

NPQ accredited by



Department
for Education



BARNET • BRENT • ENFIELD



NEW NATIONAL PROFESSIONAL QUALIFICATION FOR SENIOR LEADERSHIP (NPQSL)

We're pleased to announce that we are partnering with Ambition Institute to deliver the new NPQ for Senior Leadership. This 18-month programme helps participants to develop their leadership knowledge and expertise to improve outcomes for teachers and pupils in their schools.

Those doing the training will learn:

- ♦ How to enact positive change across their school
- ♦ Evidence-based knowledge taught by leadership experts
- ♦ At a time and pace that suits their existing timetable.

Benefits to your school:

- ♦ Learning backed by the latest evidence
- ♦ Create a leadership pipeline
- ♦ Attract and retain teaching staff.

Why this programme?

Ambition Institute's new National Professional Qualification (NPQ) for Senior Leadership gives you the chance to learn evidence-based school leadership and put it into practice. It also gives you the opportunity to focus on specific leadership challenges in your school or trust.

This is one of six new and reformed NPQs that have been developed as a series. Each share the same common language and framework to help drive improvement across schools.

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

Train to your timetable

This programme is designed to be flexible to fit with your busy working role. Training is delivered in bite-sized chunks, which is useful for knowledge retention, and you can learn at a time and pace that suits you.

Build your confidence

Get the support you need to take the next step in your career.

Access the latest research

Benefit from the latest evidence-based learning and approaches to great teaching and leadership. See how it can improve schools and change lives.

Enact positive change

Ambition Institute's programmes are designed to support you to apply and translate what you've learned to your own school context. It does this by providing models and examples that seek to make the link between theory and practice concrete.

Benefit from peer-to-peer support

Learn from a network of like-minded peers and have the opportunity to share insight with colleagues in your own school setting.

Benefits for your school

Create a common knowledge base

NPQ qualifications are aligned, so you can have confidence that all educators will share a common language and framework to develop your school or trust.

Support your leaders

Senior leaders will be given the tools to drill down into specific areas of leadership to improve their knowledge, make evidence-informed decisions and action positive change.

Learning backed by evidence

Participants will be introduced to evidence-informed practices straightaway. This will help them develop strategies to improve teaching and pupil performance at your school.

Make a leadership pipeline

The programme will help to identify future leaders and create a positive culture where teachers can develop and thrive.

Boost attainment

Studies show that high-quality continuous professional development can improve pupil outcomes almost as effectively as having a teacher with 10 years' experience in the classroom.



Curriculum

What you'll learn

This programme develops your leadership skills and knowledge and covers the content listed in the [Department for Education's NPQ Senior Leadership Framework](#).

You will learn how to:

- ◆ Set clear goals and communicate shared values that improve the culture in your classrooms and school
- ◆ Establish a safe and positive environment for pupils
- ◆ Support colleagues to meet individual needs and make sure all pupils have access to a rich curriculum
- ◆ Lead school-wide professional development for staff
- ◆ Make and act on evidence-informed decisions
- ◆ Work well with parents, carers, other schools and the wider community
- ◆ Lead by example, be accountable for decisions and make sure colleagues know their responsibilities.

How you'll learn

The content is delivered through blended learning. This includes a mix of Covid-safe face-to-face conferences, real-time, interactive online sessions and self-guided modules you can complete in your own time. You will put what you learn into practice in your school and can track your progress and get feedback as you go. Note: programme content is subject to change.

Assessment

The assessment window starts at the end of the 18-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
NPQSL	18 months	21 months	£1140

Apply

To apply, you must be, or are aspiring to be, a senior leader with cross-school responsibilities. For example, you might be an assistant or deputy headteacher, or a head of department or faculty.

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



**Ambition
Institute**

National Professional Qualification

Senior Leadership (NPQSL)

Curriculum

Maps

June 2021

**KEEP
GETTING
BETTER**



NPQ SENIOR LEADERSHIP (NPQSL)

CURRICULUM MAP

Course	Module Title & NPQ Links	Detail	Training
Implementation (C1)	C1_M1 Explore 8.3, 8.4; 8b, 8d, 8e, 8f, 8g, 8h	Participants will learn how to pick a problem that is amenable to change, identify data that could help them understand the problem better and use evidence to select a solution that may fit their context and aligns with the wider strategic priorities of their school.	Conference 1: Leadership and programme fundamentals, science of learning and implementation
	C1_M2 Prepare 8.5, 8.6; 8i, 8j, 8k, 8l, 8m	Participants will learn how to identify mechanisms of the whole school interventions, measures to assess how implementation is going and to undertake preparations to ensure there is capacity for the improvement.	
	C1_M3 Deliver & Sustain 8.8, 8.10; 8c, 8n, 8o, 8p, 8q, 8r, 8s, 8t	This module covers the 'Deliver' and 'Sustain' phases of implementation. Participants will explore the role that quality of delivery plays in determining the effectiveness of an intervention.	
Culture (C2)	C2_M1 Culture and strategic direction 1.2, 1.3, 1.8; 1a, 1b, 1c, 1d, 1e	Participants will explore what is meant by culture, what is meant by strategic direction and how they are linked and the crucial role of senior leaders in creating alignment between school culture and the strategic direction of the school.	Clinic 1: Implementation*
	C2_M2 Culture and pupils 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.3, 4.5, 4.7, 4.9, 4.16, 4.18, 4.21; 1b, 1e, 1f, 1g, 4a, 4b, 4c, 4d, 4f, 4g, 4i, 4j, 4m, 4n	This module explores the role senior leaders must play in contributing to and embedding school culture where pupils can thrive. This module will also cover how to prevent and respond to bullying.	
	C2_M3 Culture and staff 1.3, 1.7, 1.8, 6.7, 6.8; 7a, 7b, 1d, 1e, 1f, 1g, 6c, 6k, 6m	Participants will learn that school leaders need to contribute to a staff culture that is characterised by high expectations and a supportive environment that enables all staff to learn and work together effectively.	
Teaching and Behaviour (C3)	C3_M1 Planning 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.15, 2.16, 2.18, 2.20; 2a, 2b, 2c, 2d, 2e, 2f	This module details how senior leaders can ensure staff in charge of curriculum are supported and trusted to develop curricula that focuses on the knowledge pupils need to learn and provides plenty of opportunities to practise applying content after it has been taught.	Clinic 2: Culture
	C3_Effective instruction 2.3, 2.4, 2.14, 2.17, 2.18, 2.19, 3.4, 3.7; 2e, 2f, 2g, 2h, 2i, 3c	Participants will consider how to ensure subject/phase leads have the expertise and support to embed high quality instruction and provide best practice examples for teachers.	
	C3_M3 Behaviour 2.4, 4.4, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21; 4e, 4f, 4g, 4h, 4i, 4m, 4n	Participants will explore best practice principles and pedagogy for building relationships, motivating pupils and ensuring effective behaviour management that embeds high expectations, is proactive and least intrusive.	

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, or combination of courses in the term previous. For example, Clinic 1: Implementation, focuses on the NPQ statements from the modules 'Explore,' 'Prepare' and 'Deliver & sustain.'



NPQ SENIOR LEADERSHIP (NPQSL)

CURRICULUM MAP

Professional Development (C4)	C4_M1 Content 6.4, 6.6, 6.7, 6.10, 6.12, 3.4; 6a, 6b, 6e, 6h, 6i	Participants will learn that professional development needs to be focused on valuable content and underpinned by a theory of change and aligned to the strategic priorities of the school.	Clinic 3: Teaching and behaviour
	C4_M2 Mechanisms 6.5, 6.10, 6.11, 6.12, 8.7; 6d, 6j, 6k, 6l, 6m	Participants will learn about the mechanisms that help teachers learn and form new habits. Participants will draw on their knowledge from previous courses to understand how professional development can result in teacher change and improved pupil attainment.	
	C4_M3 Enabling conditions 6.1, 6.2, 6.3, 6.8, 6.9, 6.13; 6j, 6k, 6f, 6g, 6c	Building on their work to embed a culture of continuous improvement, participants will examine how senior leaders can contribute to the right conditions across the school for professional development.	
Additional and Special Educational needs and Disabilities (C5)	C5_M1 Quality first teaching 5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9; 5a, 5b, 5c, 5d, 5e, 5h	Participants explore how they might lead those in charge of curriculum and professional development to ensure all staff feel confident and supported to adapt their teaching to all learners.	Clinic 4: Professional development
	C5_M2 Intervention 5.1, 5.2, 5.3, 7.2, 7.3; 5b, 5f, 5g, 5h, 5i, 5j, 5k, 7a, 7b, 7d, 9f	Participants will examine school leaders' and their staff's responsibilities under the SEND code of practice and Equality Act.	
	C5_M3 Additional behavioural needs 4.5, 4.6, 4.20, 2.4, 7.2, 9.2; 4h, 4i, 4j, 4k, 4l, 5j, 5k, 7a, 7d	Participants will explore how to deploy well targeted interventions to support pupils with additional behavioural needs whilst maintaining high expectations.	
Curriculum and Assessment (C6)	C6_M1 Curriculum design 3.1, 3.2, 3.3, 3.5, 3.6, 3.8, 3.9, 3.10; 3a, 3b, 3d, 2a	Participants will examine how senior leaders can support colleagues to continuously improve the school curriculum, including through protecting time for curriculum development.	Conference 2: Introduction to organisational management
	C6_M2 Curriculum: literacy across the school 3.11-3.12; 3e, 3f, 3g, 3h, 2g, 2h, 2i	This module explores how senior leaders will ensure colleagues are aware of best practice in terms of developing pupils' literacy in their subject/phase including where relevant, the importance of phonics.	
	C6_M3 Feedback and assessment 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19 3i, 3j, 3k, 3l, 3m, 3n	This module will focus on the inter-relatedness of curriculum and assessment and how senior leaders should support subject/phase leads to devise assessments that are as reliable as possible and feedback policies that are effective and not unduly burdensome.	
Organisational Management (C7)	C7_M1 Safety and systems 7.1, 7.2, 7.3; 7a, 7b, 7d, 7e, 7f, 7g, 7h, 7p	This module builds participant knowledge of statutory guidance, policies and the law to support the safe and effective running of schools. The module also covers how to manage systems, processes and policies for managing admissions, exclusions and appeals.	Clinic 5: A & SEND/ Curriculum and assessment
	C7_M2 Finance 7.4, 7.5, 7.6; 7i, 7j, 7k, 7l, 7m, 7n, 7o, 7q	This module supports an understanding of the financial mechanisms and regulations by which a school is funded and the knowledge needed to plan and review budgets for which participants are accountable.	
	C7_M3 Recruitment and deployment 7.7, 7.8 7r, 7s, 7t, 7u, 7v, 7w, 7x	This module develops participants' understanding of effective practice in school recruitment, talent management and development of staff, including related legal and statutory guidance. Participants will consider how to identify and deploy expertise to best effect and how to align appraisal processes to the school's strategic priorities.	



NPQ SENIOR LEADERSHIP (NPQSL)

CURRICULUM MAP

Working in Partnership (C7)	C8_M1 Partnership working 9.1, 9.2, 9.6, 6.10; 1a, 7c	This module explores the ‘what’ and ‘why’ of working in partnership with others and defines who schools should be partnering with, to what ends and the role of senior leaders in ensuring successful partnerships.	Clinic 6: Organisational management
	C8_M2 Parents and carers 9.3, 9.4, 9.5; 9a, 9b, 9c, 9d, 9e, 9f	This module focuses in on how schools can work effectively with parents, explore the culture, systems and processes required to build and maintain good relationships.	
	C8_M3 Building capacity 9.6; 9g, 9h, 9i, 9j, 9k	This module explores how senior leaders might leverage partnerships with others in pursuit of the strategic goals of their school, and how they might best contribute to their networks in pursuit of shared goals.	
Governance and Accountability (HT9)	C9_M1 Effective governance 10.1, 10.2; 10a, 10b, 10c, 10d, 10f	Rooted in statutory guidance and regulatory frameworks, this module supports participants to understand how senior leaders feed into effective systems of governance.	Assessment clinic
	C9_M2 Managing accountability 10.3, 10.4; 10e, 10g, 10h, 10i	This module explores the development of professional relationships with a variety of stakeholders including external accountability organisations; understanding the roles and responsibilities of a range of individuals and bodies and how to engage with them to best effect for pupils.	
	C9_M3 Risk 10.3, 7y, 7z, 7aa, 7ab	In this module participants are enabled to plan for and manage risk, mitigations and contingencies and develop feedback processes and systems to enable continuous improvement.	

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.