



**Proudly serving Bromsgrove, Redditch,
Solihull and Stratford-on-Avon**

Tudor Grange Teaching School Hub

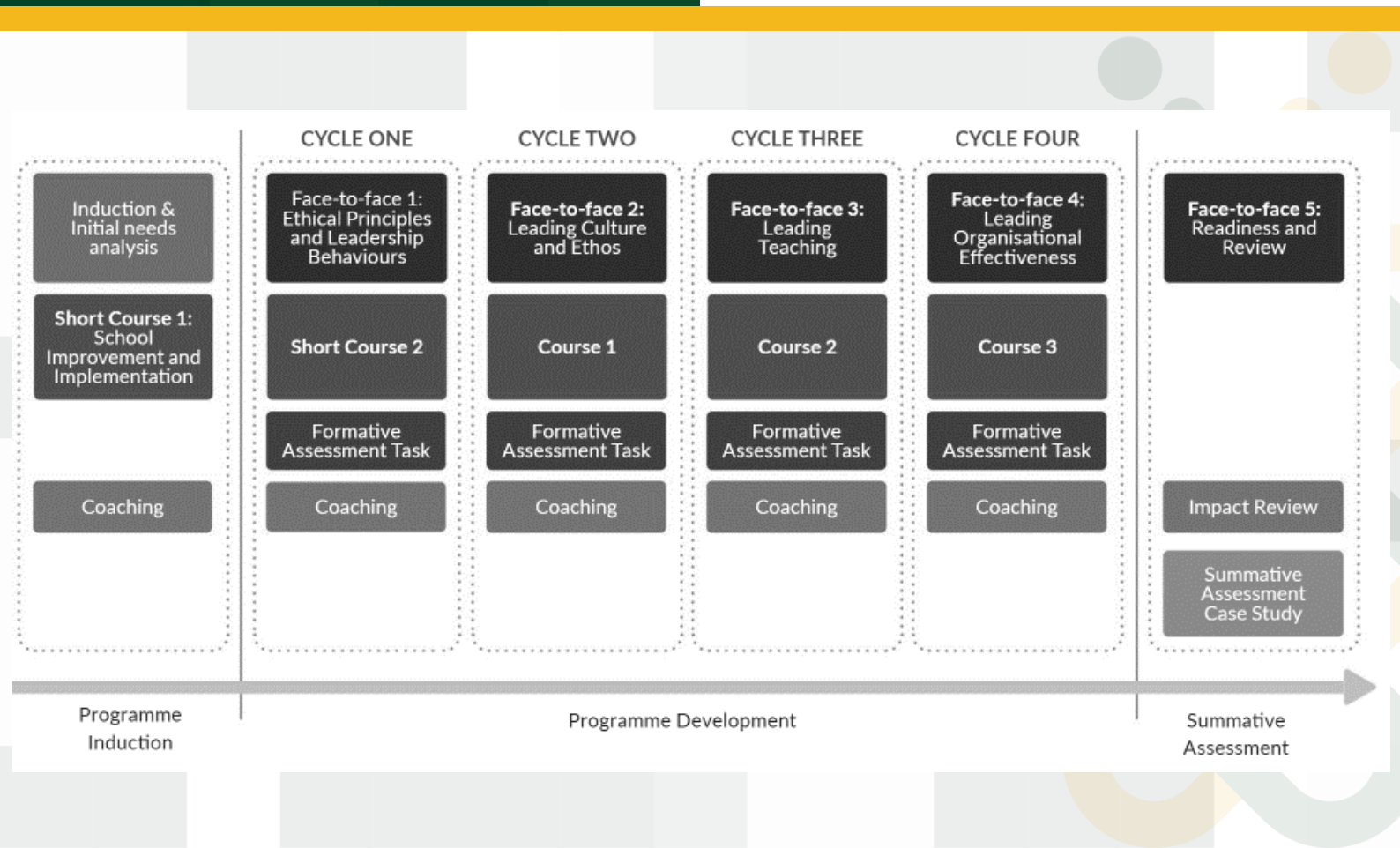
NPQ for SENCOs

Group 2
Autumn 2024

Dear Participant,

Huge congratulations on being accepted on to our NPQSENCO 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 course overview 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.



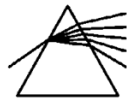
National Professional Qualification for SENCOs (NPQSENCO)

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 NPQSENCO 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.

Key activities in these sessions will include:

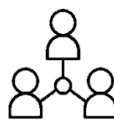
Key Activities



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:



**Lisa
Pinkerton**

Having been in the teaching profession for 25 years, I have significant experience of supporting pupils with a wide variety of needs and interests. With a first degree in Education Studies and a Masters in Early Years, how best to support and engage children to learn has always been my fascination. Since the age of 15, when I volunteered at a special care unit in a specialist school, I have developed a passion in how best to engage pupils with a variety of physical, cognitive and emotional needs. It is my firm belief that every pupil wants to, and can learn and achieve given the right support and environment.

In my role as Inclusion Lead, I completed the NASENCo award with distinction and subsequently obtained a specialist post-graduate qualification in supporting children with specific literacy difficulties. These, combined with the knowledge I have gained from working alongside many outstanding external professionals, I have been able to support colleagues to devise personalised learning plans for pupils and devised structures and processes to manage this effectively as part of a graduated response.

I have been fortunate, in my career, to work with dedicated and highly motivated practitioners and one of my proudest moments, after training with Nurture UK, was securing funding for and developing an extremely effective nurture provision in my current setting. This has transformed the lives of so many of the young people in our care and supported them to transition back into the classroom armed with skills and strategies that will last them a lifetime.

I have worked with Tudor Grange Teaching school hub for some time as an ECT and ECT Mentor Facilitator and in Quality Assurance. I am extremely excited to have been selected to support with the NPQ SENCo course and look forward to supporting and learning from SEN colleagues.

lisajpinkerton@gmail.com



Dawn Woolven

I have been in the teaching profession for over 25 years and cannot quite believe it has been that many years already! I am a very experienced SENCO, being one of the first cohorts to complete the statutory qualification of the time, 'National Award for Special Educational Needs Co-ordinator,' nearly 15 years ago, and I have many years' experience as a senior leader throughout my roles as an Assistant Head Teacher. I have also worked as an Autism Advisory Teacher for the Specialist Inclusion Support Service where I was responsible for 22 schools and covered all years from Nursery to Year 11. Currently I am Trust SEND Lead for Tudor Grange Academies and am predominantly responsible for the 8 primary schools within the Trust.

I am passionate about all children having their voices heard and believe that they should all have a Champion supporting them and ensuring that they get the right support that they need and at the right time; this includes SEND and mental health and well-being.

Throughout my career, I have delivered training to external delegates and staff within my own school; I am very excited to be part of the new NPQ SENDCO programme and working with staff who are also passionate about providing the best education and support for all children and young people with SEND.

dwoolven@tgacademy.org.uk

Lisa and Dawn will be your first port of call with any queries relating to your NPQSENCO, 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 Best Practice Network.

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.

Course structure and approach

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 is key, so 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.
7. You must have completed onboarding by **18th November 2024**. Failure to do so will result in any secured DfE funding being revoked and may result in not being able to apply for further NPQ funding in the future.

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.

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
Operations and Strategic Lead for NPQs

Programme Dates

Delivery Session Name	Delivery Mode	Date	Start Time	End Time
Conference 1	Face to Face	10.12.24	9:30	15:30
Conference 2	Face to Face	5.3.25	9:30	15:30
Conference 3	Face to Face	10.6.25	9:30	15:30
Conference 4	Face to Face	15.10.25	9:30	15:30
The Face-to-Face sessions will be conducted at Tudor Grange Academy Solihull in The Lodge building				

