

# NPQH

## National Professional Qualification for Headship (NPQH)

Our NPQH is a unique and integrated course which not only focuses on the key skills needed for headship but is also informed by both national and international theory and practice. It's a high bar that will challenge and develop talented leaders from all backgrounds to deliver educational excellence.

This is a unique programme being delivered in full partnership with the University of Nottingham's School of Education which could lead directly on to a MA in Educational Leadership and Management if you wish to continue your studies beyond NPQH. The University of Nottingham is a member of the elite Russell Group with one of the top research departments of education both nationally and internationally.

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NPQ accredited by



The University of  
Nottingham



## Why Do Your Leadership Qualifications Through Us?

- Well-established, school-based National Professional Qualifications Leadership Development provider
- Exceptionally high satisfaction, completion and pass rates
- Facilitators and key speakers are outstanding leaders from primary, secondary and special schools
- Range of excellent, diverse placement schools
- Personalised support throughout
- 360 Leadership diagnostics top and tail each programme to allow tracking of progress across the course
- Opportunities for M credits towards the University of Nottingham's Masters in Educational Leadership and Management without extra charge or additional workload
- Easily accessible training venue

## Our Programme

Our programme is delivered through a blended learning approach; a combination of face to face days, on-line learning, school experience, and self – directed study. As a competency based programme there is a focus throughout on the development of skills and understanding alongside leadership behaviours. Whilst on the programme day-to-day leadership development in your current school will allow you to:

- lead on a strategically challenging project
- engage in challenge and support from your coach and/or head teacher
- integrate new learning into your leadership practice
- develop those leadership behaviours identified through the 360 diagnostic
- negotiate and tackle specific whole team/school improvement priorities

Those not currently working in a school will undertake these activities in the school(s) that they have identified, and who have committed to support them.

The course duration is 12 months, including the 9 day placement in a contrasting school, with an expectation that participants go for final assessment within 12-18 months from induction.

## Use of a Leadership Diagnostic

All participants are required to complete a 360 leadership review based around key leadership behaviours. This enables participants to use feedback from peers, those they report to and those that report to them, to celebrate strengths and identify areas for development. Ideally, this review is completed prior to induction. At induction, coaches and participants consider how best to develop identified areas. We encourage the review to be redone at the end of the programme.

## Induction

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### During induction, you will:

- meet your facilitators
- hear from inspirational leaders; themselves past participants
- have the opportunity to discuss your 360 degree diagnostic report with your coach
- gain an overview of the programme to include an understanding of our 'blended learning' approach
- reflect on your desired leadership development outcomes
- gain an understanding of the final assessment process
- gain an understanding of how our on-line platform, Leadership Moodle, can support your learning
- explore the range of high-quality and current resources and activities available on Leadership Moodle
- start to form strong professional relationships with colleagues that you will develop during and beyond the course

## Face to Face Days

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Facilitators, themselves excellent and inspiring leaders, quickly get to know you and your learning needs, following you through from induction to final assessment. You attend 10 face to face training days including induction and focussed school improvement days.

Activities during these days stimulate the sharing of best practice and reflection with key speakers from a range of phases and contexts providing case studies and accounts of practice for critique.

During the programme there will be a school improvement focus day. This will be personalised to meet your needs and may include a thematic visit to another school. Participants carrying out similar themes for their school improvement final assessment projects will be grouped and will work alongside an expert in that area, supported by their facilitators, to ensure you are well prepared for their final assessments.

Content covers six learning areas. Strategy and Improvement, Teaching and Curriculum Excellence, Leading with Impact, Working in Partnership, Managing Resources and Risks, and Increasing Capability. All focus on improving the effectiveness of leadership practice as well as developing behaviours around commitment, collaboration, personal drive, resilience, awareness, integrity and respect.

## Placement

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### This 9 day placement in a contrasting school will enable you to:

- lead on a strategically challenging project
- participate in agreed activity alongside the head teacher of your placement school
- learn from an effective role model
- practise and develop your leadership in a different context
- reflect on key leadership behaviours of highly effective leaders, and identify how to develop your own leadership

We have a large number of schools that wish to host these placements. We have selected good or outstanding schools that cover a range of phases, contexts and challenges. Each is committed to developing aspiring and existing headteachers. In discussion with your head teacher you will select the school you wish to be placed in and we will support you in setting up your placement.

## Support and Challenge Through Coaching

Coaching is an integral part of our leadership programmes. At application, your school is required to identify an appropriately experienced and senior leader/headteacher to act as your coach. As part of your training, we will develop your coaching skills and provide opportunities for peer coaching to take place.

Coaching will give you the opportunity to draw together, and integrate your new learning, reflect on progress, build on strengths and identify any further development required. At application stage, your coach is required to provide a brief supporting statement of their commitment. Coaches may become a reviewer for your 360 diagnostic. Throughout the programme coaches will facilitate the integration of new learning into school-based practice and ensure that participants' improvement projects will enable them to meet the criteria required to pass final assessment. They may also be required to verify the evidence provided by participants for their final assessment.

## Final Assessment

In order to gain the NPQH qualification, participants are required to complete two assessment tasks: one in their own school and one in a placement school.

### Participants must complete the following tasks:

#### Task 1

- Lead a whole-school change programme, lasting at least 2 terms to improve pupil progress and attainment. Present to governing board prior to implementation and gather feedback.
- Submit a written account of the project for assessment which aims to evidence an indicated set of criteria. The account will cover the design, implementation and evaluation of the change programme. This should not exceed 4000 words excluding supporting documents and annexes.

#### Task 2

- Undertake a placement in a contrasting school (for example, by performance, pupil profile, geography etc.) lasting at least 9 working days.
- Research the placement school's current and/or projected resource and capability challenges, and design an action plan to address these.
- Present the plan to the placement school's governing board and gather their feedback.
- Submit a written account of the project to the provider for assessment, which aims to evidence criteria with supporting documents/material as evidence that does not exceed a total word count of 2,500, excluding supporting documents or annexes

Details of this process will be given to you during your induction. Final assessment is competency based and is carried out by an external assessor.

## Costs for 2019-20

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### **£1950 All charges include final assessment fees.**

If you are a member of one of our partner or teaching school alliance schools, or making multiple bookings on behalf of a MAT or other cluster of schools, you may be eligible for up to a 10% discount.

## Masters Credits

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Our Leadership courses have been designed by, and are co-delivered with, the University of Nottingham. Participants on our programmes can gain exemption from up to two Masters modules of the University of Nottingham's MA Educational Leadership and Management degree.

## Booking

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We want to ensure that candidates are truly ready to undertake this programme. Our application forms are designed to help us ascertain this. Sponsors are closely involved in assessing, verifying and endorsing applications.

We will notify applicants when the National Gateway Assessment window opens. Workshops will be available to support you with application writing. To reserve a place on this intake, please contact us to complete a booking form. Following the general election we will ask you to complete the final stages of the booking process to confirm your place on your chosen programme(s).

## Closing Date

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**Closing date for bookings on to this course is 13<sup>th</sup> September 2019.**

## Contact

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For further information or to book please contact:

**email:** [courses@george-spencer.notts.sch.uk](mailto:courses@george-spencer.notts.sch.uk)

**telephone:** 0115 9170100

**website:** <http://www.george-spencer.notts.sch.uk/index.php/training/leadership-courses/npqh>