



Tudor Grange
Teaching School Hub

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

NPQLPM Welcome Letter

Spring 2024



Dear Participant,

Huge congratulations on being accepted on to our NPQLPM 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 NPQLPM 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.

You should receive communications from Teach First with information about how to access My Teach First and Brightspace, which will be used to access your asynchronous learning.

If you do not receive any information, or have problems accessing these please contact Teach First Directly using this link: <https://my.teachfirst.org.uk/contact-us>

Programme Outline

TERM	MONTH	ONLINE CONTENT		SEMINARS AND CONFERENCES		
SPRING 2024	JANUARY	Introduction	1 – Teaching			
	FEBRUARY			Introduction sessions		
	MARCH	2 – Implementation		1 – Teaching		
	APRIL		3 – School culture	2 – Implementation		
SUMMER 2024	MAY	4 – How pupils learn			3 – School culture	
	JUNE		5 – Classroom practice	4 – How pupils learn		
	JULY				5 – Classroom practice	Conference 1
	AUGUST	6 – Subject and curriculum				
AUTUMN 2024	SEPTEMBER		7 – Adaptive teaching	6 – Subject and curriculum		
	OCTOBER	8 – Assessment			7 – Adaptive teaching	
	NOVEMBER		9 – Professional Development	8 – Assessment		
	DECEMBER				9 – Professional development	Conference 2
SPRING 2025	JANUARY					
	FEBRUARY	Assessment				



National Professional Qualification for Leading Primary Maths (NPQLPM)

The NPQLPM 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.

LEARNING MODULES

Asynchronous, online

Each module should take around four hours to work through.

Example format:

- **Diagnostic activity** to help identify prior knowledge on which to build learning and signpost how to engage with the module.
- Units to work through, including **foundational or advanced content** and some choice elements to build knowledge. This includes exemplification of practice from school leaders and input from subject matter experts.
- **Formative tasks** that recognise the importance of school context and give you the chance to put your learning into practice.
- **Reflection on learning** (following seminar).

CONFERENCES

Synchronous, in-person

Each programme will include two conferences designed to:

- **build on knowledge** acquired and provide a choice of practice activities, supporting you to move from novice towards expert and ensuring that actions become habitual for maximum application (for example, simulating precise feedback after a lesson observation)
- **bring insights** from serving school leaders and subject matter experts
- provide opportunities for **focused collaboration**, supporting you to apply your learning
- **build relationships** with peers that will support programme participation and last beyond the programme duration

SEMINARS

Synchronous, online or in-person

These will usually consider scenarios and persistent problems leaders are likely to face and give you the chance to work through examples with the **support of peers** and an **expert facilitator**. They will build on the online content and link to the formative task.

PRACTICAL IMPLEMENTATION

The practical implementation cycle takes place alongside an implementation online module and live seminar. It is designed to **support the learning outcomes** of the implementation section of the NPQ framework.

You'll be required to put learning into practice and implement an improvement, or plan the implementation of an improvement, in your setting based on the NPQ programme you're working towards. The focus will be identified by you and must be level appropriate. The improvement should be a stretching professional development target within your current role. If you're an aspiring specialist or leader, your school or employer should support you to implement an improvement at the aspiring level.

Your facilitators



Ruth Richmond

r-richmond@stjames.tgacademy.org.uk

Ruth has worked in primary schools in London, Hertfordshire and West Midlands.

Working for her M.Ed. Ruth developed her interest in effective educational practice. Ruth has worked for Tudor Grange Academy Trust for ten years and is TGAT Primary Maths Pedagogical Adviser, working with primary schools within the trust.

She has also worked with a wide range of schools in the Midlands as an Specialist Leader in Education (SLE), Professional Development (PD) Lead, and Local Leader of Maths Education (LLME), helping them to implement change and to apply high quality educational practice. Ruth is the Assistant Maths Hub Lead for Origin Maths Hub with a particular focus on supporting continuity from KS2-KS3.

Ruth and Tom will be your first port of call with any queries relating to your NPQLPM, 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 Teach First.

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.



Tom Bradley

tbradley@perdiswell.tgacademy.org.uk

Tom is a dedicated educator with over a decade of experience shaping young minds in primary education. With a rich background spanning the entirety of the primary school phase, Tom brings a wealth of knowledge and expertise to the table.

As a National Centre for Excellence in the Teaching of Mathematics (NCETM) Primary Mastery Specialist, Tom is at the forefront of promoting a mastery approach to teaching mathematics. His passion for unlocking the beauty and logic of numbers is infectious, igniting curiosity and confidence in both students and fellow educators alike.

Beyond the confines of a single classroom, Tom extends his impact across Worcestershire, supporting multiple schools in his journey towards mathematical excellence. His commitment to continuous professional development (CPD) is unwavering, as they actively seek out opportunities to share best practices, offer guidance, and empower colleagues to reach their full potential.



Session expectations

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

Billie Stewart,
Curriculum Advisor NPQ

Programme Dates

MODULE	ONLINE LEARNING ON BRIGHTSPACE	SEMINAR DATES	CONFERENCE DATES
Introduction	24 January 2024	Monday 26th February 2024 10:30-13:30	Thursday 18 th July 2024 09:00 – 15:00 Face to Face
Module 1 – Teaching	24 January 2024	Face to Face	
Module 2 – Implementation	5 March 2024	Tuesday 21 st May 2024 15:00-17:00	
Module 3 – School culture	26 March 2024	Link	
Module 4 – How pupils learn	23 April 2024	Thursday 27 th June 2024 15:00-17:00	
Module 5 – Classroom practice	7 May 2024	Link	Thursday 12 th December 2024 09:00-15:00 Face to Face
Module 6 – Subject and curriculum	2 July 2024	Tuesday 15 th October 2024 15:00-17:00	
Module 7 - Adaptive teaching	3 September 2024	Link	
Module 8 - Assessment	17 September 2024	Thursday 28 th November 2024 15:00-17:00	
Module 9 - Professional development	8 October 2024	Link	
ASSESSMENT WINDOW	3 – 10 February 2025		

The Face-to-Face sessions will be conducted at Tudor Grange Academy Solihull, Dingle Lane, B91 3PD.

Please use the QR code to access the map to see where this is located on the Academy site:



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