



Tudor Grange  
Teaching School Hub

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

# NPQLBC Welcome Letter













Autumn 2023



# Dear Participant,

Huge congratulations on being accepted on to our NPQLBC 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 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.



NPQLBC	Year 1						Time
Term's Theme	Theme 1		Theme 2		Theme 3		
<b>National Seminar</b> TDI	National Seminar 1  1.5 HRS		National Seminar 2  1.5 HRS		National Seminar 3  1.5 HRS		4.5 hours
<b>Chapter focus for the half term</b>	Chapter 1: Implementation	Chapter 2: School Culture	Chapter 3: Enabling Conditions for Good Behaviour	Chapter 4: Complex Behavioural Needs	Chapter 5: Teaching Practice	Chapter 6: Professional Development	
<b>Asynchronous Independent Study</b> 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	15–20 hours (Approx.)
<b>Local Seminar Delivery Partners</b>	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	9.5 hours
<b>Asynchronous Independent Study</b> 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	20 hours (Approx.)
<b>Application of learning case study</b> Preparation for the summative assessment		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	4.5 hours
<b>Local Workshop Delivery Partners</b>		Local Workshop 1  4 HRS		Local Workshop 2  4 HRS		Local Workshop 3  4 HRS	12 hours



# National Professional Qualification for Leading Behaviour and Culture (NPQLBC)

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 NPQLBC has 12 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 above 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:



**Rena Miras-Pye**

[Rmiras-pye@solihull.tgacademy.org.uk](mailto:Rmiras-pye@solihull.tgacademy.org.uk)

I have been teaching for 18 years and I am really passionate about an inclusive education for all. I used to live in Norfolk where I started my teaching career as an Assistant SENCO at a secondary school with 50% on the SEN register. In 2013, I moved back into English teaching before becoming Assistant Head of English in a grammar school. In 2016, I trained to become a SENCO as I realised quite quickly, I was most interested in helping students with a variety of different needs and giving them opportunities to progress and develop. I spent four years as a SENCO in a school in Birmingham before moving to a Tudor Grange Alternative Provision called The Elms, in Solihull, in January 2021. The Elms accepts young people with SEMH and EBSNA. We support students for two terms before transitioning them back to their home school.



**James Hill**

[JHill@welearn365.com](mailto:JHill@welearn365.com)

I first started my teaching career as a supply teacher in 2010. I have been an Assistant Headteacher for 6 years at a large Secondary Comprehensive School in Warwickshire. I have had many roles during my educational journey including Deputy College Leader, College Leader, Head of Year 11 and Head of 6<sup>th</sup> form. In my current role, my main responsibility is for the behaviour of the Upper School. This role includes creating and embedding a culture consisting of the school values, leading on issues of safeguarding, managing and leading a team of College Leaders and tutors. I am also the Educational Visits Co-ordinator as well as training staff in various schools on issues of equality and diversity. My background education is rooted in Sociology, where my fields of interest are in analysing human behaviour and the ways in which pupils, staff and parents are motivated, as well as recognising, leading and aiming to improve the experience and achievement of those who are disadvantaged.

**Rena and James will be your first port of call with any queries relating to your NPQLBC, 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)

**Billie Stewart,**  
*Curriculum Advisor NPQ*

## Programme dates

Delivery Session Name	Session Links	Date	Start Time	End Time
National Seminar 1	<a href="#">Online – info from TDT</a>	15/11/2023	15:30	17:00
Local Seminar 1	Face to face	05/12/2023	09:30	11:30
Local Seminar 2	<a href="#">Online</a>	16/01/2024	15:30	17:00
Face to face workshop 1	Face to face	06/02/2024	09:30	13:30
National Seminar 2	<a href="#">Online – info from TDT</a>	07/03/2024	15:30	17:00
Local Seminar 3	<a href="#">Online</a>	21/03/2024	15:30	17:00
Local Seminar 4	<a href="#">Online</a>	09/05/2024	15:30	17:00
Face to face workshop 2	Face to face	06/06/2024	08:30	12:30
National Seminar 3	<a href="#">Online – info from TDT</a>	10/06/2024	15:30	17:00
Local Seminar 5	<a href="#">Online</a>	02/07/2024	15:30	17:00
Local Seminar 6	<a href="#">Online</a>	09/09/2024	15:30	17:00
Face to face workshop 3	Face to face	24/09/2024	12:30	16:30

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:



Tudor Grange  
**Teaching School Hub**

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



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