Contents

Educational excellence ........................................................................................................................................... 3
  Leading and improving teaching – essential module ......................................................................................... 3
  Curriculum development – elective module ...................................................................................................... 4
  Leading inclusion: achievement for all – elective module ............................................................................ 5
  Closing the gap – elective module .................................................................................................................. 6
Operational management ...................................................................................................................................... 7
  Leading an effective school - essential module ................................................................................................. 7
  Using data and evidence to improve performance - elective module .......................................................... 8
  Leading staff and effective teams - elective module ....................................................................................... 9
Strategic Leadership .................................................................................................................................................. 10
  Succeeding in Headship – essential module ...................................................................................................... 10
  Leading Change for Improvement – elective module ..................................................................................... 11
  Leadership in diverse contexts – elective module .......................................................................................... 12
  School improvement through effective partnerships – elective module ..................................................... 13
Educational excellence

Leading and improving teaching – essential module

Purpose

Through this module NPQH participants will know how to develop, improve and sustain high quality teaching across a school. They will also know and understand the importance of teachers’ subject knowledge, effective planning and accurate pupil assessment.

The module will cover how to establish consistently high standards across a school and raise all teachers’ expectations so that pupil attainment continues to improve. Participants will be taught how to achieve high standards of behaviour in the school and in all classrooms. They will understand a head’s responsibilities in relation to teacher appraisal and how to hold all teachers to account for their performance. Practical strategies for monitoring individual performance, rewarding outstanding teachers and dealing effectively with underperforming teachers will be covered. Participants will also be taught how to evaluate teaching using Ofsted criteria and identify appropriate strategies for improvement.

What leaders will know on successful completion

- effective teaching and the head’s role and responsibilities in leading and improving teaching
- the Ofsted Inspection Framework
- holding all staff to account for performance
- high standards of behaviour
- classroom management in relation to high quality teaching and positive behaviour
- monitoring, evaluating and improving teaching
- teacher appraisal, including how to improve teacher performance and address underperformance
- how to work with pupils and parents to improve pupil attainment

What leaders will be able to do on successful completion

- define, articulate and implement a school-wide vision for effective teaching with high and ambitious expectations and standards for all pupils
- identify and implement key improvement priorities in relation to improving the quality of teaching, based on analysis of the school’s strengths and weaknesses
- demonstrate outstanding leadership to improve teaching
- work with teachers to improve their performance and, where required, address underperformance effectively
- ensure all teachers understand the relationship between positive behaviour and high quality teaching
- enable all teachers to recognise and understand how to make their lessons outstanding within a safe, well-ordered school
- work with leaders and teachers at all levels to ensure that the strategy for lesson observations, teacher appraisal and professional development are aligned and working to secure improvement
- collaborate with other schools to share and improve practice
Curriculum development – elective module

Purpose

In this module NPQH participants will be taught how to lead the development and implementation of a broad, flexible curriculum that includes the National Curriculum and is appropriate to context and needs. The curriculum should ensure all pupils achieve their full academic potential and improve their spiritual, moral, social and culture development. The module covers curriculum design, development and delivery, including use of effective assessment to monitor, support and improve pupils' progress. Participants will be taught about the importance of subject knowledge, curriculum-based budgeting, curriculum analysis and information technology to support teaching. Legal and statutory accountabilities in relation to the curriculum, including the teaching of synthetic phonics, key stages 2 and 4 requirements, will be covered.

Using evidence from high performing systems and international perspectives, NPQH participants will be shown how, within their context, to make appropriate and innovative use of their autonomy and curriculum freedoms. Establishing links with parents, the community and business partners will also be covered.

What leaders will know on successful completion

- curriculum design, evaluation and review, including curriculum based budgeting
- curriculum analysis and international comparisons
- National Curriculum requirements, including reading through synthetic phonics, teaching of subjects
- curriculum links 3 to 19, including careers guidance and advice
- use of curriculum freedoms to improve pupil attainment
- statutory accountabilities in relation to the curriculum
- formative and summative assessment

What leaders will be able to do on successful completion

- lead curriculum design and development, based on a robust diagnosis of the needs of the school and its context, to deliver high standards for pupils
- understand how to use curriculum freedoms to improve pupil attainment
- work with leaders and teachers to provide a curriculum focused on excellence
- understand the principles, practice and implications of curriculum based budgeting
- build effective partnerships with other schools to improve the curriculum offer
- establish an assessment framework that provides both formative and summative judgments that help pupils learn
- secure appropriate advice and guidance so pupils make best possible curricular and career choices
- use technology to enhance and improve teaching
Leading inclusion: achievement for all - elective module

Purpose

This module covers the principles and practice of leading for inclusion. It teaches NPQH participants how to improve practice and raise expectations so that all pupils, but particularly those with special educational needs and/or disabilities, can achieve. NPQH participants will be taught how to implement some of the key strategies from the DfE project ‘Achievement for All’ (AfA) - improving assessment, tracking and intervention; working more effectively with parents; and improving wider outcomes for children and young people.

What leaders will know on successful completion

- effective whole school leadership relating to inclusion (e.g. vision, commitment, collaboration and communication) to drive organisational change so that all pupils can achieve
- whole school approaches to improving vulnerable pupils’ performance.
- monitoring, evaluating, and reviewing performance in relation to attainment of pupils with SEND
- improving assessment mechanisms.
- working with pupils and parents
- improving the attendance and behaviour of vulnerable pupils
- improving educational provision for vulnerable pupils

What leaders will be able to do on successful completion

- establish practice based on what works
- ensure principles and practice of inclusion are effective in raising performance
- work with relevant groups - teachers, teaching assistants, school leaders, parents and governors - to implement a plan to raise the achievement of all pupils.
- use the Ofsted framework - the sections on the achievement of SEND pupils
- secure and implement an agreed approach to inclusion in their school
- compile and implement a school improvement plan relevant for vulnerable pupils
- use evidence from the latest research, impact findings and resources relevant to their own school
Closing the gap – elective module

Purpose

This module will teach NPQH participants how to close gaps in achievement and attainment that can occur across specific groups of pupils, particularly addressing the needs of disadvantaged pupils, including those entitled to free school meals. The module considers how to identify gaps, diagnose causes and address within-school variation (e.g. differences in performance by teachers with similar groups of pupils). Evidence drawn from research will be used to demonstrate which pupils perform least well nationally and why.

Using examples drawn from headship, participants will be taught about strategies for monitoring, evaluating, reviewing and improving pupil attainment, improving teacher performance and addressing within school variation. They will also learn how to make sure teachers work effectively together to narrow identified gaps.

What leaders will know on successful completion

- data collection, analysis and interpretation
- improving teaching to narrow pupil attainment gaps
- raising expectations and achieving high standards of behaviour
- use of best practice to address in-school variation
- collaboration between teams, both within school and across schools

What leaders will be able to do on successful completion

- understand which pupils underperform nationally and why
- identify which pupils are underperforming in their school and why
- use expertise to identify leadership action required to close gaps and reduce in school variation between individual teachers
- ensure effective collaboration between teams to address attainment gaps
Operational management

Leading an effective school - essential module

Purpose

This module will teach NPQH participants about the key management systems required in an effective school, particularly teacher performance, pupil behaviour and financial management. This will include legislation linked to these management systems. They will be taught how to implement a consistent and effective staff performance management system (teacher appraisal) so they can quickly tackle staff underperformance and address capability across the whole school. Human resources (e.g. employment legislation, staff recruitment and deployment) will be addressed.

A strong focus on high standards of pupil behaviour and safety across the school will make sure that participants can deliver systematic, consistent management of behaviour. Child protection and essential health/safety legislation and practice will be taught. Participants will also be taught about financial management and how to work with the governing body so financial resources are used efficiently and effectively for school improvement priorities.

What leaders will know on successful completion

- key management processes (including behaviour, personnel and financial management)
- governing body and headship accountabilities relevant to the module
- managing performance, professional development and sustained school improvement
- performance management, capability, misconduct and grievance
- behaviour management
- strategic financial planning and operational budget management
- HR law, including pay and conditions, employee rights
- health and safety in schools
- child protection

What leaders will be able to do on successful completion

- implement HR procedures, connected into performance management (teacher appraisal) and professional development
- take action to challenge and vigorously address mediocre and poor performance
- secure good standards of behaviour and safety
- implement child protection legislation so all staff understand their responsibilities
- use financial resources efficiently and effectively to achieve value for money
Using data and evidence to improve performance - elective module

Purpose

This module teaches NPQH participants how to analyse and interpret a range of quantitative and qualitative data to monitor and evaluate progress, identify strengths and weaknesses and set school improvement priorities. School evaluation and working with key groups (governors, teachers, parents, pupils) to consider evidence will be included in this module. Participants will learn how to interrogate research evidence and use it discerningly.

What leaders will know on successful completion

- the relationship between data, research evidence and school improvement
- data analysis and its use for accountability
- approaches to school evaluation for improvement
- key research relating to high performing international systems
- communicating data outcomes to different audiences
- analysis and use of research to inform performance improvement
- school based research focused on performance improvement

What leaders will be able to do on successful completion

- gather and interpret data to identify school improvement priorities
- use data and research evidence to inform decision making
- involve colleagues and others (e.g. governing body) in the identification, collection and analysis of data
- hold others to account for making evidence based decisions
- seek out and use relevant research findings to achieve school improvement
- identify key performance issues that may benefit from school based research
Leading staff and effective teams - elective module

Purpose

This module will enable NPQH participants to know how to work with staff to establish and implement effective professional development that improves teaching and pupil attainment. Participants will be taught about delegation, talent development, succession planning and team work that is characterised by high expectations and collective responsibility for school improvement.

Through examining their own practice, along with relevant national and international research, participants will know how to lead and develop teams committed to sharing and improving their practice. Participants will be taught how leaders can develop high performing teams that will significantly improve teaching across the curriculum.

What leaders will know on successful completion

- using professional development to improve teaching
- evaluating the impact of professional development
- talent management and succession planning
- performance management to improve teaching
- developing and improving leadership in the school
- improving teamwork and developing high performing teams

What leaders will be able to do on successful completion

- develop a talent and succession management strategy, involving governors where appropriate
- identify and work with teachers with high potential
- delegate effectively, hold others to account and draw on their expertise
- develop the school’s ability to evaluate the impact of professional development activities
- develop and work with leaders who will lead high performing teams to collaborate positively across the school
- fulfill headship roles and responsibilities effectively with regard to leading staff
Strategic Leadership

Succeeding in Headship – essential module

Purpose

In this module NPQH participants will be prepared for their first headship. They will be taught the essential legal and accountability components of headship and governance, with a focus on how successful heads operate in practice. Knowing how to achieve a successful strategic relationship with the governing body and be held to account by it will be addressed, as will relationships with key groups within and beyond the school.

They will be taught how to identify and plan for the immediate, intermediate and long term improvements required and how to produce and implement appropriate plans. They will be taught how to use national and international evidence on effective headship so they can exercise professional judgment in a highly autonomous and accountable system.

What leaders will know on successful completion

- non-teaching aspects of Ofsted framework
- how to establish themselves as a head, including building trust and credibility with governors, staff and parents
- how to manage their time and maintain resilience
- effective leadership in high performing international systems
- key management tools, including operational and strategic planning
- implementing change effectively

What leaders will be able to do on successful completion

- prepare effectively for taking up their first headship
- know the steps to take, once in post, to improve the school
- work strategically with the governing body and chair of governors
- be held to account by the governing body, including in their own appraisal
- make evidence based judgments about the school’s strengths and weaknesses and devise plans for further improvement
- establish high expectations for pupil behaviour with parents, pupils and wider community
- keep a balance between operational management and strategic leadership
- work effectively with staff and other key groups to improve the school
Leading Change for Improvement – elective module

Purpose

This module will teach NPQH participants the essential knowledge linked to leading change in order to achieve school improvement. Participants will review various case stories and accounts of practice to evaluate how leaders implement change for improvement and consider a range of approaches to leading change for improvement (including models from Michael Fullan, J Kotter, and G Bridge). Building on Michael Fullan’s research work and using one of his analytical tools, participants will develop their own knowledge to help them lead change in their school when they take up headship.

What leaders will know on successful completion:

- how organisations change to improve and the characteristics of successful and unsuccessful change programmes
- international evidence relating to effective change, including different ways of approaching change
- leadership and management processes and tools that support change in schools
- professional qualities of effective headship in changing situations

What leaders will be able to do on successful completion:

- use the essential components of leading effective change to secure continuous improvement linked to the school’s strategic plan
- use their own skills and professional qualities to lead change for improvement
- offer practical guidance and support to leaders responsible for organisational and team change
- use research evidence and practical examples to make informed decisions about the direction and pace of change
- make judgements about how effectively change has brought about improvements in pupil outcomes
Leadership in diverse contexts – elective module

Purpose

This module will give participants access to a range of half modules created by the National College, academy/school leaders and other organisations which will emphasise the unique features of specific education contexts. Selection of half modules will reflect the diverse and changing nature of schools and contexts where headship recruitment can be a challenge. Participants will consider the leadership implications of these contexts.

For example:

- headship in faith schools
- academy leadership
- headship in small primary schools
- academy chains and federations
- special school headship
- new schools – e.g. free and studio schools, University Technology Colleges

What leaders will know on successful completion

- unique features, including legal requirements
- strategic leadership and governance
- context specific management systems
- relevant research
- examples of outstanding schools/academies

What leaders will be able to do on successful completion

- devise and implement a vision that takes account of the context
- lead within the context and its legal requirements, including its accountability systems
- ensure management structures reflect context and secure improvements
- devise and implement improvement plans that reflect the context
School improvement through effective partnerships – elective module

Purpose

This module will teach NPQH participants how to work successfully with different partners to address school improvement priorities. Using international research evidence drawn from a range of sectors, participants will consider how to establish both formal and informal partnerships that benefit pupils. Participants will know how to secure more effective links with the school’s existing partners and be taught about the range of school improvement partnerships with, for example, teaching schools, chains of academies, voluntary and business organisations.

What leaders will know on successful completion

- building successful partnerships
- governance in context of partnership working
- international evidence relating to partnerships for improvement
- principles of a self-improving system and school-to-school support in England
- Ofsted evidence relating to successful partnerships (e.g. academy conversion, joining a chain/federation)

What leaders will be able to do on successful completion

- use an evidence base to establish effective governance for partnerships for school improvement
- use effective management systems across partnerships that hold teams and teachers to account
- undertake partnership work effectively within an autonomous, self-improving system
- ensure effective team work and collaboration across teams within partnership schools to ensure improvements in pupils' attainment
- work with other schools and agencies to evaluate whether partnership working is delivering school improvement