

Dear Participant,

Huge congratulations on being accepted on to our NPQSL 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 NPQSL 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 NPQSL		Curriculum Outline & Delivery Journey									
		Year 1							Year 2		
Term's Theme		Taking Responsibility for School Improvement		Taking Responsibility for School Learning		Taking Responsibility for Educational Excellence			Taking Responsibility for 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	7.5 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 82 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 NPQSL 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:



Clive Sentence:

After ten years of science teaching in London schools, Clive made the step up to senior leadership in 2001, with posts as Assistant Head and Deputy Head in two Gloucestershire schools. In 2010 he took on his first headship in an urban comprehensive in Birmingham, before moving on in 2014 to become Principal and CEO of a highly successful Single Academy Trust in Warwickshire. He has also served as Chair of the Interim Executive Board for a school in challenging circumstances. Now an independent consultant, he is looking forward to working with the next generation of aspiring school leaders, supporting, and encouraging them to be reflective practitioners of the art of school leadership.



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 greatly 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 Senior Leadership Cohort 2

Programme Dates

National Webinars:

National Webinar 1) 3rd February 2022 15:30 – 17:00

National Webinar 2) 20th June 2022 15:30 – 17:00

National Webinar 3) 10th November 2022 15:30 – 17:00

National Webinar 4) 22nd February 2023 15:30 – 17:00

National Webinar 5) 18th April 2023 15:30 – 17:00

Local Webinars:

Local Webinar 1) 9th March 2022 09:00 – 10:30

Local Webinar 2) 12th May 2022 12:00 – 13:30

Local Webinar 3) 12th July 2022 15:00 – 16:30

Local Webinar 4) 16th September 2022 09:00 – 10:30

Local Webinar 5) 23rd November 2022 12:00 – 13:30

Local Webinar 6) 16th January 2023 15:00 – 16:30

Local Webinar 7) 7th March 2023 09:00 – 10:30

Local Webinar 8) 11th May 2023 12:00 – 13:30

Local Webinar 9) 16th June 2023 15:00 – 16:30

Face-to-Face

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

Face to Face session 2) 14th October 2022 09:00 – 13:00

Face to Face session 3) 1st February 2023 09:00 – 13:00

Face to Face session 4) 4th 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.