

NPQ Headship

Programme Overview:

Our NPQ Headship programme supports leaders to develop their knowledge and skills around school improvement at the headship level. This programme aims to develop expertise that is flexible and allows participants to respond to the challenges they will encounter in a range of contexts.

For: School leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.

Length: 18 months.

Programme Components

Course	Input	Aims/Key content
Conference	Face to face conference	<p>Aim: Introduces the programme and gives participants opportunity to experience the core components of each course.</p> <p>Key content:</p> <ul style="list-style-type: none"> > The importance of developing expertise as a headteacher. > Overview of the NPQ programme as a vehicle for developing expertise. > Introduction to the simple model of memory and what it means for teaching, teachers and leaders. > Module principles, study and application modules and clinics are all explained and modelled with opportunity for practice.
Course 1 Implementation	3 x asynchronous modules (study then application) 1 x synchronous clinic	<p>Aim: Develop an understanding of effective implementation in educational settings.</p> <p>Modules: Explore; Prepare; Deliver and Sustain.</p> <p>Key content:</p> <ul style="list-style-type: none"> > How headteachers can diagnose the needs of their school and draw on evidence to identify solutions. > How headteachers can prepare their settings for change. > How headteachers can deliver and sustain change. > Exemplification of the implementation cycle.

Course 2 Culture	3 x asynchronous modules (study then application) 1 x synchronous clinic	<p>Aim: Develop an understanding of the importance of culture and how headteachers can create a strong culture.</p> <p>Modules: School culture; Pupil culture; Staff culture.</p> <p>Key content:</p> <ul style="list-style-type: none"> > The definition of culture and its importance in creating positive outcomes for staff and children. > The importance of a culture for children that combines high expectations with high support. > The importance of trusting relationships to building an effective culture for children. > The importance of a positive staff culture combining high expectations, high trust and high support, and how this can support retention and quality of provision.
Course 3 Teaching and Behaviour	3 x asynchronous modules (study then application) 1 x synchronous clinic	<p>Aim: Develop an understanding of effective practice with regards to instruction and behaviour management.</p> <p>Modules: Planning; Effective Instruction; Behaviour.</p> <p>Key content:</p> <ul style="list-style-type: none"> > How headteachers can ensure staff in charge of curriculum are supported to develop curricula that focuses on the knowledge pupils need to learn. > How to ensure subject/phase leads have the expertise and support to embed high quality instruction. > How to build relationships, motivate pupils and ensure that effective behaviour management are deployed.
Course 4 Professional Development	3 x asynchronous modules (study then application) 1 x synchronous clinic	<p>Aim: Develop an understanding of effective professional development to improve practice and outcomes for pupils.</p> <p>Modules: The big ideas; Mechanisms for Professional Development; A Culture of improvement.</p> <p>Key content:</p> <ul style="list-style-type: none"> > The importance of behaviour change as the key indicator of successful professional development. > The nature and importance of staff expertise, and how headteachers can help develop this. > How headteachers can design and deliver professional development to create and sustain behaviour change. > The importance of a supportive culture to enabling effective professional development, and how headteachers can create this.

Course 5 Additional and special educational needs and disabilities	3 x asynchronous modules (study then application)	<p>Aim: Develop an understanding of how to deliver excellent care and education for all children, including those with SEND.</p> <p>Modules: Quality first Teaching; Intervention; Additional behaviour needs.</p> <p>Key content:</p> <ul style="list-style-type: none"> > Identification and response to individual needs, and the statutory response of headteachers regarding SEND. > Adapting teaching and practice to support children who are learning at different rates > The importance of high expectations in supporting children with SEND. > The policies and processes which need to be in place to support SEND, and how leaders can work in partnership with parents and carers as well as specialists in health and education.
Course 6 Curriculum and Assessment	3 x asynchronous modules (study then application) 1 x synchronous clinic	<p>Aim: Understand how to develop an effective curriculum and how to assess children's learning.</p> <p>Modules: Curriculum Design, Literacy Across the Curriculum; Assessment Feedback.</p> <p>Key content:</p> <ul style="list-style-type: none"> > How headteachers can ensure staff in charge of curriculum are supported to develop curricula that focuses on the knowledge pupils need to learn. > How headteachers can improve literacy through strategies and interventions. > Preparing for implementing change. > How headteachers can use assessments and feedback to improve pupil learning.
Conference 2 Decision-making	Face-to-face conference	<p>Aims: Develop understanding of the importance of and approach to good decision-making.</p> <p>Key content:</p> <ul style="list-style-type: none"> > How to gather useful information to inform decision-making. > Different sources of information, such as quantitative and qualitative data. > How to accurately interpret information. > How to identify effective solutions.
Course 7 Organisational Management	3 x asynchronous modules (study then application) 1 x synchronous clinic	<p>Aims: Develop understanding of the critical conditions needed for an organisation to run effectively.</p> <p>Modules: Safeguarding; Resource management; Recruitment and retention</p> <p>Key content:</p> <ul style="list-style-type: none"> > The importance of safeguarding and the duty of care all staff working with children. > How to develop collective understanding of safeguarding, effective policies and processes, and a culture that supports safeguarding. > How to analyse finances, manage resources and generate income. > How to recruit, retain and develop effective staff.

Course 8 Working in Partnership	3 x asynchronous modules (study then application) 1 x synchronous clinic	<p>Aim: Develop understanding of the importance of working beyond the setting, including with families and with other organisations.</p> <p>Modules: Partnership working; Parents and carers; Building capacity</p> <p>Key content:</p> <ul style="list-style-type: none"> > The importance of aligning partnership working to the setting's strategic direction and vision. > The importance of building strong relationships with parents and carers. > How to develop and use robust processes for parental communication, including following up on any complaints. > How headteachers might leverage partnerships with other providers, schools, communities and external organisations, including to support professional development and children's transition to school.
Course 9 Governance and Accountability	3 x asynchronous modules (study then application)	<p>Aim: Develop understanding of the importance of working beyond the setting, including with families and with other organisations.</p> <p>Modules: Managing Accountability; Risk; Effective Governance.</p> <p>Key content:</p> <ul style="list-style-type: none"> > The roles and responsibilities of a range of individuals and bodies and how to engage with them to best effect for pupils. > How to plan for and manage risk, mitigations and contingencies and develop feedback processes and systems to enable continuous improvement. > How headteachers feed into effective systems of governance.
Assessment Preparation Package	1 x asynchronous webinars (in two parts) 1 x synchronous clinic	<p>Aim: Develop an understanding of the NPQH assessment process.</p> <p>Key content:</p> <ul style="list-style-type: none"> > The format of the NPQ assessment. > Applying knowledge and understanding to an example scenario. > Understanding what makes an effective assessment response.

Curriculum Sequence

Our National Professional Qualification in Headship is an 18-month programme, broken down into nine courses. Each course corresponds to a section of the NPQH framework. The order in which participants experience each course has been designed in such a way that previous knowledge is built upon logically. Below is an explanation of the curriculum decisions we have made, why we have made them and how we believe that these decisions will support your leaders to keep getting better.

The first course that participants will encounter is implementation. Implementation is the process of putting into practice a policy or some other evidence-informed idea. We have placed this course at the beginning of the programme because we believe that it is the foundation upon which every other course builds. We know that a core role for our leaders is school improvement. Therefore, knowing how to introduce changes so that they can be both effective and sustained is critical. Once participants have gained

a firm understanding of how to put different strategies into practice, they will be better prepared to learn about the strategies themselves.

Of course, good implementation cannot be driven by our leaders alone; a policy or strategy is only as effective or consistent as the people actually putting it into practice. Without an effective culture, one where all staff feel valued, respected, trusted and supported, even the most carefully devised implementation plans are unlikely to bear fruit. Getting a school's culture right is the second foundational element to school improvement, which is why culture is the second course that participants will experience.

Once these two foundational courses have been covered, participants will move onto the third course within the programme: teaching and behaviour. A school without great teaching and great behaviour cannot be successful, and as a result this is what leaders tend to think about the most.

Having proceeded through a third of the programme, we anticipate that participants will have begun to want to put some of the ideas they will have learnt about into practice. As a result, course four focuses on professional development. Professional development is a critical part of the implementation process, and it attends to how leaders can influence beliefs and behaviours. Additionally, professional development is one of the most effective ways to improve pupil outcomes, and thus builds on the focus on school improvement covered in course three.

With a clearer understanding of how to support staff to make changes in their setting, courses five and six return to some of the strategies that can influence school improvement. How to improve the provision for pupils with special educational needs and disabilities, and the design and delivery of curricula are attended to in these courses.

Having covered both how to put changes into practice, and what changes are most likely to benefit the quality of education that pupils receive, the final three courses focus on the other aspects of running a school. From how to keep pupils and staff safe, and how to manage resources, in course seven, to how to work well with parents and other organisations, in course eight, and finally to the role that governors play and how to get the most out of them.

By designing our curriculum in this way, we hope that participants will see the links between former and future courses. We hope that their knowledge of implementation and culture will help them to see how to adequately prepare the foundations for change. And we hope that their programme will provide a coherent learning journey for them.

We acknowledge that there is no one way to sequence this material. The above is merely an explanation of our thinking. We hope you have found it useful.