NPQML Leading Inclusion: Achievement for All

Purpose: This module teaches team leaders how to improve practice and raise expectations so that all pupils, but particularly those with special educational needs and/or disabilities, can achieve. Participants will be taught how to implement some of the key strategies from the Department's 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 leadership to drive change in their teams so that all pupils can achieve

- Approaches to improve vulnerable pupils' performance

- Whole-school approach to inclusion and how to implement within team

- Monitor, evaluate and review performance in relation to attainment of pupils with SEND

- Implement effective ways to work with pupils and parents

- Improve the behaviour of vulnerable pupils

- Improve educational provision within their team for vulnerable pupils

What leaders will be able to do on successful completion

- Establish practice across their team based on what works and is consistent with school policy

- Ensure principles and practice of inclusion are effective in raising performance

- Contribute to review, evaluation and implementation of whole school policy

- Work with relevant groups, particularly teachers, teaching assistants and parents, 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 team

- Compile and implement a team improvement plan relevant for vulnerable pupils

- Use evidence from research and impact findings to inform decisions

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NPQML
Leading an Effective Team

Purpose: This module focuses on how team leaders can develop a highly effective team with a culture of high performance and high levels of trust. It will recognise the varied and sometimes complex nature of team structures in schools. Participants will learn about the characteristics of highly effective teams and the research evidence relating to how to build, lead and sustain such a team. Participants will also consider how to support and challenge the learning and development of colleagues and how to draw on the different and complementary strengths of individual team members.

What leaders will know on successful completion

- Characteristics of highly effective teams

- Connection between leadership, trust and team relationships

- How to build trust and so enhance capacity to improve

- Components of a high performance culture

- How to create and sustain a high performance culture

- Key strategies to support team based learning.

What leaders will be able to do on successful completion

- Build, coordinate and lead a team of high-performing teachers and colleagues

- Lead and manage the team's performance to ensure effective learning and teaching

- Celebrate team successes and achievements

- Create a culture which encourages ideas and contributions from others

- Give clear, balanced feedback and provide support to improve performance

- Motivate, develop, empower and sustain individuals within the team

- Provide informal coaching to team and team members

- Develop effective, creative solutions to challenges arising from team work

NPQML
Leading and Developing Staff

Purpose: This module focuses on how to develop individual team members to improve teaching and individual performance. Participants will explore how to spot talent and grow potential for the benefit of the individual, the team and the school. The module will also focus on teacher appraisal, performance management and how to respond to underperforming teachers in a timely way. Participants will learn how to identify how individual teachers need to develop to improve their teaching.

What leaders will know on successful completion

- Characteristics of leadership that inspires, motivates and gains commitment from staff

- Teachers' Standards (and Master Teacher Standards?)

- Teacher appraisal regulations and systems

- Strategies for recognising and sharing outstanding practice

- How to identify strategies improving teaching

- Professional development opportunities and impact/cost effectiveness

- Opportunities for teachers beyond their school (e.g. specialist leaders of education)

What leaders will be able to do on successful completion

- Inspire and motivate staff and create development opportunities

- Sport talent and grow potential for the benefit of the school

- Connect individuals to appropriate opportunities and provide career development

- Evaluate and improve teacher performance

- Support and coach individuals to perform at the highest level

- Respond effectively to issues of underperforming staff

- Develop and implement creative solutions to professional development challenges

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Succeeding in Middle Leadership

Purpose: Through this module participants will understand more about their own leadership and how they can develop their leadership capacity and capability. With a focus on the relationship between personal effectiveness and leadership development, the module will also consider effective professional learning, wellbeing and resilience.

Participants will use a structured and integrated approach to personal planning and identify leadership development strategies to support their career aspirations. Using research evidence and examples from practice, participants will understand characteristics of highly effective leadership. Participants will review their own strengths and gaps, seek feedback from others and identify strategies to become even more effective at leading their teams to improve pupil progress and outcomes.

What leaders will know on successful completion

- Research evidence relating to characteristics of outstanding leaders

- The relationship between personal effectiveness and leadership

- Importance of personal review, reflection and learning

- Importance of seeking and acting on feedback from others

- Principles and practice of self-direct learning

What leaders will be able to do on successful completion

- Recognise their strengths and development areas

- Identify strategies for building on strengths and addressing development areas

- Learn from evidence and experience when considering future leadership approaches

- Lead from evidence and experience when considering future leadership approaches

- Lead consistently and in line with own values and principles

- Articulate own values, beliefs and motivations with confidence

- Understand themselves and how they impact on others

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NPQML

Leading Change For Improvement

Purpose: This module will teach participants the essential knowledge linked to leading change 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 leading and managing change (such as models from Michael Fullan and J Kotter.) Building on Michael Fullan's research work and using one his analytical tools, participants will develop their own knowledge to help them lead change in their teams.

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

- Leading and management processes and tools that support change in schools

- How tem leaders contribute to and influence school wide change

- Professional qualities of effective team leadership 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 that is linked to the school's strategic plan

- Implement change that is consistent with the school's improvement priorities

- Lead and support to team members in implementing change

- Articulate the reasons for, and benefits of, particular change

- Inspire, support and influence team members when there is a fear of/reluctance to change

- Use research evidence and practical examples to make informed decisions about the direction and pace of change

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