



NPQ accredited by



NPQSL

Participant

Information

Updated May 2019

Contents

- 1. What is involved in the course?**
- 2. How long is the course?**
- 3. How is the course delivered?**
- 4. How is the course assessed?**
- 5. What does the course cost?**
- 6. What is the role of the coach/sponsor?**
- 7. Next Steps**

1. What is involved in the course?

You will need to complete six modules and a final assessment project.

Leading Teaching and Curriculum Excellence

- High quality teaching
- Evidence based learning
- Ensuring consistency
- Establishing ethos
- Holding others to account
- Curriculum design and appropriateness

Strategy and improvement

- Whole School 'Closing the Gap'
- Management strategies
- School self-evaluation
- Recognising impact
- Change models
- Whole school planning
- Quality assurance cycles

Increasing Capability

- Leading and developing staff
- Creating an effective workforce
- Continuous Professional Development
- Performance management
- Tackling underperformance

Leading with Impact

- Monitoring and triangulation of evidence
- Effective senior leadership
- Recognising leadership styles and understanding impact

Managing Resources

- Managing resources
- Budgets
- Effective communication
- Leading meetings
- Power of policies and their relevance

Working in Partnership

- Moral purpose and its impact
- Forming and evaluating partnerships
- Leading in a Church context
- System senior leadership

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

- 24 hours of face-to-face learning
- Regular sessions with own coach
- Three 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.

These 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, to reduce variation in pupil progress and attainment and improve the efficiency and effectiveness of teaching.

You must submit a written account of the project for assessment, which aims to evidence the criteria indicated. This should cover the design, 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 5,000 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 £850

6. What is the role of the coach?

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

- Acting as your mentor and critical friend, helping to reflect on and review progress 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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