

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	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	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	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	2.5 HRS	22.5 HRS									
Local Face-to-Face Delivery Partners		4 HRS		4 HRS		4 HRS			4 HRS	16 HRS									
										TOTAL 83.5 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 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:



Tom Beveridge:

Tom Beveridge joined Alderbrook as Headteacher in April 2020. Before this, Tom was Headteacher for 4 years at The Dean Academy in Lydney, a school part of the Athelstan Trust. Tom joined teaching through the Teach First programme in 2006, and has since worked at schools in London, Essex, Wiltshire and Gloucestershire before moving to Solihull.



Dan Cleary:

I have worked as Principal of Robert Smyth Academy (part of Tudor Grange Academies Trust) for nearly four years. During this time, the school has grown from 750 to 1100 students, and it has become the provider of choice in our community. The school was last inspected by Ofsted in 2017, when it was graded as “Good” and so we will look forward to welcoming an inspection team soon so that we can share our journey of school improvement.

I am very fortunate to be surrounded by a collection of brilliant teams. I work with a Senior Leadership Team who share my ethos and values and who bring great strength and experience in our context. I am also very well supported by a Local Governing Body and wider community of parents who share my passion for high standards, hard work, and broadening horizons.

My portfolio of leadership knowledge, skills, and attributes has been enhanced by working within a high-performing and values-led multi-academy trust. I work in collaboration with other senior leaders across who are talented and committed to our shared vision of excellence. For all of us it is as simple as putting the students first, front and centre, in all decision making.

Prior to becoming Principal, I worked as Assistant, and then Deputy Headteacher in Guernsey for four years. It was during this time that I completed the NPQH and prior to that I worked as a Head of Year and History Teacher in Southeast London whilst completing the NPQSL and MA Educational Studies. I was a Principal Examiner for GCSE History and I have significant assessment experience. I am a serving parent governor for a local primary school, and I am a governor for a local inclusion partnership. I have recently completed the NPQEL, and this has provided a valuable reminder of the power of professional development. My aspiration is to support everyone with whom I work, in their pursuit of betterment.

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 Headship

Programme dates

National Webinars:

National Webinar 1) 31st January 2022 13:30 – 15:00

National Webinar 2) 21st June 2022 13:30 – 15:00

National Webinar 3) 9th November 2022 11:00 – 12:30

National Webinar 4) 23rd February 2023 14:00 – 15:30

National Webinar 5) 19th April 2023 09:00 – 11:30

National Webinar 6) 6th June 2023 11:00 – 12:30

Local Webinars:

Local Webinar 1) 9th February 2022 12:00 – 13:30

Local Webinar 2) 9th May 2022 9:00 – 10:30

Local Webinar 3) 7th July 2022 15:00 – 16:30

Local Webinar 4) 13th September 2022 9:00 – 10:30

Local Webinar 5) 24th November 2022 12:00 – 13:30

Local Webinar 6) 16th January 2023 9:00 – 10:30

Local Webinar 7) 15th March 2023 15:00 – 16:30

Local Webinar 8) 9th May 2023 9:00 – 10:30

Local Webinar 9) 19th June 2023 12:00 – 13:30

Face-to-Face

Face to Face session 1) 15th June 2022 09:00 – 13:00

Face to Face session 2) 17th October 2022 09:00 – 13:00

Face to Face session 3) 10th February 2023 09:00 – 13:00

Face to Face session 4) 5th 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 (Disclosure and Barring Service) 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.