

Dear Participant,

Huge congratulations on being accepted on to our NPQEL 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 NPQEL aims to help you to lead great 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 NPQEL		Curriculum Outline & Delivery Journey									
		Year 1				Year 2					
Term's Theme		Leading Improvement across a Trust		Leading Learning across a Trust		Leading Educational Excellence across a Trust		Leading Organisational Efficiency across a Trust		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	1.5 HRS	1.5 HRS	1.5 HRS	7.5 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 UNIT 2: Assessment 2.5 HRS	UNIT 1: Evidence-based Professional Development UNIT 2: Leading Behavioural Change 2.5 HRS	UNIT 1: Policy & Practice UNIT 2: Systems & Processes 2.5 HRS	UNIT 1: Working with Parents and Carers UNIT 2: Working beyond the School 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		* Overnight Residential		4 HRS			4 HRS	22 HRS with overnight
										TOTAL 88 HRS	

All NPQs 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 NPQEL 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 when your national webinar 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:



Darren Turner:

Mr D Turner BA Ed Hons, MA Ed – Executive Principal for Tudor Grange Academies Trust, currently Principal at Tudor Grange Academy Kingshurst. Mr Turner qualified as a History and PE Teacher from St Luke’s College of Education at Exeter University in 1996. Led a department at a successful school in Winchester to National recognition whilst continuing to play semi-pro football, a high standard of cricket and coached Hampshire and England U17 Rugby. Returned to Birmingham to become a Director of Specialism at another successful school and began a journey of research into outstanding teaching, learning and leadership. Worked closely with both the SSAT and National College and gained his NPQH and Masters from Warwick University in Educational Leadership in 2010. As a Vice Principal, Mr Turner arrived in North Solihull at a school which had been closed by the DfE in December 2010 and with the support of a sponsor school re-opened the school as a new academy. Changed a culture, constructed a positive climate with an aspirational 'can do' and 'want to' attitude and in the space of 29 months the academy received Outstanding in full Ofsted inspection. Mr Turner has continued to help other schools improve and continues to deliver National College programmes and inspire teachers and students to achieve their absolute best. In September 2014 he joined the Tudor Grange Academies Trust as Principal of Tudor Grange Academy Solihull, he then moved to a position of Executive Principal within the Tudor Grange Academies Trust in 2017 and has led and coordinated leadership & management and school improvement in 4 of the Trust’s 6 secondary schools.



Rachel Russell:

Rachael trained as a teacher at the Institute of Education in London. Rachael is an Executive Principal with Tudor Grange Academy Trust and works predominantly with the primary team. Rachael has been a Head Teacher, leading a school from repetitive requires improvement to good in a short period of time whilst developing a staff team that has since secured sustained improvement. Rachael is an accredited SENCo with a particular interest in SEMH provision. Rachael supports schools outside of TGAT as an LLE and highly values collaborative working which has supported her own professional development.



Clare Maclean:

Claire began her career as a NQT of English in 1997 at Tudor Grange School, Solihull. Totally committed to pedagogy and practice, Claire qualified as an Advanced Skills Teacher in 2001 and this role enabled her to work in a school-to-school improvement capacity. After advancing to leadership at Tudor Grange Solihull and working as a College Leader (Deputy Headteacher) for five years, Claire became Principal of a Sponsored Academy: Tudor Grange Academy Worcester in 2009. This school was moved from special measures to overall 'good', with an outstanding judgement for leadership and management, in 2013. Claire has been CEO of Tudor Grange Academies Trust since September 2014 and continues to focus on school improvement in this role, including working as an NLE to support schools outside the Trust.

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.

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

Emma Hatton,

Director of Teaching School Hub, Tudor Grange Academy.

National Professional Qualification for Executive Leadership

Programme dates

National Webinars:

National Webinar 1 3rd February 2022 13:00 – 14:30

National Webinar 2 23rd June 2022 13:30 – 15:00

National Webinar 3 7th November 2022 11:00 – 12:30

National Webinar 4 21st February 2023 09:30 – 11:00

National Webinar 5 17th April 2023 14:00 – 15:30

Local Webinars:

Local Webinar 1 7th March 2022 10:00 – 11:30

Local Webinar 2 10th May 2022 13:30 – 15:00

Local Webinar 3 6th July 2022 15:30 – 17:00

Local Webinar 4 15th September 2022 10:00 – 11:30

Local Webinar 5 21st November 2022 13:30 – 15:00

Local Webinar 6 17th January 2023 15:30 – 17:00

Local Webinar 7 8th March 2023 10:00 – 11:30

Local Webinar 8 11th May 2023 13:30 – 15:00

Local Webinar 9 12th June 2023 15:30 – 17:00

Face-to-Face:

Face to Face session 1 13th June 2022 09:00 – 13:00

Face to Face residential Friday 14th October 12:00 – 15:00 Saturday 15th October 2022 09:00 – 13:00

Face to Face session 3 3rd February 2023 09:00 – 13:00

Face to Face session 4 6th July 2023 09:00 – 13:30

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:



Prior to you attending, a letter from your school (on headed paper) must be provided with the confirmation of checks that have been completed (with your DBS number stated). On the days which you do attend, please ensure you have your ID.

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.