

NPQ accredited by



Department
for Education



BARNET • BRENT • ENFIELD



NEW NATIONAL PROFESSIONAL QUALIFICATION FOR HEADSHIP (NPQH)

We're pleased to announce that we are partnering with Ambition Institute to deliver the new NPQ for Headship. Within 18 months, participants will develop the knowledge that underpins expert school leadership and apply it to become outstanding headteachers.

Those doing the training will learn:

- How to combine insight and practice to drive change
- How to put what you learn into practice in your school context
- At a time and pace that suits their existing timetable.

Benefits to your school:

- Create confident school leaders
- Learn from the latest evidence
- Transform pupil outcomes.

Why this programme?

Ambition Institute's new National Professional Qualification (NPQH) for Headship gives you the chance to put evidence-based school leadership methods into practice and drive change in your school setting. It also offers the opportunity to focus on specific headship challenges in your school or trust.

This is one of six new and reformed NPQs that have been developed as a series. They 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

Enjoy flexible learning

This programme is designed to fit around your timetable and most of the work can be completed at times that suit you.

Learn crucial skills and sector knowledge

All the knowledge you'll learn on this programme is drawn from a single, evidence-based framework shared by other educators across England.

Learning that sticks

Training is delivered little and often, in regular bite-sized chunks, so there are no long days of training that take you away from your day job. Learning in short, sharp bursts also helps you to retain knowledge.

Thrive in your school setting

Develop the knowledge and skills to work to the best of your ability and tackle the complexities and challenges of your daily role.

Drive habit change

Embedding new habits can be tricky. Ambition Institute's dual modules help you to apply what you learn, connecting theory to practice, to help those habits stick. Insight modules capture the very best the sector has to contribute on a given topic. Application modules help you to use the ideas in context, with support from peers.

Benefits for your school or trust

Create confident school leaders

Headteachers are equipped with school-focused leadership knowledge, which they can use to establish a culture and conditions where staff and pupils can thrive.

Underpinned by the latest evidence

The framework for the new NPQ for Headship was developed using the latest evidence on effective professional development for teachers and leaders, approved by the Education Endowment Fund (EFF).

Shared learning

Participants learn alongside colleagues whose context is similar, facilitated by delivery partners who know and understand your needs.

Create a common knowledge base

All of Ambition Institute's NPQs are aligned, meaning teachers and leaders share a common language and framework to drive improvement in their school.

Transform pupil outcomes

Education Policy Institute research shows that high quality 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 knowledge and skills in the 10 areas listed in the [Department for Education's NPQH Headship Framework](#).

You will learn how to:

- ◆ Set clear goals and communicate shared values that improve classroom and school culture
- ◆ Transform pupils' knowledge, capabilities and beliefs about learning
- ◆ Create a fair and structured approach to learning and testing
- ◆ 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
- ◆ Establish good financial, human and educational resource management
- ◆ 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 staff know their professional responsibilities.

How you'll learn

The content is delivered through blended learning. This includes real-time, interactive online sessions, Covid-safe face-to-face conferences and self-guided modules you can fit around your timetable. You will put what you learn into practice in your school and be able to track your progress and get feedback as you go. The programme also includes coaching and peer learning.

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
NPQH	18 months	21 months	£1980

Apply

To apply, you must be, or aspire to be, a headteacher or head of school with responsibility for leading a school. Please [click here](#) to complete the registration process.

National Professional Qualification

Headship (NPQH)

Curriculum

Maps

June 2021

**KEEP
GETTING
BETTER**



NPQ HEADSHIP (NPQH)

CURRICULUM MAP

Course	Module Title & NPQ Links	Detail	Training
Implementation (C1)	C1_M1 Explore 8.3, 8.4; 8b, 8e, 8f, 8h, 8i	Participants will learn how to pick a whole school initiative 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.	Conference 1: Leadership and programme fundamentals, science of learning and implementation
	C1_M2 Prepare 8.5, 8.6; 8j, 8k, 8l, 8m, 8n	Participants will learn how to identify mechanisms of 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, 8d, 8o, 8p, 8q, 8r, 8s, 8t, 8u	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 across the organisation.	
Culture (C2)	C2_M1 Culture and strategic direction 1.2, 1.3, 1.8; 1a, 1b, 1c, 1d, 1e, 1f	Participant will explore what is meant by culture, what is meant by strategic direction and how they are linked. Participants will understand the role of the headteacher in creating alignment between strategic direction and school culture.	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, 1f, 1g, 1h, 4a, 4b, 4c, 4d, 4e, 4g, 4h, 4j, 4k, 4n, 4o	This module explores the power that headteachers have to create a school wide 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, 1f, 1g, 1h, 1d, 6c, 6k, 6m	Participants will learn that headteachers need to establish 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 headteachers ensure leaders in charge of curriculum are supported to develop curricula that focus 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, 3c	Participants will consider how they will work through their senior leadership team to ensure subject/phase leads have the expertise 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; 4f, 4g, 4h, 4i, 4j, 4n, 4o	Participants will explore best whole school 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 in the half-term following. For example, Clinic 1: Implementation, focused on the NPQ statements from the modules 'Explore,' 'Prepare' and 'Deliver & sustain.'



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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. Headteachers 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 create a culture of continuous improvement, participants will examine how headteachers can work through others to create the right conditions across their 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, 5c, 5d, 5e, 5f, 5g	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 School visit
	C5_M2 Intervention 5.1, 5.2, 5.3, 7.2, 7.3; 5b, 5g, 5h, 5i, 7a, 7b, 7d, 9f	Participants will examine headteachers' 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; 4i, 4j, 4k, 4l, 4m, 5i, 5j, 7a, 7d	Participants will explore how to resource and 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 headteachers can support colleagues to continuously improve the school curriculum, including through protecting staff time for curriculum development.	Clinic 5: Additional and special educational needs and disabilities Conference 2: Organisational management of schools.
	C6_M2 Curriculum: literacy across the school 3.11-3.12; 3e, 3f, 3g, 2g	This module explores how headteachers will ensure senior leaders are aware of best practice in 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 3h, 3i, 3j, 3k, 3l, 3m	This module will focus on the inter-relatedness of curriculum and assessment and how headteachers should support school leaders to devise assessments that are as reliable as possible and feedback policies that are effective and not unduly burdensome.	



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Organisational Management (C7)	C7_M1 Safety and systems 7.1, 7.2, 7.3; 7a, 7b, 7d, 7e, 7f, 7g, 7h, 7q	This module builds participant knowledge of statutory guidance, policies and the law to support the safe and effective running of a school. The module also covers how to manage systems, processes and policies for managing admissions, exclusions and appeals.	Clinic 6: Curriculum and assessment
	C7_M2 Finance 7.4, 7.5, 7.6; 7i, 7j, 7k, 7l, 7m, 7n, 7o, 7p, 7r	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 spending. It enables participants to connect strategy to finance and associated resource implications, explores opportunity cost and supports effective budget setting, financial planning and management.	
	C7_M3 Recruitment and deployment 7.7, 7.8 7s, 7t, 7u, 7v, 7w, 7x, 7y, 7z	This module develops participants' understanding of effective practice in school recruitment 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.	
Working in Partnership (C8)	C8_M1 Partnership working 9.1, 9.2, 9.6, 6.10; 1a, 7c, 9l	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 headteachers in ensuring successful partnerships.	Clinic 7: 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, 7o	This module explores how headteachers might leverage partnerships with others in pursuit of their strategic goals, and how they might best contribute to their networks and the sector 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 headteachers develop and maintain effective governance.	Clinic 8: Working in partnership/ Governance and accountability 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, 10.5; 7aa, 7ab, 7ac, 7ad	In this module participants are enabled to plan for and manage risk, mitigations and contingencies at a whole school level and develop feedback processes and systems to enable continuous school 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.