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**National Professional Qualification**

**Middle Leadership**

 **(NPQML)**

**Participant Handbook 2020-21**

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

Welcome to the NPQML programme!

**Vision**

It is our hope that over the next 12-18th months you will become increasingly confident in your leadership skills and your ability to lead teams to make a real impact on children and colleagues in your school.

Middle leaders are in a dynamic position in school where your practice is so rooted in your classroom. This gives you credibility in your leadership position and it is for this reason that the quality of middle leaders is so vital to the success of each school.

The word ‘Leadership’ throws up many different thoughts, emotions and questions. Is it right for me? Can I do it? What will my colleagues think of me as a leader? Will it be added pressure? Will I be able to make the difference I want to make? How will I do it? What do I need to change?... and more….This programme is designed to support you as you think through and articulate answers to all of the challenges posed by these 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? 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, coaching triads 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
3. The development of your 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.

**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 NPQML 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.b.Specific Provisions for 2021-22**

***i. \*Covid-19***

Leadership is a very personal characteristic to develop and therefore where at all possible we would wish to hold training and coaching sessions in person where you will have the benefit of working with peers and facilitators can respond better to your needs. Due to Covid-19 this may not always be possible. If this is the case, we will give you as much notice as possible and will rearrange to online facilitation. Face to face days would be split into smaller, more manageable pieces of training rather than whole days. Participants starting the 2021-22 programme do so on this understanding.

***ii.Completion of Programme***

Due to changes to the NPQ programme being brought in by the DfE we have been advised that all participants must have completed the programme by May 2022. Submission dates in January and March 2022 have been set and are therefore in good time prior to this deadline. At present the DfE are not offering any deferrals eg due to pregnancy/change of role beyond this date and therefore participants need to be aware that these will be the only submission dates available.

1. **NPQML – 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 course of a programme. They 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 duration of the programme.

**Heather Hanrott**

Heather has been involved in primary education for over 35 years and taught in both inner city and rural schools. Her interest in leadership and management started when she became a middle leader in a London school. In her roles as deputy head and later acting head she was further able to develop her understanding and practice. As a headteacher of two Devon schools, she enjoyed success in developing the staff teams and guiding them to grow in confidence in their own leadership.

As well as supporting senior leaders in a number of Devon schools through the school partnership programmes, she has been involved in the professional development of middle leaders through the NPQML training. In this role, Heather has enjoyed meeting many primary and secondary teachers over the past seven years while facilitating on courses which assisted them to develop their own leadership style with confidence.

**Steve Hitchcock**

Steve has been a Headteacher for the last ten years, taking on two schools in very different and challenging circumstances. His role in leadership came about after working in two 'Outstanding' schools and winning a 'Teacher of the Year Award'. School culture and ethos is very important to Steve. He is passionate about developing staff to enable them to become effective reflective practitioners, particularly using coaching techniques. Working with leaders, Steve is keen to give them the theory and tools to enable them to become effective and confident.

**Della Oliver**

Della 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.

# 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**

**i. 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.

ii. **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 Middle Leadership:**

**i. 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 NPQML, 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 increases in sophistication, depth and breadth progressively through the NPQ levels.

**ii. 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 Middle Leader in order to achieve the desired outcomes for your team and children).

**6. NPQML Course Outline and Modules**

**i. School Improvement Project Task**

The NPQML programme is designed to develop your leadership potential through leading a small team within your school.

**You will need to lead an improvement project to a) improve pupil progress and attainment and b) team capability.**

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 4,500 word assignment which covers the initiation, implementation and evaluation of the project.

**ii. Structure**

The NPQML 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 2
7. Face to Face: Subject Content Module 3 and evaluation of project
8. Online Module 3
9. Individual Coaching Session 2 and Preparation for Final Assessment
10. Submission of Assignment

**iii. Timetable for 2019-20 NPQML Programme**

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| --- | --- | --- | --- |
| **Date** | **Course Outline**  | **Content Areas** | **Key Tasks & Questions** |
| **10 October 2020** | **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 is my leadership like? What do I want it to be?
* Completion of
	+ 1. Pre-course reading
		2. Leadership Audit
		3. Discussing outline of Improvement Task and team with Head/line manager
 |
| **11th November 2020****Trinity School****9.15- 4pm (Coffee from 9am)** | **Module 1 : A Vision for Change** | *Strategy and Improvement**Managing Resources and Risks* | * How do we build a vision with our team?
* How do we engender a team culture?
* How do we plan improvement projects & use baselines?
 |
| **23rd November to the 6th December 2020** | **Online Module 1** |  | * 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 ML’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 team
3. Completion of Improvement Project Plan
4. Complete Baseline assessments
5. Completion of Online Module 1
6. Recording of
7. Personal leadership development/behaviours
8. Team capability development
9. Project development
10. Completion of 360 (1)
11. Module 2 Pre-Training day reading
 |
| **15th January 2021****Trinity School****9.15- 4pm (Coffee from 9am** | **Day 2: The Process of Change** | *Teaching and Curriculum Excellence* | * How do we implement an improvement project?
* What are the key dynamics and levers of effective change?
* How do I impact on the quality of teaching and learning?
 |
| **March 5th 2021 to the March 21st 2021** | **Online Module 2** |  | * 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. Completion of Team Development Plan
4. Complete Budget outline
5. Recording of
6. Personal leadership development/behaviours
7. Team capability development
8. Project development
9. Module 3 Pre-Training day reading
 |
| **11th June 2021****Trinity School****9.15- 4pm (Coffee from 9am)** | **Day 3: The Challenge and Evaluation of Change** | *Leading with Impact**Working in Partnership* *Increasing Capability*  | * How do we know how effective change has occurred:
* In our team? On our children? On our leadership?
 |
| **21st June 2021 to the 4th July 2021** | **Online Module 3** |  | 1. 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 evaluation meeting with team
3. Annotating Project/Team/Budget Development Plan
4. Recording of
5. Personal leadership development/behaviours
6. Team capability development
7. Project development
8. Completion of 360 (2)
9. Prepare for final coaching session
 |
| **June🡪 November** | Preparation for NPQML Submission |  | 1. Read submission guidance
2. Gather evidence outcomes
3. Using template 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 12th November 2020**
 |
| **Assignment deadlines****10th Jan 2021****14th March 2022** | Submit Assignment |  |  |
| **Date dependent on DfE QA processes** | Notification of outcome and feedback |  | Re-submissions allowed on dates to be confirmed by DfE |

**iv. 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 leadership?**
* **Creating the vision for change**
* **Identifying the progress and attainment gaps – quantitative and qualitative data, baselines, monitoring, outcomes.**
* **Strategies for Improvement**
* **Planning for Improvement**
 |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Facilitation & Study Support** |
| Develop proportionate and sustainable approaches to managing data to ensure an effective balance between data collection and teacher workload, especially when analysing performance data to evaluate progress, identifying trends, defining team priorities and developing improvement strategies (for example, in relation to disadvantaged pupils or those with particular needs) | Data collection best practice, including the principles and recommendations in the ['Making Data Work' report](https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response) (2018), Independent Teacher Workload Review Group report on data management, and the [clarification statements of Ofsted inspection requirements](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting) Tools and techniques to manage and analyse performance data on progress and attainment at group and individual level (for example, databases, spreadsheets, formulae and graphs), which is purposeful and proportionate, and understand when to deploy these and not | 1.1.1 Deploys tools and techniques to manage and analyse data on pupil progress and attainment |  **Face to face Training day – Autumn 1****11th November 2020****360 feedback****Online reading resources (15 hours)****Online facilitation****Coaching by facilitator In school**  |
|  | Statistical and data analysis concepts (for example, confidence intervals, statistical significance, sampling, correlation and causation) | 1.1.2 Designs, evaluates and improves plans in light of data on pupil progress and attainment |
| Implement successful change at team level  | Tools and techniques that support change management, including the effective and efficient use of technology, such as resources to support workload reduction including the [workload reduction toolkit](https://www.gov.uk/guidance/reducing-workload-in-your-school)  | 1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans |
| Examples of successful change management drawn from a range of schools, such as workload reduction approaches |

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| Deploy staff, financial, estate and educational resources within a team efficiently, to enhance pupil progress and attainment | Resource and project management and techniques, including integrated curriculum and financial planning, budgeting, forecasting and project plansExamples of how a range of schools and other organisations use the techniques of integrated curriculum and financial planning to ensure excellent resource management | 5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget |  |
| 5.1.2 Defines the steps required to successfully implement plans, using a project plan |

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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 team through change**
* **Transformational approaches to progress for disadvantaged pupils**
* **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** |
| Grow excellent, evidence-based teaching in a team underpinned by a high-quality curriculum that develops pupils academically and prepares them for adult life, and reflecting the [Ofsted education inspection handbook](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015) and the [Early Career Framework](https://www.gov.uk/government/publications/supporting-early-career-teachers)  | Research into, and examples of, domestic and international teaching strategies, curriculum design, and pedagogical approaches with a proven impact (for example, [the EEF evidence base on the effective use of Phonics or mastery teaching](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/) and the [Early Career Framework](https://www.gov.uk/government/publications/supporting-early-career-teachers))   | 2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/pedagogical approaches and applies findings to own plans |  **Face to face Training day – Spring 1****January 15th 2021****360 feedback****Online reading resources** **(15 hours)****Online facilitation****In school Coaching** |
| Research into, and examples of, different models of pupil assessment, including their use to set challenging targets, monitor progress and raise standards for all pupils, including those working below the national curriculum |
| The [Ofsted school inspection handbook](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015), particularly in relation to the quality of education, curriculum planning, , marking, feedback and pupil performance data, together with the DfE reports from the marking, planning, and data management review groups, and the Workload Advisory Group |
| The benefits, characteristics and examples of high-quality curriculum programmes (for example, a mastery-based maths curriculum, or knowledge-rich history curriculum) | 2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary |
| Improve the progress, attainment and behaviour of all pupils, including those who are disadvantaged or have particular needs (for example, Pupil Premium, SEND, EAL or the most able pupils)  | Research into, and examples of, interventions targeted at improving the progress/attainment of disadvantaged groups or those with particular needs, drawn from a range of schools (for example, the [EEF’s teaching and learning toolkit](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/), 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/) | 2.1.3 Implements and evaluates an evidence-based project that improves pupil progress and/or attainment |
| The [Early Career Framework](https://www.gov.uk/government/publications/supporting-early-career-teachers)  |
| Research into, and examples of, the use of specialist provision for pupils with particular needs, drawn from a range of schools |
| The graduated approach to supporting SEND pupils, as set out in the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) |  |  |
| Manage risks within a team effectively (for example, in relation to staffing, finances or teacher workload), using a risk register | Best practice in relation to managing risks, including the establishment and maintenance of risk registers, drawn from a range of schools | 5.1.3 Identifies and mitigates risks in plans, using a risk register |
| Deliver a safe environment for pupils and staff | Key legal requirements and statutory guidance in relation to safeguarding and health and safety in schools, including [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), and [Health and Safety in Schools](https://www.gov.uk/government/publications/health-and-safety-advice-for-schools) |

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| ***Module 3: The Challenge and Evaluation of Change– Creating impact – Summer Term******Content Areas : Leading with Impact*** ***Increasing Capability******Core Leadership Behaviours :***  Commitment, Collaboration, Personal Drive, Resilience, Awareness, Integrity and Respect. |
| **Overview :*** **Interpersonal and intrapersonal awareness**
* **Inspiring and challenging team and individual behaviours**
* **Leadership styles**
* **Challenging conversations**
 |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Facilitation & Study Support** |
| Anticipate other peoples’ views or feelings and moderate your approach accordingly  | Personal reflection and self-awareness tools | 3.1.1 Exploits different leadership styles and justifies why these have been adopted |  **Face to face Training day – Summer** **June 11th 2021****360 feedback****Online reading resources** **(15 hours)****Online facilitation****Coaching by facilitator** **In school Coaching** |
| Adopt different leadership styles to ensure the team meets its objectives | Research into, and examples of, different leadership styles, including their associated benefits and risks |
| Present, communicate or defend challenging messages confidently and positively to a range of audiences | A range of written and verbal communication and presentation styles, including why these have been adopted in different situations (for example, to communicate with pupils, parents/carers, colleagues and external parties) | 3.1.2 Exploits different communication styles and justifies why these have been adopted |
| Hold others to account, line manage and evaluate performance effectively | A range of performance management techniques, including setting SMART objectives, collecting and giving feedback effectively and efficiently, coaching/mentoring, and professional development plans | 6.1.1 Assesses individuals’ performance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the school to support them.6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of pupil outcomes. |
| The recommendations in the ['Making Data Work' report](https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response) (2018) regarding the use of data in the performance management process The [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards) and [Teacher Appraisal Regulations](http://www.legislation.gov.uk/uksi/2012/115/contents/made)   |
| Support all members of their team with appropriate, targeted opportunities for professional development, including newly-qualified teachers underpinned by the [Early Career Framework](https://www.gov.uk/government/publications/supporting-early-career-teachers), teaching assistants, and stronger or weaker performersRecognise their own strengths and weaknesses and identify learning linked to their needs | The [Standard for teachers’ professional development](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf) and supporting guidance |
| The [Early Career Framework](https://www.gov.uk/government/publications/supporting-early-career-teachers) and supporting guidance |
| Professional development opportunities within and beyond the school |
| Tools to identify own and staff development needs (for example, 360 degree feedback) |
| Evaluate the impact of professional development on teacher development and pupils outcomes | Tools to evaluate the impact and cost-effectiveness of professional development activities, particularly in terms of pupil outcomes |
| Realise the benefits of collaborating with others, including teachers, teaching assistants, other staff, other schools, parents/carers and other organisations. | Research into, and examples of, effective partnership working, drawn from a range of schools, including the evidence base on effective parent engagement.Research into, and examples of, the main barriers to effective collaboration with and across schools (for example, time, resources, aims, levels of commitment or operating models) and how these have been overcome. | 4.1.1. Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers.  |
| Support their team to build and sustain relationships with others which develop and share good practice and improve performance. | Research into, and examples of, structures and processes that support collaboration (for example, with teachers, teaching assistants and non-teaching staff, other schools, parents/carers and other organisations, drawn from a range of schools. | 4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team. |

**v. 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 NPQML Programme**

**i. 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:

* 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.
* 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**

**a) 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 middle 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.

**b) 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 a 2 week facilitated online discussion to support your leadership thinking.

**c) 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.

**d) One-to one coaching**

The power of coaching for leaders has immense potential to raise your confidence and develop 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.

**e) Peer Network and Coaching**

Throughout the programme you will be within a network of Middle Leaders and will benefit from the contrasting projects and experiences you will have with them. During sessions you will be set up with different coaching triads to practice and observe coaching as a key leadership skill, especially in managing challenging conversations. Between sessions fellow participants will be encouraged to link up with other participants who are perhaps working on a similar project or leadership behaviours.

**ii. Participant 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. **NPQML Assessment Tasks and Criteria**

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

**NPQML Assessment Task Description**

**Project Summary:**

Working with my team to a) improve pupil progress and attainment and b) team capability (4,500 words)

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

**Content Areas Assessed**:

**Participants must:**

* **Lead** an improvement project in their team, lasting at least 2 terms, aimed at improving pupil progress and attainment (part A) and the capability of their team (part B)**\***
* **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 **4,500**, excluding supporting documents or annexes.
* The **submission dates** for the 2021-22 cohort are:
* **January 10th 2022**
* **March 14th 2022**

**Participants must book a submission date through the programme administrator by November 12th 2021**

**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 NPQML 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 4,500 still applies.

|  |  |  |
| --- | --- | --- |
| **Content Area** | **NPQML Assessment Criteria** | **Supporting Documents Required** |
| **PART A** |
| Strategy and Improvement | 1.1.1 Deploys tools and techniques to manage and analyse data on pupil progress and attainment | Raw Data Analysis |
| 1.1.2 Designs, evaluates and improves plans in light of data on pupil progress and attainment |  |
| 1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans |  |
| Teaching and Curriculum Excellence | 2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/pedagogical approaches and applies findings to own plans |  |
| 2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary |  |
| 2.1.3 Implements and evaluates an evidence-based project that improves pupil progress and/or attainment | Pupil Performance data |
| Leading with Impact | 3.1.1 Exploits different leadership styles and justifies why these have been adopted |  |
| 3.1.2 Exploits different communication styles and justifies why these have been adopted |  |
| Working in Partnership | 4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers | Sponsor comments |
| 4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team  |  |
| **PART B** |
| Managing Resources and Risks | 5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget | Budget |
| 5.1.2 Defines the steps required to successfully implement plans, using a project plan | Project Plan |
| 5.1.3 Identifies and mitigates risks in plans, using a risk register | Risk Register |
| Increasing Capability | 6.1.1 Assesses individuals’ performance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the school to support them |  |
| 6.1.2 Assesses their own performance and capability methodically, identifying appropriate, targeted professional development opportunities for self |  |
| 6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of pupil outcomes  |  |

* + 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 NPQML they will receive written guidance for their development.
6. They may resubmit their revised assignment within 8 weeks of the date of their notification that they have not passed unless the DfE stipulate an alternative arrangement.
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 NPQML 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**

**MIDDLE 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 4,500. |  |
| 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 **12th November 2021** which of the two submission dates they wish to submit by:

* **10th Jan 2022 or**
* **14th March 2022**

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 della.oliver@tarkatrust.org.uk**

**Submission Format**

All submissions should be made on the following 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.**

**Word limit on Appendices.**

There is no word limit on those documents that are templates/mandatory elements of the programme eg Business Case/ Data analysis.

**Any further appendices are limited to two pages of A4 in total.**

**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.*

**Resit**

Two resits 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. Please note that this is different from the DTSP original handbook published prior to the announcement of the Mark Scheme.

**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.

**Middle Leadership Assessment Template**

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| --- | --- | --- | --- | --- | --- |
| **NPQML****Content****Area** | **Assessment Criteria** | **Score Descriptor****0 Marks** | **Score Descriptor****1 Mark** | **Score Descriptor****2 Marks** | **Supporting Documents required** |
|  ***Tested in Part A*** |
|  **Strategy and Improvement** | **1.1.1 Deploys tools and techniques to manage and analyse data on pupil progress and attainment, at group and individual level.** | No relevant evidence submitted by participant |  Deploys tools and techniques to manage and analyse data on pupil progress and attainment at group and individual level; though tools and techniques deployed and/or conclusions drawn or trends identified during analysis are not always the most important/relevant/appropriate(for specified purpose/context) | Deploys appropriate tools and techniques to manage data on pupil progress and attainment at group and individual level effectively; analysis of progress and attainment accurately identifies the most important and relevant trends. | Raw data analysis |
| **Evidence against criteria:** |
| **Marker Comments** |
| **1.1.2 Designs, evaluates and improves plans in light of data on pupil progress and attainment** | No relevant evidence submitted by participant | Designs improvement project, evaluates impact and modifies plans; though priorities identified or conclusions drawn are not always consistent with data supplied on pupil progress and attainment. | Designs an improvement project that identifies priorities that are wholly consistent with data supplied on pupil progress and attainment; evaluates impacts of plans robustly and makes improvements where necessary in important/relevant/appropriate respects. |  |
| **Evidence against criteria:** |
| **Marker Comments** |
| **1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans.** | No relevant evidence submitted by participant | Deploys change management tools and/or techniques during the design and implementation of plans; though not always the most important/relevant/appropriate (for the specified purpose/context). Change not sustained or implemented successfully. | Deploys the most important/relevant/appropriate change management tools and/or techniques (for specified purpose/context) during the design and implementation of plans, to successfully implement sustainable change at team level. |  |
|  | **Evidence against criteria:** |
|  | **Marker Comments** |
|  **Teaching and Curriculum Excellence** | **2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/pedagogical approaches and applies findings to own plans.**  | No relevant evidence submitted by participant | Analyses evidence-based domestic and international teaching strategies/pedagogical approaches but not always the most important/relevant/appropriate research examples (for specified purpose/context)Participant’s plans to grow excellent teaching in a team are not always consistent with the most important/relevant findings of their analysis or not grounded in evidence of effectiveness. | Analyses the most important/relevant/appropriate domestic and international teaching strategies/pedagogical approaches for their specified purpose or context.Participant’s plans to grow excellent teaching in a team are wholly consistent with the most important/relevant/appropriate findings of their analysis and grounded in clear evidence of effectiveness. |  |
| **Evidence against criteria:** |
| **Marker Comments** |
| **2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary.** | No relevant evidence submitted by participant | Evaluates curriculum taught by team, identifying strengths and weaknesses; though improvements are not always consistent with the most important/relevant/appropriate findings of their evaluation. | Comprehensively evaluates curriculum taught by team, implementing improvements that are wholly consistent with the most important/relevant/appropriate findings of their evaluation. |  |
| **Evidence against criteria:** |
| **Marker Comments** |
| **2.1.3 Implements and evaluates an evidence-based project that improves pupil progress and/or attainment** | No relevant evidence submitted by participant | Implements and evaluates evidence-based project within a team; though impact of project on pupil progress and/or attainment unclear or inconsistent with specified purpose or priorities. | Implements and evaluates evidence-based project within a team that demonstrably improves pupil progress and/or attainment in line with specified purpose and priorities. | Pupil Performance data |
|  | **Evidence against criteria:** |
|  | **Marker Comments** |
|  **Leading with Impact** | **3.1.1 Exploits different leadership styles and justifies why these have been adopted.** | No relevant evidence submitted by participant | Adopts different leadership styles, though not always most important/relevant/appropriate (for specific purpose/context)Benefits and risks of approaches adopted not fully explained or justified appropriately. | Adopts different leadership styles successfully to ensure that team meets objectives.Benefits and risks of different approaches fully explained and approaches adopted justified appropriately. |  |
| **Evidence against criteria:** |
| **Marker Comments** |
| **3.1.2 Exploits different communication styles and justifies why these have been adopted** | No relevant evidence submitted by participant | Adopts different communication styles, though not always most important/relevant/appropriate for specified audience, purpose or context.Benefits and risks of approaches adopted not fully explained or justified appropriately | Adopts different communication styles successfully, including in challenging circumstances, to communicate confidently and effectively with stakeholders.Benefits and risks of approaches adopted fully explained and justified appropriately. |  |
|  | **Evidence against criteria:** |
|  | **Marker Comments** |
|  **Working in Partnership** | **4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against barriers.** | No relevant evidence submitted by participant | Deploys structures and/or processes to establish relationships within and outside of own team; though not always the most important/relevant/appropriate (for specified purpose/context)Barriers to collaboration with important/relevant/appropriate stakeholders collaboration not always overcome.  | Deploys appropriate/relevant structures and/or processes to overcome barriers to effective collaboration.A wide range of important/relevant/appropriate relationships successfully established within and outside of own team, including with challenging partners/stakeholders |  |
| **Evidence against criteria:****Sponsor comments:**Signature of Sponsor to verify comments : …………………………………………………………….. Date …………………… |
| **Marker comments** |
| **4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team.** | No relevant evidence submitted by participant | Designs and/or delivers plans in collaboration with others inside and outside of team, though not always the most important/relevant/appropriate stakeholders. | Designs and/or delivers plans successfully through sustained collaboration with important/relevant/appropriate stakeholders inside and outside of team. |  |
|  | **Evidence against criteria:** |
|  | **Marker Comments** |
|  **Tested in Part B** |
|  **Managing resources and risks** | **5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget.** | No relevant evidence submitted by participant | Budget provides a basic analysis of the financial and staffing implications of plans, through whole lifetime of plans; though does not always include the most important/relevant/appropriate costs (for specified purpose/context)Some consideration as to how to deliver efficiencies through the lifetime of plans, though not always in the most important/relevant/appropriate areas ( for specified purpose/context) or in the context of achievement of team objectives. | Budget provides a detailed analysis of all relevant financial and staffing implications, during whole lifetimes of plans.Consideration given to how efficiencies can be achieved in respect of important/relevant/appropriate costs and how these impact on team objectives. | Budget |
| **Evidence against criteria:** |
| **Marker Comments** |
| **5.1.2 Defines the steps required to successfully implement plans, using a project plan.** | No relevant evidence submitted by participant | Project plan defines some of the steps required to successfully implement plans though important activities (for specified purpose/context) poorly defined or absent. | Project plan defines all of the steps required to successfully implement plans. | Project Plan |
|  | **Evidence against criteria:** |
|  | **Marker Comments** |
|  | **5.1.3 Identifies and mitigates risks in plans, using a risk register.** | No relevant evidence submitted by participant | Risk register demonstrates that some risks in plans are identified and mitigations are in place, though risks and/or mitigations are not always the most important/relevant/appropriate (for the specified purpose). | Risk register demonstrates that all important/relevant risks in plans are identified and relevant/appropriate mitigations are in place (for specified purpose/context) | Risk Register |
|  | **Evidence against criteria:** |
|  | **Marker Comment** |
|  **Increasing Capability** | **6.1.1 Assess individuals’ performance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the school to support team.** | No relevant evidence submitted by participant | Assesses individuals’ performance and capability identifies professional development opportunities; though these are not always the most important/relevant/appropriate opportunities (for specified purpose/context).Assessment of individuals’ performance unstructured or inconsistent with relevant guidance. | Assesses individuals’ performance and capability methodically, consistent with relevant guidance.Accurately identifies most important/relevant/appropriate opportunities as well as targeted professional development opportunities within and beyond the school. (for specified purpose/context). |  |
| **Evidence against criteria:** |
| **Marker Comment** |
| **6.1.2 Assesses their own performance and capability methodically, identifying appropriate, targeted professional development opportunities for self.** | No relevant evidence submitted by participant | Assesses own performance and capability; though these are not always the most important/relevant/appropriate professional development opportunities (for specified purpose/context). | Assesses own performance and capability methodically, drawing on relevant tools and techniques and accurately identifying important/relevant/appropriate professional development opportunities for self. |  |
| **Evidence against criteria:** |
| **Marker Comment** |
| **6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of pupil outcomes** | No relevant evidence submitted by participant | Evaluates the impact and cost-effectiveness of the professional development; though does not always relate these to important/relevant/appropriate impacts on pupils’ outcomes. | Evaluates the impact and cost-effectiveness of professional development in terms of pupil outcomes, explicitly identifying the most important/relevant impacts on pupils’ outcomes. |  |
|  | **Evidence against criteria:** |
|  | **Marker Comments** |
|  |
| **Score** |  |
|  | **Marker’s comments on overall assignment:** |

|  |
| --- |
| **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 |  |
| Budget |  |
| Project Plan |  |
| Risk Register |  |
|  |
| **Additional :** |
| Team Development Plan |  |
|  |  |
|  |  |
|  |  |

1. [↑](#footnote-ref-1)