



Tudor Grange
Teaching School Hub

*Serving Solihull, Redditch,
Bromsgrove and Stratford-on-Avon*

NPQH
Welcome
Letter

February 2023



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 reflect on your leadership and strategically and operationally, helping you to create a culture where pupils and staff can thrive, and learn how to bring others with you on the journey.

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.

Here is a breakdown of your programme of study for the next 18 months:

| NPQH | Year 1 | | | | | | Year 2 | | | Time |
|---|--|---|-------------------------------------|---|----------------------------------|---|-----------------------------------|--------------------------------------|--|--------------------|
| Term's Theme | Theme 1 | | Theme 2 | | Theme 3 | | Theme 4 | | | |
| National Seminar IDI | National Seminar 1 1.5 HRS | | National Seminar 2 1.5 HRS | | National Seminar 3 1.5 HRS | | National Seminar 4 1.5 HRS | | | 6 hours |
| Specialist Webinar IDI | | | | | | | Specialist Webinar 1 1 HR | Specialist Webinar 2 1 HR | Specialist Webinar 3 and 4 1 HR 1 HR | 4 hours |
| Chapter focus for the half term | Chapter 1: Implementation | Chapter 2: School Culture | Chapter 3: Professional Development | Chapter 4: Curriculum and Assessment | Chapter 5: Teaching | Chapter 6: Behaviour | Chapter 7: Working in Partnership | Chapter 8: Organisational Management | Chapter 9: Governance and Accountability | |
| Asynchronous Independent Study Module A – 'Learn that...' | Module A • Unit 1 • Unit 2 | Module A • Unit 1 • Unit 2 | Module A • Unit 1 • Unit 2 | Module A • Unit 1 • Unit 2 | Module A • Unit 1 • Unit 2 | Module A • Unit 1 • Unit 2 | Module A • Unit 1 • Unit 2 | Module A • Unit 1 • Unit 2 | Module A • Unit 1 • Unit 2 | 30 hours (Approx.) |
| Local Seminar Delivery Partners | Local Seminar 1 2 HRS <small>* First seminar in person</small> | Local Seminar 2 1.5 HRS | Local Seminar 3 1.5 HRS | Local Seminar 4 1.5 HRS | Local Seminar 5 1.5 HRS | Local Seminar 6 1.5 HRS | Local Seminar 7 1.5 HRS | Local Seminar 8 1.5 HRS | Local Seminar 9 1.5 HRS | 14 hours |
| Asynchronous Independent Study Module B – 'Learn how to...' | Module B • Unit 1 • Unit 2 | Module B • Unit 1 • Unit 2 | Module B • Unit 1 • Unit 2 | Module B • Unit 1 • Unit 2 | Module B • Unit 1 • Unit 2 | Module B • Unit 1 • Unit 2 | Module B • Unit 1 • Unit 2 | Module B • Unit 1 • Unit 2 | Module B • Unit 1 • Unit 2 | 30 hours (Approx.) |
| Application of learning case study Assessment preparation | | Case study task focusing on content from Chapters 1 and 2 | | Case study task focusing on content from Chapters 3 and 4 | | Case study task focusing on content from Chapters 5 and 6 | | | Case study task focusing on content from Chapters 7, 8 and 9 | 6 hours |
| Local Workshop Delivery Partners | | Local Workshop 1 4 HRS | | Local Workshop 2 4 HRS | | Local Workshop 3 4 HRS | | | Local Workshop 4 4 HRS | 16 hours |



National Professional Qualification for Headship (NPQH)

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

KEY AREAS OF LEARNING

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| Effective communication and teamwork | Leadership clarity & team alignment | Change management & implementation | Professional learning & growth | Self management & awareness |

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 online seminar is, but you will also find the information about that, and the dates and venues of all other activities listed in the attached calendar. Key activities in these sessions will include:

Key Activities

| | | | | | |
|---|---|---|---|--|---|
|  |  |  |  |  |  |
| Hold a mirror up to your current setting, studying how it works | Get a window into other types of schools - different phases, specialities, localities | Courses designed for participants from a variety of backgrounds & schools | Be properly prepared to deal with the most common real-life leadership challenges | Learn from detailed interviews with great leaders - not just what they do but how they think | Experience repeated opportunities to practise real change and implementation |



Your facilitators will be:



Jodie Bolter

jbolter@tgacademy.org.uk



Julie Leeman

leeman.j1@welearn365.com

Jodie BA Ed Hons, MA Ed and MSc Ed (Research methodology) and currently in the final year of her PhD, specialising in leadership. She is an Executive Principal for Tudor Grange Academies Trust, who qualified as an English teacher and gained Advanced Skills Teacher status in 2008. She has worked across several school settings including RI and Outstanding schools. Having previously worked in Hertfordshire, Jodie worked as an Advanced Skills teacher in several schools and then took on the role as Assistant Head at Goffs School in Cheshunt. She was promoted to Vice Principal at Goffs School and was part of the leadership team that took the school from RI to Good. During her time in Hertfordshire, Jodie worked closely with the local authority and presented at SSAT conferences a number of times on school improvement work.

In September 2015, Jodie relocated to the West Midlands and became an Associate Principal for Tudor Grange Academy Redditch, and the following year became the Principal. The school had a complex history and Jodie successfully led on changing the culture and community perceptions of this school. The re-visioning work included opening a specialist autism base, 'Treetops'; which is now oversubscribed. Jodie successfully led the school from RI to Good in January 2022.

In September 2020, Jodie became an Executive Principal, overseeing both primary and secondary schools within Tudor Grange Academy Trust. Jodie set up the new Free School 'Meon Vale' in Stratford Upon Avon and has experience of working across a range of schools. Jodie currently supports the Teaching School Hub within Tudor Grange Academy and line manages the school improvement team.

Julie has significant experience as a school leader, having held several senior posts across the primary sector. She has worked as an Assistant Head and Deputy Head, taking up her post as Headteacher at Welford on Avon Primary School in April 2013. During her headship, she has maintained the quality of education (notably during the recent pandemic), with school results consistently above local and national data.

Julie has completed several successful school to school support interventions, some of which were in challenging circumstances. Welford School has been a National Support School and Julie has worked as a National Leader of Education and Warwickshire Systems Leader. In September 2019, Julie set up the Arden Forest School Direct Teacher Training programme which is accredited by 'The University of Worcester' and has helped train and mentor over 40 trainees to gain their PGCE and QTS. Julie is keen to drive and improve standards in education for current teachers, as well as trainees, to ensure they remain skilled and committed to the profession, with a greater understanding of the processes of education.

Julie's 30 years' experience, teaching across the primary sector in several areas of the UK, has affirmed her commitment to high quality and inclusive education, particularly SEN. As part of this commitment, she set up a Resource Provision at Welford School, a specialist classroom, catering for pupils with communication and interaction difficulties. She strongly believes that every child should have access to a high standard of teaching and learning and is committed to bringing high quality education to all. In addition, she is keen to promote the importance of social and emotional wellbeing and how it is central to educational success.

Julie and Jodie 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.

Your session dates will be:

| Delivery Session Name | Delivery Mode | Date* | Start Time* | End Time* |
|-------------------------|---------------|----------|-------------|-----------|
| National Seminar 1 | Online | 07/02/23 | 13:30 | 15:00 |
| Local Seminar 1 | Face to face | 07/03/23 | 13:30 | 15:00 |
| Local Seminar 2 | Online | 26/04/23 | 09:00 | 10:30 |
| Face to face workshop 1 | Face to face | 15/06/23 | 13:00 | 17:00 |
| National Seminar 2 | Online | 28/06/23 | 10:00 | 11:30 |
| Local Seminar 3 | Online | 10/07/23 | 09:00 | 10:30 |
| Local Seminar 4 | Online | 22/09/23 | 15:00 | 17:30 |
| Face to face workshop 2 | Face to Face | 17/10/23 | 13:00 | 17:00 |
| National Seminar 3 | Online | 06/11/23 | 10:00 | 11:30 |
| Local Seminar 5 | Online | 28/11/23 | 12:00 | 13:30 |
| Local Seminar 6 | Online | 17/01/24 | 09:00 | 10:30 |
| Face to face workshop 3 | Face to face | 05/02/24 | 13:00 | 17:00 |
| National Seminar 4 | Online | 22/02/24 | 15:30 | 17:00 |
| Specialist Seminar 1 | Online | 26/02/24 | 15.00 | 16.00 |
| Local Seminar 7 | Online | 12/03/24 | 09.00 | 10.30 |
| Specialist Seminar 2 | Online | 19/03/24 | 13.30 | 14.30 |
| Local Seminar 8 | Online | 22/04/24 | 09.00 | 10.30 |
| Specialist Seminar 3 | Online | 08/05/24 | 14.00 | 15.00 |
| Local Seminar 9 | Online | 20/06/24 | 15:30 | 17:00 |
| Specialist Seminar 4 | Online | 27/06/24 | 10.00 | 11.00 |
| Face to face workshop 4 | Face to face | 09/07/24 | 09:00 | 13.00 |

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:





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.
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

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

