



NPQSL

National Professional Qualification for Senior Leadership

The NPQSL is an established qualification that provides national recognition of your leadership development and professional achievement as a senior leader. It is aimed at individuals who not only have responsibility for leading a team, but are also involved in leading across teams on a range of issues that affect the whole school or organisation. It is aimed at senior leaders, including experienced middle leaders, deputy heads, SENCOs and ASTs and other senior staff looking for further professional development but not yet within 18 months of headship. You do not have to have completed any prior leadership development programmes to embark upon this qualification.

The NPQSL qualification will support you in becoming a highly effective senior leader, with the skills, confidence and knowledge to contribute to the strategic development of your school or organisation as part of the senior leadership team.

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Why Do Your Leadership Qualifications Through Us?

- Well-established, school-based National Professional Qualifications Leadership Development provider
- Facilitators and key speakers are outstanding leaders from primary, secondary and special 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

The course duration is 12 months 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.

'A really beneficial course overall. Lots of positive speakers, and clearly the alliance knows about the projects and how to deliver them well.'

Participant Feedback 2020

Induction

During induction, you will:

- meet your facilitators
- hear from inspirational leaders; themselves past participants
- 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

Face to Face Days and Online Facilitation

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 a blend of online training and face to face training days.

Activities during the programme 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.

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 NPQSL qualification, participants are required to complete an assessment task in their own school.

Participants must complete the following task:

- Lead an improvement project in their school lasting at least 2 terms to reduce variation in pupil progress and attainment and improve the efficiency and effectiveness of teaching.
- Submit a written report that doesn't exceed 5000 words (excluding supporting documents/materials), demonstrating how you meet the criteria which includes design, implementation and evaluation of the project.

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.

Masters Credits

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 your Place 2020 2021

We want to ensure that candidates are truly ready to undertake this programme. Our application forms are designed to help us ascertain this. To reserve a place on this intake, please click on the links below to complete the application.

George Spencer Cohort

[National Professional Qualification for Senior Leadership \(NPQSL\) – £1,200 pp*](#)

Lincolnshire Cohort offered in collaboration with Lincolnshire Teaching Schools Together

[National Professional Qualification for Senior Leadership \(NPQSL\) – £1,200 pp*](#)

**DfE Scholarship Funding is available to cover course fees for eligible schools working in Opportunity Areas and areas defined in Achieving Excellence Areas as categories 5 and 6. This set of criteria will apply to schools applying before the end of this academic year. A new set of criteria will be published by the DfE from September 2020.*

Closing Dates

July Start Date: 1st July
October Start Date: 25th September

Contact

For further information or to book please contact:

email: courses@george-spencer.notts.sch.uk

telephone: 0115 9170100

Meet the Facilitators

Kate Green

Executive Principal, Portland Spencer Academy and Glenbrook Primary

My name is Kate Green. I am currently Executive Headteacher of Glenbrook Primary School and Portland Spencer Academy - in Bilborough, Nottingham. Both schools are part of the Spencer Academies Trust.

I have been a Headteacher since September 2015, and have helped to move Portland Spencer Academy from a Requires Improvement Ofsted judgement to Good with Outstanding leadership and management and behaviour and personal development. The school has been in the top 10% for progress for 3 consecutive years and is built upon an 'ASPIRE' culture and nurtured through relationships.

I thoroughly enjoy my role as Executive Head and value the importance of collaboration in achieving the best for every child. My previous experience includes: Deputy Headteacher; Assistant Headteacher; English lead and lead teacher; Assessment Lead and PE leader.

I have experience of working with schools across the East Midlands and have worked as part of GSA Teaching School Alliance since they began delivering the NPQs. I have facilitated NPQML and now deliver NPQSL. I am passionate about developing people and enjoy seeing them relate theory and practical examples to their own context and leadership capabilities. It is a pleasure to challenge and support leaders and also to see them turn their insight into action.



Craig Patterson

Deputy Head, Friesland School

My name is Craig Patterson, and I am currently the Deputy Head teacher of Friesland School, a large secondary school in Sandiacre. Since the start of my teaching career in 2005 I have been a Head of Physics, Head of Science, Leader of Science & Technology faculty, member of SLT in charge of data and progress and now Deputy Head.

I have worked with George Spencer on the delivery of their NPQ programme since 2015, firstly on the NPQML and latterly on the NPQSL. I also completed my NPQH with George Spencer in 2016. My range of leadership experience, across a relatively short space of time, allows me to relate real life experiences to each cohort, alongside the theoretical elements of the course. Facilitating the NPQSL is one of the highlights of my job, supporting other leaders, and aspirant leaders, in their careers is something I take genuine pleasure from.

Andy Chisholm

Director of Teaching School, Lincoln TSA

Andrew Chisholm is Director of Lincolnshire Teaching School Alliance, as well as Director of Teaching in the Priory Federation of Academies Trust. Andrew sits on Lincolnshire Learning Partnership Board as the representative of Lincolnshire Teaching Schools Together. He leads the strategic approach to several county-wide initiatives, as well as supporting the improvement strategies for teaching and leadership. Andrew designs and facilitates several leadership programmes at a local level, and has formerly led Teaching and Learning within a Senior Leadership Team, as well as being a Subject Leader and Advanced Skills Teacher in MFL.



Doug Drake

Senior School Improvement Lead, Lincoln TSA

Doug worked as a maths teacher before taking up roles as Advisory Teacher and then Senior Consultant for the local school improvement service. He now works as the Strategic School Improvement Leader for The Priory Federation of Academies Trust and Lincolnshire Teaching School Alliance. He has led and facilitated many maths based programmes including the Subject Leader Meetings, Maths Hub workgroups, the PD Lead accreditation for NCETM and supported the introduction nationally of the Core Maths Qualification. He sits on two Maths Hub Strategic Boards and is a former member of the ACME Outer Circle. Doug holds the NCETM Professional

Development Lead Accreditation in Secondary and Post 16 phases, is a Chartered Mathematician and an Evidence Lead in Education. Doug is involved in designing and facilitating several of the Leadership programmes offered in county including NPQSL and NPQML.



Helen Barker

Head of Kyra Teaching School Alliance & School Improvement

Helen Barker is Head of the Kyra Teaching School Alliance and School Improvement in Lincolnshire, a partnership of over fifty schools focused on their collective improvement and ambition for children. Helen leads the collaborative effort and reciprocal improvement which supports recruitment, teacher training, professional and leadership development, school to school support and school improvement.

Helen's background is in primary teaching and leadership. Previously she was a Headteacher for four years, and one of the 'early adopters' of Peer Review with Education Development Trust's Schools Partnership Programme.

Helen is committed to developing, training and supporting leaders for Lincolnshire's schools, and forging new partnerships to the benefit of all.

