



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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Why Do Your Leadership Qualifications Through Us?

- ④ Well-established, school-based National Professional Qualifications Leadership Development provider
- ④ Facilitators and key speakers are outstanding leaders from primary, secondary and special schools
- ④ Personalised support throughout
- ④ 360 Leadership diagnostics top and tail each programme to allow tracking of progress across the course
- ④ Opportunities for M credits towards the University of Nottingham's Masters in Educational Leadership and Management without extra charge or additional workload
- ④ 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:

- ④ lead on a strategically challenging project
- ④ engage in challenge and support from your coach and/or head teacher
- ④ integrate new learning into your leadership practice
- ④ develop those leadership behaviours identified through the 360 diagnostic
- ④ 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

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.

Placement

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

- ④ 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.
- ④ 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

- ④ Undertake a placement in a contrasting school (for example, by performance, pupil profile, geography etc.) lasting at least 9 working days.
- ④ Research the placement school's current and/or projected resource and capability challenges, and design an action plan to address these.
- ④ Present the plan to the placement school's governing board and gather their feedback.
- ④ 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

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. Sponsors are closely involved in assessing, verifying and endorsing applications.

To reserve a place on this intake, please complete an initial booking form. Following this, you will need to complete the Gateway Application to be assessed through our external provider, NPQ Online.

Step 1: George Spencer Booking Form

George Spencer Cohort

[National Professional Qualification for Headship \(NPQH\) – £1,950 pp*](#)

Lincolnshire Cohort offered in collaboration with Lincolnshire Teaching Schools Together

[National Professional Qualification for Headship \(NPQH\) – £1,950 pp*](#)

Step 2: Gateway Assessment Form for NPQ Online



Closing Dates

July Start Date:

Application Form Deadline: 8th July

Gateway Timeline: 8th June – 6th July

October Start Date:

Application Form Deadline: 25th September

Gateway Timeline: 24th August – 25th September

Contact

For further information or to book please contact:

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

telephone: 0115 9170100

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The University of
Nottingham



Case Study

Blake Francis, Principal

Background:

At the time of applying for the NPQH I was a Vice Principal at a large 11-18 comprehensive secondary academy. Having previously completed the NPQSL programme, worked in various leadership roles and gained significant experience and skills, I decided to make further active steps towards headship. The NPQH was therefore the next logical step to take, in order to further develop as a leader in education.



The programme and impact:

The blended learning structure of the NPQH programme provided a good variety of opportunities for me to reflect and learn. The face to face days were always very good opportunities to hear from experienced leaders and network with other colleagues. I gained a plethora of information and learning opportunities on these days based around research and best practice evidence within different settings. One of the key pieces of learning from this process was understanding the importance of context and how that impacts leadership.

The online learning modules also provided some excellent reading and reflection opportunities, that helped both improve my knowledge of current educational thinking; alongside further developing my own personal leadership values and behaviours.

For me however, the biggest impact on my practice were the two school based project tasks. Whilst the project within my own school setting allowed me to provide greater impact within my role as Vice Principal and learn more along the way, it was the placement project within a contrasting school that provided the best growth and personal reward. I purposely chose a school with a very differing context, so that I could work in partnership with colleagues who faced significantly different challenges to my own school. It was incredibly rewarding to have the opportunity to work alongside and support colleagues within a different setting and provide leadership capacity around one of their key strategic priorities. To hear that the leadership capacity that I had provided had made a significant difference to another school was incredibly rewarding.

Possibly the biggest impact of the NPQH is having the time and space to reflect. This personal reflection is an absolute must to take full advantage of the programme and to achieve greater impact. This reflection, combined with the learning along the journey, gave me greater confidence in taking the next steps towards headship. Since completing the NPQH I have also been successful in securing my first headship position.

I would thoroughly recommend the programme to anyone who wants to develop their leadership skills and experience and take the next steps along their own personal journey.

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Meet the Facilitators

Mary-Alice Lloyd

Until recently I was Vice Principal at George Spencer Academy- several times graded as Ofsted outstanding and a World Class School with IIP status amongst other status'. During my time as VP I led the GSA TSA, East Midlands West Maths Hub, GSA SCITT and the Leadership Curriculum alongside an operational role (Teaching and Learning and CPD) within the Academy.

The Leadership Curriculum that I designed started with an in-house TSA wide Leadership Pathway Programme (our succession planning and talent management programme) followed by the NPQs. I wrote the two successful bids for the NPQ licence, ensured a team of strand leads and facilitators were trained, and worked closely on content with the University of Nottingham to ensure our programmes enabled participants to gain 60 M credits on their Masters in Educational Leadership and Management should they wish to do so . I myself attended NCSL facilitator training and completed on-line facilitator training. I also designed the spiral curriculum for NPQML, SL and H, delivering on all 3 quals. I was the strand lead and principal facilitator for the full NPQH programme. I currently train, support and QA the current strand leads for NPQH as they go through their first year of delivery.

As an Educational Consultant I have current contracts across the East Midlands which include delivery of NPQH in Lincs, designing and delivering programmes for the Derby Research School, carrying out SSIF projects, and Strategy Lead for a Peer Improvement Pathway programme involving 60 schools in Lincs.



Lorraine Tonks

Principal, Chetwynd Primary Academy

Lorraine Tonks is Principal at Chetwynd Primary Academy and has been so for six years. Over her twenty years in teaching, she has experienced working in a range of different contexts including teaching in Edinburgh. Lorraine was previously an Advanced Skills Teacher in English when working for Nottingham City. She has lots of experience facilitating training including extensive work for the Maths Hub as her school were one of the first in the country to successfully embed Mastery maths. Her school has also been recently inspected under the Ofsted framework and was graded as Outstanding in all areas.



Peter Monk

Headteacher, Friesland School

I Started teaching in 1986 and have subsequently worked in two schools for 33 years: at De Lisle Catholic Academy in Loughborough from 1986-2003: Assistant Head of English; Head of Drama; Head of Post-16; and at Friesland School in Sandiacre from 2003-present: Assistant Headteacher i/c Post-16; Deputy Headteacher; Headteacher since 2009. I am an English graduate with an MA in Education Studies from Loughborough University. I have been a practising OFSTED inspector since 2015. I have worked for East Midlands TSA supporting aspirant Headteachers and currently mentor

a new Headteacher within a MAT. I am a serving ASCL council member and have a long association with GSA through the TSA. I really value and am passionate about high quality CPD and am relishing working as a facilitator for NPQH this academic year.