Ambition Institute

National Professional Qualification

Executive Leadership (NPQEL)

Curriculum

Maps

June 2021

KEEP
GETTING
BETTER

NPQ EXECUTIVE LEADERSHIP (NPQEL)
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 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 the context of their trust.	**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 the whole school and trust wide interventions, measures to assess how implementation is going and to undertake preparations to ensure there is capacity for the improvement across the trust.	
	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.	
Trust 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 culture, what is meant by strategic direction and how they are linked and the role of the executive leader in creating alignment between the strategic direction and trust culture.	**Clinic 1:** Implementation/ Trust Culture*
	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, 4i, 4j	This module explores the power executive leaders have to create culture across the trust where pupils can thrive. This module will also cover how to ensure that leaders across the trust are equipped to prevent and respond to bullying.	
	C2_M3 Culture and staff 1.3, 1.7, 1.8, 6.7, 6.8; 7a, 7b, 1d, 1f, 1g, 1h, 6i, 6k	Participants will learn that executive leaders need to establish a staff culture across the trust 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 executive leaders ensure staff in charge of curriculum across their trust are supported 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.	**Coaching 1****
	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 to ensure leaders and subject/ phase leads across a trust have the expertise to consistently 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; 4c, 4d, 4e, 4f, 4i, 4i, 4j	Participants will explore best practice principles and pedagogy for building relationships, motivating pupils and ensuring effective behaviour management across more than one school, 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 terms previous. For example, Clinic 1: Implementation/Culture, focuses on the NPQ statements from the Course 1 'Implementation' and Course 2 'Trust Culture'.
**Coaching windows TBC.

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Professional Development (C4)	**C4_M1 Content** 6.4, 6.6, 6.7, 6.10, 6.12, 3.4; 6a, 6b, 6d, 6g	Participants will learn that professional development needs to be focused on valuable content and underpinned by a theory ofchange and aligned to the strategic priorities of the trust.	**Clinic 2:** Teaching and Behaviour/ Professional Development
	C4_M2 Mechanisms 6.5, 6.10, 6.11, 6.12, 8.7; 6c, 6h, 6i, 6j, 6k, 6l	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 at a whole school and trust level.	
	C4_M3 Enabling conditions 6.1, 6.2, 6.3, 6.8, 6.9, 6.13; 6h, 6i, 6e, 6f	Building on their work to create a culture of continuous improvement, participants will examine how executive leaders can create the right conditions across their trust for professional development to succeed.	
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 resource, organise and support those in charge of curriculum and professional development to ensure staff across the trust feel confident and supported to adapt their teaching to all learners.	**Coaching 2**
	C5_M2 Intervention 5.1, 5.2, 5.3, 7.2, 7.3; 5b, 5g, 5h, 7a, 7b, 7d, 9f	Participants will examine executive 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; 4e, 4f, 4g, 4h, 5h, 5i, 7a, 7d	Participants will explore how to resource, organise and deploy well targeted interventions at trust and school level 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, 3c, 2a	Participants will examine how executive leaders can support colleagues to continuously improve the curricula across their trust, including ensuring time is protected for curriculum development.	**Conference 2:** Organisational management of trusts
	C6_M2 Curriculum: literacy across the school 3.11-3.12; 3d, 3e, 3f, 2g	This module explores how executive leaders can ensure staff across the trust prioritise literacy and are aware of best practicein developing pupils' literacy and, where relevant, the importance of phonics.	
	C6_M3 Feedback andassessment 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19 3g, 3h, 3i, 3j, 3k, 3l	This module will focus on the inter-relatedness of curriculum and assessment and how executive leaders should support school leaders to devise and implement assessments that are asreliable 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, 7r	This module builds participant knowledge of statutory guidance, policies and the law to support the safe and effective running of a trust. The module also covers how to manage systems, processes and policies for managing admissions, exclusions and appeals across a trust.	**Clinic 3:** A & SEND/ Curriculum & Assessment
	C7_M2 Finance 7.4, 7.5, 7.6; 7i, 7j, 7k, 7l, 7m, 7n, 7o, 7p, 7q	This module supports an understanding of the financial mechanisms and regulations by which schools and trusts are 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 across a trust.	
	C7_M3 Recruitment and deployment 7.7, 7.8 7u, 7v, 7w, 7x, 7y, 7z, 7aa, 7ab, 7ac	This module develops participants' understanding of effective practice in recruitment across schools and development and talent management 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 trust's strategic priorities.	
Working in Partnership (C8)	**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 within and beyond their trust. It defines who their schools/trust should be partnering with, to what ends and the role of executive leaders in ensuring successful partnerships.	**Coaching 3**
	C8_M2 Parents and carers 9.3, 9.4, 9.5; 9a, 9b, 9c, 9d, 9e, 9f	This module focuses in on how schools and trusts can work effectively with parents and explores the culture, systems and processes required to build and maintain good relationships.	
	C8_M3 Building capacity 9.6; 7t, 9g, 9h, 9i, 9j, 9k, 9l	This module explores how executive leaders 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, 10.5; 10a, 10b, 10c, 10d, 10f, 10e, 10f	Rooted in statutory guidance and regulatory frameworks, this module supports participants to understand how executive leaders develop and maintain effective governance.	**Clinic 4:** Working in Partnership/ Governance & Accountability **Assessment clinic**
	C9_M2 Managing accountability 10.3, 10.4; 10.5 10g, 10h, 10i, 10j, 10k	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; 7ad, 7ae, 7af, 7ag	In this module participants are enabled to plan for and manage risk, mitigations and contingencies at a school and trust level and develop feedback processes and systems to enable continuous school and trust 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.

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Cost

TBC - awaiting DfE announcement.
The original Ambition charges are:

Qualification Type	Taught Course Duration	Total Duration to award of final mark	Ambition Cost
NPQEL	18 months	21 months	£4099

Apply

Please click here to complete the registration process.