

The Humber Teaching School

WITH

Leading Learning Forward

Teaching School Alliance

National Professional Qualifications Programme 2019-20

NPQ Delivery Plan

1st September 2019 to 31st August 2020

Review Date: June 2020

NPQ Lead School

Healing Science Academy

NPQ Partner School

St Hugh's School, Scunthorpe

Accredited NPQ provider



Department
for Education

Department for Education (DfE) Accredited NPQ Providers

Lead NPQ Provider: Healing Science Academy (The Humber Teaching School) in North East Lincolnshire *in association with:*

Lead NPQ Partner: St Hugh's National Teaching School (Leading Learning Forward Teaching School Alliance) in North Lincolnshire

Our vision is to provide a personalised offer, derived from best education and business leadership practice within and across regional, national and international boundaries, for prospective school leaders within the geographical areas of North and North East Lincolnshire and beyond. We will ensure that school leaders within these areas are able to identify and choose to access high quality development opportunities by:

- **Identifying leaders:** Marketing through direct TSA CPD information, marketing, newsletters and websites. Liaison with LAs and their support and promotion. Promotion through Headteacher forums in both authorities. Awareness through Strategic and Alliance Partnerships.
- **Providing choice:** Affordable, transparent costs. Package bespoke to our localities and our challenges. Learning variety on offer. Quality of delivery included (serving Headteachers, experienced Senior Leaders etc), location.
- **Ensuring quality:** resources, presentations and support of the highest standards, consistently.
- **Meeting demand:** responding to individual, group and school leadership demands across the two local authority areas.
- **Meeting need:** responding to needs identified by School Improvement Partners, Local Authority officers and course participants.

We will publish information about the NPQs and the offer on the Teaching School websites and maintain contact with all headteachers and leaders within our geographical areas. We will give presentations to headteacher and teacher forums explaining the opportunities open to them.

We will share information with all school staff that attend our Professional Learning events and will equip School Improvement Partners with information about the NPQs and our local and national offer. Details about leadership development opportunities will be updated as the need arises and at least half termly.

Management, design and delivery

Management, design and delivery of the NPQs will be the responsibility of school leaders from:

- **Healing Science Academy**, rated Outstanding by Ofsted, lead school of the Healing Mixed Academy Trust and home of **The Humber Teaching School** which is currently the only teaching school in North East Lincolnshire
- **St Hugh's School**, an 11-19 Special School and National Teaching School, which is rated Outstanding by Ofsted, is currently the only teaching school in North Lincolnshire and the lead school for **Leading Learning Forward Teaching School Alliance**

Schools will contribute to the continuous quality improvement strategy by:

- Sending representatives to meetings
- Responding to requests for feedback and information
- Contributing to the quality assurance of the qualification programmes

Schools will be closely involved in the recruitment and assessment of all participants by:

- Leading the marketing to, recruitment and assessment of all participants
- Sharing information with each other
- Taking part in quality assurance and assessment sampling
- Reviewing the recruitment and assessment outcomes in meetings

Schools will be closely involved in the design of NPQ content and delivery by:

- Leading the design and writing of content
- Sending leaders and representatives to present and deliver
- Hosting visits and placements
- Contributing feedback to the steering group
- Contributing to the planning for NPQs in both areas

Over 50% provision will be provided by serving school leaders as follows:

- Facilitation of all delivery will be school led
- Serving school leaders will present and run sessions at every stage
- School leaders will host visits and placements
- Provision is expected to exceed 70% delivery by serving school leaders

Governance structure (with roles and responsibilities)

- **NPQ Strategic Board** – consisting of headteacher, HEI, LA and business leader representatives from The Humber Teaching School and Leading Learning Forward Teaching School Alliance chaired and led by the Director of The Humber Teaching School.
- **NPQ Steering Group** – a small group made up of 2 headteachers/school leaders, 3 National, Local & Specialist Leaders of Education (NLE/LLE/SLE) as well as 2 HEI/business representatives and the Directors of HTS/LLF TSA with responsibility for the planning, writing and reviewing delivery of NPQs.
- **School Improvement Planning Group** – a group made up of representatives from schools which will ensure that the NPQs are quality assured and assessed in keeping with the Quality Framework
- **Administration & Financial Support** - provided by the TSA administration staff at the Teaching Schools

Outline of delivery plan

Our plan is to deliver each NPQ over one school year (2 to 3 terms), with face-to-face sessions, coaching and webinar sessions running roughly once a month in the first two terms.

Outline of NPQML course:

| Sessions | Session Description | Learning |
|----------|---|-------------|
| 1 | Induction & Diagnostics | PLAN |
| 2 | Personal Study/Improvement Project | Research |
| 3 | Face-to-Face 1: Strategy & Improvement | Strategy |
| 4 | Face-to-Face 2: Teaching Excellence | Impact |
| 5 | Face-to-Face 3: Online Webinar/Support/Coaching | Leadership |
| 6 | Personal Study/Improvement Project | IMPROVE |
| 7 | Face-to-Face 4: Partnerships | Partnership |
| 8 | Face-to-Face 5: Resources | Resources |
| 9 | School Visits | Impact |
| 10 | Personal Study/Improvement Project | EVALUATE |
| 11 | Coaching/Support | Risks |
| 12 | Face-to-Face 6 or Webinar: Capability | Capability |
| 13 | Project & Assessment | REPORT |

NPQSL and NPQH course outlines on next page

Outline of NPQSL course:

| Sessions | Session Description | Learning |
|----------|---|-------------|
| 1 | Induction & Diagnostics | PLAN |
| 2 | Personal Study/Improvement Project | Research |
| 3 | Face-to-Face 1: Strategy & Improvement | Strategy |
| 4 | Face-to-Face 2: Teaching Excellence | Impact |
| 5 | Face-to-Face 3: Online Webinar/Support/Coaching | Leadership |
| 6 | Personal Study/Improvement Project | IMPROVE |
| 7 | Face-to-Face 4: Partnerships | Partnership |
| 8 | Face-to-Face 5: Resources | Resources |
| 9 | School Exchange | Impact |
| 10 | Personal Study/Improvement Project | EVALUATE |
| 11 | Coaching/Support | Risks |
| 12 | Face-to-Face 6 or Webinar: Capability | Capability |
| 13 | Project & Assessment | REPORT |

Outline of NPQH course:

| Sessions | Session Description | Learning |
|----------|---|-------------|
| 1 | Induction & Diagnostics | PLAN |
| 2 | Personal Study/Improvement Project | Research |
| 3 | Face-to-Face 1: Strategy & Improvement | Strategy |
| 4 | Face-to-Face 2: Teaching Excellence | Impact |
| 5 | Face-to-Face 3: Online Webinar/Support/Coaching | Leadership |
| 6 | Personal Study/Improvement Project | IMPROVE |
| 7 | Face-to-Face 4: Partnerships | Partnership |
| 8 | Face-to-Face 5: Resources | Resources |
| 9 | School Placement | Impact |
| 10 | Personal Study/Improvement Project | EVALUATE |
| 11 | Coaching/Support | Risks |
| 12 | Face-to-Face 6 or Webinar: Capability | Capability |
| 13 | Project & Assessment | REPORT |

The NPQ Content and Assessment Framework will be used to ensure that every delivery and assessment requirement is covered and shared with participants and leaders alike. It will be published on our websites and given to each participant at the start of each NPQ delivery. Any additional course content, as yet to be identified, including diagnostics, presentations and resources will be integrated into the programme as a whole, running pervasively throughout and supporting the key areas identified in the NPQ Content and Assessment Framework.

Time allocations

The time allocations for each NPQ in total will be as follows:

- **NPQML:** 110 hours
- **NPQSL:** 140 hours
- **NPQH:** 175 hours

The provision for different types of study will be delivered as follows:

| Type of study/time allocation (%) | NPQML | NPQSL | NPQH |
|---|-------------|-------------|-------------|
| Leadership training in the work place | 25% | 20% | 20% |
| Challenge and support (coaching/mentoring) | 5% | 5% | 5% |
| Access to high quality resources (research & development) | 5% | 5% | 5% |
| Professional development sessions (face-to-face) | 25% | 25% | 20% |
| Professional development sessions (online/webinar) | 5% | 5% | 5% |
| Professional learning visits/exchange/placement | 5% | 10% | 15% |
| School improvement projects | 25% | 25% | 25% |
| Opportunities for structured reflection | 5% | 5% | 5% |
| Totals | 100% | 100% | 100% |

50% of all provision will be delivered by serving school leaders

All days and sessions of each NPQ level will be facilitated by serving school leaders, usually with SLE, LLE or NLE status. Every face-to-face day will include sessions led by headteachers, senior leaders and middle leaders. Apart from sessions led by lead representatives from Higher Education and Business/Industry, we expect over 70% of provision to be led by serving school leaders.

Please see next page for delivery structure and selection criteria of leaders

Delivery structure

According to the structure of each NPQ, the delivery model in hours for each stage/session will be:

| Sessions | Session Description | NPQML | NPQSL | NPQH |
|----------|--|--------------|--------------|--------------|
| 1 | Diagnostics and Induction | 4 | 4 | 4 |
| 2 | Personal Study/Improvement Project | 12 | 18 | 18 |
| 3 | Face-to-Face 1 | 6 | 6 | 6 |
| 4 | Face-to-Face 2 | 6 | 6 | 6 |
| 5 | Face-to-Face 3 with Coaching/Leadership | 3 | 3 | 3 |
| 6 | Personal Study/Improvement Project | 12 | 18 | 18 |
| 7 | Face-to-Face 4 with Coaching/Partnership | 3 | 3 | 3 |
| 8 | Face-to-Face 5 | 6 | 6 | 6 |
| 9 | Face-to-Face 6 | 6 | 6 | 6 |
| 10 | School Visit/Exchange/Placement | 6 | 18 | 54 |
| 11 | Personal Study/Improvement Project | 12 | 18 | 18 |
| 12 | Coaching/Support | 4 | 4 | 3 |
| 13 | Project & Assessment | 30 | 30 | 30 |
| | Totals | 110 h | 140 h | 175 h |

Selection criteria for recruiting additional individuals and leaders to deliver

The following criteria will be used for selecting and recruiting additional individuals and leaders for the NPQ programmes within Healing, St Hugh's and the associated consortium of schools:

For NPQML: Qualified teacher, system leader (SLE or LLE), and demonstrable good to outstanding leadership over at least a three year period in one or more schools. Experience of attending and/or delivering NPQ programme material.

For NPQSL & NPQH: Qualified teacher or business/educational leader, system leader (LLE or NLE), demonstrable good to outstanding leadership over at least a three year period in one or more schools. Experience of attending and/or delivering NPQ programme material. Current/recent school inspection and school improvement experience.

For all NPQs: Lead representatives from a successful Higher Education, school, business or industry with a background in leadership and management or with relevant research experience.

Please see the next page for assessment & moderation processes

Outline of assessment & moderation

Assessment processes: These will be outlined and published via marketing material, websites, briefings and induction/introduction sessions.

Reliability: Involvement of panel assessment and endorsement as well as moderation. Ideally and as a model of best practice, we will establish moderation with another licence holder also involved in delivery.

NPQML/NPQSL: *Written Assessment:* External and third-party Headteacher assessment with moderation forum and individual QA assessor role assigned. *Face-to-face presentation* of project including data analysis with panel assessment from Headteacher/LLE/ Teaching School Strategic Lead and possible involvement of a school sponsor.

NPQH: *Written Assessment:* External and third-party LLE/NLE/CEO assessment with moderation forum and individual QA assessor role assigned. *Face-to-face presentation* of project including data analysis with panel assessment from LLE/NLE/CEO and possible involvement of the Chair of Governors.

Placement school for NPQH: To be undertaken in unique context of region and suitability with endorsement from LLE and Teaching Schools' Strategic Leads.

Informal assessment of Leadership Behaviours involving school sponsor. Audit and impact assessment at the start of the programme and the same process at the end.

Presentation for final assessment within 18 months: Participants will be offered potential submission windows with a final deadline for submission stated. Inclusion of formal review points of project with Sponsor and/or Teaching School Strategic Lead and/or third party involvement.

Diagnostic assessment: a selection of diagnostic assessment methods will be used as part of the application and induction process for each NPQ, especially in terms of learning behaviours. We will use formative assessment processes, such as report writing and presentations, during the course.

NPQ Course Participant Engagement

The processes to be used to engage with all participants throughout the course and to enable participants to provide feedback on the provider and provision will be:

- Online, face-to-face, webinar sessions, conference calls and telephone surveys
- Session evaluation forms and feedback from line manager/headteacher
- Personal interviews with participants
- Coaching sessions

NPQ course engagement processes

These processes can be summarised as follows:

Start of course

- Online, face-to-face and telephone surveys
- Diagnostic leadership 360 questionnaire
- Written feedback on application

During course

- Session evaluation forms and feedback
- Feedback forms to DfE
- Online webinar sessions/conference calls
- Coaching sessions
- Verbal and written feedback on tasks completed/school improvement projects

End of course

- Follow-up diagnostic leadership 360 questionnaire
- Feedback forms to DfE
- Feedback from the participant's line manager/headteacher
- Verbal and written evaluation and feedback on school improvement projects
- Qualification result letter

6-12 months following end of course

- Online, face-to-face and telephone surveys
- Feedback from the participant's line manager/headteacher
- External evaluation
- Sample group of impact on school improvement

Strategy for continuous improvement of courses

The lead school, supported by the NPQ programme manager(s) and session leaders, will take lead responsibility for delivering, monitoring and evaluating the success of each session and stage within each NPQ. This will be achieved by undertaking strategic and operational reviews which will be reported to the NPQ Strategic Board and NPQ Steering Group. Every course participant involved with the NPQ course programme will be invited to complete a self-assessment review at the end of each session and at the end of the course.

Review processes

The course structure, content and outcomes will be reviewed annually and time given to implementing changes before the start of the next cohort. All groups and individuals involved in delivery and administration of the NPQ programmes will undertake (i) a post-event review, (ii) a termly review, (iii) an annual review.

The Quality Assurance and Assessment Leads will report to the Programme Manager, who will in turn report to the NPQ Strategic Board and NPQ Steering Group. The continuous improvement of the NPQ courses will be central to the School Improvement Planning Meetings of the Lead School and of the Teaching School Alliances. Further consultation and improvement strategies relating to each NPQ course will be gathered from:

- conversations with and surveys of participants
- school improvement leadership planning meetings
- local headteacher network meetings
- SLE and LLE network meetings
- Suggestions from all partners, associates and experts
- DfE feedback
- QAA process

Processes and strategies for the quality assurance of courses

The NPQ Strategic Lead, NPQ Programme Manager(s), Quality Assurance Lead and Assessment Lead will meet annually to review the delivery, course design and assessment processes. A report will be presented to the NPQ Strategic Board, reviewed with the Steering Group and shared with School Improvement Planning Group. The following quality assurance processes and strategies will be employed:

- Quality assurance lead or delegated school leader meets with participants to review delivery at the end of each face-to-face session and at the end of each NPQ course
- Observation of delivery
- Reading and approval of course design and content by QA lead or delegated leader
- Reading and feedback on quality of school improvement projects
- Reading and feedback to assessors on marking of school improvement projects
- Visits to schools hosting NPQ leaders and participants
- Quality assurance of resource materials by school leaders and the Steering Group
- Auditing of financial statements by business manager and external auditors
- Sampling of assessment judgements and projects
- Quality assurance of training facilities, health and safety and cyber-security

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