



**commitment, collaboration, personal drive, resilience, awareness, integrity, respect**

NPQML

Framework

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| **Qualification** | **Level** | **Target audience** |
| **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 |

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| **NPQ Content Areas**  **Strategy and Improvement** | | | |
| ***NPQML (Leading a team)*** | | | |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Tested in** |
| Manage and analyse performance data to evaluate progress, identify trends, define team priorities and develop improvement strategies (for example, in relation to disadvantaged pupils or those with particular needs) | 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) | 1.1.1 Deploys tools and techniques to manage and analyse data on pupil progress and attainment  1.1.2 Designs, evaluates and improves plans in light of data on pupil progress and attainment | Part A  **Supporting**  **document required:**  Raw data analysis |
| Statistical and data analysis concepts (for example, confidence intervals, statistical significance, sampling, correlation and causation) |
| Implement successful change at team level | Tools and techniques that support change management | 1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans | Part A |
| Examples of successful change management drawn from a range of schools |

**Teaching and Curriculum Excellence**

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| ***NPQML (Leading a team)*** | | | |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Tested in** |
| Grow excellent, evidence-based teaching in a team and a curriculum that develops pupils academically and prepares them for adult life | Research into, and examples of, domestic and international teaching strategies 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/)) | 2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/pedagogical approaches and applies findings to own plans | Part A |
| 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, particularly [the clarification of inspection requirements](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463242/Ofsted_inspections_clarification_for_schools.pdf) in relation to lesson planning, marking, feedback and collection of pupil performance data |
| The benefits, characteristics and examples of knowledge-rich curricula (for example, a sequential maths curriculum) | 2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary | Part A |
| 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/)) | 2.1.3 Implements and evaluates an evidence-based project that improves pupil progress and/or attainment | Part A  **Supporting document required:** Pupil performance data |
| 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) |

**Leading with Impact**

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| ***NPQML (Leading a team)*** | | | |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Tested in** |
| 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 | Part A |
| 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 | Part A |

**Working in Partnership**

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| ***NPQML (Leading a team)*** | | | |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Tested in** |
| Realise the benefits of collaborating with others, including teachers, teaching assistants and non-teaching 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 parental engagement | 4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers | Part A  **Supporting document required:** Sponsor comments |
| Research into, and examples of, the main barriers to effective collaboration within and across schools (for example, time, resources, aims, levels of commitment or operating models) and how these have been overcome |
| Support their team to build and sustain relationships with others which develop and share good practice and improve performance | 4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team | Part A |
| 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 |

**Managing Resources and Risks**

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| ***NPQML (Leading a team)*** | | | |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Tested in** |
| Deploy staff, financial and educational resources within a team efficiently, to enhance pupil progress and attainment | Resource and project management tools and techniques, including budgeting, forecasting and project plans | 5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget | Part B  **Supporting document required:** Budget |
| 5.1.2 Defines the steps required to successfully implement plans, using a project plan | Part B  **Supporting document required:** Project plan |
| 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 | Part B  **Supporting document required:** 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) |

**Increasing Capability**

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| ***NPQML (Leading a team)*** | | | |
| **Learn how to:** | **Learn about:** | **Assessment Criteria** | **Tested in** |
| Hold others to account, line manage and evaluate performance effectively | A range of performance management techniques, including setting SMART objectives, collecting and giving feedback, 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 | Part B |
| The [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards) and Teacher appraisal regulations |
| Support all members of their team with appropriate, targeted opportunities for professional development, including newly-qualified teachers, teaching assistants, and stronger or weaker performers | 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 |
| Professional development opportunities within and beyond the school |
| Recognise their own strengths and weaknesses and identify learning linked to their needs | Tools to identify own and staff development needs (for example, 360 degree feedback) | 6.1.2 Assesses their own performance and capability methodically, identifying appropriate, targeted professional development opportunities for self | Part B |
| 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 | 6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of pupil outcomes | Part B |

**NPQML Assessment Task Description**

**Assessment Task:** Leading an improvement project within your team, lasting at least 2 terms, to improvement pupil progress (part A) and team capability (Part B) – 4500 words

**Content Areas Assessed**:

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| **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, 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 the provider for assessment, demonstrating how they have met the criteria set out below. This should cover the initiation, implementation and evaluation of the project.
* **Submit** supporting documents/material as evidence where indicated below. 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.

**Providers must:**

* **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.

\*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.

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| **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 |  |

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| **Behaviours** | Description | Rating  1 high  4 low | Comment |
| **Commitment** | The best leadersare committed to their pupils and understand the power of world-class teaching to improve social mobility, wellbeing and productivity |  |  |
| **Collaboration** | The best leaders readily 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** | The best leaders remain courageous and positive in challenging, adverse or uncertain circumstances |  |  |
| **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 |  |  |
| **Integrity** | The best leaders act with honesty, transparency and always in the interests of the school and its pupils |  |  |
| **Respect** | The best leaders their respect the rights, views, beliefs and faiths of pupils, colleagues and stakeholders |  |  |

Leadership Reflection Name Date