NATIONAL PROFESSIONAL QUALIFICATIONS

National Professional Qualifications

BLOCK OVERVIEWS FOR DELIVERY PARTNERS

Education Development Trust

NPQ for Leading Teacher Development					
Block no.	**Block 1**	**Block 2**	**Block 3**	**Block 4**	**Block 5**
Specialist focus	*Leading improvement*	*Underpinning principles*	*Developing others*	*Furthering your specialism*	*Embedding in practice*
Block title	Leading improvement	Principles of effective teaching	Designing effective professional development	Teaching and adapting	Evaluation and continuous improvement
DfE Framework coverage	2: Designing Effective Professional Development 1: Teaching (ECF)	3: Delivering Effective Professional Development 2: Designing Effective Professional Development 1: Teaching (ECF)	2: Designing Effective Professional Development 3: Delivering Effective Professional Development 1: Teaching (ECF)	2: Designing Effective Professional Development 3: Delivering Effective Professional Development 1: Teaching (ECF)	4: Implementation 3: Delivering Effective Professional Development 1: Teaching (ECF)
Main foci	• The importance of teacher quality in raising pupil outcomes • Understanding and applying best evidence • The characteristics of effective PD • Developing a Theory of Change • Theories of Change and making change sustainable whilst dealing with resistance to change and misconceptions • Using assessment information and data • Understanding and making use of existing frameworks • Developing a cycle of diagnosis, action, and evaluation • Putting evidence to work (exploring the evidence>preparing> delivering>sustaining)	• The use of successful PD models applied to key statutory guidance • Early Career Framework • Teacher Standards • ITT Core Standards • Post-Ofsted inspection school improvement planning • Different forms of effective PD: an introduction (advantages and disadvantages of each) • Scaffolding teacher development (the *Education Development Trust Teacher Professional Growth cycle*: knowing about>knowing how>reflecting)	• Effective practice in remote and blended learning • *Education Development Trust principles for effective remote learning* • The *Education Development Trust Teacher Mindset Tool* • The *Education Development Teacher Practice Tool* • Understanding Teaching Professional Growth: the *Education Development Trust 10 Principles*	• The *Education Development Trust Professional Knowledge Base* that teachers need to acquire and apply • Subject matter knowledge • Specific pedagogical content knowledge • Curriculum knowledge • Generic pedagogical knowledge • Contingency knowledge • Digital knowledge • Self-identified reading and research in specialised areas • Effective practice in remote and blended learning: *Education Development Trust principles for effective remote learning*	• Implementation challenge case studies: successful, partially successful and unsuccessful examples of PD implementation • Planning a full implementation project • Identifying barriers to change • Implementation in practice • Holding people to account and making change stick • Data collection, monitoring and evaluating implementation

NPQ for Leading Teaching					
Block no.	**Block 1**	**Block 2**	**Block 3**	**Block 4**	**Block 5**
Specialist focus	*Leading improvement*	*Underpinning principles*	*Developing others*	*Furthering your specialism*	*Embedding in practice*
Block title	Leading improvement	Ensuring every teacher knows how pupils learn	Developing curriculum within your subject	Developing effective classroom practice across your team	Improving assessment/feedback
DfE Framework coverage	2: School Culture 8: Professional Development 1: Teaching (ECF)	3: How Pupils Learn 6: Adaptive Teaching 1: Teaching (ECF)	4: Subject and Curriculum 1: Teaching (ECF)	5: Classroom Practice 1: Teaching (ECF)	7: Assessment 9: Implementation 1: Teaching (ECF)
Main foci	• The role of great teachers and their impact on pupil outcomes • Understanding and applying best evidence in teacher PD • Theories of Change and making change sustainable whilst dealing with resistance to change and practitioner misconceptions • Using assessment information and data • Understanding and making use of existing frameworks • The role of the leader in developing others, including managing PD • Setting priorities and managing change over time: Theory of Change – defining the problem, taking considered actions, measuring the impact of the solution • Defining and measuring the impact of your leadership • Equality, diversity and creating a safe space where mistakes are an opportunity to learn	• The use of successful classroom strategies • Sequencing lessons and the discipline of a subject, including sequencing of learning over time • Science of Learning approach to subject/phase leadership – effective learning strategies, including a summary and exploration of the evidence base • Focus on cognitive science (including the roles of prior knowledge and memory, and retrieval practice) • Misconceptions and how they can be addressed in practice (within subjects/phases) • How additional adults can support pupils with SEND/additional needs, and how lessons can be adapted to enable pupils to access learning	• The role of the curriculum at the levels of school and subject/phase: content, coherence, progression • Developing curriculum to support pupil learning (foundational to mastery; different curricular approaches) • The need to take a discipline-specific approach to designing and leading curriculum in a subject /phase/specialism • Curriculum in the classroom: the importance in curricular design of anticipating common misconceptions, and the impact of explicit teaching • Accessing the curriculum – 'every teacher a teacher of literacy' • Leading curriculum design within your subject/phase/specialism: developing strategies to review, implement and evaluate broad and coherent curricula)	• The fundamentals of effective teaching (sequencing, pace, links to prior knowledge, etc.) • The importance of high expectations (grouping, adapting and responding to pupils) • Pupil behaviour and the role of motivation • Effective lesson approaches (explicit teaching of metacognitive strategies, explanations, modelling, practice, questioning, etc.) • How to structure lessons to build knowledge and understanding • Leading the practice of others in the principles of effective teaching • The value, principles and practices of coaching and mentoring teaching colleagues • Using the *Education Development Trust Teacher Practice Tool* • The effect of teacher beliefs: the *Education Development Trust Teacher Mindset tool*	• Implementing effective and efficient department/phase-level assessment • Effective questioning and making feedback work • Selecting resources and materials for your subject/phase/specialism • Leading assessment approaches across your department/phase/team • Selecting the right assessment tools • Embedding effective feedback approaches and routines • Identifying the different purposes of assessment, and intended application and impact • Effective implementation – embedding and sustaining improvements across team • Identifying and overcoming barriers to change • Holding people to account and making change stick • Data collection, monitoring and evaluating implementation • Identifying scale-up opportunities

NPQ for Leading Behaviour and Culture					
Block no.	**Block 1**	**Block 2**	**Block 3**	**Block 4**	**Block 5**
Specialist focus	*Leading improvement*	*Underpinning principles*	*Developing others*	*Furthering your specialism*	*Embedding in practice*
Block title	Leading improvement	Effective behaviour management	From classroom to school: enabling conditions	Complex behavioural needs	Working in partnership to deliver changes
DfE Framework coverage	2: School Culture 5: Professional Development	1: Teaching (ECF)	3: Enabling Conditions for Good Behaviour	4: Complex Behavioural Needs	6: Implementation
Main foci	• The role of great teachers and their impact on pupil outcomes • The characteristics of effective teaching, with a focus on teacher expectations and role-modelling • Understanding and applying best evidence in teacher PD • Theories of Change and making change sustainable whilst dealing with resistance to change and practitioner misconceptions • The value, principles and practices of coaching and mentoring teaching colleagues • Understanding and making use of existing frameworks • The nature of effective teacher development, including the role of evidence. • Setting priorities and managing change over time • Equality, diversity and creating a safe space where mistakes are an opportunity to learn	• The key factors for establishing a positive climate for learning, and understanding the evidence base • The importance of establishing & reinforcing classroom routines • The establishment and maintenance of high behavioural expectations in all classrooms: early & least-intrusive interventions • The importance of building trusting relationships and how to establish & maintain a supportive, inclusive environment in the classroom • Developing intrinsic motivation in pupils and setting them up for success; setting high expectations and motivating pupils to master challenging content • Supporting the full inclusion of pupils with SEND/additional needs, and how lessons can be adapted to enable pupils to access learning	• Promoting the development of positive, predictable and safe environments across school • Reinforcing strong relations between pupils and staff • Whole-school policy and practice: the need for consistency, coherence, clear expectations • Tackling ingrained behaviours and habits (pupils and teachers): the need for time and staff support • Teaching model behaviours, encouraging self-reflectivity, motivation, and establishing and reinforcing positive classroom routines • Whole-school approaches to rules, rewards, sanctions, and escalation where needed • Using feedback and data for continuous improvement • Working in partnership with parents and carers, leading good practice	• Understanding when adaptations to whole-school behaviour approaches are needed, to meet individual need (including targeted interventions) • The evidence around the multiple influences on pupil behaviour: which may be managed directly, indirectly, or lie outside of school control • Age- and stage-related typical behaviours, and understanding a pupil's individual context when responding to complex (mis)behaviour • Building positive relations with parents, carers and specialist colleagues to support a pupil to meet high academic and behavioural expectations • Understanding and applying policies (SEND, looked after children, safeguarding, etc) • Take a lead on anti-bullying, contributing to and communicating preventative strategies	• Implementation challenge case studies: successful, partially successful and unsuccessful examples of PD implementation in the area of behaviour and/or culture • Effective implementation – embedding and sustaining improvements across team • Identifying and overcoming barriers • Developing and demonstrating trust in staff, and supporting with appropriate resources and time, while holding people to account and making change stick • Data collection, monitoring and evaluating implementation • Sustaining change: monitoring and evaluation of implementation activities against intended objectives and continued alignment with school improvement priorities • Modelling, supporting, recognising and rewarding good practice • Identifying scale-up opportunities

NPQ for Senior Leadership				
Block no.	**Block 1**	**Block 2**	**Block 3**	**Block 4**
Specialist focus	*Leading improvement*	*Culture*	*Conditions*	*Classroom*
Block title	Leading improvement	Contributing to culture / improving behaviour	Supporting decision-making / management	Working with colleagues to improve teaching / curriculum / assessment
DfE Framework coverage	8: Implementation 6: Professional Development	1: School Culture 8: Implementation 10: Governance and Accountability 4: Behaviour 9: Working in Partnership	3: Curriculum and Assessment 8: Implementation 7: Organisational Management 10: Governance and Accountability	2: Teaching 8: Implementation 1: School Culture 5: Additional and Special Educational Needs and Disabilities
Main foci	• The importance of implementing ongoing processes over time that evolve in response to monitoring • Understanding and applying best evidence and well-designed frameworks • The characteristics of high-quality coaching • Building and sustaining capacity through training, monitoring and feedback • Understanding dedicated but distributed leadership • Evidence-based PD in action • The EEF *explore, prepare, delivery, sustain* model of change • Planning a full implementation project • Identifying barriers to change • Implementation in practice • Holding colleagues to account and making change stick • Data collection, monitoring and evaluating implementation	• Why and how high-quality teaching has a long-term positive effect on pupils' life chances • The effect of clear and high expectations • Building alignment of staff around an intended school culture • Post-Ofsted inspection school improvement planning • Effective whole-school behaviour and classroom management – policy and practice • Dealing with bullying effectively • Promoting effective parent partnerships • Working in partnership with external agencies • Planning for change	• Putting in place the conditions for success • The importance of leading curriculum and assessment across own area of influence • Pitch and sequence of learning • Explicit teaching • Assessment-informed pedagogy • Effective school governance and accountability, including school finance • Organisational management effectiveness • Delivering improvement: managing expectations; securing buy-in; monitoring implementation; continuous improvement and ongoing evaluation of priorities	• The principles of effective teaching, ensuring a secure understanding and clear leadership of successful classroom strategies • Taking a Science of Learning approach, including a summary and exploration of the evidence base • Focus on cognitive science (including the roles of prior knowledge and memory, and retrieval practice) • How additional adults can support pupils with SEND/additional needs, and how lessons can be adapted to enable pupils to access learning • Promoting the use of high-quality resources • Sustaining change: monitoring and evaluation of implementation activities against intended objectives and continued alignment with school improvement priorities • Sustaining routines around modelling, supporting, recognising and rewarding good practice • Scaling up implementation

NPQ for Headship				
Block no.	**Block 1**	**Block 2**	**Block 3**	**Block 4**
Specialist focus	*Leading improvement*	*Culture*	*Conditions*	*Classroom*
Block title	Leading improvement	Leading culture / behaviour across school	Developing rigorous organisational management / governance	Ensuring effective teaching / curriculum / assessment across school
DfE Framework coverage	8: Implementation 6: Professional Development	1: School Culture 8: Implementation 10: Governance and Accountability 4: Behaviour 9: Working in Partnership	3: Curriculum and Assessment 8: Implementation 7: Organisational Management 10: Governance and Accountability	2: Teaching 8: Implementation 1: School Culture 5: Additional and Special Educational Needs and Disabilities
Main foci	• Identifying competing and aligned priorities within a school • Prioritising and allocating resources across whole school • The importance of implementing ongoing processes over time that evolve in response to monitoring • Understanding and applying best evidence and well-designed frameworks • The characteristics of high-quality coaching, with a focus on staff needs at various career stages • Building and sustaining capacity through training, monitoring and feedback • Understanding dedicated but distributed leadership • The EEF *explore, prepare, delivery, sustain* model • Planning a full implementation project, involving senior/middle leaders • Identifying barriers to change • Holding staff to account and making change stick • Data collection, monitoring and evaluating implementation	• Why and how high-quality teaching has a long-term positive effect on pupils' life chances • The effect of clear and high expectations • Setting clear direction and building alignment of staff around an intended school culture • Post-Ofsted inspection school improvement planning • Effective behaviour management – setting the policy and building buy-in from staff / alignment • Enabling and supporting staff to deal with bullying effectively • Establishing effective parent partnerships • Key principles of working in partnership (inc. external agencies and other schools)	• Headteacher as school's prime leader of curriculum and assessment: putting in place the conditions for success • Pitch and sequence of learning • Explicit teaching • Assessment-informed pedagogy • Organisational management effectiveness • Prioritising and understanding 'opportunity cost' • Delivering improvement: managing expectations; securing buy-in; monitoring implementation; continuous improvement and ongoing evaluation of priorities • Headteachers' HR responsibilities, including leading/managing/ deploying staff, appraisal processes and performance management (positive vs 'toxic' climates) • Effective school governance and accountability, including school finance	• Promoting the principles of effective teaching, ensuring a secure understanding and clear leadership of successful classroom strategies • Taking a Science of Learning approach, including a summary and exploration of the evidence base • Focus on cognitive science (including the roles of prior knowledge and memory, and retrieval practice) • How additional adults can support pupils with SEND/additional needs, and how lessons can be adapted to enable pupils to access learning • Promoting the use of high-quality resources across school • Sustaining change: monitoring and evaluation of implementation activities against intended objectives; alignment with original or evolving school improvement priorities? • Sustaining routines around modelling, supporting, recognising and rewarding good practice • Scaling up implementation