

NPQ accredited by



Department
for Education



BARNET • BRENT • ENFIELD



NEW NATIONAL PROFESSIONAL QUALIFICATION FOR LEADING TEACHER DEVELOPMENT (NPQLTD)

We're pleased to announce that we are partnering with Ambition Institute to deliver the new NPQ for Leading Teacher Development. In 12 months, participants will gain the knowledge to become teacher educators and successfully support fellow teachers to expand their skills.

Those doing the training will learn:

- ◆ How to become expert teacher educators
- ◆ To become champions of quality teaching
- ◆ At a time and pace that suits their needs.

Benefits to your school:

- ◆ One of a series of new, specialist NPQs
- ◆ Create confident teacher leaders
- ◆ Attract and retain staff.

Why this programme?

Ambition Institute has designed this ground-breaking new NPQ to help you develop the knowledge and expertise to lead teacher development at your school.

The programme uses the latest evidence-based learning and shows you how to put your findings into practice in your school setting. You will train alongside other teachers with similar responsibilities.

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

Become a teaching expert

The new NPQs are designed to give you high quality professional development. All the training is evidence-based and informed by the science of learning.

Champion quality teaching

Many teachers who end up in leadership roles haven't had any formal training to become teacher educators. This programme fills that gap by giving you the knowledge and insight to make classroom teaching in your school the best it can be.

Learn to your timetable

This programme is designed to fit around your busy teaching role. Much of the work can be completed in short bursts around your existing schedule.

Connect with peers

You'll get to train and collaborate with other teacher leaders on the programme, sharing your experiences and building a network.

Benefits for your school

Develop a golden thread

The new NPQ framework continues a 'golden thread' throughout every stage of a teacher's career. Schools and trusts can have confidence that all their educators, from classroom teachers to leaders of multiple schools, are building and developing their practice from the same evidence-based framework.

Create confident leaders

Teachers who complete this programme will be able to successfully oversee staff development, leading to better teaching at your school and improved pupil outcomes.

Increase staff attainment

By investing in your teachers, you are showing confidence in their abilities. After completing the programme, they are more likely to stay in their roles and help you nurture the next generation of teaching talent.

More options for improvement

The new specialist NPQs are designed to be complementary, giving teachers multiple career pathways and options at every stage of their careers.



Curriculum

What you'll learn

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

On this programme, you will learn how to:

- ♦ Make sure professional development in your school is focused on a shared responsibility for improving outcomes for all pupils
- ♦ Diagnose what teachers know and can do, starting professional development from that point and adapting the approach based on their developing expertise
- ♦ Help teachers improve through evidence-based professional development focused on improving classroom teaching
- ♦ Gain an understanding of what teachers have learned by reviewing patterns of performance over a number of assessments
- ♦ Develop and lead a team of colleagues who can facilitate a range of professional development approaches
- ♦ Contribute to a programme of professional development for mentors, trainees and early career teachers.

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. You will be encouraged to put what you learn into practice and track your progress as you go. 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, responsibility for leading other educators to develop. You might support all teachers in your school, trainees or those early in their career. Please [click here](#) to complete the registration process.

National Professional Qualification

Leading Teacher Development (NPQLTD)

Curriculum Maps

June 2021

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GETTING
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NPQ LEADING TEACHER DEVELOPMENT (NPQLTD)

CURRICULUM MAP

Course	Module Title & NPQ Links	Detail	Training
Teaching (C1)	C1_M1 Theory of change 2.1; 2.2; 2.3; 2.4; 2.7; 4.6; 2a; 3a; 4k	Ensure a theory of change is at the heart of my work	Kick-off conference
	C1_M2 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	
	C1_M3 Effective practice (teaching) 2.2; 2.3; 2.6; 2.7; 2h; 2k; 3f; 3i; 3m; 3n	Help teachers to demonstrate consistently high behavioural expectations so pupils can focus on learning	
Teacher learning (C2)	C2_M1 Teacher expertise development 2.1; 2.2; 2.3; 2.6; 2.8; 3.2; 4.6; 2a; 2c; 2d; 3h; 3i; 3j; 3k	Support colleagues to understand what pupils are thinking	Clinic 1: Teaching*
	C2_M2 Habits & behaviour change 2.3; 2.4; 2.5; 2.6; 3.2; 2d; 2e; 2g; 3h; 3i; 3j; 3k	Support colleagues to ensure every pupil improves	
	C2_M3 Teacher motivation 2.3; 2.5; 2.6; 2.8; 2.9; 3.4; 2b; 2c; 2g; 2l; 3d; 3f; 3i; 3j; 3k	Help colleagues to show students what success looks like	
The what and the how (C3)	C3_M1 Identifying learning content 2.5; 2.6 2.7; 4.4; 2c; 2d; 2e; 2f 3a; 3f; 4b; 4d; 4e; 4f; 4h; 4g; 4i;	Identify teacher needs	Clinic 2: Teacher learning*
	C3_M2 Sequencing learning 2.3; 2.5; 2.9; 4.7; 2d; 2e; 2g; 2k; 3d; 3f; 4k; 4o; 4p; 4r	Best sequence teacher learning	
	C3_M3 Appropriate development approaches 3.2; 2e; 3b; 3c; 3f; 3i; 3j; 4q	Support teachers to communicate learning	

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 TEACHER DEVELOPMENT (NPQLTD)

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Insight and behaviour (C4)	C4_M1 Building & balancing insights 2.5; 2.9; 3.1; 3.2; 2a; 2b; 2j; 3b; 3c; 3f; 3j; 3k	Support teachers to gain insights	Clinic 3: The what and the how*
	C4_M2 Assessment & evaluation 2.4; 2.6; 2.8; 4.3; 4.4; 4.9; 4.12; 2i; 2m; 2n; 2o; 4d; 4e; 4f; 4g; 4i; 4r	Best understand the impact of work in teacher development	
	C4_M3 Systems & coherence 2.8; 2.9; 3.2; 4.3; 4.5; 4.10; 4.11; 4.12; 2b; 3a; 3h; 4f; 4h; 4i; 4l; 4m; 4t	Ensure the change(s) being promoted are coherent with other school systems	
Enabling conditions (C5)	C5_M1 Enabling conditions 2.5; 2.7; 2.8; 2.9; 3.2; 2a; 2c; 2l 3d; 3f	Support and develop conditions that appear to best develop teachers	Clinic 4: Insight and behaviour*
	C5_M2 Professional climate 3.2; 4.12 2b; 3e; 3f; 3h; 3i; 3j; 3k	Establish a supportive professional environment	
	C5_M3 School culture 2.8; 2b; 3h; 4i	Ensure responsibilities for development compliment and support school culture	
Implementation (C6)	C6_M1 Explore 4.1; 4.2; 4.3 4.4; 4a; 4b; 4c; 4d; 4e; 4f; 4g; 4i	Make the right choices on what to implement	Clinic 5: Enabling conditions* Assessment Clinic
	C6_M2 Prepare 4.1; 4.4; 4.5; 4.6; 4a; 4d; 4e; 4f; 4j; 4k; 4l; 4m	Prepare appropriately for changes to come	
	C6_M3 Deliver and sustain 4.7; 4.8; 4.9; 4.10; 4.11; 4.12; 4o; 4q; 4r; 4s; 4t	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.