



Department
for Education

National Professional Qualifications - Mark Scheme

Introduction

This mark scheme sets out how participants must be assessed against the Assessment Criteria as described in the NPQ Content and Assessment Framework.

Assessors must mark participants in accordance with this mark scheme to ensure a nationally consistent approach is taken. The mark scheme will:

- Assure uniformity by ensuring that all participants have achieved a minimum core standard of skills and knowledge across the framework,
- Assure rigour by ensuring that participants have covered many of the criteria comprehensively, and
- Allow participants the flexibility to focus more extensively on the most relevant criteria to their role or development needs (with a less onerous demonstration of the others).

Using the mark scheme

Scoring

The mark scheme is a points-based marking system, with points awarded for successful demonstration of each assessment criterion assessed during an assessment task.

Each assessment criterion is marked out of a maximum of two, where “2” equates to fully demonstrating a criterion; “1” equates to partially demonstrating a criterion; and “0” equates to no relevant evidence provided.

Half marks are not permissible and no weighting is applied to any criterion.

When assessing participants’ work, Assessors must:

- **award a mark out of two for each criterion assessed, using the score descriptors at Annex A.** Assessors will need to use a ‘best fit’ approach and apply their professional judgement to assess whether the participant’s work fits best with the descriptions under the 0, 1 or 2 mark columns.
- **take notes to justify the mark they have given against each assessment criterion**

Pass mark

To pass an assessment task, the participant must:

- a) achieve the overall pass mark for the task (set at around 70% of the total marks available; **and**
- b) score at least a “1” in all of assessment criteria assessed in that task (i.e. a participant will fail if they score a “0” on any criterion)

The table below details the pass mark for each task. For NPQH and NPQEL, participants must pass both assessment tasks in order to be awarded the qualification.

| NPQ level | | Criteria Assessed | Marks available | Pass mark | Additional Requirements |
|-----------|--------|-------------------|-----------------|-----------|---|
| NPQML | | 16 | 32 | 22 | At least a ‘1’ in each assessment criterion |
| NPQSL | | 14 | 28 | 20 | |
| NPQH | Task 1 | 15 | 30 | 21 | |
| | Task 2 | 6 | 12 | 8 | |
| NPQEL | Task 1 | 14 | 28 | 20 | |
| | Task 2 | 12 | 24 | 17 | |

Providers must make participants aware of the minimum standards they must meet in order to pass their NPQ.

Grading

No grade classification is to be applied; participants will either pass or fail. Participants must be advised of their final assessment score, including a breakdown by each assessment criterion (and by each task for NPQH and NPQEL), once all moderation processes are complete. This will enable participants to identify areas for future professional development.

Word Limits

Assessors must not award marks for work that is beyond the word limit specified for that task, unless it forms part of support documents or annexes, which are excluded from the word limit.

Leadership behaviours

Leadership behaviours¹, which describe how leaders operate, are not to be formally assessed or scored through the assessment criteria and tasks.

However, at the beginning of their NPQ, providers must work with participants to evaluate the participant's strength in each leadership behaviour, and plan how the participant will develop these behaviours during their NPQ study. Providers have freedom to determine how this should be done and there is no requirement that this is done by way of a 360° assessment.

Moderation

As set out in the Quality Framework, Providers must establish their own moderation or peer review process. In addition, the Quality Assurance agent will carry out a national moderation of 10% of all assessed work.

Results must not be communicated to participants until this national moderation process for the relevant cohort is complete and the results are confirmed by the Quality Assurance agent.

Resit

Two resits are permitted after the first fail. Three attempts are permitted in total within a two-year period. After the third failed attempt, participants wishing to try again must wait one year and will need to start the course afresh.

Academic misconduct

Providers must have a policy in place, which helps participants employ good academic practices and avoid academic misconduct, and which sets out how suspected cases of academic misconduct will be investigated. The policy must include that collusion and copying another participant's work is academic misconduct. Providers must publish their policy alongside their other programme information, and may wish to include a section on academic misconduct in their agreement with the participant. The Department and the Quality Assurance agent, once appointed, will draw up and issue further guidance on what to do if academic misconduct has been investigated and found to have occurred.

Glossary

A number of terms are frequently used in the score descriptors. Below is a list of those terms and their definitions.

¹ NPQ leadership behaviours across all four levels are: Commitment; Collaboration; Personal Drive; Resilience; Awareness; Integrity; and Respect.

| Term | Definition |
|----------------------|---|
| Analyse | Break down data, information, or research and identify issues, common themes / concepts; identify advantages and disadvantages of approach; show how main ideas are related and why, and why important. |
| Apply | Make use of newly acquired knowledge and skills in the task / project |
| Assess | Use available information to make a judgement / take a decision. |
| Demonstrably | Providing evidence of understanding / use of knowledge and skills in the task / project to positive effect |
| Deploy | Make use of resources or strategies to address an issue. |
| Effectiveness | Producing desired result, impact or outcome. |
| Efficiency | Getting best use of resource with minimum wasted effort or expense. |
| Establish | Secure acceptance for; set up on a permanent basis. |
| Evaluate | Examine strengths and weaknesses, similarities and differences; make points for and against; review evidence from different perspectives and come to a valid conclusion or reasoned judgement. |
| Exploit | Make full use of, and derive benefit from, a resource, knowledge or skill; use to good advantage. |
| Implement | Put into practical effect; carry out. |
| Successfully | Evidence of outcome or impact of approaches / decisions taken. |
| Sustain | Maintain for a period of time relevant to the task / project. |

ANNEX A - SCORE DESCRIPTORS

NPQML – leading a team

Assessment Task: Leading an improvement project within their team, lasting at least 2 terms, to improvement pupil progress (part A) and team capability (Part B)

Word Limit: 4,500 words

Assessment Criteria: 16

Marks available: 32

Pass mark: 22

You are reminded that in addition to the pass mark above, participants must also score at least 1 mark in each assessment criterion in order to be successful in the task, e.g. a '0' will result in the participant failing the task.

| NPQML Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-----------------------------------|---|---|---|--|-------------------------------|
| Tested in Part A | | | | | |
| Strategy & Improvement | 1.1.1 Deploys tools and techniques to manage and analyse data on pupil progress and attainment, at group and individual level | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Deploys tools and techniques to manage and analyse data on pupil progress and attainment at group and individual level; though tools and techniques deployed and/or conclusions drawn or trends identified during analysis are not always the most important/relevant/appropriate (for specified purpose/context) | <ul style="list-style-type: none"> Deploys appropriate tools and techniques to manage data on pupil progress and attainment at group and individual level effectively; analysis of progress and attainment accurately identifies the most important and relevant trends | Raw data analysis |
| | 1.1.2 Designs, evaluates and improves plans in light of data on pupil progress and attainment | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Designs improvement project, evaluates impact and modifies plans; though priorities identified or conclusions drawn are not always consistent with data supplied on pupil progress and attainment | <ul style="list-style-type: none"> Designs an improvement project that identifies priorities that are wholly consistent with data supplied on pupil progress and attainment; evaluates impacts of plans robustly and makes improvements where necessary in important/relevant/appropriate respects. | |

| NPQML Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|---|--|---|--|---|-------------------------------|
| | 1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Deploys change management tools and/or techniques during the design and implementation of plans; though not always the most important/relevant/appropriate (for specified purpose/context). Change not sustained or implemented successfully | <ul style="list-style-type: none"> Deploys the most important/relevant/appropriate/ change managements tools and/or techniques (for specified purpose/context) during the design and implementation of plans, to successfully implement sustainable change at team level | |
| Teaching & Curriculum Excellence | 2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/pedagogical approaches and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses evidence-based domestic and international teaching strategies/pedagogical approaches but not always the most important/relevant/appropriate research and examples (for specified purpose/context) Participant's plans to grow excellent teaching in a team are not always consistent with the most important/ relevant/appropriate findings of their analysis or not grounded in evidence of effectiveness | <ul style="list-style-type: none"> Analyses the most important/relevant/appropriate domestic and international teaching strategies/pedagogical approaches for their specified purpose or context Participant's plans to grow excellent teaching in a team are wholly consistent with the most important/ relevant/ appropriate findings of their analysis and grounded in clear evidence of effectiveness | |

| NPQML Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|--------------------|--|---|--|--|-------------------------------|
| | 2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates curriculum taught by team, identifying strengths and weaknesses; though improvements implemented are not always consistent with the most important/relevant/appropriate findings of their evaluation | <ul style="list-style-type: none"> Comprehensively evaluates curriculum taught by team, implementing improvements that are wholly consistent with most important/relevant/appropriate findings of their evaluation. | |
| | 2.1.3 Implements and evaluates an evidence-based project that improves pupil progress and/or attainment | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Implements and evaluates evidence-based project within a team; though impact of project on pupil progress and/or attainment unclear or inconsistent with specified purpose or priorities | <ul style="list-style-type: none"> Implements and evaluates evidence-based project within a team that demonstrably improves pupil progress and/or attainment in line with specified purpose and priorities | Pupil performance data |

| NPQML Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|----------------------------|---|---|--|---|-------------------------------|
| Leading with Impact | 3.1.1 Exploits different leadership styles and justifies why these have been adopted | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Adopts different leadership styles, though not always most important/relevant/appropriate (for specified purpose/context) Benefits and risks of approaches adopted not fully explained or justified appropriately | <ul style="list-style-type: none"> Adopts different leadership styles successfully to ensure that team meets objectives Benefits and risks of different approaches fully explained and approaches adopted justified appropriately | |
| | 3.1.2 Exploits different communication styles and justifies why these have been adopted | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Adopts different communication styles, though not always most important/relevant/appropriate for specified audience, purpose or context Benefits and risks of approaches adopted not fully explained or justified appropriately | <ul style="list-style-type: none"> Adopts different communications styles successfully, including in challenging circumstances, to communicate confidently and effectively with a range of stakeholders. Benefits and risks of approaches adopted fully explained and justified appropriately | |

| NPQML Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-------------------------------|--|---|--|--|-------------------------------|
| Working in Partnership | 4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Deploys structures and/or processes to establish relationships within and outside of own team; though not always the most important/relevant/appropriate (for specified purpose/context) Barriers to collaboration with important/relevant/appropriate stakeholders collaboration not always overcome | <ul style="list-style-type: none"> Deploys appropriate/ relevant structures and/or processes to overcome barriers to effective collaboration A wide range of important/relevant/appropriate relationships successfully established within and outside of own team, including with more challenging partners/stakeholders | Sponsor comments |
| | 4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Designs and/or delivers plans in collaboration with others inside and outside of team, though not always the most important/relevant/appropriate stakeholders | <ul style="list-style-type: none"> Designs and/or delivers plans successfully through sustained collaboration with important/relevant/appropriate stakeholders inside and outside of team | |

| NPQML Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|---------------------------------------|---|---|--|--|-------------------------------|
| <i>Tested in Part B</i> | | | | | |
| Managing Resources & Risks | 5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Budget provides a basic analysis of the financial and staffing implications of plans, through whole lifetime of plans; though does not always include the most important/relevant/appropriate costs (for specified purpose/context). Some consideration as to how to deliver efficiencies through the lifetime of plans, though not always in the most important/relevant/appropriate areas (for specified purpose/context) or in the context of achievement of team objectives | <ul style="list-style-type: none"> Budget provides a detailed analysis of all relevant financial and staffing implications, during whole lifetime of plans. Consideration given to how efficiencies can be achieved in respect of important/ relevant/ appropriate costs and how these impact on team objectives | Budget |

| NPQML Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|--------------------|--|---|---|--|-------------------------------|
| | 5.1.2 Defines the steps required to successfully implement plans, using a project plan | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Project plan defines some of the steps required to successfully implement plans, though important activities (for specified purpose/context) poorly defined or absent | <ul style="list-style-type: none"> Project plan defines all of the steps required to successfully implement plans | Project plan |
| | 5.1.3 Identifies and mitigates risks in plans, using a risk register | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Risk register demonstrates that some risks in plans are identified and mitigations are in place, though risks and/or mitigations are not always the most important/relevant/appropriate (for specified purpose/context) | <ul style="list-style-type: none"> Risk register demonstrates that all important/relevant risks in plans are identified and relevant/appropriate mitigations are in place (for specified purpose/context) | Risk register |

| NPQML Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|------------------------------|--|---|---|--|-------------------------------|
| Increasing Capability | 6.1.1 Assesses individuals' performance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the school to support them | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Assesses individuals' performance and capability identifies professional development opportunities; though these are not always the most important/relevant/appropriate opportunities (for specified purpose/context) Assessment of individuals' performance unstructured or inconsistent with relevant guidance | <ul style="list-style-type: none"> Assesses individuals' performance and capability methodically, consistent with relevant guidance Accurately identifies most important/relevant/appropriate opportunities targeted professional development opportunities within and beyond the school (for specified purpose/context) | |
| | 6.1.2 Assesses their own performance and capability methodically, identifying appropriate, targeted professional development opportunities for self | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Assesses own performance and capability; though these are not always the most important/relevant/appropriate professional development opportunities (for specified purpose/context) Assessment of performance and capability unstructured and does not draw on relevant tools and techniques | <ul style="list-style-type: none"> Assesses own performance and capability methodically, drawing on relevant tools and techniques and accurately identifying important/relevant/appropriate professional development opportunities for self | |

| NPQML Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|--------------------|---|---|---|--|-------------------------------|
| | 6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of pupil outcomes | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates the impact and cost-effectiveness of professional development; though does not always relate these to important/relevant/appropriate impacts on pupils outcomes | <ul style="list-style-type: none"> Evaluates the impact and cost-effectiveness of professional development in terms of pupil outcomes, explicitly identifying the most important/relevant impacts on pupil outcomes | |

NPQSL – leading across a school

Assessment Task: Leading an improvement project across their school, lasting at least 2 terms, to reduce variation in pupil progress and attainment (part A) and improve the efficiency and effectiveness of teaching (part B).

Word Limit: 5,000

Assessment Criteria assessed: 14

Marks available: 28

Pass mark: 20

You are reminded that in addition to achieving the pass mark above, participants must also score at least 1 mark in each assessment criterion in order to be successful in the task, i.e. a '0' will result in the participant failing the task.

| NPQSL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-----------------------------------|---|---|---|---|-------------------------------|
| <i>Tested in Part A</i> | | | | | |
| Strategy & Improvement | 1.2.1 Deploys statistical and/or data analysis concepts to identify variation in pupil performance and contributing factors, applying the findings to design of own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses performance data to identify variation and contributing factors; though not always using the most important/relevant/appropriate data sources and/or data/statistical analysis techniques (for specified purpose/context) Own project and/or priorities are not always consistent with the most important/relevant findings of their analysis in some respects. | <ul style="list-style-type: none"> Identifies variation in pupil performance and contributing factors through an analysis of important/relevant/appropriate performance data, including own and comparative schools, using appropriate statistical and/or data analysis techniques Own project and priorities for improvement are wholly consistent with the most important/relevant findings of their analysis | Raw data analysis |
| | 1.2.2 Evaluates research into, and examples of, implementing change successfully and applies findings to the design and implementation of own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates research into, and examples of, implementing change successfully, though not always the most important/relevant/appropriate research or examples (for specified purpose/context) Design and implementation of own plans not always consistent with most important/relevant findings of their evaluation in some respects. | <ul style="list-style-type: none"> Evaluates the most important/relevant/appropriate research into, and examples of, implementing change successfully, applying important/relevant/appropriate findings to the design and implementation of own project Own plans implemented successfully with changes sustained | |

| NPQSL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|---|--|---|---|---|-------------------------------|
| Teaching & Curriculum Excellence | 2.2.1 Evaluates teaching quality across a school accurately, exploiting appropriate techniques to gather evidence | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates teaching quality across a school; though not always using the most appropriate techniques for their specified purpose or context to gather accurate evidence on the impact of different teaching interventions or strategies. | <ul style="list-style-type: none"> Deploys a range of important/relevant/appropriate techniques to gather evidence on teaching quality across a school, accurately identifying the impact of different teaching interventions or strategies across a school. | |
| | 2.2.2 Analyses different leadership /management strategies aimed at improving pupil progress, attainment and behaviour and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses different leadership/management strategies aimed at improving pupil progress, attainment and behaviour identifies approaches; though not always identifying those with the greatest impact in reducing variation and improving pupil progress, attainment and behaviour; and/or not always analysing the most important/ relevant/ appropriate strategies for their specified purpose or context. Participant's plans to improve pupil progress, attainment and behaviour are not always consistent with most important/relevant/appropriate findings of their analysis | <ul style="list-style-type: none"> Analyses important/relevant/appropriate leadership/management strategies aimed at improving pupil progress, attainment and behaviour and identifies approaches with the greatest impact in reducing variation and improving pupil progress, attainment and behaviour Participant's plans to improve pupil progress, attainment and behaviour are wholly consistent with most important/relevant/appropriate findings of their analysis | |

| NPQSL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|--------------------|---|---|--|--|-------------------------------|
| | 2.2.3 Designs, implements and evaluates an improvement project that reduces variation in pupil progress and/or attainment across the school | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Designs, implements and evaluates an improvement project across a school(s); though impact on variation in pupil progress and/or attainment unclear or not in line with specified priorities or purpose Participant's role in designing or implementing or evaluating project not always clear. | <ul style="list-style-type: none"> Designs and implements an improvement project across a school(s) that demonstrably reduces variation in pupil progress and/or attainment through improvement Impact of project fully evaluated by participant and important/ relevant/ appropriate improvements identified where necessary. | Pupil performance data |
| | 2.2.4 Exploits opportunities to develop and grow the school curriculum | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses research into, and examples of, curriculum development approaches/techniques; though not always clear how these have been applied to own school's curriculum Makes improvements to school curriculum; though benefits and or risks of changes not always clear or justified | <ul style="list-style-type: none"> Analyses research into, and examples of, curriculum development approaches/techniques and applies findings to improve own school's curriculum, explaining the benefits of changes made. | |

| NPQSL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|----------------------------|---|---|--|---|-------------------------------|
| Leading with Impact | 3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the school | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates relevant research into, and examples of, leadership and motivation and/or influence; though does not always adopt the most important/relevant/appropriate approach for specified purpose/context Evidence of positive impact on others in the school not always clearly demonstrated | <ul style="list-style-type: none"> Evaluates relevant research into, and examples of, leadership and motivation and/or influence to identify approaches with the greatest impact in different situations Adopts the most important/relevant/appropriate approaches (for specified purpose/context), to demonstrably motivate or influence others across the school | Sponsor comments |
| | 3.2.2 Designs and implements a communications plan to promote and/or defend plans, drawing on campaigns and techniques used by other schools | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Designs and implements a communications plan that promotes and/or defends plans; though does not always consider the benefits/risks of communications campaigns and techniques used by other schools; Plan does not always consider the needs/priorities/ motivations of important/ relevant/ appropriate audiences | <ul style="list-style-type: none"> Designs and implements a communications plan that identifies the needs/priorities/ motivations of important/ relevant/ appropriate audiences to successfully promote plans or defend where necessary and considers Fully considers the benefits and risks of communications campaigns and techniques used by other schools and applies these to own communications plan. | Communications plan |

| NPQSL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-------------------------------|---|---|--|--|-------------------------------|
| Working in Partnership | 4.2.1 Establishes and sustains partnerships that build capability and/or improve performance in priority areas for the school | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Establishes and sustains partnerships that facilitate knowledge transfer and/or sharing of best practice in priority areas; though not always with the most important/relevant/appropriate partners/stakeholders (for specified purpose/context) Establishes and sustains partnerships with the most important/relevant/appropriate partners/stakeholders; though evidence of positive impact on school not always clearly demonstrated | <ul style="list-style-type: none"> Establishes and sustains partnerships with the most important/relevant/appropriate stakeholders (for specified purpose/context) that facilitate knowledge transfer and share best practice, with a demonstrably positive impact on relevant school priorities. | Sponsor comments |
| | 4.2.2 Evaluates the effectiveness of partnerships in terms of pupil progress and/or attainment | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates the effectiveness of partnerships; though impact on not pupil progress and/or attainment not always clear | <ul style="list-style-type: none"> Uses tools or techniques to evaluates the effectiveness of partnerships, explicitly assessing their impact on pupil progress and/or attainment | |

| NPQSL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|---------------------------------------|---|---|--|--|-------------------------------|
| <i>Tested in Part B</i> | | | | | |
| Managing Resources & Risks | 5.2.1 Analyses the value for money/cost effectiveness of different options and designs a business case for recommended approach | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Designs a business case that analyses the value for money/cost effectiveness of different options to deploy resources across a school; though does not always use the most important/ relevant/appropriate appraisal tools and techniques to conduct analysis Gives limited consideration of efficiency and effectiveness of different options in achieving school priorities Recommended approach is not always consistent with analysis of value for money/cost effectiveness analysis | <ul style="list-style-type: none"> Designs a business case that comprehensively analyses of the value for money/cost effectiveness of different options to deploy resources across a school, using the most important/ relevant/ appropriate tools and techniques ((for specified purpose/context)) to assess the efficiency and effectiveness of different options in achieving school priorities. | Business case |

| NPQSL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|--------------------|---|---|--|---|-------------------------------|
| | 5.2.2 Implements a risk management plan that systematically assesses, monitors, mitigates and contingency plans for risks | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Implements risk management plan that assesses, monitors, mitigates, and contingency plans for risks; though risks identified, or mitigations/contingencies proposed, are not always the most important/ relevant/ appropriate ((for specified purpose/context)) Monitoring activities are not always systematic or proportionate to the most important/relevant risks | <ul style="list-style-type: none"> Implements risk management plan that systematically assesses, monitors, mitigates, and contingency plans for the most important/relevant/appropriate risks (for specified purpose/context) Monitoring activities and frequencies are proportionate to the nature of the most important/relevant risks identified | Risk management plan |

| NPQSL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|------------------------------|--|---|---|--|-------------------------------|
| Increasing Capability | 6.2.1 Analyses key research into, and examples of, effective professional development and talent management in schools and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses key research into, and examples of, effective professional development and talent management in schools to identify effective practice; though does not always apply the most important/ relevant/ appropriate findings (for specified purpose/context) Own plans not always consistent with, or unclear how they relate to, their analysis of effective practice in some areas | <ul style="list-style-type: none"> Analyses key research into, and examples of, effective professional development and talent management in schools to identify effective practice and applies the most important/relevant/appropriate professional development/talent management practices (for specified purpose/context) to own plans Own plans are wholly consistent with most important/relevant/appropriate findings of their analysis | |
| | 6.2.2 Analyses how professional development provision may need to change over time and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses how professional development provision may need to change over time, identifying factors that drive changing professional development needs, though not always the most important/relevant/appropriate (for specified purpose/context) in some areas Own plans not always consistent with, or unclear how they relate to, their analysis in some areas | <ul style="list-style-type: none"> Analyses of how professional development provision may need to change over time, accurately identifying the most important/relevant/appropriate factors that drive changing professional development needs (for specified purpose/context) Own plans are wholly consistent with most important/relevant/appropriate findings of their analysis | |

NPQH – leading a school

Assessment Task 1: Leading a change programme, at whole school level, to improve pupil progress and attainment

Word Limit: 4,000

Assessment Criteria: 15

Marks available: 30

Pass mark: 21

You are reminded that:

- In addition to achieving the pass mark above, participants must also score at least 1 mark in each assessment criterion in order to be successful in the task, i.e. a '0' will result in the participant failing the task.
- Participants must pass both assessment tasks for NPQH to be awarded the qualification

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-----------------------------------|--|---|--|--|-------------------------------------|
| Strategy & Improvement | 1.3.1 Analyses the implications of changes in the external and strategic environment and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Identifies drivers of change in the external/strategic environment and analyses the impact of these on own school; though does not always identify the most important/relevant/appropriate impacts (for specified purpose/context) Own plans not always consistent with, or unclear how they relate to, their analysis in some areas | <ul style="list-style-type: none"> Identifies the drivers of change in the external/strategic environment and analyses the impact of these on own school, accurately identifying the most important/relevant/appropriate impacts (for specified purpose/context) and designing plans that are wholly consistent with this analysis | |
| | 1.3.2 Deploys critical thinking and statistical and/or data analysis tools, techniques and concepts during the design of own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Uses critical thinking and statistical and/or data analysis tools to identify trends impacting schools and define strategic priorities; though does not always identify the most important/relevant/appropriate trends or strategic priorities Does not always deploy the most important/relevant/appropriate tools, techniques or concepts for specified purpose/context | <ul style="list-style-type: none"> Deploys the most important/relevant/appropriate critical thinking and statistical and/or data analysis tools, techniques and concepts (for specified purpose/context) to accurately identify the most important trends impacting on the school's performance and define its strategic priorities Own plans, decisions and organisational strategy are wholly consistent with the most | |

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-------------------------|---|---|--|--|-------------------------------------|
| | | | <ul style="list-style-type: none"> • Own plans, decisions and organisational strategy are not always consistent with the most important/relevant/appropriate trends or strategic priorities identified | <p>important/relevant/appropriate trends impacting the school and strategic priorities identified</p> | |
| | <p>1.3.3 Collaborates with the governing board during the design and implementation of plans, describing the benefits of doing so</p> | <ul style="list-style-type: none"> • No relevant evidence submitted by participant | <ul style="list-style-type: none"> • Collaborates with the governing board during the design and implementation of plans; though own plans not always consistent with, or unclear how they relate to, governing board's feedback, vision and/or strategy • Does not always clearly articulate and/or reflect upon the benefits of governing board's oversight and input • Does not always seek the governing board's input at the most important/relevant/appropriate stages in project | <ul style="list-style-type: none"> • Collaborates with the governing board during the most important/relevant/appropriate stages of the design and implementation of own plans • Designs and implement plans that are wholly consistent with governing board's vision and/or strategy and fully reflect its feedback • Explicitly describes and reflects upon the benefits of the governing board's input | |

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-------------------|--|---|---|--|-------------------------------|
| | 1.3.4 Analyses research into, and examples of, the leadership of change, drawn from a range of schools and non-school contexts, and applies findings to the design and own leadership of plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses research into, and examples of, the leadership of change to identify effective practice; though does not always identify the most important/relevant/appropriate practice, research or examples for specified purpose/context Analysis only considers school or non-school contexts, not both Own design and/or leadership of change programme is not always consistent with most important/ relevant/ appropriate practice identified | <ul style="list-style-type: none"> Analyses research into, and examples of, the leadership of change to identify a range of effective practice in schools and non-school contexts Design and leadership of change programme is wholly consistent with most important/relevant/appropriate findings of their analysis | |

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|---|--|---|---|---|-------------------------------|
| Teaching & Curriculum Excellence | 2.3.1 Analyses a range of domestic and international research into, and examples of, the leadership of teaching and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses a range of domestic and international research into, and examples of, the leadership of teaching to identify options for growing excellent teaching within own school; though not always the most important /relevant/ appropriate research/ examples for specified purpose/ context Analysis only considers domestic or international research & examples, not both Own plans to grow excellent teaching are not always evidence-based or consistent with the most important/ relevant/appropriate findings of their analysis | <ul style="list-style-type: none"> Analyses a range of domestic and international research into, and examples of, the leadership of teaching to identify a range of appropriate and relevant options for growing excellent teaching within own school Own plans to grow excellent teaching are wholly consistent with the most important/relevant/appropriate findings (for specified purpose/context) of their analysis in all areas | |
| | 2.3.2 Designs, leads, implements and evaluates an evidence-based change programme that improves pupil progress and/or attainment at whole-school level | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Designs, leads, implements and evaluates an evidence-based change programme at whole school level; though positive impact on pupil progress and/or attainment not always clear or in line with specified priorities or purpose. | <ul style="list-style-type: none"> Designs, leads, implements and evaluates an evidence-based change programme at whole school level that demonstrably improves pupil progress and/or attainment at in line with stated priorities or purpose. | Pupil performance data |

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-------------------|---|---|---|--|-------------------------------|
| | 2.3.3 Evaluates, monitors and responds to the needs and performance of all pupils in a school, including through provision for groups of pupils with particular needs | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Monitors the impact of change programme on pupil progress and attainment, identifying groups of pupils with particular needs and implementing interventions; though interventions made do not always have a demonstrably positive impact and/or are not always the most important/ relevant/appropriate Evaluation of impact does not always identify the most important/relevant/appropriate groups for additional provision/intervention | <ul style="list-style-type: none"> Monitors the impact of change programme on pupil progress and attainment, identifying the most important/ relevant/ appropriate groups for intervention and implementing interventions with a demonstrably positive impact on progress and/or attainment | |

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-------------------------|---|---|--|---|-------------------------------------|
| | 2.3.4 Assesses the impact of new initiatives on teacher workload, implementing options to minimise or mitigate this where necessary | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Assesses the impact of new initiatives on teacher workload; though does not always identify the most important/relevant/appropriate (for specified purpose/context) impacts Options to minimise or mitigate workload impacts are implemented, though do not always focus on the most important/relevant/appropriate priorities identified and/or do not have a demonstrably positive impact on workload | <ul style="list-style-type: none"> Assessment of impact of new initiatives on teacher workload accurately, identifying the most important/relevant/appropriate issues to address (for specified purpose/context) and implementing mitigations that have a demonstrably positive impact on workload | |

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|----------------------------|---|---|---|--|-------------------------------------|
| Leading with Impact | 3.3.1 Analyses the effectiveness of different models of leadership, drawn from schools and non-school contexts, including the distribution of accountability and responsibility | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Compares different models of leadership, drawn from school and non-school contexts, including the distribution of accountability and responsibility; though does not always assess the effectiveness, risks and benefits of different models Analysis considers only school or non-school contexts, not both | <ul style="list-style-type: none"> Analyses important/relevant/appropriate models of leadership (for specified purpose/context), from both school and non-school contexts, to accurately assess the effectiveness, risks and benefits of different models, including the distribution of accountability and responsibility. | |
| | 3.3.2 Adapts or tailors their leadership style to lead effectively in different situations | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Deploys different leadership styles in different situations; though benefits of doing so and positive impact on others/school objectives not always clearly demonstrated Does not always adopt the most relevant/appropriate leadership models for specified purpose/context. | <ul style="list-style-type: none"> Deploys relevant/appropriate leadership models in different situations to have a demonstrably positive impact on others and the achievement of school objectives | Sponsor comments |

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-------------------|--|---|--|--|--|
| | 3.3.3 Analyses stakeholder views systematically and applies this understanding to communicate, negotiate or persuade | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Deploys tools or techniques to analyse the views of stakeholders; though unclear how own approach to communicating/negotiating/persuading accounts for or anticipates stakeholder views Ability to have a positive impact on stakeholders when communicating/ negotiating/ persuading not always clearly demonstrated | <ul style="list-style-type: none"> Deploys tools or techniques to systematically analyse the views of stakeholders and deploys this when defining own approach to communicating, negotiating or persuading others, to have a demonstrably positive impact on others/achievement of school objectives | Presentation recording and feedback |
| | 3.3.4 Evaluates different communications/stakeholder engagement strategies and applies findings to the design and implementation of own communications/stakeholder engagement strategy | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates different communications/stakeholder engagement strategies to identify effective communications practice; though unclear how these relate to design and implementation of own communications strategy. Communications/stakeholder engagement strategy successfully implemented; though does not consider the most important/ relevant/ appropriate stakeholders or communications/engagement activities (for specified purpose/context) | <ul style="list-style-type: none"> Evaluates different communications/stakeholder engagement strategies to identify effective communications practice, designing and implementing a strategy that is grounded in the most important/ relevant/ appropriate practice (for specified purpose/context) and enables participant to make progress on objectives. | Communications / stakeholder engagement strategy |

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-------------------------------|--|---|---|--|-------------------------------------|
| Working in Partnership | 4.3.1 Analyses the school's strengths and weaknesses and initiates relevant partnerships/collaborations to improve school capability | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses the school's strengths and weaknesses, identifying improvements required to school capability; though does not always identify the most important/relevant/appropriate partnerships or collaborations (for specified purpose/context) to improve school capability Partnerships/collaborations initiated; though positive impact on school capability not always clearly demonstrated | <ul style="list-style-type: none"> Analyses school's strengths and weaknesses, identifying improvements required to school capability and initiating important/relevant/appropriate partnership or collaborations (for specified purpose/context) that have a demonstrably positive impact on school capability | |
| | 4.3.2 Analyses different models of partnership working/opportunities for collaboration and their relevance to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses different models of partnership working/opportunities for collaboration; though potential application to own plans/school not always clearly articulated | <ul style="list-style-type: none"> Analyses different models of partnership working/ opportunities for collaboration, assessing the potential application of the most important/ relevant/ appropriate models or opportunities (for specified purpose/context) to own plans | |

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-------------------|---|---|--|--|-------------------------------|
| | 4.3.3 Exploits opportunities to support other schools, through collaboration and partnership in own school's area(s) of expertise | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Exploits opportunities to support other schools, through collaboration and partnership in own school's area(s) of expertise; though positive impact not always demonstrated or clearly articulated | <ul style="list-style-type: none"> Successfully exploits opportunities to support others schools through collaboration and partnership in own school's area(s) of expertise, with a demonstrably positive impact. | |

NPQH – leading a school

Assessment Task 2 – Designing an action plan to meet their placement school's current and/or projected resource and capability challenges

Word Limit: 2,500

Assessment Criteria: 6

Marks available: 12

Pass Mark: 8

You are reminded that:

- In addition to achieving the pass mark above, participants must also score at least 1 mark in each assessment criterion in order to be successful in the task, i.e. a '0' will result in the participant failing the task.
- Participants must pass both assessment tasks for NPQH to be awarded the qualification

| NPQH Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|---------------------------------------|--|---|---|--|-------------------------------|
| Managing Resources & Risks | 5.3.1 Analyses school's resourcing challenges in terms of finances, staffing, teacher workload and educational resources, and designs plans to address these | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses school's resourcing challenges in terms of finances, staffing, teacher workload and educational resources; though does not always identify/define priorities for improvement Plans to address the resource challenges are not always consistent with most important/relevant/appropriate findings of analysis | <ul style="list-style-type: none"> Analyses of school's resourcing challenges in terms of finances, staffing, teacher workload and educational resources, accurately identifying the most important/relevant/appropriate priorities for the school Plans to address the resource challenges, are wholly consistent with most important/relevant/appropriate findings (for specified purpose/context) of analysis | |
| | 5.3.2 Formulates a curriculum-led budget aligned to plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Formulates a budget, which is aligned to the curricular and strategic priorities of the school; though gives limited consideration of efficiency or budget does not address the most important/ relevant/ appropriate school priorities | <ul style="list-style-type: none"> Formulates a financially efficient budget which is demonstrably aligned to the most important/relevant/appropriate priorities curricular and strategic priorities of the school | Curriculum-led budget |

| | | | | | |
|--|--|---|---|---|--|
| | <p>5.3.3 Evaluates the effectiveness of school's accountability arrangements for managing resources and risks, recommending improvements where necessary to deliver plans successfully</p> | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates the effectiveness of school's accountability arrangements for managing resources and risks; though does not always identify improvements required to deliver plans successfully Recommends improvements to resource/risk management arrangements; though these are not always consistent with the most important/relevant/appropriate findings (for specified purpose/context) of their evaluation | <ul style="list-style-type: none"> Evaluates effectiveness school's accountability arrangements for managing resources and risks, identifying strengths and weaknesses and recommended improvements that are wholly consistent with their evaluation | |
|--|--|---|---|---|--|

| | | | | | |
|------------------------------|---|---|--|--|--|
| Increasing Capability | 6.3.1 Designs systems to evaluate, manage and reward staff performance effectively | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Designs performance management, appraisal, misconduct and grievance systems; though these do not always align with important/relevant/appropriate best practice and guidance Systems designed do not always use robust evidence of quality of teaching and outcomes to hold others to account | <ul style="list-style-type: none"> Designs performance management, appraisal, misconduct and grievance systems, that fully align with important/relevant/appropriate best practice and guidance Systems designed embed robust evidence of quality of teaching and outcomes when holding others to account. | |
| | 6.3.2 Evaluates research into, and examples of, high-quality professional development within and outside of the school, and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates research into, and examples of, high-quality professional development within and outside of the school; though does not always identify effective practice Own plans are not always consistent with participant's evaluation of effective practice or the most important/relevant/appropriate priorities for the school (as identified by participant) Own evaluation considers professional development opportunities either within or outside of the school, not both. | <ul style="list-style-type: none"> Evaluates research into, and examples of, high-quality professional development within and outside of the school to identify effective practice Own plans wholly consistent with effective practice identified and address the most important/relevant/appropriate priorities for the school (as identified by participant) | |

| | | | | | |
|--|--|---|--|---|--|
| | <p>6.3.3 Analyses current and future organisational capability challenges and designs plans to address these</p> | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses current and/or future organisational capability challenges; though does not always identify priorities to be addressed. Own plans do not always address or are not always consistent with the school's most important/relevant/appropriate organisational capability challenges (as identified by participant) | <ul style="list-style-type: none"> Analyses current and future organisational capability challenges, identifying priorities for the school and designing plans that are wholly consistent with the most important/ relevant/ appropriate priorities (as identified by participant) | |
|--|--|---|--|---|--|

NPQEL – leading several schools

Assessment Task 1: Designing a sustainable business development strategy for my organisation, analysing the benefits, costs and risks of different options

Word Limit: 4,000

Assessment Criteria: 14

Marks available: 28

Pass mark: 20

You are reminded that:

- In addition to achieving the pass mark above, participants must also score at least 1 mark in each assessment criterion in order to be successful in the task, i.e. a '0' will result in the participant failing the task.
- Participants must pass both assessment tasks for NPQEL to be awarded the qualification

| NPQEL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-----------------------------------|--|---|---|--|-------------------------------|
| Strategy & Improvement | 1.4.1 Analyses the external and/or strategic environment, identifies implications for relevant organisations, and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Deploys tools or techniques (for example, conceptual, data analysis or critical thinking techniques) to analyse the external and/or strategic environment in relevant respects (for example, in political, social and economic terms); though does not always explicitly identify implications for own organisations and/or and define priorities for change Own plans not always consistent with most important/relevant/appropriate findings of their analysis | <ul style="list-style-type: none"> Deploys tools and techniques (for example, conceptual, data analysis or critical thinking techniques) to analyse the external and/or strategic environment (for example, in political, social and economic terms); explicitly identifying implications for own organisations and defining priorities for change Own plans wholly consistent with most important/relevant/appropriate findings of their analysis | |
| | 1.4.2 Analyses research into, and examples of, successful business development and business failure, drawn from schools and non-school contexts, and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses a range of research into, and examples of, successful business development and business failure; though does not always identify effective practice or the most important/ relevant/ appropriate implications for own plans Analyses research or examples that exclusively relate to school or non-school contexts, not both. Own plans are not always | <ul style="list-style-type: none"> Analyses a range of research into, and examples of, successful business development and business failure, drawn from both school and non-school contexts to identify effective practice and important/relevant/appropriate implications for own plans Own plans are wholly consistent with most important/relevant/appropriate findings of analysis | |

| NPQEL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|--------------------|--|---|---|--|-------------------------------|
| | | | consistent with most important/relevant/appropriate findings of analysis | | |
| | 1.4.3 Analyses research into, and examples of, delivering change across a number of organisations, drawn from schools and non-school contexts, and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses of research into, and examples of, delivering change across a number of organisations (i.e. more than one), in school and non-school contexts; though does not always identify effective practice or the most important/relevant/ appropriate implications for own plans Analyses research or examples that exclusively relate to school or non-school contexts, not both. Own plans are not always consistent with most important/relevant/appropriate findings of analysis | <ul style="list-style-type: none"> Analyses research into, and example of delivering change across an number of organisations (i.e. more than one), in school and non-school contexts, to identify effective practice and important/relevant/appropriate implications for own plans Own plans are wholly consistent with the most important/relevant/appropriate findings (for specified purpose/context) in all areas | |

| NPQEL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|----------------------------|---|---|--|---|--|
| Leading with Impact | 3.4.1 Analyses the motivations and/or priorities of colleagues/stakeholders, integrating these in the design and communication of plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Deploys tools and techniques to analyse the motivations and/or priorities of colleagues/stakeholders; though unclear how own plans, and communication of them, is tailored to address the most important/relevant/appropriate motivations or concerns of colleagues/stakeholders | <ul style="list-style-type: none"> Deploys tools and techniques to analyse the motivations and/or priorities of colleagues/stakeholders, demonstrably tailoring own plans and communication of them to explicitly address the most important/relevant/appropriate motivations or concerns of colleagues/stakeholders | Presentation recording and feedback ² |
| | 3.4.2 Secures colleagues and/or stakeholder support for visionary or challenging goals | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Secures agreement from important/relevant/appropriate colleagues and/or stakeholders for own proposals; though these are limited in scope and it is not always clear why these will have a transformative effect on organisation(s). | <ul style="list-style-type: none"> Secures agreement from colleagues important/relevant/appropriate colleagues and/or stakeholders for own proposals, which are visionary in scope and will, if successful, have a transformative effective on organisation(s). | Presentation recording and feedback |

² This can be video or audio. Providers must ensure that they act in accordance with the Data Protection Act 1998 and any subordinate legislation as well as any guidance and/or codes of practice as set out in the data systems, handling and security policy in the Accreditation Agreement. Where a recording of the presentation and Q&A / feedback is not possible, providers and participants should explore other options for evidence such as, detailed minutes or transcript of the meeting, or observation by an assessor or other independent person. Evidence should show that participant has engaged with stakeholder through out and demonstrate where challenge has been addressed, feedback taken on board etc.

| NPQEL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|-------------------------------|--|---|---|--|-------------------------------|
| Working in Partnership | 4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Identifies important/relevant/appropriate sources of expertise, professional advice and/or best practice from beyond the education system (for specified purpose/context); though own plans not always consistent with the expertise/advice/best practice identified Identifies sources of expertise, professional advice and/or best practice; though not always the most important/relevant/appropriate sources for specified purpose/context) | <ul style="list-style-type: none"> Identifies the most important/relevant/appropriate expertise, professional advice and/or best practice from beyond the education system (for specified purpose/context), designing plans that are wholly consistent with the expertise/advice/best practice identified. | |
| | 4.4.3 Analyses research into, and examples of, expanding and/or joining a school partnership successfully, including an academy chain, and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses research into, and examples of, expanding and/or joining a school partnership successfully, including an academy chain, to identify effective practice (for example in relation to due diligence, financial or governance arrangements); though own plans not always consistent with the most important/relevant/appropriate effective practice identified | <ul style="list-style-type: none"> Analyses research into, and examples of, expanding and/or joining a school partnership successfully, including an academy chain, to identify effective practice (for example in relation to due diligence, financial or governance arrangements), designing plans that are wholly consistent with the most important/relevant/appropriate effective practice (for specified purpose/context) identified. | |

| NPQEL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|---------------------------------------|---|---|---|---|-------------------------------|
| Managing Resources & Risks | 5.4.1 Analyses the benefits, risks and costs of different business development strategies in resource terms (for example, in terms of finances, staffing, workload and educational resources) | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses different business development strategies (for example, growth, specialisation or stabilisation) to identify potential benefits, risks and costs of different strategies in terms of resources (for example, whether they will deliver economies of scale or increased efficiency in relation to finances, staffing, educational resources); though analysis does not always identify the most important/ relevant/ appropriate impacts of different options | <ul style="list-style-type: none"> Analyses different business development strategies (for example, growth, specialisation or stabilisation) to identify the most important/ relevant/ appropriate potentials benefits, risks and costs of different strategies in resource terms (for example, whether they will deliver economies of scale or increased efficiency in relation to finances, staffing or resources). | |
| | 5.4.2 Analyses opportunities to improve the efficiency and effectiveness of resources deployed sustainably and applies findings to the design of plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses own organisation(s) to identify opportunities to improve the efficiency and effectiveness of resources deployed (e.g. in terms of finances, staffing or educational resources); though own plans not always consistent with the most important/ relevant/ appropriate findings of their analysis Analysis assesses only the efficiency or effectiveness of resources deployed, not both (e.g. potential efficiencies are identified without also assessing potential impact on pupil outcomes; or vice-versa) | <ul style="list-style-type: none"> Analyses own organisation(s) to identify opportunities to improve the efficiency and effectiveness of resources deployed (for example, in terms of finances, staffing or, designing plans that are wholly consistent with their analysis Analysis assesses both the efficiency and effectiveness of resources deployed (e.g. where potential efficiencies are identified, the potential impact on pupil outcomes is also assessed; and vice-versa) | |

| NPQEL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|--------------------|---|---|--|--|-------------------------------|
| | 5.4.3 Evaluates the effectiveness of different accountability arrangements for managing resources and risks and defines appropriate financial accountability and risk management arrangements for own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates the effectiveness of different accountability arrangements for managing resources and risks; though does not always identify the most important/relevant/appropriate practice (for example, in relation to internal controls, budgeting and forecasting, tolerances) to be applied to own proposals Own proposals for financial accountability and risk management are not always consistent with the most important/relevant/appropriate practice identified by their analysis | <ul style="list-style-type: none"> Evaluates the effectiveness of different accountability arrangements for managing resources and risks to identify important/relevant/appropriate practice (for example, in relation to internal controls, budgeting and forecasting), and designs own financial accountability and risk management arrangements that are wholly consistent with the findings of their analysis | |

| NPQEL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|------------------------------|--|---|--|--|-------------------------------|
| Increasing Capability | 6.4.1 Analyses the organisation's capability to meet current and future requirements and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Identifies factors affecting organisation's current and future workforce needs (for example, different curriculum requirements or reforms; trends in teacher recruitment/retention/ or trends in school intake) and assesses their impact on own organisation; though does not always define specific capability gaps or priorities to be addressed Own plans are not always consistent with the most important/relevant/appropriate (for specified purpose/context) capability gaps or priorities identified by participant. | <ul style="list-style-type: none"> Identifies factors affecting organisation's current and future workforce needs (for example, different curriculum requirements or reforms; trends in teacher recruitment/retention/ or trends in school intake) and assesses their impact on own organisation, defining specific capability gaps or priorities to be addressed Own plans are wholly consistent with most important/relevant/appropriate (for specified purpose/context) in all areas, and address long-term or strategic capability | |
| | 6.4.2 Evaluates the benefits and risks of different strategies in terms of professional development opportunities, including for new and the most talented staff | No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates the benefits and risks of different business development strategies in terms of their ability to enhance professional development opportunities, including for new and the most talented staff; though does not always relate this to the needs or circumstances of own organisation(s) | <ul style="list-style-type: none"> Evaluates the benefits and risks of different business development strategies in terms of their ability to enhance professional development opportunities, including for new and the most talented staff; relating this directly to the needs or circumstances of own organisation(s) | |

| NPQEL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
|--------------------|---|---|---|---|-------------------------------|
| | 6.4.3 Evaluates the benefits and risks of different strategies in terms of the supply and demand of staff, including in key posts | No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates the benefits and risks of different business development strategies in terms of their ability to support succession planning or manage talent; though does not always relate this to the needs or circumstances of own organisation(s) | <ul style="list-style-type: none"> Evaluates the benefits and risks of different business development strategies in terms of their ability to support succession planning or manage talent; relating this directly to the needs or circumstances of own organisation(s) | |
| | 6.4.4 Evaluates the benefits and risks of different strategies in terms of the organisation's responsiveness and resilience to change | No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates the benefits and risks of different business development strategies in terms of their ability to spread critical knowledge and skills or increase resilience to change; though does not always relate this to the needs or circumstances of own organisation(s) | <ul style="list-style-type: none"> Evaluates the benefits and risks of different business development strategies in terms of their ability to spread critical knowledge and skills or increase resilience to change; relating this directly to the needs or circumstances of own organisation(s) | |

NPQEL – leading several schools

Assessment Task 2: Leading a project to improve progress and attainment across several schools

Word Limit: 4,000

Assessment Criteria: 12

Total Marks Available: 24

Pass Mark: 17

You are reminded that:

- On addition to achieving the pass mark above, participants must also score at least 1 mark in each assessment criterion in order to be successful in the task, i.e. a '0' will result in the participant failing the task.
- Participants must pass both assessment tasks for NPQEL to be awarded the qualification

| NPQEL Content area | Assessment criteria | Score descriptor 0 Marks | Score descriptor 1 Mark | Score descriptor 2 Marks | Supporting documents required |
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| Strategy and Improvement | 1.4.1 Analyses the external and/or strategic environment, identifies implications for relevant organisations, and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Deploys tools or techniques (for example, conceptual, data analysis or critical thinking techniques) to analyse the external and/or strategic environment in relevant respects (for example, in political, social and economic terms); though does not always explicitly identify implications for own organisations and/or and define priorities for change Own plans not always consistent with most important/relevant/appropriate findings of own analysis | <ul style="list-style-type: none"> Deploys tools and techniques (for example, conceptual, data analysis or critical thinking techniques) to analyse the external and/or strategic environment (for example, in political, social and economic terms); explicitly identifying implications for own organisations and defining priorities for change Own plans wholly consistent with most important/relevant/appropriate findings of own analysis | |

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| | <p>1.4.3 Analyses research into, and examples of, delivering change across a number of organisations, drawn from schools and non-school contexts, and applies findings to own plans</p> | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses of research into, and examples of, delivering change across a number of organisations (i.e. more than one), in school and non-school contexts; though does not always identify effective practice or the most important/relevant/ appropriate implications for own plans Analyses research or examples that exclusively relate to school or non-school contexts, not both. Own plans are not always consistent with most important/relevant/appropriate findings of analysis | <ul style="list-style-type: none"> Analyses research into, and example of delivering change across an number of organisations (i.e. more than one), in school and non-school contexts, to identify effective practice and important/relevant/appropriate implications for own plans Own plans are wholly consistent with the most important/relevant/appropriate findings (for specified purpose/context) in all areas | |
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| Teaching & Curriculum Excellence | 2.4.1 Evaluates teaching quality across several schools accurately, using a systematic and rounded approach, and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluate teaching quality across several schools systematically to identify the most effective practice and define improvement priorities; though does not always account or adjust for different contexts when comparing schools; Own plans to improve progress and attainment across several school are not always consistent with the most important/ relevant/ appropriate findings of their evaluation of teaching quality | <ul style="list-style-type: none"> Evaluates teaching quality across several school systemically, whilst accounting or adjusting for different contexts, to identify the most effective practice and define improvement priorities Own plans to improve progress and attainment are wholly consistent with most important/relevant/appropriate findings (for specified purpose/context) of their evaluation of teaching quality | |
| | 2.4.2 Analyses domestic and international research into, and examples of, school improvement strategies in relation to progress, attainment and behaviour, including interventions targeted at disadvantaged pupils or those with particular needs, and applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses domestic and international research into, and examples of, school improvement strategies in relation to progress, attainment and behaviour to identify effective practice; though does not assess the impact of interventions targeted at disadvantaged pupils or those with particular needs; Own plans to improve pupil progress and attainment across several schools are not always consistent with the most important/relevant/appropriate findings of their analysis | <ul style="list-style-type: none"> Analyses domestic and international research into, and examples of, school improvement strategies in relation to progress, attainment and behaviour to identify effective practice and assess the impact of , interventions targeted at disadvantaged pupils or those with particular needs Own plans to improve pupil progress and attainment are wholly consistent with most important/relevant/appropriate findings of their analysis | |

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| <p>2.4.3 Analyses research into, and examples of, effective school-to-school support systems in relation to teaching quality, pupil progress and attainment and applies findings to own plans</p> | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses research into, and examples of, school-to-school support systems, assesses their impact on teaching quality, pupil progress and attainment and identifies effective practice; though own plans to deploy school-to-school support systems are not always consistent with the effective practice identified in their analysis Deploys school-to-school support systems; though evidence of positive impact on teaching quality and/or pupil progress and attainment not always clearly demonstrated | <ul style="list-style-type: none"> Analyses of research into, and examples of, school-to-school support systems, assesses their impact on teaching quality, pupil progress and attainment and identifies effective practice, deploying own systems that are wholly consistent with the effective practice identified Deploys school-to-school support systems with a demonstrably positive impact on teaching quality and/or pupil progress and attainment | |
| <p>2.4.4 Designs, implements and evaluates an improvement strategy that improves pupil progress and attainment across several schools</p> | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Designs, implements and evaluates an improvement strategy across several schools; though positive impact on pupil progress and attainment not always clear or not in line with specified priorities or purpose. | <p>Designs, implements and evaluates an improvement strategy across several schools that demonstrably improves pupil progress and attainment in line with stated priorities or purpose.</p> | <p>Pupil performance data</p> |

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| Leading with Impact | 3.4.1 Analyses the motivations and/or priorities of colleagues/stakeholders, integrating these in the design and communication of plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Deploys tools and techniques to analyse the motivations and/or priorities of colleagues/stakeholders; though unclear how own plans, and communication of them, is tailored to address the most important/relevant/appropriate motivations or concerns of colleagues/stakeholders | <ul style="list-style-type: none"> Deploys tools and techniques to analyse the motivations and/or priorities of colleagues/stakeholders, demonstrably tailoring own plans and communication of them to explicitly address the most important/relevant/appropriate motivations or concerns of colleagues/stakeholders | Presentation recording and feedback |
| | 3.4.2 Secures colleagues and/or stakeholder support for visionary or challenging goals | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Secures agreement from important/relevant/appropriate colleagues and/or stakeholders for own proposals; though these are limited in scope and it is not always clear why these will have a transformative effect on organisation(s). | <ul style="list-style-type: none"> Secures agreement from colleagues important/relevant/appropriate colleagues and/or stakeholders for own proposals, which are visionary in scope and will, if successful, have a transformative effective on organisation(s). | Presentation recording and feedback |

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| | 3.4.3 Analyses their own motivations and moral purpose and integrates these in own design, communication and leadership of plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Defines own motivations and moral purpose; though not always clear how this is central to their own priorities for improvement and/or their communication and leadership of improvement strategy | <ul style="list-style-type: none"> Defines own motivations and moral purpose, demonstrably putting this at the centre of own priorities for school improvement and their communication and leadership of improvement strategy | |
| | 3.4.4 Evaluates different strategies to publically promote and/or defend plans, including in the media, and implements recommended approach | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Evaluates different approaches to promoting and/or defending the purpose of own plans, including in the media, to identify effective practice; though own strategy implemented is not always consistent with the effective practice identified in their evaluation Implements own strategy to publically promote and/or defend plans; though positive impact not always clearly demonstrated | <ul style="list-style-type: none"> Evaluates different approaches to promoting and/or defending the purpose of own plans, including in the media, to identify effective practice and implement own strategy that is consistent with the effective practice identified and includes evidence of a positive impact on plans | Communication s / stakeholder engagement plan, including Media handling |

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| Working in Partnership | 4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Identifies important/ relevant/ appropriate sources of expertise, professional advice and/or best practice from beyond the education system (for specified purpose/context); though own plans not always consistent with the expertise/advice/best practice identified Identifies sources of expertise, professional advice and/or best practice; though not always the most important/ relevant/ appropriate sources for specified purpose/context) | <ul style="list-style-type: none"> Identifies the most important/ relevant/ appropriate expertise, professional advice and/or best practice from beyond the education system (for specified purpose/context), designing plans that are wholly consistent with the expertise/advice/best practice identified. | |
| | 4.4.2 Analyses research into, and examples of, successful school-to-school support partnerships and collaborations applies findings to own plans | <ul style="list-style-type: none"> No relevant evidence submitted by participant | <ul style="list-style-type: none"> Analyses research into, and examples of, successful school-to-school support partnerships, identifying effective practice in a range of different areas (for example, continuous improvement, governance, project management or financial efficiency); though own plans not always consistent with the effective practice identified Deploys school-to-school support systems; though evidence of positive impact on school activities or objectives | <ul style="list-style-type: none"> Analyses research into, and examples of, successful school-to-school support partnerships, identifying effective practice in a range of different areas (for example, continuous improvement, governance, project management or financial efficiency), deploying own school-to-school support systems that are wholly consistent with the effective practice identified Deploy school-to-school support systems with a demonstrably positive impact on school activities or objectives | |

