

Dear Participant,

Huge congratulations on being accepted on to our NPQH Programme. As we know, research tells us that leadership is second only to teaching in making a difference to outcomes for young people. The programme you are embarking on will further enhance the contributions you can make to this. The NPQH aims to help you to lead high quality teaching and curriculum, whether in a subject, year-group, key stage, or a phase.

The aim of this letter is to help you begin to familiarise yourself with the programme and to start feeling ready for the exciting challenges and opportunities ahead of you.

TDT Leadership Suite   NPQH		Curriculum Outline & Delivery Journey									
		Year 1				Year 2					
Term's Theme		Leading School Improvement		Leading School Learning		Leading Educational Excellence		Leading Organisational Efficiency		Time	
Half-term		1	2	3	4	5	6	7	2	2	
Chapter		IMPLEMENTATION	SCHOOL CULTURE	TEACHING & BEHAVIOUR	ADDITIONAL NEEDS, SEND & DISABILITY	CURRICULUM & ASSESSMENT	PROFESSIONAL DEVELOPMENT	ORGANISATIONAL MANAGEMENT	WORKING IN PARTNERSHIP	GOVERNANCE & ACCOUNTABILITY	
National Webinar TDT		1.5 HRS		1.5 HRS		1.5 HRS		1.5 HRS	1.5 HRS	1.5 HRS	9 HRS
Asynchronous Independent Study	Module A - Learn THAT	UNIT 1: The process of Change UNIT 2: Implementing Improvement 2.5 HRS	UNIT 1: Culture & People UNIT 2: Culture & Strategy 2.5 HRS	UNIT 1: Memorable Teaching UNIT 2: Behavioural Insights 2.5 HRS	UNIT 1: Adaptive Teaching UNIT 2: Developing Practice 2.5 HRS	UNIT 1: Curriculum Assessment UNIT 2: Evidence-based Professional Development 2.5 HRS	UNIT 1: Leading Behavioural Change UNIT 2: Systems & Processes 2.5 HRS	UNIT 1: Policy & Practice UNIT 2: Working beyond the School 2.5 HRS	UNIT 1: Working with Parents and Carers UNIT 2: Fulfilling Responsibilities 2.5 HRS	UNIT 1: Working with Governors UNIT 2: Fulfilling Responsibilities 2.5 HRS	22.5 HRS
Local Webinar Delivery Partners		1.5 HRS	1.5 HRS	1.5 HRS	1.5 HRS	1.5 HRS	1.5 HRS	1.5 HRS	1.5 HRS	1.5 HRS	13.5 HRS
Asynchronous Independent Study	Module B - Learn HOW to	Same unit titles as Module A but with a 'Learn how to' focus 2.5 HRS	Same unit titles as Module A but with a 'Learn how to' focus 2.5 HRS	Same unit titles as Module A but with a 'Learn how to' focus 2.5 HRS	Same unit titles as Module A but with a 'Learn how to' focus 2.5 HRS	Same unit titles as Module A but with a 'Learn how to' focus 2.5 HRS	Same unit titles as Module A but with a 'Learn how to' focus 2.5 HRS	Same unit titles as Module A but with a 'Learn how to' focus 2.5 HRS	Same unit titles as Module A but with a 'Learn how to' focus 2.5 HRS	Same unit titles as Module A but with a 'Learn how to' focus 2.5 HRS	22.5 HRS
Local Face-to-Face Delivery Partners			4 HRS		4 HRS		4 HRS			4 HRS	16 HRS
											TOTAL 82.5 HRS

All NPQs (National Professional Qualifications) in the suite have been carefully constructed with some key areas of learning in mind, and these are listed below:



Course structure and approach.

The NPQH has 18 months of study followed by an assessment period. Our flexible study approach is underpinned by high quality, web-based self-study with plenty of online discussion with your peers and support from your course leader.

You will have heard from TDT (Teacher Development Trust) when your national online seminar is, but you will also find the information about that, and the dates and venues of all other activities listed above in the attached calendar. Key activities in these sessions will include:



Your facilitators will be:



**Rob Morrissey**

[s80rmorrissey@stalphege.solihull.sch.uk](mailto:s80rmorrissey@stalphege.solihull.sch.uk)

I have successfully served as a head teacher and executive head teacher for 17 years. During this time, I led two outstanding schools in vastly different settings. In my first headship I took a one form entry community school with falling numbers on roll to a 3-form entry oversubscribed outstanding school. My last senior role was as an executive head teacher of two Church of England schools where I was able to unify two quite separate communities into one cohesive school. I have supported other schools and leaders as an NLE. I have undertaken a number of school and pupil premium reviews. I have also mentored new head teachers for local authorities and diocese. I am a Fellow of the Chartered College and a Chartered Teacher (Leadership Status). I am also an ILM accredited wellbeing coach with the British School of Coaching.

**Nicola Wells**

[nicola.wells@macintyreacademies.org](mailto:nicola.wells@macintyreacademies.org)

Nicola started her teaching career 36 years ago as a PE and SEN Teacher. She has experience of teaching in both mainstream and special school settings and was inspired to become a headteacher following her NPQH training back in 2007. Nicola feels highly privileged to have had the opportunity to work alongside a range of highly talented multi-disciplinary staff teams, that have influenced how she set up a new special school for children with SEMH and ASC.

Nicola has a passion for lifelong learning and is currently studying for a level 7 executive coaching and mentoring qualification. Her passion for reading also supports her in achieve her core purpose of being her best self and supporting others to be the same.

**Rob and Nicola will be your first port of call with any queries relating to your NPQ, if you have any further questions do contact us.**

Facilitators have completed extensive training so that they can support you in your programme. Asynchronous engagement in discussion boards will enable your facilitators to craft the sessions to suit your contexts, and to respond to questions you may have, using the materials provided by TDT

This is such an exciting time for us in the profession – the suite of professional qualifications will enable us to question our own tacit knowledge and theories of action, so that we can make evidence-based decisions in our schools. The fundamentals of school improvement depend on the culture of improvement and strong relational trust that will ensue.

### **Expectations during sessions**

1. Attendance at sessions is mandatory. This includes webinars and face-to-face sessions.
2. During face-to-face sessions, participants are expected to wear professional dress.
3. During webinars, participants are expected to have cameras on and be able to use a microphone. The sessions are interactive, and use break-out rooms to discuss provocations, and thus engagement via camera and microphone is essential.
4. This is your space to learn, and we would ask that you put aside all other environmental distractions and priorities to engage fully in the sessions.
5. Your participation and engagement are pre-requisites to enable you and your colleagues to optimise the learning opportunities. This will mean that your preparation, using the asynchronous materials, in advance, is key, and that you are ready to respectfully share your perspectives on these. The programme will endeavour to enable you to question your own theories of action, so that you might enhance decision making in your own setting and others that you might encounter.
6. It is expected during the session for you to wear a red lanyard and not leave the lodge without being accompanied by TGAT staff.

We hope this serves as a useful introduction to your qualification. On the next page, you will find details of the schedule, including the dates of the various elements of the programme, some of which are local sessions and other are national events. TDT will be organising the national events and you should await further information from them regarding these elements.

We are really looking forward to working with you. If you have any questions, please do not hesitate to get in touch, using the following email address: [tsh@tgacademy.org.uk](mailto:tsh@tgacademy.org.uk)

Helen Myers,  
Acting Director of Teaching School Hub, Tudor Grange Academy.

### **National Professional Qualification for Headship**

#### **Programme dates**

<b>Delivery Session Name</b>	<b>Delivery Mode</b>	<b>Date*</b>	<b>Start Time*</b>	<b>End Time*</b>
<b>National Seminar 1</b>	<b>Online</b>	<b>18/10/22</b>	<b>13:30</b>	<b>15:00</b>
<b>Local Seminar 1</b>	<b>Face to face</b>	<b>10/11/22</b>	<b>15:00</b>	<b>17:00</b>
<b>Local Seminar 2</b>	<b>Online</b>	<b>06/12/22</b>	<b>09:00</b>	<b>10:30</b>
<b>Face to face workshop 1</b>	<b>Face to face</b>	<b>17/01/23</b>	<b>09:00</b>	<b>13:00</b>
<b>National Seminar 2</b>	<b>Online</b>	<b>25/01/23</b>	<b>10:00</b>	<b>11:30</b>

<b>Local Seminar 3</b>	<b>Online</b>	<b>22/02/23</b>	<b>15:00</b>	<b>16:30</b>
<b>Local Seminar 4</b>	<b>Online</b>	<b>22/03/23</b>	<b>09:00</b>	<b>10:30</b>
<b>Face to face workshop 2</b>	<b>Face to face</b>	<b>19/04/23</b>	<b>13:00</b>	<b>17:00</b>
<b>National Seminar 3</b>	<b>Online</b>	<b>03/05/23</b>	<b>10:00</b>	<b>11:30</b>
<b>Local Seminar 5</b>	<b>Online</b>	<b>20/06/23</b>	<b>15:00</b>	<b>16:30</b>
<b>Local Seminar 6</b>	<b>Online</b>	<b>20/09/23</b>	<b>15:00</b>	<b>16:30</b>
<b>Face to face workshop 3</b>	<b>Face to face</b>	<b>12/10/23</b>	<b>09:00</b>	<b>13:00</b>
<b>National Seminar 4</b>	<b>Online</b>	<b>09/11/23</b>	<b>15:30</b>	<b>17:00</b>
<b>Local Seminar 7</b>	<b>Online</b>	<b>30/11/23</b>	<b>09:00</b>	<b>10:30</b>
<b>Local Seminar 8</b>	<b>Online</b>	<b>24/01/24</b>	<b>15:00</b>	<b>16:30</b>
<b>Local Seminar 9</b>	<b>Online</b>	<b>29/02/24</b>	<b>09:00</b>	<b>10:30</b>
<b>Face to face workshop 4</b>	<b>Face to face</b>	<b>18/03/24</b>	<b>13:00</b>	<b>17:00</b>

The Face-to-Face sessions will be conducted at Tudor Grange Academy Solihull in The Lodge building. Please use the QR code to access the map to see where this is located on the Academy site:

