

NPQ accredited by



Department
for Education



BARNET • BRENT • ENFIELD



NEW NATIONAL PROFESSIONAL QUALIFICATION FOR LEADING TEACHING (NPQLT)

We're pleased to announce that we are partnering with Ambition Institute to deliver the new NPQ for Leading Teaching. In 12 months, participants will discover what outstanding teaching looks like and use this knowledge to become high-performing leaders of teaching.

Those doing the training will learn:

- ◆ How to become excellent leaders of teaching
- ◆ How to unpack and apply learning in teaching, curriculum and assessment
- ◆ At a time and pace that suits their existing timetable.

Benefits to your school:

- ◆ One of a series of new, specialist NPQs
- ◆ Access to the latest learning
- ◆ Retain your teaching talent.

Why this programme?

Ambition Institute has designed this ground-breaking new NPQ to help you develop the knowledge and understanding of what excellent classroom teaching looks like.

The programme uses the latest evidence-based learning and shows you how to put your findings into practice in your own school context. You will learn alongside other teachers from schools with similar challenges and circumstances.

The new and reformed NPQs have been developed as a complete series, sharing a common language. This means you can have confidence that all the educators in your school are building and developing their knowledge from the same evidence-based framework.

Ambition Institute knows that schools' and trusts' needs vary. So its programmes are designed with flexibility in mind and can be completed at a time that suits you best and fits in with your existing role. Through Steplab, the innovative personal development platform built for teachers, by teachers, you will have access to your modules and practice activities to help you get better faster.



Benefits for you

Excel as a teacher

Delve into the nuts and bolts of what makes an effective teacher, what good teaching looks like, and how you can lead others and they can learn from you.

Build on existing experience

This programme helps you to unpack and apply learning in teaching, curriculum and assessment – and to support others to develop in these areas. That's whether you are a classroom teacher keen to develop your knowledge or a head of department wanting to maximise your impact.

Invest in your future

Ongoing professional development helps you to grow and thrive as a teacher. You will follow an evidence-based framework and gain a professional accreditation at the end of the programme.

Train to your timetable

This programme is designed to fit around your teaching role and much of the work can be completed in bite-size chunks around your existing work timetable.

Connect with your peers

You will train alongside other teachers from similar school contexts. You can share your experiences and build a strong support network.

Benefits for your school

Create a 'golden thread'

The new NPQs are all aligned. So, no matter what career stage your teachers are at, by joining this programme, they will benefit from an evidence-based framework. They will also share a common language with other NPQ participants that they can pass on to colleagues.

Access the latest learning

Teachers will bring evidence-based teaching and learning into classrooms, meaning high quality teaching and improved pupil outcomes.

Identify future leaders

Competent and confident teachers who excel in their roles will be more likely to apply for middle or senior positions in your school when they arise.

Retain your teaching talent

By allowing teachers to develop and nurture their talents in specialist areas you are investing in their future. This will boost their confidence, making them feel supported and less likely to apply for jobs elsewhere.

Tap into a network

Your teachers will train alongside peers from other schools with similar contexts, supported by facilitators that fully understands your needs.



Curriculum

What you'll learn

This programme follows the [Department for Education's National Professional Qualification \(NPQLT\): Leading Teaching Framework](#).

On this programme, you will learn how to:

- ◆ Explain important ideas about the science of learning
- ◆ Understand what good teaching practice is and how to implement it
- ◆ Support colleagues to design a broad and coherent curriculum
- ◆ Plan effective lessons and stimulate your pupils' thinking
- ◆ Help colleagues adapt their teaching to different needs
- ◆ Contribute to the design of school assessment systems
- ◆ Align your professional development with wider school improvement priorities.

How you'll learn

The content is delivered through blended learning. This includes a mix of real-time interactive sessions, face-to-face training, peer-led sessions and self-guided modules you complete in your own time. Note: programme content is subject to change.

Assessment

The assessment window starts at the end of the 12-month programme and runs for three months. During this time, participants will be given an eight-day window to sit an 'open book' style assessment in which they respond to a short case study.

There are two assessment windows every year, and participants can sit the assessment two times, if they need to.

You need to complete the course to qualify for the NPQ accreditation. Ambition Institute will offer a webinar and live clinic in advance of the assessment window to support participants.

Cost

TBC - awaiting DfE announcement.

The original Ambition charges are:

Qualification Type	Taught Course Duration	Total Duration to award of final mark	Ambition Cost
Specialist NPQs	12 months	15 months	£900

Apply

To apply, you must be a teacher who has, or is aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.

Please [click here](#) to complete the registration process.



**Ambition
Institute**

National Professional Qualification

Leading Teaching (NPQLT)

Curriculum Maps

June 2021

**KEEP
GETTING
BETTER**



NPQ LEADING TEACHING (NPQLT)

CURRICULUM MAP

Course	Module Title & NPQ Links	Detail	Training
Culture & Learning (C1)	C1_M1 Simple Model of Memory 2.02.3; 2.5; 2.6; 2.7; 2c; 2d; 2e; 2g; 3b; 3i	Explain important ideas about how pupils learn to colleagues	Kick-off conference
	C1_M2 Behaviour management 2.2; 2.3; 2.7; 2b; 2c; 2d	Support teachers to develop a positive, predictable and safe environment	
	C1_M3 Behaviour for learning 2.2; 2.4; 2.5; 2.6; 2.7; 4.4; 4.5; 4.10; 5.5; 5.9; 5.10; 2b; 2c; 5d; 5f; 5k	Help teachers to demonstrate consistently high behavioural expectations so pupils can focus on learning	
Assessment (C2)	C2_M1 Questioning & Data Collection 3.8; 5.6; 7.1; 7.2; 7.3; 9.4; 3c; 5i; 7a; 7b; 7c; 7d; 9d; 9e; 9r	Support colleagues to understand what pupils are thinking	Clinic 1: Culture & Learning*
	C2_M2 Feedback 7.4; 7.5 7.6; 7.7; 5c; 5h; 6h; 7e; 7f; 7g; 7h; 7i;	Support colleagues to ensure every pupil improves	
	C2_M3 Modelling 3.9; 5.3; 5.4; 4c; 4g; 4h; 4i; 5a; 5f; 5g; 5j; 7f	Help colleagues to show students what success looks like	
Instruction (C3)	C3_M1 Explain & model 3.9; 4.7; 4.11; 4.12; 5.2; 5.3; 3c; 4d; 4h; 4j; 5a; 5d; 5f	Help teachers minimise the cognitive load that pupils experience when learning something new	Clinic 2: Assessment*
	C3_M2 Scaffolding 5.4; 5.6; 2c; 2d; 4e; 5b; 5d; 5h; 6d	Help teachers to ensure that all pupils are able to think about what we want them to	
	C3_M3 Independent & collaborative practice 3.7; 3.8; 4.10; 5.7; 5.8; 5.9; 5.11; 3c; 5d; 5e; 5h	Help teachers to better setup pupils for independent practice	

Note: C = course; M = module; Number and letters refer to the DfE NPQ framework e.g. 2.4 - the 2 refers to the standard (e.g. school culture) and 0.4 refers to the statement in the 'learn that' section. 3a - the 3 refers to the DfE NPQ standard, the 'a' refers to the statement in the 'How to' section.

*Clinics cover content in the corresponding course in the half-term following. For example; Clinic 1: Culture & learning; focused on the NPQ statements from the modules 'Simple Model of Memory 2.0,' 'Behaviour management' and 'Behaviour for Learning.'



NPQ LEADING TEACHING (NPQLT)

CURRICULUM MAP

Subject & curriculum (C4)	C4_M1 Curricular purpose 2.3; 4.1; 4.2; 4.3; 4.4; 4a	Work with teachers to identify the curriculum's aims	Clinic 3: Instruction*
	C4_M2 Identifying learning content 4.3; 4.5; 4.8; 4.11; 4.12; 6.5; 4b; 4h; 5g	Support teachers to best identify learning goals	
	C4_M3 Sequencing learning 4.9; 4.10; 7.6 3f; 3g; 4a; 4b; 5e	Support teachers to best sequence learning	
Adapting teaching (C5)	C5_M1 Quality first teaching 2.1; 2.2; 2.3; 2.5; 3.2; 5.1; 5.4; 5.10; 6.2; 6.3; 6.4; 6.5; 6.6; 2c; 2d; 6a; 6c; 6d; 6f; 6g; 6h; 6i; 6j	Support teachers in ensuring quality first teaching occurs	Clinic 4: Subject & curriculum*
	C5_M2 Interventions 4.11; 6.1; 6.4; 6.5; 6.7; 4e; 6a; 6c; 6e; 6h	Ensure interventions are most effective	
	C5_M3 Motivation & self-regulation 2.4; 2.6; 4.4; 5.5; 5.8; 5.10; 6.6; 3g; 6b; 6h; 6i	Support teachers to enable pupils to see success	
PD/ Implementation (C6)	C6_M1 Teacher expertise development 8.2; 8.3; 8.4; 8.5; 8.6; 8.7; 8.10; 8.11; 8a; 8d; 8e	Support the development of teacher expertise	Clinic 5: Adapting teaching* Assessment Clinic
	C6_M2 Habits & behaviour change 8.5; 8.8; 8b; 8c; 8e; 8f; 8g; 8h; 8i; 8j; 8l; 8m; 8n	Lead behaviour change of teachers	
	C6_M3 Teacher motivation 8.5; 8.8; 8.9 8.13; 9.8; 2e; 8a; 8b	Motivate teachers to keep getting better	

Assessment Support

Initial information will be shared as part of leaders' orientation on the programme and at the conference. In addition; two assessment webinars will be available asynchronously and on demand to participants.