NEW NATIONAL PROFESSIONAL QUALIFICATION FOR LEADING BEHAVIOUR AND CULTURE (NPQLBC)

We're pleased to announce that we are partnering with Ambition Institute to deliver the new NPQ for Leading Behaviour and Culture. In 12 months, participants will gain expertise in behaviour management and discover how to create a school culture where staff and pupils can thrive.

Those doing the training will learn:
- How to create a positive culture in their school
- At a time and pace that suits their existing timetable
- Specific behaviour and culture expertise with tailored feedback and support.

Benefits to your school:
- One of a series of new, specialist NPQs
- Introduce a common framework for teacher development
- Training facilitated by experienced educators.

Why this programme?

Ambition Institute has designed this ground-breaking new NPQ to help you develop a culture of high expectations and good behaviour in your school. The programme uses the latest evidence-based learning and shows you how to put it into practice. 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 the confidence that all the educators in your school are building and developing their knowledge from the same evidence-based frameworks.

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

Become an expert
No matter what your ultimate career goal, this programme offers continuous professional development and a chance to develop specific expertise with tailored feedback and support.

Drive meaningful change
Develop your knowledge in leading behaviour and culture and apply it in practice across your school to engage and motivate staff and pupils, and reduce disruption in classrooms.

Create a positive school culture
Learn to think beyond managing individual classrooms and develop school-wide systems and processes to support pupils and get the best out of them.

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

Build your network
You will complete this programme alongside other teachers working in similar school environments. This gives you a chance to share your experiences and build a valuable support network.

Benefits for your school

Improve pupil outcomes
Pupils are more likely to thrive in a positive and encouraging school environment, driven by model behaviour and a consistent approach to rules and rewards.

Build a positive culture
Investing in your teachers' development will make them feel supported and more satisfied in their work. This will filter down to the classroom, creating happier, more motivated pupils.

Highly flexible delivery
Ambition's Institute's NPQs are designed to fit around your teachers' existing working timetables and are delivered in short, sharp bursts of learning. Your participants can complete weekly, online units, at a time that suits them.

Create a common knowledge base
All of Ambition Institute's NPQs are aligned. Teachers and leaders who complete them share a common language and framework to drive behavioural and cultural change across your school.

Share knowledge
Participants will be learning alongside other teachers whose contexts are similar, facilitated by experienced trainers who know and understand your needs.

Curriculum

What you'll learn

This programme follows the [Department of Education's National Professional Qualification (NPQ): Leading Behaviour and Culture Framework](#).

You will learn how to:
- Create a culture of high expectations across your school
- Support the development of a positive, predictable and safe environment for pupils
- Assist pupils with complex behavioural needs
- Nurture improvement through evidence-based professional development
- Put new approaches to leading behaviour and culture into practice in your school setting.

How you'll learn

The content is delivered through blended learning. This includes a mix of real-time, interactive online sessions and self-guided modules you complete in your own time. The programme includes facilitator-led sessions with your peer group that focus on decision making. 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 behaviour and/or supporting pupil wellbeing in your school. For example, you might be a pastoral lead, head of behaviour, an assistant or deputy headteacher, or a headteacher.

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

National Professional Qualification Leading Behaviour and Culture (NPQLBC)

Curriculum Maps

June 2021

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NPQ LEADING BEHAVIOUR AND CULTURE (NPQLBC) CURRICULUM MAP

Course	Module Title & NPQ Links	Detail	Training
Teaching (C1)	**C1_M1 Theory of change** 2.4; 2.6; 2.7; 3.2; 3.12; 5.4;5.8; 5.9; 6.4; 6.12 3a; 3d; 6d; 6e; 6i;6j	Ensure a theory of changeis at the heart of my work	**Kick-off conference**
	C1_M2 Simple Model of Memory 2.0 3.3; 3.4; 3.5; 3.7; 5.2;5.12; 2d; 3g; 3i; 5a;	Explain important ideas about how pupils learn tocolleagues	
	C1_M3 Effective practice (teaching) 2.1; 3.7; 4.3; 5.1; 5.3; 5.6; 5.9; 6.12; 2b; 2d; 2f; 3g; 3m; 5a; 5b; 5e; 5f; 5n	Help ensure teachers areeffective and are able to apply a range of knowledge and skills to support behaviour and culture	
Enabling conditions (C2)	**C2_M1 Positive, predictable, safe classrooms** 3.1; 3.3; 3.4; 3.7; 3.8; 4.1; 4.3; 5.2; 5.3; 5.6; 5.8; 5.12; 2f; 3e; 3f; 3g; 5c; 5h; 5i; 5j; 5k	Support teachers to createpositive, predictable and safe environments in theirclassroom	**Clinic 1:** Teaching*
	C2_M2 School-wide enabling conditions 3.1; 3.2; 3.3; 3.9; 3.12; 6.1; 6.3; 6.4;6.5; 6.6; 6.10; 6.12; 2a; 2b; 2c; 2d; 2e; 3a; 3b; 3d; 3e; 3h; 4a; 4d; 4e; 5a; 5c; 6b; 6c; 6d; 6f	Support and develop conditions that appear tobest create a positive, predictable and safe environment at a school level	
	C2_M3 Working in partnership 3.12, 3.13, 4.3, 4.5; 3k, 3l, 3m, 3n, 4b, 4c, 4f	Work in partnership withparents & carers	
Culture (C3)	**C3_M1 High expectations** 2.3; 3.3; 5.8;5.9; 2a; 2b; 2c; 2d; 2f; 3d; 3e; 4g ;5a;5c ;5el ;5h;5i; 5j; 5k	Support and contribute to the creation of a culture ofhigh expectations	**Clinic 2:** Enabling conditions*
	C3_M2 Systems & coherence 3.1;3.2; 4.1; 5.4;5.6; 5.11;6.3;6.5; 6.10;6.11 6.12;2c;5a; 5d;5e;	Ensure the change(s) promoted are coherent with other school systems	
	C3_M3 Bullying 3.9; 3.10; 3.11; 3.13; 4.1; 4.2; 4.3; 4.5; 4.7; 4.8; 2d; 3a; 3b; 3e; 3g; 3h; 3k; 4c; 4e; 4f; 6m	Best support and developschool's ability to preventand respond to bullying	

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: Teaching,focused on the NPQ statements from the modules 'Simple Model of Memory 2.0;' 'Theory of Change' and 'Effective practice (teaching)'.

NPQ LEADING BEHAVIOUR AND CULTURE (NPQLBC) CURRICULUM MAP

Complex Needs (C4)	**C4_M1 Quality first teaching** 2.1;2.2;2.3;2.4; 2.5;2.6;3.1;3.12;3.2;3.4;3.5;3.6;3.7;3.8;4.1; 4.3; 4.4; 4.6;5.1; 2d; 3a; 3f; 3g; 4d	Best support teachers inensuring quality first teaching occurs	**Clinic 3:** Culture*
	C4_M2 Interventions 4.1;4.2;4.5;4.7;4a;4b;4c;4d;	Ensure interventions aremost effective	
	C4_M3 Motivation & self-regulation 2.4;2.5;2.6;3.3;3.6;3.9; 3.11;3.12; 4.2;4.3;4.4;4.52c;2d;;3c;3e;3h;3i; 4d	Support teachers toenable pupils to seesuccess	
PD (C5)	**C5_M1 Teacher expertise development** 5.1;5.2;5.3;5.4;5.5;5.6;5.10;5.13;5e;5i;6i;6n	Support the developmentof teacher expertise	**Clinic 4:** Complex needs*
	C5_M2 Habits & behaviour 5.1;5.4;5.5;5.6;5.9;5.10;5.12;5.13;5c;5f;5g;5h; 5i;5j;5k;5m;5n;6b;6d;6e	Lead to behaviour changeof teachers	
	C5_M3 Assessment & evaluation 5.6; 5n; 5l; 5m	Understand the impact of my work on teachers & helpteachers to understand the impact on their pupils	
Implementation (C6)	**C6_M1 Explore** 6.1;6.2;6.3;6.4;6.6; 6a; 6b; 6c; 6d; 6e; 6f; 6g; 6h; 6i	Make the right choices onwhat to implement	**Clinic 5:** PD* Assessment Clinic
	C6_M2 Prepare 6.4;6.5;6.7;6.8;6.9; 6j; 6k; 6l; 6m	Prepare appropriately forchanges to come	
	C6_M3 Deliver and sustain 6.9; 6.10; 6.11; 6.12; 6n; 6o; 6p; 6q; 6r; 6s; 6t	Deliver and sustain changes	

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.