

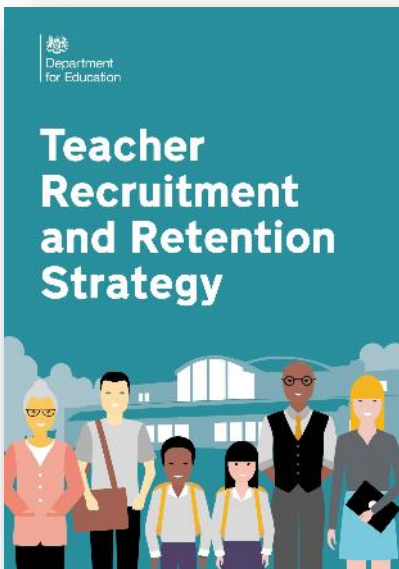


TSH Berkshire NPQ Information Workshop

June 2022

Click [here](#) to access a recording of the session

Understanding the Programmes



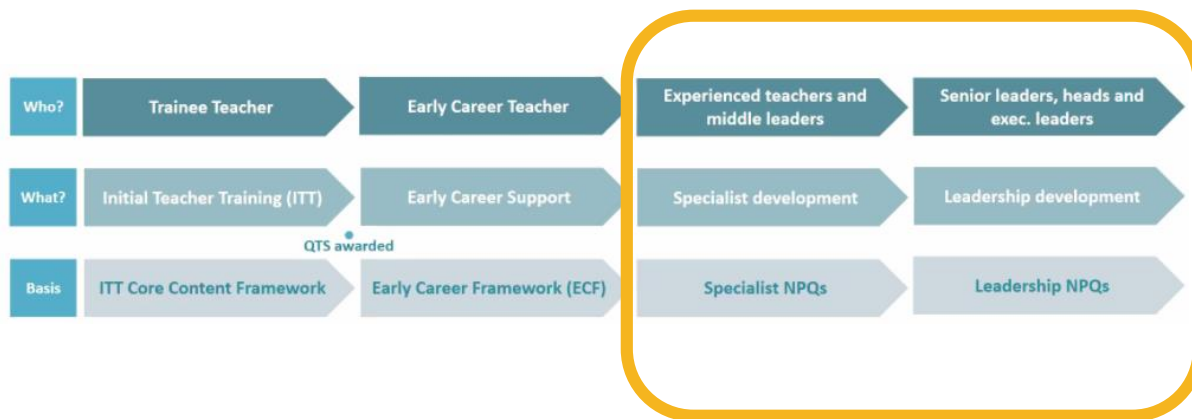
“There are no great schools without great teachers, and no other profession is as important in shaping the lives of the next generation.”

DfE - Teacher Recruitment and Retention Strategy

The Golden Thread

“The most important influences on a teacher’s working life are found in their own school. Where a school’s culture is right, teaching is an inspiring and rewarding job. School leaders are, rightly, responsible for creating this culture.”

DfE - Teacher Recruitment and Retention Strategy



Lead Provider: UCL

- UCL Core Values:
 - Collegiality and trust
 - Openness and optimism
 - Respect and kindness
 - Excellence and integrity

Specialist NPQs

NPQ Leading Teaching	–for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.
NPQ Leading Teacher Development	-for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees or teachers who are in the first two years of their career.
NPQ Leading Behaviour and Culture	-for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.
NPQ Leading Literacy	-for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage, or phase.

Leadership NPQs

NPQ Early Years Leadership	<ul style="list-style-type: none"> - Are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school-based nursery for children aged 0-5 years. • Are, or aspiring to be, a manager of a PVI for children aged 0-5 years. • Are, or aspiring to be, a childminder with leadership responsibilities.
NPQ Senior Leadership	<ul style="list-style-type: none"> - Are, or are aspiring to be, a senior leader with cross-school responsibilities
NPQ Headship	<ul style="list-style-type: none"> - school leader who is aspiring to be, a headteacher or head of school with responsibility for leading a school a headteacher or head of school with responsibility for leading a school. - Are in the first 2 academic years of headship without a NPQH.
NPQ Executive Leadership	<ul style="list-style-type: none"> - Are, or are aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools

National Professional Qualification Content Frameworks

- The NPQ content frameworks are a codification of the essential **knowledge, skills and concepts** that underpin successful leadership of a school. **Domains** set out what those leading a school **should know** and **be able to do** within the specialist areas related to their role and in relation to approaches that **enable their school to keep improving**.
- The programmes aim to develop expertise that is **flexible** and allows participants to respond to the challenges they will encounter in a range of **contexts**. They develop expertise that can be applied to both identifying and addressing **persistent and common challenges in school leadership**.
- “know that...how to”

National Professional Qualification Content Frameworks cont.

NPQLT

Teaching

School Culture

How Pupils Learn

Subject and Curriculum

Classroom Practice

Adaptive Teaching

Assessment

Professional Development

Implementation

NPQLTD

Teaching

Designing Effective
Professional Development

Delivering Effective
Professional Development

Implementation

NPQLBC

Teaching

School Culture

Enabling Conditions for
Good Behaviour

Professional Development

Implementation

NPQLL

Teaching

Professional Development

Implementation

NPQSL / NPQH / NPQEL Domains

School Culture

Teaching

Curriculum and Assessment

Behaviour

Additional And SEND

Professional Development

Organisational Management

Implementation

Working in Partnership

Governance and Accountability

Course Design: UCL Blended Programme Components



UCL NPQ Design and Delivery Framework

Implementation Project

Work-based reflective learning integrating research with practice and aligned to the EEF process model for school improvement.

Module 1 Culture and Ethos

Domains

e.g.
School Culture

Module 2 Curriculum and Teaching

Domains

e.g.
Curriculum
and
Assessment

Module 3 Organisational Effectiveness

Domains

e.g.
Governance
and
Accountability

Equitable Leadership Practices & Behaviours

that improves school outcomes for all children

Learning Audit & Journal

- Individual needs and learning outcomes based on spiral model

Face to Face Events

- Facilitated knowledge exchange events.

Online Learning

- Self directed learning and live online events

Peer Learning Groups

- Solution-focused group events to support leadership learning

Specialist Learning Communities

- Local, regional and nationwide phase, subject and diversity communities.

Work-based Application

- Coaching, mentoring and Inquiry

Assessment

- 90% engagement, formative assessment tasks and final case study summative assessment

Online Self Directed Learning

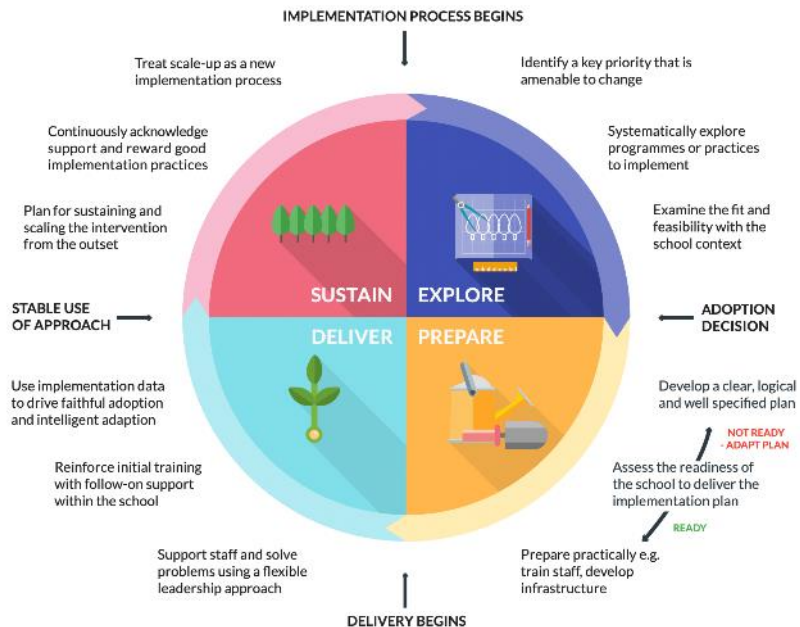
- **Learning Audits** - identify their current strengths and learning needs
- **Domain Digests** - Domain Digests provide research summaries of the knowledge, skills and concepts for each of the domains of the NPQ content frameworks.
- **Case Studies and Exemplification Material (CSEMs)** – CSEMs are additional, focused resources that contextualise specific NPQ framework statements.
- **Discussion Forums:** these are structured on-line discussion areas that participants will be expected to engage with depending on their area of specialism and phase.

Facilitated Face to Face Events

- **Induction Conference** - A face-to-face event designed to provide an overview of the NPQ Specialist programmes, insight into programme delivery, an introduction to Peer Learning Groups, the Personal Learning Journal, compliance and assessment.
- **Peer Learning Groups** – These are small, facilitated group coaching sessions
- **Live Sessions** – These are short taught sessions focusing on specific aspects of the NPQ content framework.
- **Consolidation Conference** – A knowledge exchange event designed to provide participants with opportunities to extend their learning through input from expert key-note speakers, network with other colleagues on their programme and work with programme facilitators on simulation activities.

The Implementation Project

- This is a work-based learning project
- Structured around statements from the Implementation domain.
- The project enables participants to apply their learning in practice.
- The project is intended to align with an aspect of a participant's performance management responsibilities and as such is not included in the overall programme compliance.



Coaching and Support

- **Peer Learning Groups**
- **Line-Manager / Mentor Meetings** - check-in on their progress with their In-School Mentor. The meetings will also provide an opportunity for the mentor to confirm participant engagement with other components of the programme.
- **Discussion Forums** - These are structured on-line discussion areas on UCL eXtend that participants are expected to engage with depending on their area of specialism and phase. These enable participants to engage in professional dialogues with other participants to support their transformation of new learning into practice.

NPQ Module Cycle

Complete Learning Audit
- identify learning needs

Read Domain Digest -
capture reflections in
Personal Learning
Journal

Select further reading
from Case Study and
Exemplification Material
- capture reflections in
Personal Learning
Journal

Complete 2 Formative
Assessment Tasks in
Personal Learning
Journal per term

Feedback through Peer
Learning Group and
Line-manager / Mentor
Check-in

Face to Face Events

National Professional Qualifications Assessment

- **Formative Assessment Tasks** - Participants are required to complete 6 / 8 Formative Assessment Tasks (2 per term) depending on programme.
- **Personal Learning Journal** – while not assessed the Personal Learning Journal is a place where participants can capture their significant learning and reflections.
- **Final Summative Assessment** - In order to pass the NPQ programme participants must complete a Summative Assessment Task. This is to be completed within an 8-day window determined by the DfE after the 12-month period of study (specialist) or 18 month (leadership).

Summative Assessment

- 8 day window for completion

Specialist Programmes (NPQLT/NPQLTD/NPQLBC/NPQLL)

- 1500 words (segmented into 5 question responses)

Leadership Programmes (NPQSL/NPQH/EL)

- 2500 words (segmented into 5 question responses)

NPQ Specialist – Engagement Requirements

To be successful in the qualification **statutory compliance requires participants to engage with 90% of the NPQ programme**. To support participants, the table below outlines the engagement % weighting of the different programme components.

Component	Attendance at Induction Conference	Self-Directed Learning	Peer Learning Groups	Bespoke Discussion Forums	Formative Assessment Tasks	Line Manager / Mentor Meetings	Attendance at Consolidation Conference
%	10	10	20	5	30	15	10
Total Components / Sessions	1 Session	3 Modules	4 Sessions	1 Forum	6 FATS	3 Sessions	1 Session
Tracked by	Registers	VLE Reporting	Registers	VLE Reporting	Mentor Meetings	Mentor Meeting	Register

NPQ Leadership – Engagement Requirements

To be successful in the qualification statutory compliance requires participants to engage with 90% of the NPQ programme. To support participants, the table below outlines the engagement % weighting of the different programme components.

Component	Attendance at Induction Conference	Self-Directed Learning	Peer Learning Groups	Face to Face events	Bespoke Discussion Forums	Formative Assessment Tasks	Line Manager / Mentor Meetings
% weighting	6	10	32	15	6	16	15
Total Components / Sessions	1 Session	3 Modules	4 Sessions	3 Sessions	1 Forum	8 FATS	4 Sessions
Tracked by	Registers	VLE Reporting	Registers	Register	VLE Reporting	Mentor Meetings	Mentor Meeting

Participant Voice:

- “I feel empowered”
- “knowledge is power”
- “theoretical knowledge has supported me to get buy in from staff”
- “opportunities within school”
- “respected by colleagues”
- “enthused by collaboration with colleagues and expert support”
- “flexibility to manage my school workload and complete the learning modules”
- “Implementation project has driven school development priorities...can see the impact on learning”
- “It got me my promotion”

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