



NPQ accredited by



NPQML Participant Information

Updated May 2019

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1. What is involved in the course?

You will complete six modules and a final assessment:

Leading Teaching and Curriculum Excellence

- High quality teaching
- Evidence based learning
- Holding others to account
- Curriculum appropriateness
- Writing work schemes

Strategy and improvement

- Closing the Gap
- Good management strategies
- Change models
- Planning intentional improvement

Increasing Capability

- Leading and developing staff
- Creating an effective team
- Performance management

Leading with Impact

- Monitoring staff
- Effective middle leadership
- Evaluating impact
- Exploring leadership styles

Managing Resources

- Managing resources
- Budgets
- Effective communication
- Leading effective meetings

Working in Partnership

- Understanding values
- Moral purpose
- Leading in a Church context
- System middle leadership

Each module requires up to 50 hours of learning, including:

- 18 hours of face-to-face learning
- Regular sessions with own coach
- 3 hours of self-study prior to each face to face session
- Online learning

Additionally, work on an in-school development project, a minimum of two hours per week.

Our course includes a 360 ° diagnostic test. The diagnostic tool is based around the seven leadership behaviours on which you will be focusing during the programme:

Commitment; Collaboration; Personal Drive; Resilience; Awareness; Integrity; Respect

It is designed to enable you to collect the views of your colleagues (peers, team members, line managers, governors) so you are able to analyse your specific needs and leadership competency areas to target, using the programme and your leadership in school to develop and extend areas of knowledge, understanding and competence.

You will have the opportunity to complete the diagnostic at the start and again at the end of the programme and so judge and reflect on the progress you have made.

2. How long is the course?

The maximum time between the start of the course and final assessment is 18 months.

At the start of your course you will be given your date for final assessment submission.

3. How is the course delivered?

Our face to face sessions are facilitated by experienced senior leaders, with a combination of theoretical and practical knowledge.

Face to face sessions are supported by online learning.

4. How is the course assessed?

Participants must lead an improvement project across their school, lasting at least 2 terms, aimed at improving pupil progress and attainment and the capability of their team.

You must submit a written account of the project to the provider for assessment, demonstrating how you have met the criteria set out. This should cover the initiation, implementation and evaluation of the project. Supporting documents which relate directly to the project should be submitted as evidence and the total word count (excluding supporting documents) should not exceed 4,500 words.

5. What does the course cost?

For the 2019/2020 academic year, the full cost of this qualification will be met by DfE Scholarship funding for applicants that currently work in category 5 and 6 areas (which includes Wolverhampton) and those working in MATs or dioceses which cover those areas; and for applicants who do not already hold the NPQ or have not previously attempted the NPQ for which they are applying. However, if participants withdraw before completion of the course, some charges will apply. Please see the [withdrawal and charging policy](#) for details.

For those applicants who do not meet the above criteria, the cost will be £750

6. What is the role of the coach?

Support from a school based mentor coach is invaluable in the following ways:

- Acting as mentor and critical friend, helping reflection and progress review throughout the programme
- Helping with issues that are highlighted by providing knowledge and expertise in leadership and management
- Working with the Head Teacher (where appropriate) to support development.
- Completing and providing comment on assessment documentation

This role not only helps participants to grow as leaders, but also provides a learning and leadership development opportunity for the coaches themselves. Ideally, these individuals should be from the same school, federation or chain as the participant they are supporting. Evidence from other NCTL programmes demonstrates that this person can add real value to a participant's learning where a commitment is made to the role and time is allocated in a consistent and reliable way.

7. Next Steps

For more information, or to submit your application please see our website:

www.connectedpartnership.com

Alternatively, contact Harinder Jandu, Teaching School Coordinator:

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