



NPQML

National Professional Qualification for Middle Leadership

The NPQML is an established qualification that provides national recognition of your leadership development and professional achievement as a middle leader. NPQML is aimed at those who are, or are aspiring to become, a middle leader with responsibility for leading a team e.g. a key stage leader, a curriculum area leader, a pastoral services leader, a subject leader, a special educational needs co-ordinator (SENCO), or a head of department. This includes those who are, or are aspiring to be, a middle leader with cross-school responsibilities e.g. a Specialist Leader of Education (SLE). It is designed to support participants in becoming highly effective middle leaders with the skills, confidence and knowledge to drive successful team performance and improved classroom practice.

Contents

National Professional Qualification for Middle Leadership	1
Why Do Your Leadership Qualifications Through Us?	2
Our Programme.....	2
Use of a Leadership Diagnostic.....	2
Induction	3
Face to Face Days and Online Facilitation.....	3
Support and Challenge Through Coaching	3
Final Assessment	4
Masters Credits	4
Booking your Place 2020 2021	4
Closing Dates.....	4
Contact.....	4

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.

'Thank you for all the time and effort that you have put into the course. I feel that I have developed well as a leader due to the evidence based research you have provided and how best I could implement this into my day to day work. Thank you to all the guest speakers we had for the day who were inspiring and provoked thinking to improve practice.'

Participant Feedback 2020

Induction

During induction, you will: The ML is an established

- 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 NPQML 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 aimed at improving pupil progress and attainment and the capability of their team.
- Submit a written report that doesn't exceed 4500 words (excluding supporting documents/materials), demonstrating how you meet the criteria which includes initiation, 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 Middle Leadership \(NPQML\) – £900 pp*](#)

Lincolnshire Cohort offered in collaboration with Lincolnshire Teaching Schools Together

[National Professional Qualification for Middle Leadership \(NPQML\) – £900 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: 8th 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

Ian Armstrong

Deputy Headteacher, Ivy House School

I am currently the Deputy Headteacher at a 2-19 special school in Derby. I am also a SEND and Behaviour Specialist Leader in Education through the inclusive Teaching School Alliance. I have previously been an acting Headteacher, Assistant Headteacher and teacher in an Independent school working with children with SEMH difficulties. Prior to that I was the Deputy Education Manager for an alternative provision working with looked after children with SEMH difficulties. I have also worked in a Mainstream secondary school as a teacher of Physical Education.



Kirsty Ryan

Principal, Wyndham Primary Academy

Kirsty is headteacher of Wyndham Primary Academy, an outstanding primary school at the heart of Derby city. As a Research School, a World Class School and Ofsted outstanding school, we are committed to creating systems which are transparent and owned by all staff. This results in me, as Principal, being able to leave the school, safe in the knowledge that systems will continue. Our ethos of 'Everyone a Leader' is a strong thread, ensuring that all staff are accountable and responsible, and work with integrity. The vision and values for our school are shared and simple, ensuring continual ownership and drive from all stakeholders. The two Vice Principals are clear with the strong system leadership necessary to continually lead and manage our school in my absence. As a trained Olevi coach, I have had many opportunities to coach a substantial number of colleagues. This has included teachers, Assistant Heads, Deputy Heads, and (informally) Heads. I have also trained a wide number of teachers in coaching so they could better support the progression of NQTs. I am passionate about delivering the NPQs and supporting the next tier of leaders. This is where we can benchmark excellence and support all our schools to achieve the best outcomes for all our learners.

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.

