

NPQH

Leading Change for Improvement

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 studies and accounts of practice to evaluate how leaders implement change for improvement and consider a range of approaches to lead 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 schools 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 outcome



NPQH

School Improvement Through Effective Partnerships

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 partnership 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 for improvement
- International evidence relating to partnership 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 partnership for school improvement
- Use effective management systems across partnerships that hold teams and teachers to account
- Undertake partnership work effectively with an autonomous, self-improving system
- Ensure effective team work and collaboration across teams within partnership schools to ensure improvements in pupil attainment
- Work with other schools and agencies to evaluate whether partnership working is delivering school improvement



NPQH

Curriculum Development

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 budget, curriculum analysis and information technology to support teaching. Legal and statutory accountabilities in relation to the curriculum including the teaching of synthetic phonics, key stage 2 and 4 requirements, will be covered. Using evidence from high performing systems and international perspectives, NPQH participants will be shown how, within their contexts, 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 budget
- 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 advise
- Use of curriculum freedoms to improve pupil attainment
- Statutory accountabilities in relation to 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, practices and implications of curriculum based budget
- 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



NPQH

Leading Inclusion: Achievement for All

Purpose: This module covers the principles and principles and practice of leading for inclusion. It teaches NPQH participants how to improve practices 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 drives organisational change so that all pupils can achieve
- Whole school approaches to improve 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 re-sources relevant to their own school.



NPQH

Closing the Gap

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. This module considers how to identify gaps, diagnose causes and address within-school variation (e.g. differences in performances 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 from 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.



NPQH

Using Data and Evidence to Improve Performance

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 improvements
- 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 other 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



NPQH

Leading Staff and Effective Teams

Purpose: This module will enable NPQH participants to know how to work with staff to establish and implement effective professional development that improved teaching and pupil attainment. Participants will be taught about delegation, talent development, success 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 internal 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 performance 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
- Fulfil headship roles and responsibilities effectively with regard to leading staff

