.” This means to provide opportunities which educate and inspire students and also recognising the level of commitment shown. Schools, Colleges and Academies across the UK can join the SSAT and it is recognised and well-known by employers.

WHAT IS THE SSAT STUDENT LEADER AWARD?

SSAT Student Leadership Award consists of 3 levels Bronze, Silver and Gold and allows learners to compile evidence of leadership skills and activities from both inside and outside school. This is an exciting opportunity for Learners to be accredited with this nationally recognised award. You don't have to complete all 3 levels, if you think you are gold - GO FOR IT!

WHY DO IT?

Gaining an SSAT Student Leadership award will make you stand out from the crowd in applications and interviews - it's an opportunity to show off what you do!

STUDENT LEADERSHIP ACCREDITATION CRITERIA

Guide to the principles of the award

To gain an award, you must complete all 10 elements at that level.

THEME	SKILL	Level		
		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

COMMITMENT

BRONZE: BEING PUNCTUAL & REGULAR

The student takes responsibility for finding out what is needed to be done to be successful, and ensure that they make the necessary preparations. They ask for help if needed.

EXAMPLE: *If you have missed school work, club etc., you find out for yourself what you need to catch up on **(written notes of what you need and statement signed by teacher, leader)***

If you are beginning a new project (in school, dance club, school council etc.) you find out what you need to be successful **(written notes of what you need and statement signed by teacher, leader)**

SILVER: BEING DEDICATED

The student seeks opportunities to work well with others, and to support others where they can.

Example: Encourage others to get involved and help them to think about what they may need to be successful **(log of what you have done/who you have involved , screenshot of web page and statement signed by teacher, leader and others you have supported)**

Try to work with different groups of people to show that you are seeking opportunities to work with others **(diary of different groups you attend signed by relevant leader)**

GOLD: GETTING OTHERS INVOLVED

The student is committed to the organisation or group and often takes the initiative to solve problems.

EXAMPLE: Being committed to an activity or and group, and using your ingenuity to make the activity or group successful **(log of what you have done/who you have involved/how you solve a problem with the group or activity , screenshot of web page and statement signed by teacher, leader and others you have supported)**

Try to work with different groups of people to show that you are seeking opportunities to work with others and how you deal with problem arise in the groups **(diary of different groups you attend signed by relevant leader and different problem that have been solved from these groups)**



PROFESSIONALISM COMMUNICATION

Date:

Theme:
Developing Myself

Skill:
COMMITMENT

Bronze:
**BEING
PUNCTUAL
& REGULAR**

Silver:
**BEING
DEDICATED**

Gold:
**GETTING
OTHERS
INVOLVED**

What proof do you have to show the skill of commitment
(certificates, screen shots, statement, record of attendance etc)

TEACHER HAS SEEN EVIDENCE

Date

Initial

My supporting statement (this should reflect what you have achieved and explain how the evidence provided reflects the skills needed for the level you are entering for. To support this process, you may want to use PEE: Point, Evidence, Explain.):

ORGANISING AND PLANNING

BRONZE: KNOWING WHAT TO DO

The student has a strategy for being well prepared, and plan ahead. Where appropriate they share their plan with others so all parties know what they are doing.

EXAMPLE: You can use the school planner very well and this is demonstrated by the fact you have never handed a homework in late/had all your equipment **(Statement signed by form tutor)**

You have shared your plan for a project with other members of the group/teacher/leader **(photo of plan, screen shot, copy of plan, email signed by person you shared it with)**

SILVER: PLANNING AHEAD

The student has been involved in planning and organising an event. They took responsibility for a particular area and can show evidence of this

EXAMPLE: You have gone beyond the planning stage, although you can show your planning, and have actually organised part of an event such as a cake sale, fashion show, refreshments, carol service at on old people's home **(photos of event, email, flyers advertising the event verified by others that you took part, statement signed by teacher, leader etc.)**

GOLD: ORGANISING A GROUP

Where there are challenges, the student is proactive in using their organisational and planning skills to solve them. They can demonstrate occasions where they have done this.

EXAMPLE: You have gone beyond the planning stage, although you can show your planning, and have actually organised part of an event such as a cake sale, fashion show, refreshments, carol service at on old people's home. Also demonstrating where you have solve challenges that arises with the planning of the event **(photos of event, email, flyers advertising the event verified by others that you took part, statement signed by teacher, leader etc.)**



SUCCESS COLLABORATION

Date:

Theme: Developing Myself Skill: **ORGANISING AND PLANNING** Bronze: **KNOWING WHAT TO DO** Silver: **PLANNING AHEAD** Gold: **ORGANISING A GROUP**

What proof do you have to show the skill of commitment (certificates, screen shots, statement, record of attendance etc)

TEACHER HAS SEEN EVIDENCE

Date _____ Initial _____

My supporting statement (this should reflect what you have achieved and explain how the evidence provided reflects the skills needed for the level you are entering for. To support this process, you may want to use PEE: Point, Evidence, Explain.):

COMMUNICATION

BRONZE: COMMUNICATING WITHIN A GROUP

The student has used various ways of communicating with their peers, leaders, adults and others. They have done this mainly within a group/team and are gaining the confidence to do so by themselves.

EXAMPLE: You have been able to communicate with others, probably as part of a group. You have shown a range of communication including delivering a PowerPoint in class, spoken about a project, feedback to your form issues raised at student council, delivered an assembly, created a pamphlet **(copy of PowerPoint/assembly part/pamphlet signed by teacher, leader, relevant member of the audience, photo of delivery of presentation)**

SILVER: COMMUNICATING OUTSIDE A GROUP

The student has used communication to give support to others. They use communication confidently in different contexts, and communicate appropriately in different settings.

EXAMPLE: You have been able to communicate to a variety of people in different settings in a way that supports them e.g. helping them to understand something, giving clarity. You may have helped a younger student understand the working of a group they have joined, or given feedback to someone in order to help them improve or you may write a letter in support of someone to your M.P. **(Diary account, copy of feedback etc. signed by relevant person, teacher, leader)**

GOLD: COMMUNICATING WITH A RANGE OF PEOPLE INCLUDING IN PUBLIC

The student has used their communication skills to present information to an audience. They can provide evidence that their communication was an important part of how the group moved forward.

EXAMPLE: You have been able to communicate to a variety of people in different settings in a way that supports them e.g. helping them to understand something, giving clarity. The information that you have presented has helped to develop the group and help the group progress. **(Diary account, copy of feedback etc. signed by relevant person, teacher, leader)**



PROFESSIONALISM COMMUNICATION

Date:

Theme:
Developing Myself

Skill:
COMMUNICATION

Bronze:
**COMMUNICATING
WITH A GROUP**

Silver:
PLANNING AHEAD

Gold:
**COMMUNICATING
WITH A RANGE
OF PEOPLE
INCLUDING IN
PUBLIC**

What proof do you have to show the skill of commitment
(certificates, screen shots, statement, record of attendance etc)

TEACHER HAS SEEN EVIDENCE

Date

Initial

My supporting statement (this should reflect what you have achieved and explain how the evidence provided reflects the skills needed for the level you are entering for. To support this process, you may want to use PEE: Point, Evidence, Explain.):

BEING ACCOUNTABLE

BRONZE: BEING TRUSTWORTHY

The student appreciates the responsibility of being part of an organisation. They represent their organisation well.

Where a specific responsibility is given to them, they work hard to meet it, with support if required.

EXAMPLE: You have taken a role during a team event or project that you have worked hard to succeed in and didn't let the team/group down e.g. sports team, being part of a club, part of a group creating a project at school (**Photo of event, photo of work produced, winners medal, certificates, email of congratulation, statement signed by teacher, leader etc.**)

SILVER: HAVING A RESPONSIBILITY

The student holds a position of responsibility, within their group or organisation. They regularly report back to a leader about how things are going, and act upon advice given.

EXAMPLE: You have taken a position of responsibility e.g. student council rep, sports rep, eco rep, chaplaincy rep etc. and you feedback to a leader how things are going. You can act effectively on feedback (**agenda and minutes of meetings, emails, photo of badge associated with responsibility, statement signed by form tutor, leader etc.**)

GOLD: HAVING RESPONSIBILITY FOR SUCCESS

The student takes their role seriously, and can demonstrate that they reflect on their actions, setting targets to improve. Where appropriate, these are shared with someone else.

EXAMPLE: You have taken a position of responsibility e.g. student council rep, sports rep, eco rep, chaplaincy rep etc. and you can show that you can reflect on your action and set targets to achieve more objectives and where appropriate, you can share this with others (**agenda and minutes of meetings, emails, photo of badge associated with responsibility, statement signed by form tutor, leader etc.**)



INTEGRITY CHARACTER

Date:

Theme:
Developing Myself

Skill:
**BEING
ACCOUNTABLE**

Bronze:
**BEING
TRUSTWORTHY**

Silver:
**HAVING A
RESPONSIBILITY**

Gold:
**HAVING
RESPONSIBILITY
FOR SUCCESS**

What proof do you have to show the skill of commitment
(certificates, screen shots, statement, record of attendance etc)

TEACHER HAS SEEN EVIDENCE

Date

Initial

My supporting statement (this should reflect what you have achieved and explain how the evidence provided reflects the skills needed for the level you are entering for. To support this process, you may want to use PEE: Point, Evidence, Explain.):

BEING A ROLE MODEL

BRONZE: BEHAVING WELL

The student behaves in a way that is appropriate in their group/organisation. This is recognised by others. They are aware of situations that could present difficulty, and strive to 'do the right thing'.

EXAMPLE: You have attendance at or above 96% (or you are working to improve your attendance to this level), excellent attendance at a club, wearing the uniform correctly, you earn merits, been invited to Fabulous Friday etc.-you avoid situations that will result in a sanction such as a detention, letter home etc. If a detention has been received, you work to avoid any more by using strategies; handing in homework etc. **(merit awards, certificates, invitation to Fabulous Friday, punctuality figures, statement signed by form tutor/leader)**

SILVER: BEING RESPECTED

You have been selected to have a position of responsibility e.g. student council rep, form rep, departmental rep, liturgical rep, Eucharistic minister, team captain, deputy. You take this responsibility seriously by attending all relevant meetings and carrying out the functions of your role even when you might prefer to do something else (photo of badge, certificate, list of attendees at meetings, diary of jobs undertaken and completed, statement signed by relevant leader)

EXAMPLE: You have taken a position of responsibility e.g. student council rep, sports rep, eco rep, chaplaincy rep etc. and you feedback to a leader how things are going. You can act effectively on feedback **(agenda and minutes of meetings, emails, photo of badge associated with responsibility, statement signed by form tutor, leader etc.)**

GOLD: BEING RESPECTED AND HELPING OTHERS BECOME RESPECTED

Other people in the organisation respect the student. They have a position of responsibility and authority. They can provide evidence of this.

EXAMPLE: You have been selected to have a position of responsibility e.g. student council rep, form rep, departmental rep, liturgical rep, Eucharistic minister, team captain, deputy. You take this responsibility seriously by attending all relevant meetings and is very well respected by the others in the organisation and have a position of authority. **(photo of badge, certificate, list of attendees at meetings, diary of jobs undertaken and completed, statement signed by relevant leader)**



INTEGRITY CHARACTER

Date:

Theme:
Developing Myself

Skill:
**BEING A
ROLE MODEL**

Bronze:
**BEHAVING
WELL**

Silver:
**BEING
RESPECTED**

Gold:
**BEING RESPECTED
AND HELPING
OTHERS BECOME
RESPECTED**

What proof do you have to show the skill of commitment
(certificates, screen shots, statement, record of attendance etc)

TEACHER HAS SEEN EVIDENCE

Date

Initial

My supporting statement (this should reflect what you have achieved and explain how the evidence provided reflects the skills needed for the level you are entering for. To support this process, you may want to use PEE: Point, Evidence, Explain.):

USING MY SKILLS TO HELP OTHERS

BRONZE: RECOGNISING PERSONAL SKILLS

The student uses their skills in a 'practice' environment, and occasionally share them with an audience or group of others. They are learning how they could use their skills to benefit others.

EXAMPLE: You are practising your skills (dance, academic, music, sport, caring, cooking etc.) You may occasionally share or show your skills to a group (**photo of presentation, demonstrating a skill you are learning at guides, learning a new pattern in a martial art or a new dance, actively taking part in group work that demonstrates your skills-statement signed by teacher/leader**)

SILVER: USING SKILLS TO HELP OTHERS

The student regularly participates in activities where they share their skills with others. This may be in a 'performance' context, taking responsibility for caring for someone else on their own or working 1:1 with another person (**e.g. buddy reading, translating etc.**)

EXAMPLE: You regularly get involved in activities that allow you to share your skills e.g. performance, one-to-one reading support, mentor, sports training of others (Flyer, photos, meeting agendas and minutes, emails, statement signed by teacher/leader)

GOLD: ACTIVELY LOOKING FOR OPPORTUNITIES TO HELP OTHERS

The student uses their own experiences to encourage/train others in their area to share their skills. They can provide evidence to show that my skills have contributed positively to my community.

EXAMPLE: You use the skills that you have gained, to help others be able to share their skills, e.g. performance, one-to-one reading support, mentor, sports training of others (**Flyer, photos, meeting agendas and minutes, emails, statement signed by teacher/leader**)

 **ENDEAVOUR
CREATIVITY**

Date:

Theme:
Developing Myself

Skill:
**USING MY SKILLS
TO HELP OTHERS**

Bronze:
**RECOGNISING
PERSONAL SKILLS**

Silver:
**USING SKILLS TO
HELP OTHERS**

Gold:
**ACTIVELY
LOOKING FOR
OPPORTUNITIES
TO HELP OTHERS**

What proof do you have to show the skill of commitment
(certificates, screen shots, statement, record of attendance etc)

TEACHER HAS SEEN EVIDENCE

Date Initial

My supporting statement (this should reflect what you have achieved and explain how the evidence provided reflects the skills needed for the level you are entering for. To support this process, you may want to use PEE: Point, Evidence, Explain.):

UNDERSTANDING MY COMMUNITY

BRONZE: BEING AWARE OF MY COMMUNITY

The student uses their skills in a 'practice' environment, and occasionally share them with an audience or group of others. They are learning how they could use their skills to benefit others.

EXAMPLE: You are aware of issues that affect our community and are beginning to take an interest in how to make a difference e.g. you have researched relevant issues and chosen one or two that interests you, you have checked to see if there is a local group that you could join or if not, considered creating a group **(web shots of research or groups found, flyer or notice from a school group, emails, attendee list at meeting)**

SILVER: CONTRIBUTING TO MY COMMUNITY

The student regularly participates in activities where they share their skills with others. This may be in a 'performance' context, taking responsibility for caring for someone else on their own or working 1:1 with another person **(e.g. buddy reading, translating etc.)**

EXAMPLE: You have worked as part of a team to plan an event or programme for our community. (flyer, emails, meeting agenda and minutes, photos, statement signed by teacher/leader) This is very similar to strand 2, but the focus here is on the community aspect

GOLD: MAKING A LASTING CONTRIBUTION TO MY COMMUNITY

The student uses their own experiences to encourage/train others in their area to share their skills. They can provide evidence to show that my skills have contributed positively to my community.

EXAMPLE: You are actively looking to work as part of a team, in order to plan an event or programme for the local community. **(flyer, emails, meeting agenda and minutes, photos, statement signed by teacher/leader)**



RESPECT CITIZENSHIP

Date:

Theme:
Developing Myself

Skill:
**UNDERSTANDING
MY COMMUNITY**

Bronze:
**BEING AWARE OF
MY COMMUNITY**

Silver:
**CONTRIBUTING TO
MY COMMUNITY**

Gold:
**MAKING
A LASTING
CONTRIBUTION TO
MY COMMUNITY**

What proof do you have to show the skill of commitment
(certificates, screen shots, statement, record of attendance etc)

TEACHER HAS SEEN EVIDENCE

Date

Initial

My supporting statement (this should reflect what you have achieved and explain how the evidence provided reflects the skills needed for the level you are entering for. To support this process, you may want to use PEE: Point, Evidence, Explain.):

TEAM WORKING

BRONZE: BEING PART OF A TEAM

The student uses their skills in a 'practice' environment, and occasionally share them with an audience or group of others. They are learning how they could use their skills to benefit others.

EXAMPLE: You are able to work well in a team by accepting responsibility for your role but also by being flexible e.g. changing roles if the group needs you to and supporting other members of the team **(work you created before and after you changed your role e.g. PowerPoint slides, log of input given to other group members signed by teacher/leader, emails showing some support)**

SILVER: WORKING WELL IN A TEAM

The student regularly participates in activities where they share their skills with others. This may be in a 'performance' context, taking responsibility for caring for someone else on their own or working 1:1 with another person (e.g. buddy reading, translating etc.)

EXAMPLE: You work very successfully in the group and are able to support others without actually doing their job. When things don't go well you remain positive and work with the group to find a solution. You are able to think of and ask helpful questions that keep the team on track **(copy of ideas/suggestions you have given people to support them, copy of questions you asked and the solutions this led to, diary account of how your group approached the task paying particular attention to how you overcame problems, emails)**

GOLD: LEADING A TEAM

The student successfully leads a team. They understand that different people have different strengths. They can demonstrate that they have worked with others to allocate appropriate roles to the people in their group and have support them to be successful. They can show that they listen to others, learn from feedback, and use comments to improve. They recognise others' success, and praise them for it.

EXAMPLE: You work very successfully lead a group and are able to support others understanding that they have different skills. When things don't go well you remain positive and work with the group to find a solution. You are able to think of and ask helpful questions that keep the team on track. You are able to listen to others for feedbacks and use it to improve your team working. **(copy of ideas/suggestions you have given people to support them, copy of questions you asked and the solutions this led to, diary account of how your group approached the task paying particular attention to how you overcame problems, emails)**



SUCCESS COLLABORATION

Date:

Theme:
Developing Myself

Skill:
TEAM WORKING

Bronze:
**BEING PART OF A
TEAM**

Silver:
**WORKING WELL IN
A TEAM**

Gold:
**LEADING
A TEAM**

What proof do you have to show the skill of commitment
(certificates, screen shots, statement, record of attendance etc)

TEACHER HAS SEEN EVIDENCE

Date

Initial

My supporting statement (this should reflect what you have achieved and explain how the evidence provided reflects the skills needed for the level you are entering for. To support this process, you may want to use PEE: Point, Evidence, Explain.):

PRESENTING

BRONZE: TELLING THE AUDIENCE THINGS

The student has planned a clear presentation and asked for feedback from others. They have used feedback to make improvements to the presentation.

EXAMPLE: You have planned a presentation and before presenting it you asked for feedback that you then used to make improvements **(PowerPoint/written piece, speech before and after improvements signed by person who gave feedback)**

SILVER: EXPLAINING THINGS TO THE AUDIENCE

The student has planned and presented their thoughts to an audience of my choice. Their presentation is informative and engaging. Feedback from their audience is positive.

EXAMPLE: You have planned and presented to an audience. Your work is informative and engaging. You received positive feedback from the audience. **(copy of PowerPoint, written piece, speech and survey of response of the audience-you will need to plan the questions to ask the audience that will allow you to gauge if there has been a positive reaction/sample of responses)**

GOLD: CONVINCING THE AUDIENCE

The student has confidently presented information to an audience, and used their skills to promote their own skills and those of their group/team where appropriate. They can provide evidence of this.

EXAMPLE: You have planned and presented to an audience. Your work is informative and engaging. You received positive feedback from the audience. You are also able to use this to promote your skills. **(copy of PowerPoint, written piece, speech and survey of response of the audience-you will need to plan the questions to ask the audience that will allow you to gauge if there has been a positive reaction/sample of responses)**



PROFESSIONALISM COMMUNICATION

Date:

Theme:
Developing Myself

Skill:
PRESENTING

Bronze:
**TELLING THE
AUDIENCE
THINGS**

Silver:
**EXPLAINING
THINGS TO THE
AUDIENCE**

Gold:
**CONVINCING
THE AUDIENCE**

What proof do you have to show the skill of commitment
(certificates, screen shots, statement, record of attendance etc)

TEACHER HAS SEEN EVIDENCE

Date

Initial

My supporting statement (this should reflect what you have achieved and explain how the evidence provided reflects the skills needed for the level you are entering for. To support this process, you may want to use PEE: Point, Evidence, Explain.):

CHALLENGE AND REFLECTION

BRONZE: ACTING ON OTHERS' COMMENTS TO IMPROVE

The student can set goals, & break the goal down into steps. They are able to show progress in working through the steps. They can talk about success proudly (even if this feels uncomfortable at first!) & can talk about disappointments. They think about what they could have done differently.

EXAMPLE: You can set your own goals and break this down into steps, showing that you can make progress. You are able to talk about successes and disappointments and think about what could be done differently (**after a task, piece of work, presentation, match, performance etc. write down your goals and steps that you then use in the next task etc. The second attempt should show progress e.g. higher mark, better score, more positive feedback. Transcript or summary of conversation/s regarding success and disappointment signed by participants, emails, photo of teacher's comment on work and student response to this, statement signed by teacher/leader after brief discussion of comments**)

SILVER: ACTING ON SELF-REFLECTION TO IMPROVE

The student can demonstrate that they log their successes and progress. They use both successes and disappointments to plan next steps, and set new goals. They don't let disappointment put them off; they are resilient, and use what they learn to improve. They demonstrate this in conversations with others.

EXAMPLE: You log your success and progress and use both to plan next steps/set goals. (excellent use of planner to record success(photocopy relevant pages) and copy of next steps, log of achievements in dance class/music lessons/collection of badges in guides etc. with copy of next steps) You are resilient, not giving up when things don't go well.(Diary account of several attempts before you are successful and how you used experience to change what you did/dates of resits with plan of how to improve) You can talk about this to others. (**Transcript or summary of conversations signed by participants, statement signed by teacher/leader, emails**)

GOLD: ACTING ON MY OWN AND OTHERS' REFLECTIONS TO IMPROVE AT THE SAME TIME

The student has a keen sense of how to use challenge to develop their skills. They expect to make mistakes, and know mistakes are necessary for learning. They set goals that stretch themselves, but that are achievable if they work hard. They weigh up the benefits and risks of next steps, and make sensible decisions.

EXAMPLE: You log your success and progress and use both to plan next steps/set goals that stretch you, but are achievable. (excellent use of planner to record success(photocopy relevant pages) and copy of next steps, log of achievements in dance class/music lessons/collection of badges in guides etc. with copy of next steps) You are resilient, not giving up when things don't go well. (**Diary account of several attempts before you are successful and how you used experience to change what you did/dates of resits with plan of how to improve**) You can talk about this to others and able to weigh up the benefits and risks of the next steps. (**Transcript or summary of conversations signed by participants, statement signed by teacher/leader, emails**)



ACHIEVEMENT CRITICAL THINKING

Date:

Theme:
Developing Myself

Skill:
**CHALLENGE AND
REFLECTION**

Bronze:
**ACTING ON
OTHERS'
COMMENTS TO
IMPROVE**

Silver:
**ACTING ON
SELF-REFLECTION
TO IMPROVE**

Gold:
**ACTING ON
MY OWN
AND OTHERS'
REFLECTIONS TO
IMPROVE AT THE
SAME TIME**

What proof do you have to show the skill of commitment
(certificates, screen shots, statement, record of attendance etc)

TEACHER HAS SEEN EVIDENCE

Date

Initial

My supporting statement (this should reflect what you have achieved and explain how the evidence provided reflects the skills needed for the level you are entering for. To support this process, you may want to use PEE: Point, Evidence, Explain.):

“We endeavour
to achieve
and aspire
to be successful”

