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**National Professional Qualification**

**Senior Leadership**

**(NPQSL)**

**Participant Handbook 2019-20**

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1. **NPQSL Programme : Vision and Themes**

Welcome to the NPQSL programme!

**Vision**

We understand that you will already have some very valuable experiences of leadership at different levels within education. It is our hope that over the next 12-18 months you will experiment with and become increasingly confident in your leadership skills and your ability to lead teams across your school to make a real impact on children and colleagues.

Senior leaders are in a dynamic position in school where your practice is credible because it is rooted in the classroom and yet has the bigger picture of the wider needs of the school. This gives you an authenticity in your leadership position that enables you to translate strategy into practice that stands the best chance of working for your school.

We expect participants in the NPQSL to have a variety of motivations, skills and attributes that they bring to leadership. You are also likely to bring many questions about your own leadership style and the most effective ways for you to bring the best out of your teams whilst acting within your own personal integrity. This programme is designed to support you as you think through and articulate answers to all of the challenges posed by your personal questions. This handbook will help set out the practical requirements and support of the programme but it is helpful to know at the outset the key vision and themes that have been developed to ensure that it is a qualification that you will find extremely worthwhile and are proud to have achieved:

**Moral Purpose**

Why is my school improvement project important? Why am I leading my team in this way? Why and how is the process my team works within as important as its task? It is clear from current leadership research that those leaders who lead and share a moral vison for their work, rather than through the ‘toxic’ leadership of fear make the most lasting and sustainable change. Being able to articulate your own vision and the moral purpose behind your work is a core theme that will run throughout the programme.

**Personal**

What are the key qualities you want to have as a leader? You know, from your own experience, how you like to be led and how important key leaders have been in your own development. But each leader is different and trying out approaches, taking risks and defining your personal approaches to leadership are vital in your development, even more than the actual project task that you will be completing. You will be supported in your thinking through one to one coaching at the beginning and towards the end of the programme. Combined with your own reflection and research, peer action learning sets and support with your facilitators on the face to face days we aim to ensure you are able to transform as a leader in your own time and own pace.

**Experiential Learning**

There will always be three elements to your learning:

1. Your personal growth as a leader
2. The development of your team across the school
3. The development of your across school improvement project.

Your learning in all of these areas will be meaningful because it will be in the relevant context of your own school. It is designed therefore not to add to your workload but to enable you to be more effective and efficient within it. You will be able to apply your learning to your own context, which, as you know from teaching children, is a much deeper and more embedded way of learning.

**Action Learning Sets – Peer learning**

You will be meeting and working with other Senior Leaders working on similar projects but in different settings throughout the programme. You will be within an action learning set of 3-4 other senior leaders on some of the face to face days that will help you compare and learn from contrasting schools and leadership styles.

You will also have the opportunity to visit the schools within your action learning set to review and evaluate with them the progress of their own project. You will host the same learning set within your own school as they assist you in developing and evaluating your project task.

**People, Relationships and Change**

Leadership in its simplest terms is about enabling people to make change effectively. Whilst the programme will support you with designing and monitoring plans and systems to manage your project, the fundamental issue is always how your team is going to be led through the dynamic process of change. Your team and how you think and plan for them individually and together will be addressed at each aspect of the programme. Sometimes this will involve challenging conversations through which you will learn to see the growth and development such challenge brings.

We are excited to see you begin what we know will be a programme of personal growth for you, your team and your children…we hope you are too!

I wish you every success on the NPQSL programme – the work that you will be doing is important to the lives and futures of your children and colleagues.



Andy Ogden

Director, Devon Teaching School Partnership

1. **NPQSL – Introducing some Key People**

You will have two experienced facilitators, leadership coaches and trainers for your programme. We understand that training in leadership is very much about enabling participants to develop their own thinking and finding their own solutions. However, we also know that the personal support of experienced leaders enables participants to feel understood over the duration of a programme and beyond. Andy and David will be present at each face to face day and coaching session but are also available for e-mail contact for any question throughout the programme.

**Andy Ogden** has wide experience of school leadership to enable him to provide outstanding support for candidates on the Senior Leadership Programme. He is currently the Director of Devon Teaching School Partnership and the Deputy CEO of Traka Learning Partnership. These roles, combined with previously working as a Director of DPSCITT, Headteacher, Local Authority School Improvement Advisor and National Strategy Consultant bring an understanding of the complexities of school improvement processes and the leadership of teams across schools. He has been a facilitator on NPQ programmes for 6 years and is described as having ‘inspirational leadership that models and secures outstanding personalised training, professional development and pastoral support’.

Lyn McNamara has been in Primary Education for almost 30 years and in Senior Leadership for over 20. She has worked for a number of Local Authorities and held a number of Headships in Liverpool, Cheshire and Cornwall. Presently she is the Strategic Partner for five schools and the Incremental Coaching Lead within the Aspire Academy Trust. She has worked as a NCSL Local Leader in Education and Professional Partner since 2011and has been deployed continuously since then by schools as a School Improvement Partner and/or Pupil Premium Reviewer. Lyn has been one of her Majesty’s Inspectors of Schools based in the Southwest region and a SIAMs inspector. She has led inspections in a variety of settings and delivered CPD on behalf of OFSTED across the region. Throughout her career Lyn has delivered professional development and training for teachers and leaders linked to universities, LAs and Diocese. She communicates with conviction, sensitivity and honesty and has been repeatedly described as a ‘determined, inspirational leader’. Lyn is passionate about supporting schools and school leaders to continually ‘improve on previous best’ and she is looking forward to working with colleagues from across Cornwall in her role as facilitator for NPQSL programme.



**Emma Stubbs**

Emma is a Senior Administrator in the Tarka Learning Partnership and manages Admin and Finance for the DTSP. She is available by phone or by e-mail should there be any matter that will ensure the smooth running of the programme for you.

1. **Introducing some Key Organisations**
2. **Department for Education (DfE)**

The NPQs used to be run by the National College for Teaching and Leadership but the DfE is now currently responsible for the development of school leadership. Its vision is to embed the principles and practice of leadership development into a self-improving system through providing a high quality school based training, linked to a series of 4 qualifications to improve leadership capacity. DTSP is firmly committed to that vision.

The Department of Education have granted 44 licences nationally to school based providers to deliver leadership qualifications. They quality assure and monitor final assessments through Tribal. DTSP went through a rigorous applications and appointment process so that you can feel secure in the quality of training that is being offered to you.

1. **Devon Teaching School Partnership (DTSP)**

DTSP believes all schools in the South West should have a leading role in running leadership programmes for staff in schools.

We are a non-profit making partnership of 50 Primary and Special schools that offer our programmes to **all schools** within our region. The Steering Committee and Executive Board comprising Headteachers from all our schools across Devon, Plymouth and Torbay are responsible for the strategy, effectiveness and quality assurance of all of our programmes.

We are recognised for our high quality, long term professional development programmes from ITT, NQT through to leadership

1. **National Educational Online Network (NEON)**

We are a partner with NEON to provide you with very high quality and up-to-date learning resources. These reading and research materials are available to you throughout the programme. Dovetailed into your face-to-face days you will also have the opportunity to have facilitated discussions with peers on the programme to develop and challenge your own thinking.

1. **The National Professional Qualifications**
2. Background
   1. The NCTL and DfE’s vision is for an education system that drives social mobility, ensuring that every child and young person can access a high quality education, regardless of location, prior attainment, and background.
   2. This is a long-term, generational vision for our education system, which means prioritising long-term capacity building that can deliver lasting benefits. In turn, this requires investment in our infrastructure and schools but, most of all, in the people who work in our schools – teachers and leaders.
   3. The Department knows that after the quality of teaching, it is the quality of school leadership that is the most important educational determinant of pupils’ success. Excellent school leaders at all levels are critical to ensuring that every child can unlock their full potential.
   4. Good leaders are perfectly placed to raise standards and improve outcomes for children – by leading schools and groups of schools, recruiting and retaining high quality teachers, sharing their expertise to support other schools, and being held to account for rigorous, well-measured outcomes.
   5. The Department wants to make sure that there are enough great leaders right across the country and, in particular, in our most challenging schools and areas. To support this, we want to ensure that prospective and serving school leaders can access high quality leadership development.
   6. The Department has reformed the NPQs to better prepare leaders for the range of leadership roles in today’s school system. Their new approach puts the best schools and leadership development organisations at the forefront of the design, delivery, and assessment of an enhanced suite of qualifications, but balances these freedoms with robust quality standards and assurance.
   7. As part of the quality assurance processes the DfE wish to ensure that leaders access quality reading and face to face training for their programmes. They also wish to have participants views on the programme that is training them. It is therefore important to note the following conditions attached to your completion of the programme and to you receiving your certificate:
3. Attendance at Face-to face events
4. Completion of Online modules
5. The return of evaluations sent to participants by their QA agent (Tribal)
6. **The Four Qualifications**

The design of the NPQ programmes is to support the career development of leaders at whichever stage of leadership they are at:

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| **Qualification** | **Level** | **Target audience[[1]](#footnote-1)** |
| National Professional Qualification for Middle Leadership (NPQML) | Leading a team | Those who are, or are aspiring to become, a middle leader with responsibility for leading a team e.g. a key stage leader, a curriculum area leader, a pastoral services leader, a subject leader, a special educational needs co-ordinator (SENCO), or a head of department.  This includes those who are, or are aspiring to be, a middle leader with cross-school responsibilities e.g. a Specialist Leader of Education (SLE). |
| National Professional Qualification for Senior Leadership (NPQSL) | Leading across a school | Those who are, or are aspiring to become, a senior leader with cross-school responsibilities e.g. an experienced middle leader, a deputy headteacher, an assistant headteacher, or other senior staff.  This includes those who are, or are aspiring to be, a senior leader with cross-school responsibilities e.g. a Director of a Teaching School Alliance (TSA). |
| National Professional Qualification for Headship (NPQH) | Leading a school | Those who are, or are aspiring to become, a headteacher or head of school with responsibility for leading a school  This includes those who are, or are aspiring to be, a head or head of school with cross-school responsibilities e.g. a National Leader of Education (NLE). |
| National Professional Qualification for Executive Leadership (NPQEL) | Leading across several schools | Those who are, or are aspiring to become, an executive headteacher or CEO of a MAT with responsibility for leading across several schools |

1. **Subject Matter of the NPQ in Senior Leadership:**
2. **Content Areas**

Each NPQ level has six content areas:

* + 1. **Strategy and Improvement**
    2. **Teaching & Curriculum Excellence**
    3. **Leading with Impact**
    4. **Working in Partnership**
    5. **Managing Resources and Risks**
    6. **Increasing Capability**

1. The DTSP programme for NPQSL, in order to make easier connections between these areas, has simplified the 6 areas into 3 modules which are set out below in Section 6.
2. Whilst the same 6 content areas feature in each NPQ level, the knowledge and skills within a content area increase in sophistication, depth and breadth progressively through the NPQ levels.

1. **Leadership Behaviours**

In addition to the 6 content areas - which set out what a leader should know or be able to do – there are also 7 Leadership Behaviours specified. They are:

* + 1. Commitment
    2. Collaboration
    3. Personal Drive
    4. Resilience
    5. Awareness
    6. Integrity
    7. Respect.

(The Leadership Behaviours themselves are not assessed formally at the end of the programme but they will be an important part of your development as a Senior Leader in order to achieve the desired outcomes for your team and children).

**6.NPQSL Course Outline and Modules**

**A. School Improvement Project Task**

The NPQSL programme is designed to develop your leadership potential through leading a team across your school:

**You will need to lead a team working across the school to**

**a) reduce variation in pupil progress and attainment**

**b) improve the efficiency and effectiveness of teaching.**

The programme will begin in the Autumn term and will last up to 4 terms by which time you will have submitted for assessment a 5,000 word assignment which covers the initiation, implementation and evaluation of the project.

**B.Structure**

The NPQSL programme has the following elements:

1. Preparation and Induction
2. Face to Face : Subject Content Module 1 & Identification of School Improvement Task
3. Online Module 1
4. Individual Coaching session 1
5. Face to Face : Subject Content Module 2 and development of Leadership Behaviours
6. Online Module 2a
7. Online Module 2b
8. Action Learning Set – school visits to other schools and hosting visit to own school
9. Face to Face: Subject Content Module 3 and evaluation of project
10. Online Module 3
11. Individual Coaching Session 2 and Preparation for Final Assessment
12. Submission of Assignment
13. **Timetable for 2019-20 NPQSL Programme**

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| **Date** | **Course Outline** | **Content Areas** | **Key Tasks & Questions** |
| **10th October 2019** | **Application by Participant**  **Supporting statement from Headteacher** |  | * Readiness and commitment to programme from participant and school? |
|  | **Pre-Course Preparation** | *Leadership Behaviours, experience and development areas* | * What are my core attributes for leadership? What do I want to develop in my personal leadership through the programme? * What will my across school improvement project look like? * Completion of   + 1. Pre-course reading     2. Discussing outline of across School Improvement Task and team with Head/line manager     3. Completion of Pre-Programme Preparation Plan |
| **Thursday 31st October 2019**  Atlantic Centre, Newquay  9.15-4pm (Coffee from 8.45am) | **Module 1 : A Vision for Change** | *Strategy and Improvement*    *Managing Resources and Risks* | * How will I build a vision with my team? * How will I set up my team, its roles and processes to effectively develop them? * How will I plan for the complexity of across school development of improvement projects & use baselines to focus effectively? * How will I use data to inform my project? |
| **25th November to the 8th December 2019** | **Online Module 1** | *Strategy and Improvement* | * How can I use research and comparative studies from other schools and leaders to develop my own thinking and leadership? |
| December/January  Your School | Personal Coaching 1 |  | * 1:1 coaching provided within SL’s school by one of the course facilitators to develop personal leadership skills |
| November🡪 January | **Post – training Tasks** |  | 1. Meet with in-school mentor 2. Set up vision meeting with across school team 3. Senior Leadership Self Audit 4. Completion of 360s (1) by colleagues 5. Completion of Online Module 1 6. Development of a) Improvement Project Plan b) Team Development Plan 7. Complete Baseline assessments 8. Recording of 9. Personal leadership development/behaviours 10. Team capability development 11. Project development 12. Module 2 Pre-Training day reading |
| **Tuesday 21st January 2020**  Atlantic Centre, Newquay  9.15-4pm (Coffee from 8.45am) | **Day 2: The Process of Change** | *Teaching and Curriculum Excellence* | * How will I effectively implement and monitor an improvement project across school? * How will I monitor consistency across the school? * What key dynamics and levers of effective change will I need to develop? * How do I impact on the quality the curriculum and teaching and learning? |
| **2nd March 2020 to the 15th March 2020** | **Online Module 2a** | *Teaching and Curriculum Excellence* | * How can I use research and comparative studies from other schools and leaders to develop my own thinking and leadership? |
|  | **Post – training Tasks** |  | 1. Meet with in-school mentor 2. Set up implementation meeting/training with team 3. Monitoring of Team Development Plan 4. Complete Business case outline & Risk Management Plan 5. Completion of Online Module 2 6. Recording of : 7. Personal leadership development/behaviours 8. Team capability development 9. Project development 10. Module 3 Pre-Training day reading 11. Visits to and receiving visits from Peer Action Learning Set (PALS) – dates to be decided by PALS |
| **20th April 2020 to the 3rd May 2020** | **Online module 2b** | *Resources and Capability* | 1. How can I use research and comparative studies from other schools and leaders to develop my own thinking and leadership? |
| **May 2020** | **ACTION LEARNING SET VISITS TO PARTNER SCHOOLS** |  | 1. How can I use other SL’s perspectives to improve my own project? 2. How can I analyse another SL’s project to support their development and my own leadership skills? |
| **Thursday 4th June 2020**  Atlantic Centre, Newquay  9.15-4pm (Coffee from 8.45am) | **Day 3: The Challenge and Evaluation of Change** | *Leading with Impact*  *Working in Partnership*  *Increasing Capability(1)* | * How do we increase the capability and quality of teams? * Challenging conversations – how do SLs improve the performance of their teams and challenge underperformance? * How is success developed, celebrated and learned from to impact on motivation and ownership? * How do we know how effective change has occurred consistently? * The development of coaching skills |
| **15th June 2020 to the 28th June 2020** | **Online module 3** | *Partnership and Communication* | * How can I use research and comparative studies from other schools and leaders to develop my own thinking and leadership? |
|  | **Post – training Tasks** |  | 1. Meet with in-school mentor 2. Set up monitoring meeting/training with team 3. Monitoring/adapting of Project/Team/Business case Development Plan 4. Recording of 5. Personal leadership development/behaviours 6. Team capability development 7. Project development 8. Completion of Leadership self-audit and Colleague’s 360s 9. Preparation for second coaching session 10. Booking final assessment 11. Completion and submission of final assessment |
| **July 2020** | Personal Coaching 2 |  | * 1:1 coaching in ML’s school to * help prepare for final assessment * reflect on leadership changes * explore future leadership opportunities |
| June🡪 November | Preparation for NPQSL Submission |  | 1. Read submission guidance 2. Gather evidence outcomes 3. Using templates provided, address and evidence criteria 4. Complete submission and send to line manager/Head 5. Line manager/head to add comments 6. **BOOK SUBMISSION DATE by Friday 6th November 2020** |
| **Assignment deadlines**  **11th January 2021**  **Or the**  **15th March 2021** | Submit Assignment |  |  |
| Date dependent on DfE QA processes | Notification of outcome and feedback |  | Re-submissions allowed on dates to be confirmed by DfE |

1. **Module Outlines**

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| ***Module 1 : A Vision For Change – Autumn Term***  ***Content Areas : Strategy and Improvement***  ***Managing Resources and Risks***  ***Core Leadership Behaviours :***  Commitment, Collaboration, Personal Drive, Resilience, Awareness, Integrity and Respect. | | | |
| **Overview :**   * **Outline of course programme and assessment processes** * **What is my personal leadership style?** * **Creating the vision for change** * **Identifying the progress and attainment gaps – quantitative and qualitative data, baselines, monitoring, outcomes.** * **Strategies for Improvement** * **Planning for Improvement – Team planning and Business case setting** | | | |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Facilitation & Study Support** |
| Analyse performance data to identify the causes of variation within a school and against comparative schools (for example, in relation to national benchmarks, historical performance or between different groups), routinely adopting a proportionate approach in the collection and use of data | Sources of internal, national and socio-economic data that can inform pupil progress and identify underachievement (for example, Progress 8 and the [EEF’s Families of Schools database](https://educationendowmentfoundation.org.uk/resources/families-of-schools-database/)) | 1.2.1 Deploys statistical and/or data analysis concepts to identify variation in pupil performance and contributing factors, applying the findings to design of own plans | **Face to face Training day**  **29th October 2019**  **360 feedback**  **PEER ACTION LEARNING SETS (PALS)**  **NEON Online Reading resources (15 hours)**  **Online facilitation 1**  **Coaching by facilitator In school Coaching** |
| Statistical and data analysis concepts, including confidence intervals, statistical significance, sampling, correlation and causation |  |
| Ensure data collected is necessary, proportionate and manageable for staff | Data collection best practice, including the principles and recommendations identified by the ['Making Data Work' report](https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response) (2018)  and the [clarification of Ofsted inspection requirements](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463242/Ofsted_inspections_clarification_for_schools.pdf) | 1.2.2 Evaluates research into, and examples of, implementing change successfully and applies findings to the design and implementation of own plans |  |
| Work with the governance board effectively to identify and agree approaches to school/ trust priorities, enabling the board to use the purposeful and appropriate data to challenge and hold to account the school leadership | The key features of effective governance as set out in the [Governance handbook and competency framework](https://www.gov.uk/government/publications/governance-handbook) |  |
| Design and implement sustainable change across a school | Research into the characteristics of successful change programmes, drawn from a range of schools and non-school contexts |  |
| Deploy resources across a school effectively and efficiently to deliver school priorities (for example, in relation to the use of Pupil Premium funding)  Monitor the use of resources across a school, identifying opportunities and pressures (for example, in relation to teacher workload) | Financial appraisal tools, techniques and concepts, including:   * the [collection on schools financial health and efficiency](https://www.gov.uk/government/collections/schools-financial-health-and-efficiency) * building business cases * assessing value for money * cost drivers and behaviours   [Strategic planning and management of the school estate](https://www.gov.uk/guidance/good-estate-management-for-schools/strategic-estate-management)  Strategic financial planning techniques, including integrated curriculum and financial planning  Resource monitoring tools and techniques (for example, in relation to finances, staffing and workload), drawn from a range of schools, including benchmarking | 5.2.1 Analyses the value for money/cost effectiveness of different options and designs a business case for recommended approach |  |
| Systematically identify, manage and mitigate risks to the school, its pupils and staff | Effective risk management tools, techniques and practice, drawn from a range of schools and non-school contexts | 5.2.2 Implements a risk management plan that systematically assesses, monitors, mitigates and contingency plans for risks |
| [The Prevent Duty for schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf) and associated processes and practice |
| The requirements, and examples of, effective practice in relation to managing Single Central Records |

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| ***Module 2 : The Process of Change – Spring Term***  ***Content Areas : Teaching and Curriculum Excellence***  ***Core Leadership Behaviours :***  Commitment, Collaboration, Personal Drive, Resilience, Awareness, Integrity and Respect. | | | |
| **Overview:**   * **Leading the school through change** * **Transformational approaches to in school variation** * **Gathering evidence of quality of teaching and learning – monitoring and evaluation cycles** * **The effectiveness of evidence-based research – establishing curriculum and pedagogical excellence** * **Developing Improvement planning to impact on pupil progress and attainment** | | | |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Facilitation & Study Support** |
| Use a range of techniques to gather evidence on teaching and curriculum quality and the impact of interventions across a school | A range of techniques to gather a proportionate yet robust level of evidence in relation to teaching and curriculum quality and evaluate the impact of interventions | 2.2.1 Evaluates teaching quality across a school accurately, exploiting appropriate techniques to gather evidence | **Face to face Training day – 15th January 2020**  **360 feedback**  **PEER ACTION LEARNING SETS (PALS) – VISITS TO PALS SCHOOLS**  **Reading resources(15 hours)**  **Online facilitation 2a & 2b**  **Coaching by facilitator In school Coaching** |
| Reduce variation within the school and against comparative schools by improving pupil progress, attainment and behaviour | Research into, and examples of, leadership or management strategies that have improved pupil behaviour, progress and attainment and reduced variation across a school, drawn from a range of schools (for example, the [EEF’s toolkit on teaching and learning](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/#effectiveness), and EEF’s [Putting Evidence to Work - A School's Guide to Implementation](https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/) and the [Early Career Framework](https://www.gov.uk/government/publications/supporting-early-career-teachers)) | 2.2.2 Analyses different leadership/management strategies aimed at improving pupil progress, attainment and behaviour and applies findings to own plans |
| 2.2.3 Designs, implements and evaluates an improvement project that reduces variation in pupil progress and/or attainment across the school |
| Legal frameworks and guidance relating to behaviour management, attendance, exclusions and bullying |
| Develop and maintain a rich, high-quality school curriculum | Research into, and examples of, curriculum development approaches/ techniques | 2.2.4 Exploits opportunities to develop and grow the school curriculum |
| The benefits, characteristics and examples of high quality curriculum programmes (for example, a mastery-based mathematics curriculum, or knowledge-rich history curriculum) |
| Lead, motivate and influence others, including beyond the line management chain, to deliver whole-school objectives | Research into, and examples of, leadership, motivation and influence, drawn from a range of schools and non-school contexts | 3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the school |

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| ***Module 3: The Challenge and Evaluation of Change – creating impact***  ***Content Areas : Leading with Impact***  ***Increasing Capability***  ***Working in Partnership***  ***Core Leadership Behaviours :***  Commitment, Collaboration, Personal Drive, Resilience, Awareness, Integrity and Respect. | | | |
| **Overview :**   * **Strategies for transformational Change** * **Interpersonal and intrapersonal awareness** * **Effective line management** * **Effective Communication Plans** * **Challenging conversations** * **Evaluating Impact – on pupils, teams and personal leadership** * **Partnership Working – research and effective approaches** * **Preparing for assessment** | | | |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Facilitation & Study Support** |
| Lead, motivate and influence others, including beyond the line management chain, to deliver whole-school objectives | Research into, and examples of, leadership, motivation and influence, drawn from a range of schools and non-school contexts | 3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the school | **Face to face Training day – 9th June 2020**  **360 feedback**  **PEER ACTION LEARNING SETS (PALS)**  **NEON Online Reading resources (15 hours) x 2**  **Online facilitation 3**  **Coaching by facilitator In school Coaching** |
| Develop a communications plan that promotes or defends the school’s performance, policies or decisions effectively | Examples of successful communications plans and techniques used by schools | 3.2.2 Designs and implements a communications plan to promote and/or defend plans, drawing on campaigns and techniques used by other schools |
| Identify excellent professional development practice | Key research into, and examples of, excellent professional development, including for new/recently qualified teachers underpinned by the Early Career Framework, drawn from a range of schools | 6.2.1 Analyses key research into, and examples of, effective professional development and talent management in schools and applies findings to own plans |
| Identify talent within an organisation and put in place arrangements or tools to develop and retain it | Successful talent identification and retention strategies in a range of schools and non-school contexts |
| Design professional development strategies, which engage all staff (including new/ recently qualified teachers) and anticipate future professional development needs | Structures, tools and techniques that facilitate joint, work-based and self-directed study | 6.2.2 Analyses how professional development provision may need to change over time and applies findings to own plans |
| Factors that drive changing professional development needs (for example, changes to legislation, the curriculum or pupil intake) |
| Identify a range of local and national partners that can support school improvement | Tools and techniques to identify the organisation’s stakeholders and analyse their views (for example, stakeholder mapping) | 4.2.1 Establishes and sustains partnerships that build capability and/or improve performance in priority areas for the school |
| Put in place systems, processes or structures which facilitate knowledge transfer and shared best practice within and beyond the school | Research into, and examples of, structured partnerships that have improved capability and performance, drawn from a range of schools and non-school contexts | 4.2.2 Evaluates the effectiveness of partnerships in terms of pupil progress and/or attainment |

1. **Core Leadership Behaviours that will be woven through the course:**

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| **Commitment, Moral Purpose & Vision** | The best leadersare committed to their pupils and understand the power of world-class teaching to improve social mobility, wellbeing and productivity. They are able to articulate this within a clear vision and are able to inspire others towards this moral purpose. |
| **Collaboration & Communication** | The best leaders readily communicate and engage with, and invest responsibility in, those who are best placed to improve outcomes |
| **Personal Drive** | The best leaders are self-motivated and take a creative, problem-solving approach to new challenge |
| **Resilience & Holding other’s to account** | The best leaders remain courageous and positive in challenging, adverse or uncertain circumstances. They are able to challenge underperformance and hold other’s to account |
| **Intrapersonal and Interpersonal Awareness** | The best leaders will know themselves and their teams, continually reflect on their own and others’ practices, and understand how best to approach difficult or sensitive issues. They are personally and intra-personally self –aware and emotionally intelligent. |
| **Integrity** | The best leaders act with honesty, transparency and always in the interests of the school and its pupils |
| **Respect** | The best leaders respect the rights, views, beliefs and faiths of pupils, colleagues and stakeholders |

* + 1. **Support for Participants through the NPQSL Programme**

**Devon Teaching School Partnership** will provide for you a range of support in order that you can develop your potential as a leader. It is important to note that there are distinct differences about a leadership programme that are different to many training programmes:

1. That participants should expect to develop behaviours that ensure they are in control of and are taking responsibility for their own learning. Problem solving, having the drive, commitment and initiative to access, use and adapt the following support will be key to your success.
2. That the programme is multi- layered and at each stage participants will be reflecting on their:

* **Personal Leadership**
* **Team Capability and development**
* **Project development and its impact on children**

1. **Face to Face Training**

Three, full day training sessions will be offered through the programme. These are essential to attend in order to fully engage with the key content areas and behaviours of Senior leadership. Typically they will provide:

* Expert facilitators who will challenge your thinking and articulation of your leadership
* Time to discuss and apply the latest research and thinkpieces around leadership
* Use case studies and scenarios based within schools to exemplify and extrapolate key leadership issues based in

real contexts.

* The development of strategies and processes for the leadership of your project.
* Peer coaching to develop your leadership skills and comparative projects
* Interactive training combined with time to plan the next stages of your project.

1. **Online Research Materials**

Each module will have up to date, relevant reading and research material. We know that your time is precious and we will therefore:

* Detail your Leadership Reading which will be available via NEON online area to which you will have access throughout the duration of the programme. Key questions will be provided to develop and record your thinking and how it is impacting on your project. Each of the 3 modules will also have facilitated online discussion to support your leadership thinking. (There are two for the second module)

**Please note that it is a condition of completing the programme that you have completed the 4 reading modules attached**

**to your programme.**

1. **Templates :**

DTSP will provide templates (for instance for your project plan / team development plan/ business case plan) that you can use or adapt to fit in with your school forms or requirements.

1. **One-to one coaching**

The power of coaching for leaders has immense potential to evaluate, develop and challenge your leadership attributes. The two sessions will be with one of your course facilitators and take place within your school. You will be able to set the agenda for these sessions in order to use the skills of your coach to have the most impact for you. In particular, it will be an opportunity to explore, review and develop the 3 elements outlined above – personal, team and project leadership.

You will also be able to contact your coaches by e-mail through the programme to ask questions as your project develops.

1. **Peer Action Learning Sets**

Throughout the programme you will be within a network of Senior Leaders and will benefit from the contrasting projects and experiences you will have with them. During sessions you will be set up with action learning sets to practise, observe and evaluate your own and other’s key leadership skills, especially in managing challenging conversations. Within Module 2 you will also have the opportunity to visit and host other Senior Leaders within your action learning set to compare and contrast the leadership of similar projects but within different schools.

1. **School Support**

It is expected that your own school through the course of the programme should support you by:

* Providing mentoring support through your line manager or head, meeting at least once every half term
* Access to a budget that may include financial, staff time and materials resources to effectively deliver your

project

* Sufficient time for you to meet with your team to develop your project with them.
* Verification and comments on your project to support your assignment submission.
  + 1. **NPQSL Assessment Tasks and Criteria**

The NPQSL programme is designed to develop the leadership potential of Senior Leaders leading a team across their school. Throughout the whole programme you will address and progress in 7 core leadership behaviours : Commitment, Collaboration, Personal Drive, Resilience, Awareness, Integrity and Respect and the 6 content areas outlined below.

Participants are assessed through an assignment which is based on a school based project task.

**NPQSL Assessment Task Description**

**Project Summary:**

They will achieve this through an improvement project that they will work with a team across the school to a) reduce variation in pupil progress and attainment b) improve the efficiency and effectiveness of teaching.

They will be supported to be successfully assessed against six content areas using a range of study methods that are set out below.

The programme will begin in the Autumn term and will last 4 terms by which time they will have submitted for assessment a 5,000 word assignment which covers the initiation, implementation and evaluation of the project.

**Content Areas Assessed**:

|  |  |
| --- | --- |
| **Part A** | **Part B** |
| Strategy and Improvement | Managing Resources and Risks |
| Teaching and Curriculum Excellence | Increasing Capability |
| Leading with Impact |  |
| Working in Partnership |  |

**Participants must:**

* **Lead** an improvement project in their team, lasting at least 2 terms, across a school aimed at a) reducing variation in pupil progress and attainment b) improving the efficiency and effectiveness of teaching.
* **Submit** a written account of the project to DTSP for assessment, demonstrating how they have met the criteria set out below. This should cover the initiation, implementation and evaluation of the project. It should be set out on the approved template (Appendix 1) and verified and signed by their Headteacher/line manager.
* **Submit** supporting documents/material as evidence as indicated in Appendix 2. Supporting evidence must be concise and directly related to the candidate’s project and corresponding assessment criterion.
* **Not exceed** a total word count (across both parts of the project) of **5,000**, excluding supporting documents or annexes.
* The submission dates for the 2019-20 cohort are:

January 11th 2021 or

15th March 2021

**Participants must book a submission date through the programme administrator by 6th November 2020**

**DTSP will:**

* **Assess** project scripts and supporting evidence in accordance with a mark scheme that will be provided by DfE.
* **Comply** with the assessment requirements, including peer moderation, as described in the Quality Framework.
* **Provide** written feedback and outcomes to participants to support their future development and/or resubmission.
* **Provide** a certificate to successful candidates to evidence their completion of the NPQSL Programme

\*where the candidate is unable to identify one project that meets the needs of both part a and b, they may complete two separate projects, however the total overall word count of 5,000 still applies.

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| **Content Area** | **NPQSL Assessment Criteria** | **Supporting Documents**  **Required** |
| **PART A** | | |
| Strategy and Improvement | 1.2.1 Deploys statistical and/or data analysis concepts to identify variation in pupil performance and contributing factors, applying the findings to design of own plans | Raw Data Analysis |
| 1.2.2 Evaluates research into, and examples of, implementing change successfully and applies findings to the design and implementation of own plans |  |
| Teaching & Curriculum Excellence | 2.2.1 Evaluates teaching quality across a school accurately, exploiting appropriate techniques to gather evidence |  |
| 2.2.2 Analyses different leadership/management strategies aimed at improving pupil progress, attainment and behaviour and applies findings to own plans. |  |
| 2.2.3 Designs, implements and evaluates an improvement project that reduces variation in pupil progress and/or attainment across the school | Pupil performance data |
| 2.2.4 Exploits opportunities to develop and grow the school curriculum |  |
| Leading with Impact | 3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the school | Sponsor Comments |
| 3.2.2 Designs and implements a communications plan to promote and/or defend plans, drawing on campaigns and techniques used by other schools | Communications Plan |
| Working in Partnership | 4.2.1 Establishes and sustains partnerships that build capability and/or improve performance in priority areas for the school | Sponsor Comments |
| 4.2.2 Evaluates the effectiveness of partnerships in terms of pupil progress and/or attainment |  |
| **PART B** | | |
| Managing Resources and Risks | 5.2.1 Analyses the value for money/cost effectiveness of different options and designs a business case for recommended approach | Business Case |
| 5.2.2 Implements a risk management plan that systematically assesses, monitors, mitigates and contingency plans for risks | Risk Management Plan |
| Increasing Capability | 6.2.1 Analyses key research into and examples of effective professional development and talent management in schools and applies findings to own plans |  |
| 6.2.2 Analyses how professional development provision may need to change over time and applies findings to own plans |  |

* + 1. **Deferrals**

1. Assignments must be submitted within the assessment period stated in section 8 above. In exceptional circumstances this may be extended by written prior application and approval of the Director of the DTSP.
2. Examples of exceptional circumstances would be of the nature of maternity or serious long-term illness, change of role/promotion.
3. The normal periods set for deferral would be of six months or one year depending on the exact nature of the circumstances.
4. If you are in a position where you may require a deferral please contact the director, Andy Ogden as soon as possible (andy.ogden@tarkatrust.org.uk)
   * 1. **Resubmissions**
5. Where a candidate has been informed that they have not met required standard for the NPQSL they will receive written guidance for their development.
6. They may resubmit their revised assignment under arrangements that will be stipulated by the DfE.
7. Two resubmissions are allowed for the project with which they have been involved. If they wish to re-take the qualification at a later date they must enter a new NPQSL programme with a new project.
   * 1. **Quality of Service from the Devon Teaching School Partnership**
8. **Recruitment and Admission of Participants**

DTSP will:

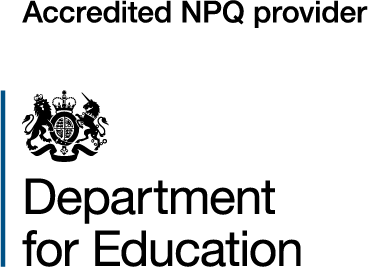
1. Operate a transparent and inclusive recruitment, selection and admission process for all participants.
2. Support the government guidance to ensure equality of access for underrepresented groups and schools
3. Ensure that the lead school of the partnership will have a role that is meaningful and maintains the school-led nature of the National Professional Qualifications.
4. **Data Protection**

DTSP:

1. Is registered with the Information Commissioner’s Office (ICO)
2. Complies with the data protection requirements issued by the ICO and in particular will keep all information provided to it by participants that comes within the relevant legislation safe and secure.
3. **Consultation, Evaluation and Improvement**

DTSP will:

1. Regularly throughout the programme consult with participants and their schools and the DfE over the effectiveness of the programme and its quality and undertake active consideration of views in its future development
2. Evaluate, during and subsequent to the completion of the course, its effectiveness according to the latest research and published criteria and implement changes to improve it further.
3. Publish the outcomes of the programme on its website.
4. **Complaints and Appeals Procedures**
5. It is DTSP’s aim to operate fair, accessible and timely procedures for handling any potential participants’ complaints.
6. We believe that good, clear, early communication will normally resolve any difficulty. In the first instance participants should make one of the facilitators on their programme aware of any difficulty. Facilitators will respond within 2 working days at the latest to engage with and try and resolve the difficulty.
7. In the unlikely event that this cannot be resolved at this stage then the Director of DTSP should be contacted by the participant detailing in writing the nature of the difficulty and how they would like it resolved. The Director will respond within 2 working days to engage with the participant and the resolution of the complaint. They will write formally to the participant the outcome of any enquiry they have made into the matter and its resolution.
8. If this resolution is not to the satisfaction of the participant then they may within 7 days appeal to the DfE through the process outlined in the resolution letter sent to them.



**Devon Teaching School Partnership**

**SENIOR Leadership Final Assessment Declaration**

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| **Name:** |

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| **Marker 1 :** | **Second Marker:** | **Moderator :** |
| **FINAL OUTCOME :** | | |

**Presentation Checklist**

Please tick to confirm that you have:

|  |  |
| --- | --- |
| Used Arial 11 font (single spaced) |  |
| Ensured that the word count does not exceed 5,000. |  |
| Proof read for spelling and typographical errors |  |
| Provided a bibliography in the appendix |  |
| Included an appendix for relevant school documents (these do not count towards the word count) |  |
| Included your Sponsors Comments which they have signed |  |

**Declaration**

I certify that this assignment is all my own work and that I have preserved the anonymity of all participants by ensuring that names of pupils and staff are not mentioned in the assignment or appendix material.

**Signed** ………………………….………………. **Date**…………………………….

**Guidance for Participants**

**Grading**

No grade classification will be applied; participants will either pass or fail. Participants will be advised of their final assessment score, including a breakdown by each assessment criterion), once all moderation processes are complete. This will enable participants to identify areas for future professional development.

**Word Limits**

Assessors will not award marks for work that is beyond the word limit specified for that task, unless it forms part of support documents or annexes, which are excluded from the word limit. This means for instance that if the word limit has been reached before the final section you will not be able to be awarded a mark in this section and will not be able to pass.

**Leadership behaviours**

Leadership behaviours, which describe how leaders operate, will not to be formally assessed or scored through the assessment criteria and tasks.

However, at the beginning of their NPQ, DTSP will have worked with participants to evaluate the participant’s strength in each leadership behaviour, and plan how the participant will develop these behaviours during their NPQ study.

**Submission Dates**

Candidates must have notified the DTSP administrator by the **6th November 2020** which of the two submission dates they wish to submit by:

* **11th January 2021 or**
* **15th March 2021**

If candidates due to special circumstances need to change their date they must notify the Programme Director, Andy Ogden (andy.ogden@tarkatrust.org.uk) in writing stating the reasons why. In exceptional circumstances this may be altered by the Director at their discretion providing compelling reasons are given and a new date is set. If special circumstances are not found and the submission date is not met this will be deemed to be a first fail.

Submission should be made electronically by 5pm on the date set to [emma.stubbs@tarkatrust.org.uk](mailto:emma.stubbs@tarkatrust.org.uk)

**Submission Format**

All submissions should be made on this **Word** format.

All appendices must be **incorporated into this one document** by pasting them onto the end in the order in which they are listed. **Separate documents will not be accepted.**

**Moderation**

DTSP have established a moderation process. In addition, the Quality Assurance agent for the DfE will carry out a national moderation of 10% of all assessed work.

***Results will not be communicated to participants until this national moderation process for the relevant cohort is complete and the results are confirmed by the Quality Assurance agent.***

**Resubmissions**

Two resubmissions are permitted after the first fail. Three attempts are permitted in total within a two-year period. After the third failed attempt, participants wishing to try again must wait one year and will need to start the course afresh.

**Academic misconduct**

Participants must employ good academic practices and avoid academic misconduct. Collusion, copying another participant’s work or another person or organisation completing your work on your behalf is academic misconduct. Where suspected cases of academic misconduct arise they will be investigated in the following manner.

1. Markers will report the matter to the Director of the DTSP within 24 hours of marking the script.
2. The Director will investigate the circumstances and then arrange a meeting with the Director and one independent Headteacher from the DTSP to discuss the allegation with the participant within 7 working days. The participant will be entitled to have a representative present with them during this meeting. An agenda containing the following items will be sent to the participant prior to the meeting:
3. Date, time and venue
4. Nature of the suspicion
5. Opportunity for the participant to respond to the suspicion
6. Opportunity for the Director and Headteacher to ask questions about the suspected case of academic misconduct.
7. Notification (subject to 3 below) of outcome within 7 days.
8. The Department and the DfE Quality Assurance agent will draw up and issue further guidance on what to do if academic misconduct has been investigated and found to have occurred and the DTSP will follow this guidance.

**NPQSL Assessment Criteria – leading across a school**

**Assessment Task:** Leading an improvement project across their school, lasting at least 2 terms, to reduce variation in pupil progress and attainment (part A) and improve the efficiency and effectiveness of teaching (part B).

**Word Limit:** 5,000

**Assessment Criteria assessed: 14**

**Marks available: 28**

**Pass mark: 20**

In addition to achieving the pass mark participants must also score at least 1 mark in each assessment criterion in order to be successful in the task, i.e. a ‘0’ will result in the participant failing the task.

Please be aware as you write your final assessment of the terms used in the glossary below:

**Glossary**

|  |  |
| --- | --- |
| **Term** | **Definition** |
| **Analyse** | Break down data, information, or research and identify issues, common themes / concepts; identify advantages and disadvantages of approach; show how main ideas are related and why, and why important. |
| **Apply** | Make use of newly acquired knowledge and skills in the task / project |
| **Assess** | Use available information to make a judgement / take a decision. |
| **Demonstrably** | Providing evidence of understanding / use of knowledge and skills in the task / project to positive effect |
| **Deploy** | Make use of resources or strategies to address an issue. |
| **Effectiveness** | Producing desired result, impact or outcome. |
| **Efficiency** | Getting best use of resource with minimum wasted effort or expense. |
| **Establish** | Secure acceptance for; set up on a permanent basis. |
| **Evaluate** | Examine strengths and weaknesses, similarities and differences; make points for and against; review evidence from different perspectives and come to a valid conclusion or reasoned judgement. |
| **Exploit** | Make full use of, and derive benefit from, a resource, knowledge or skill; use to good advantage. |
| **Implement** | Put into practical effect; carry out. |
| **Successfully** | Evidence of outcome or impact of approaches / decisions taken. |
| **Sustain** | Maintain for a period of time relevant to the task / project |

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| **NPQSL Content area** | **Assessment criteria** | **Score descriptor**  **0 Marks** | **Score descriptor**  **1 Mark** | **Score descriptor**  **2 Marks** | **Supporting documents required** |
| ***Tested in Part A*** | | | | | |
| **Strategy & Improvement** | 1.2.1 Deploys statistical and/or data analysis concepts to identify variation in pupil performance and contributing factors, applying the findings to design of own plans |  No relevant evidence submitted by participant |  Analyses performance data to identify variation and contributing factors; though not always using the most important/relevant/appropriate data sources and/or data/statistical analysis techniques (for specified purpose/context)   Own project and/or priorities are not always consistent with the most important/relevant findings of their analysis in some respects. |  Identifies variation in pupil performance and contributing factors through an analysis of important/relevant/appropriate performance data, including own and comparative schools, using appropriate statistical and/or data analysis techniques   Own project and priorities for improvement are wholly consistent with the most important/relevant findings of their analysis | Raw data analysis |
| **Evidence Against the Criteria** | | | | |
| **Marker Comments** | | | | |
| 1.2.2 Evaluates research into, and examples of, implementing change successfully and applies findings to the design and implementation of own plans |  No relevant evidence submitted by participant |  Evaluates research into, and examples of, implementing change successfully, though not always the most important/relevant/appropriate research or examples (for specified purpose/context)   Design and implementation of own plans not always consistent with most important/relevant findings of their evaluation in some respects. |  Evaluates the most important/relevant/appropriate research into, and examples of, implementing change successfully, applying important/relevant/appropriate findings to the design and implementation of own project   Own plans implemented successfully with |  |
|  | **Evidence Against the Criteria** | | | | |
|  | **Marker Comments** | | | | |
| **Teaching and Curriculum Excellence** | 2.2.1 Evaluates teaching quality across a school accurately, exploiting appropriate techniques to gather evidence |  No relevant evidence submitted by participant |  Evaluates teaching quality across a school; though not always using the most appropriate techniques for their specified purpose or context to gather accurate evidence on the impact of different teaching interventions or strategies. |  Deploys a range of important/relevant/appropriate techniques to gather evidence on teaching quality across a school, accurately identifying the impact of different teaching interventions or strategies across a school. |  |
| **Evidence Against the Criteria** | | | | |
| **Marker Comments** | | | | |
| 2.2.2 Analyses different leadership /management strategies aimed at improving pupil progress, attainment and behaviour and applies findings to own plans |  No relevant evidence submitted by participant |  Analyses different leadership/management strategies aimed at improving pupil progress, attainment and behaviour identifies approaches; though not always identifying those with the greatest impact in reducing variation and improving pupil progress, attainment and behaviour; and/or not always analysing the most important/ relevant/ appropriate strategies for their specified purpose or context.   Participant’s plans to improve pupil progress, attainment and behaviour are not always consistent with most important/relevant/appropriate findings of their analysis |  Analyses important/relevant/appropriate leadership/management strategies aimed at improving pupil progress, attainment and behaviour and identifies approaches with the greatest impact in reducing variation and improving pupil progress, attainment and behaviour   Participant’s plans to improve pupil progress, attainment and behaviour are wholly consistent with most important/relevant/appropriate findings of their analysis |  |
| **Evidence Against the Criteria** | | | | |
| **Marker Comments** | | | | |
| 2.2.3 Designs, implements and evaluates an improvement project that reduces variation in pupil progress and/or attainment across the school |  No relevant evidence submitted by participant |  Designs, implements and evaluates an improvement project across a school(s); though impact on variation in pupil progress and/or attainment unclear or not in line with specified priorities or purpose   Participant’s role in designing or implementing or evaluating project not always clear. |  Designs and implements an improvement project across a school(s) that demonstrably reduces variation in pupil progress and/or attainment through improvement   Impact of project fully evaluated by participant and important/ relevant/ appropriate improvements identified where necessary. | Pupil performance data  *Suggested – Improvement Plan* |
| **Evidence Against the Criteria** | | | | |
| **Marker Comments** | | | | |
| 2.2.4 Exploits opportunities to develop and grow the school curriculum |  No relevant evidence submitted by participant |  Analyses research into, and examples of, curriculum development approaches/techniques; though not always clear how these have been applied to own school’s curriculum   Makes improvements to school curriculum; though benefits and or risks of changes not always clear or justified |  Analyses research into, and examples of, curriculum development approaches/techniques and applies findings to improve own school’s curriculum, explaining the benefits of changes made. |  |
|  | **Evidence Against the Criteria** | | | | |
|  | **Marker Comments** | | | | |
| **Leading with Impact** | 3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the school |  No relevant evidence submitted by participant |  Evaluates relevant research into, and examples of, leadership and motivation and/or influence; though does not always adopt the most important/relevant/appropriate approach for specified purpose/ context   Evidence of positive impact on others in the school not always clearly demonstrated |  Evaluates relevant research into, and examples of, leadership and motivation and/or influence to identify approaches with the greatest impact in different situations   Adopts the most important/relevant/appropriate approaches (for specified purpose/context), to demonstrably motivate or influence others across the school | Sponsor comments |
| **Evidence Against the Criteria** | | | | |
| **Sponsor comments:**  **Signature of Sponsor to verify comments :**  **…………………………………………………………….. Date ……………………** | | | | |
| **Marker Comments** | | | | |
| 3.2.2 Designs and implements a communications plan to promote and/or defend plans, drawing on campaigns and techniques used by other schools |  No relevant evidence submitted by participant |  Designs and implements a communications plan that promotes and/or defends plans; though does not always consider the benefits/risks of communications campaigns and techniques used by other schools;   Plan does not always consider the needs/priorities/ motivations of important/ relevant/ appropriate audiences |  Designs and implements a communications plan that identifies the needs/priorities/ motivations of important/ relevant/ appropriate audiences to successfully promote plans or defend where necessary and considers   Fully considers the benefits and risks of communications campaigns and techniques used by other schools and applies these to own communications plan. | Communications plan |
|  | **Evidence Against the Criteria** | | | | |
|  | **Marker Comments** | | | | |
| **Working In Partnership** | 4.2.1 Establishes and sustains partnerships that build capability and/or improve performance in priority areas for the school |  No relevant evidence submitted by participant |  Establishes and sustains partnerships that facilitate knowledge transfer and/or sharing of best practice in priority areas; though not always with the most important/relevant/appropriate partners/stakeholders (for specified purpose/context)   Establishes and sustains partnerships with the most important/relevant/appropriate partners/stakeholders; though evidence of positive impact on school not always clearly demonstrated |  Establishes and sustains partnerships with the most important/relevant/appropriate stakeholders (for specified purpose/context) that facilitate knowledge transfer and share best practice, with a demonstrably positive impact on relevant school priorities. | Sponsor comments |
|  | **Evidence Against the Criteria** | | | | |
|  | **Sponsor comments:**  **Signature of Sponsor to verify comments :**  **…………………………………………………………….. Date ……………………** | | | | |
|  | **Marker Comments** | | | | |
|  | 4.2.2 Evaluates the effectiveness of partnerships in terms of pupil progress and/or attainment |  No relevant evidence submitted by participant |  Evaluates the effectiveness of partnerships; though impact on pupil progress and/or attainment not always clear |  Uses tools or techniques to evaluate the effectiveness of partnerships, explicitly assessing their impact on pupil progress and/or attainment |  |
|  | **Evidence Against the Criteria** | | | | |
|  | **Marker Comments** | | | | |
| **Managing Resources and Risks** | 5.2.1 Analyses the value for money/cost effectiveness of different options and designs a business case for recommended approach |  No relevant evidence submitted by participant |  Designs a business case that analyses the value for money/cost effectiveness of different options to deploy resources across a school; though does not always use the most important/ relevant/appropriate appraisal tools and techniques to conduct analysis   Gives limited consideration of efficiency and effectiveness of different options in achieving school priorities   Recommended approach is not always consistent with analysis of value for money/cost effectiveness analysis |  Designs a business case that comprehensively analyses of the value for money/cost effectiveness of different options to deploy resources across a school, using the most important/ relevant/ appropriate tools and techniques ((for specified purpose/context)) to assess the efficiency and effectiveness of different options in achieving school priorities. | Business case |
|  | **Evidence Against the Criteria** | | | | |
|  | **Marker Comments** | | | | |
|  | 5.2.2 Implements a risk management plan that systematically assesses, monitors, mitigates and contingency plans for risks |  No relevant evidence submitted by participant |  Implements risk management plan that assesses, monitors, mitigates, and contingency plans for risks; though risks identified, or mitigations/contingencies proposed, are not always the most important/ relevant/ appropriate ((for specified purpose/context))   Monitoring activities are not always systematic or proportionate to the most important/relevant risks |  Implements risk management plan that systematically assesses, monitors, mitigates, and contingency plans for the most important/relevant/appropriate risks (for specified purpose/context)   Monitoring activities and frequencies are proportionate to the nature of the most important/relevant risks identified | Risk management Plan |
|  | **Evidence Against the Criteria** | | | | |
|  | **Marker Comments** | | | | |
| **Increasing Capability** | 6.2.1 Analyses key research into, and examples of, effective professional development and talent management in schools and applies findings to own plans |  No relevant evidence submitted by participant |  Analyses key research into, and examples of, effective professional development and talent management in schools to identify effective practice; though does not always apply the most important/ relevant/ appropriate findings (for specified purpose/context)   Own plans not always consistent with, or unclear how they relate to, their analysis of effective practice in some areas |  Analyses key research into, and examples of, effective professional development and talent management in schools to identify effective practice and applies the most important/relevant/appropriate professional development/talent management practices (for specified purpose/context) to own plans   Own plans are wholly consistent with most important/relevant/ | *Suggested Team Development Plan* |
| **Evidence Against the Criteria** | | | | |
| **Marker Comments** | | | | |
| 6.2.2 Analyses how professional development provision may need to change over time and applies findings to own plans |  No relevant evidence submitted by participant |  Analyses how professional development provision may need to change over time, identifying factors that drive changing professional development needs, though not always the most important/relevant/appropriate (for specified purpose/context) in some areas  Own plans not always consistent with, or unclear how they relate to, their analysis in some areas |  Analyses of how professional development provision may need to change over time, accurately identifying the most important/relevant/appropriate factors that drive changing professional development needs (for specified purpose/context)   Own plans are wholly consistent with most important/relevant/appropriate findings of their analysis | *Suggested Team Development Plan* |
|  | **Evidence Against the Criteria** | | | | |
|  | **Marker Comments** | | | | |
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| **Score** |  | | | | |
|  | **Marker’s Overall Comments** | | | | |

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| **REFERENCES**  **Guidance:**   1. It is not necessary to provide full Harvard referencing but sufficient detail needs to be provided within the columns below for the markers to be able to check against the original text. 2. Referencing within the final assessment should just be by author and date eg (Abbott, 2017) | | |
| **Title of Text, Article, Website** | **Author** | **Date** |
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| **LIST OF APPENDICES** | |
| **Compulsory:** | |
| **Title** | **Tick if attached below** |
| Raw data analysis |  |
| Pupil Performance data |  |
| Business Plan incl budget options |  |
| Communications Plan |  |
| Risk Management Plan |  |
|  | |
| **Additional :** | |
| Team Development/CPD Plan |  |
|  |  |
|  |  |
|  |  |

1. The listed examples should be regarded as **indicative**. Providers will be expected to work with participants to ensure that the course(s) they offer meet the needs of a given applicant. [↑](#footnote-ref-1)