



L.E.A.D.
Teaching School Hub
Lincolnshire

Quality Assurance Policy

ECTE and NPQ

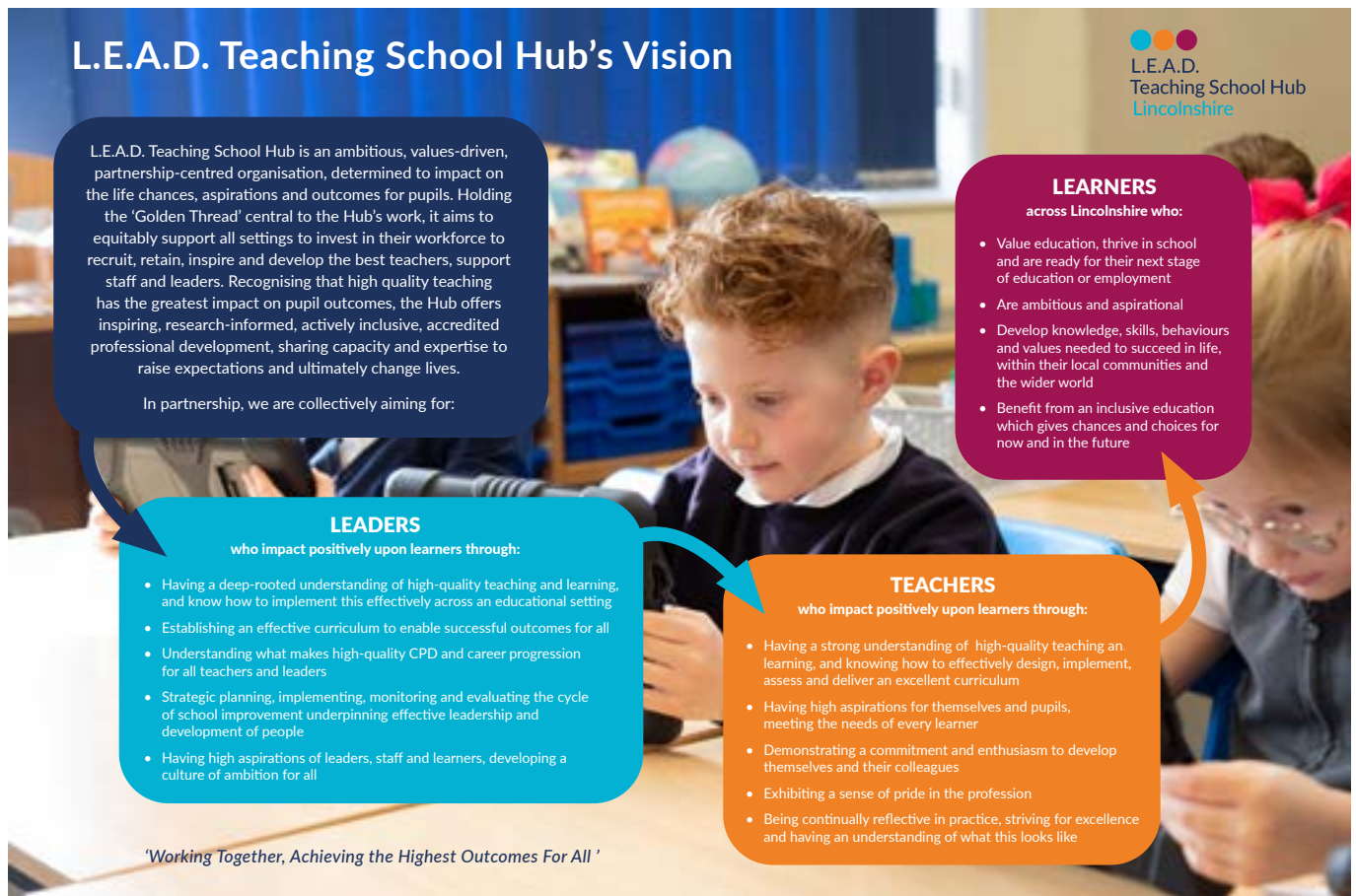
2026/2027

Contents

Teaching School Hub Aims	3
Introduction	4
Overarching Aims	4
Who is providing the Professional Development and will they be subject to Quality Assurance procedures?	5
The Underpinning principles	5
The Three Stages of Quality Assurance	6
Other Aspects	15
Training Calendar	16
QA Expectations of facilitator and observer	16
APPENDICES	17



L.E.A.D. Teaching School Hub QA Policy 2026/227: NPQ/ECTE



Introduction



Effective engagement with high-quality CPD can lead to an increase in pupil attainment, has a strong impact on early career teachers and supports the recruitment and retention of teachers and leaders in our profession.”

Cat Scutt, Director of Education and Research at Chartered College of Teaching

L.E.A.D. Teaching School Hub is committed to providing the highest quality CPD for all settings who wish to engage with its services. L.E.A.D Teaching School Hub and partners are dedicated to a robust and meaningful quality assurance process, with the aim of designing, implementing and sustaining the highest quality CPD.

Overarching Aims

Through rigorous quality assurance of all NPQ and ECTE programmes, the aims are to ensure that:

- teachers, leaders and support staff are learning as a result of the professional development and that the learning is sustained over time.
- there is a deliberate and intended impact upon pupil outcomes and/or teacher outcomes as a result of the development.
- facilitation and strategies for delivery are enhanced, are of the highest quality and are evidence-informed
- the NPQ and ECTE experience is value for money and reflects the time invested
- the climate for learning generates maximum impact upon participants
- expectations from the DFE and lead provider are upheld
- a common language and framework is central to all partners and providers when striving for excellence in outcomes

Who is providing the Professional Development and will they be subject to Quality Assurance procedures?

L.E.A.D. Teaching School Hub works in collaboration with a range of partners, contributing to the effective design and delivery of professional development.

These include:

Lead Providers: These are nationally designated providers for NPQ Programmes and the Early Career Framework. Lead providers have quality assurance processes which will align with the processes outlined within this document. Ofsted will quality assure their work and delivery. L.E.A.D. Teaching School Hub will quality assure the delivery of NPQ and ECTE programmes in conjunction with this policy .

Wider Partners: L.E.A.D. Teaching School Hub will work collaboratively with expert partners to optimise the quality of provision and outcomes.

The Underpinning principles

“Great teaching is defined as that which leads to improved student progress. We define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success.”

Professor Rob Coe

In designing the quality assurance process, this belief, stated by Rob Coe, forms the underlying concept. Therefore, the extent to which a teacher learns as a result of professional development, impacting upon pupil outcomes and future success is at the heart of the quality assurance process. The process outlined by Coe can be seen below and will be referred to within this document.

The Three Stages of Quality Assurance

L.E.A.D. Teaching School Hub's approach to Quality Assurance consists of three distinct components:



Stages of the Quality Assurance process	Description	Professor Rob Coe's Theory
STAGE 1 Planning / Design Preparation / Construction	The overarching design and construction of the NPQ materials are subject to a rigorous approval process between the DfE and lead provider. This is then locally adapted and contextualised to meet the needs, where indicated within the slide deck by the facilitators and Teaching School Hub.	Is the programme appropriate to be delivered? Stages 1 and 2
STAGE 2 Facilitation / Implementation	The delivery and implementation of professional development is crucial in bringing about effective change in the behaviour, learning and the attitudes of teachers, leaders and support staff. This stage is heavily centred around the quality of delivery, the participant support and the on-going learning/connections that are made in relation to the focus area. Feedback mechanisms to measure the learning and implementation are also factored into this stage. Between each session, Stage 1 may also be revisited to redesign aspects following the outcomes from each session.	Has it led to change? Stages 3 - 5
STAGE 3 Sustainability / Impact	The true aim of professional development is sustained impact upon the leader, teacher and pupil. This includes a change in behaviour, knowledge, skill, practice and/or attitude to the content and subject matter. This stage measures and outlines the impact beyond the life of the professional development, NPQ programme.	Has it improved student outcomes? Stages 6 and 7

STAGE 1

Planning / Design Preparation / Construction

Stage One involves the planning and design phase of the National Professional Qualification and ECF. This is outlined below.

NATIONALLY WRITTEN CONTENT: ECF/NPQ

The DfE have approved content in relation to the national programmes - ECF and NPQ. The Teaching School Hub and facilitators are expected to retain fidelity to the content provided. Although the construction and planning of the content is predetermined, the Teaching School Hub is committed to adapting this content to meet the local needs of the participants where directed by the delivery partner.

LOCAL ADAPTATION

A rigorous needs analysis is conducted by the Teaching School Hub and Research School to identify the most prominent needs of school leaders within Lincolnshire. This needs analysis will support any local adaptation with regards to the NPQ programmes/ECTE. Guest speakers are added to the programmes to equally enhance the quality and meet the needs of local participants e.g. SEND and inclusion as part of the conferences. This is mapped across the programmes strategically with the support of the Partnership Board to ensure that this is relevant and avoids duplication.

THE CO-CONSTRUCTION OF DELIVERY CONTENT

Once materials are received from the Lead Provider, the Teaching School Hub work with teams of facilitators to collectively adapt the materials and content with the aim of meeting the needs of each specific cohort of participants where indicated within the slide deck. Quality assurance takes place at this point with the breadth of expertise involved in this journey of co-construction. Following this, the materials are stored on a central platform where further quality assurance takes place to ensure that there is fidelity with appropriate levels of enhancement and local adaptation of materials.

ONLINE V FACE TO FACE DELIVERY

The methodology for delivery varies depending on a virtual or face to face approach. Time and careful construction at the planning stage needs to be considered so that the approach to delivery enhances learning and meets the needs of the participants. The delivery method (face to face or online) is determined by the Lead Provider.

INDUCTION/TRAINING OF THE FACILITATOR

All facilitators undergo an induction process with the Lead Provider. This is then supplemented locally with an annual meeting to identify the theory of change, the QA policy and the expectations in relation to the NPQ/ECTE programmes themselves, including locally recognised needs.

STANDARDISED SLIDES

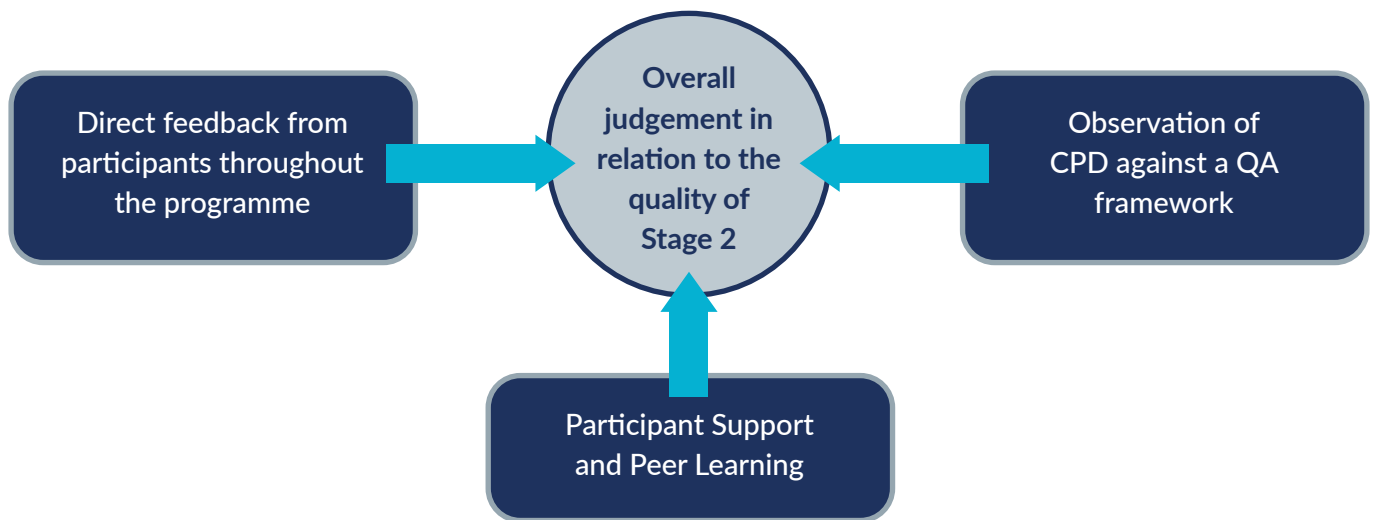
Slides are standardised according to the Deliver Partner requirements. Equally there is a consistent and common approach to structuring the delivery days to allow for clarity of messaging and support for all participants. This is in relation to the learning platform, progress measures, the values and approaches to the NPQ/ECTE programmes.

STAGE 2

Facilitation / Implementation

OVERARCHING PROCESS

To ensure that the quality of implementation is sufficient throughout the programme, there will be two mechanisms.



Direct feedback from participants throughout the programme	Following each session, feedback from participants will be gained to measure their progress and learning throughout the programme. This is created and collated by the lead provider and Teaching School Hub, with questions which are pre-determined. This enables the facilitators to act on feedback promptly and adapt future sessions or communicate with participants to maximise the learning journey. Feedback will also be gathered at the end of the programme and at the end of each academic year by the DfE, to gain an understanding of the impact of the programme overall.
Observation of the NPQ Implementation against a QA framework	Facilitators will have input in relation to this framework so that they are clear about the expectation and the process. All observation of facilitation will be supportive and developmental, with self-reflection and review central to the process. Observations in relation to the quality of NPQ/ECTE delivery will not exceed three hours, having regard to the individual circumstances of the facilitator involved. In most instances this will be no longer than an hour. In keeping with the commitment to wellbeing, those being observed will be notified in advance.
Participant Support and Peer Learning	Participants are assigned a link facilitator throughout their journey. This role is an additional opportunity to check the quality of the programme from the feedback offered by the participant. It equally enhances the quality of the programme by allowing for 'regular check ins' with participants, identifying those who are not engaging successfully and offering additional support. Tracking systems with agreed indicators are in place to fully support this. In addition to this, periodic impact conversations will take place to review the quality of the programmes with groups of individuals taking part in the programme.

Observation of the NPQ Implementation against a QA framework

In ensuring that facilitation is conducted with the highest quality, a framework is necessary through which to observe to ensure consistency. The diagram below summarises this framework for observation and includes the components identified by the lead provider. As identified, this framework is aimed at providing a backbone to a developmental/ coaching conversation between the observer and facilitator where there is significant opportunity for self-reflection:

FRAMEWORK FOR QUALITY ASSURANCE AND OBSERVATION OF FACILITATION



L.E.A.D. Teaching School Hub, believes that the above components are necessary as the characteristics for effective learning and improvement when facilitating an input.

The facilitator behaviours framework can be found in the facilitator protocols document linked here: [📖](#)

ESTABLISHING THE CLIMATE FOR OBSERVATION

The Teaching School Hub and Partners are committed to ensuring that QA observation sessions are completed in a joint manner between observer and facilitator. This allows for reflective practice and a joint/coaching conversation. This is developmental and supportive, and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- ensure that this is approached with coaching at the centre, enabling the facilitator to reflect and input jointly into the recorded aspects of strength and development.
- seek to reach agreement in advance on how QA observations are to be carried out (i.e. contract the observation so that the facilitator knows who to expect, when and for what duration)
- evaluate objectively
- report accurately and fairly against the agreed criteria
- respect the confidentiality of the information gained
- Ensure that the facilitators have an understanding of the QA process and that they are familiar with the developmental nature of this alongside the criteria.
- Ensure that both observer and facilitator are aware of the partnership behaviours and values and that these are adhered to rigorously throughout the process. See below:

CONTEXTUALISE THE FEEDBACK

Explain that the session is triangulated with participant feedback, the materials and the programme as a whole i.e. this is one session at a specific point in time, on a specific day.

ROBUST DIALOGUE/ HEALTHY CHALLENGE/ DEBATE

Ensure that both observer and facilitator have the opportunity to share their thoughts and opinions about the session, this cannot be dominated by one party alone.

e.g. Observer: *How effective was the level of challenge from your viewpoint and what evidence do you have to support that?*

Facilitator: *"I thought that the level of challenge around the approach to instructional coaching was effective because I received a response and I didn't accept this and just move on. I asked a further question which invited participants to use their experience and evidence to challenge that thought. This sparked a debate which then led to participants deepen their thinking and viewpoint about their use of instructional coaching in their own setting."*

Observer: *Are there any other points in the session where this could approach could have been implemented to strengthen the learning?*

DEPERSONALISE FEEDBACK AND BE SPECIFIC

Make it clear that the participants and their learning were the focus for observation, against the criteria.

e.g. in relation to the QA criteria....

'talk to me about'

'what were your thoughts about the response to...'

'where do you think there was evidence of xxx in the session?' Why? What was the impact?

BE POSITIVE AND EMPHASISE STRENGTHS AGAINST THE CRITERIA

Draw attention to the successful parts of the session. Wherever you can, use the strengths in the session to support feedback in relation to the aspects for development.

e.g. *It was very effective when you asked participants to rank their ideas because it led to a healthy debate between them and justification of their views/beliefs. Were there any other tasks which also led to this in your opinion?*

MAKE CONSTRUCTIVE SUGGESTIONS AND CLEAR ACTION POINTS

Suggest ways for improving the participant's learning and focus on the impact of the facilitator in this process. Ideally, the action points will have emerged during the course of the discussion and feedback. The observer is aiming for the facilitator to 'own' these themselves to develop their professional journey.

e.g. *From our discussion, let's look at the criteria and reflect on xxx . Are we both saying XXX as a focus area? What are your thoughts around this aspect? What difference will this make? How will you know that you have included this? What will you do differently? What will you see the participants doing?*

RESPOND SENSITIVELY TO NEGATIVE REACTIONS

Ensure that negative reactions are met with a focus on the values, the purpose and evidence against the criteria. Distinguish between the session and the facilitators by reminding the facilitator that you are not evaluating them as a person; you are evaluating one session, against the criteria and values.

Direct feedback from participants throughout the programme

Feedback will be gathered from participants throughout the programme to monitor the quality of the programme. This will be used to:

- gauge the learning of the participants
- gauge the satisfaction of the participants
- gauge the overall impact of the programme on participants
- identify any gaps and next steps
- analyse the quality of the facilitation and input

Whilst these factors are an aspiration, the Teaching School Hub recognises that feedback gathered can be subjective and impact can vary according to a multitude of factors.

At the end of the programme, a summative feedback form with content devised by the DfE will be shared with participants for completion. This will measure the overall impact of the programme upon the participants.

ANALYSIS

Each feedback form will be analysed and summarised. This will support reporting to the DfE and governing bodies. Written feedback will also be shared with facilitators and line managers of facilitators to strengthen practice following the input.

FURTHER EVIDENCE FOR STAGE 2

Retention on the programme and participation in the independent learning is tracked continually as part of the ECF and NPQ participant journey. This is then used as further evidence of engagement within stage 2 of the QA document. The planning stage may need to be revisited to plan for future sessions.

STAGE 3

Sustainability /Impact

The sustainability of programmes and the level of impact is a vital factor in the quality assurance process.

Facilitators will be invited to work with the Teaching School Hub to have an evaluation and debrief session and inform any next steps.

Following a programme, there will be network opportunities and communities established to gain longer term impact in relation to the specific area.

The Teaching School Hub will seek to collate the impact measures over a more sustained period of time, building case studies against each programme.

FURTHER TRACKING

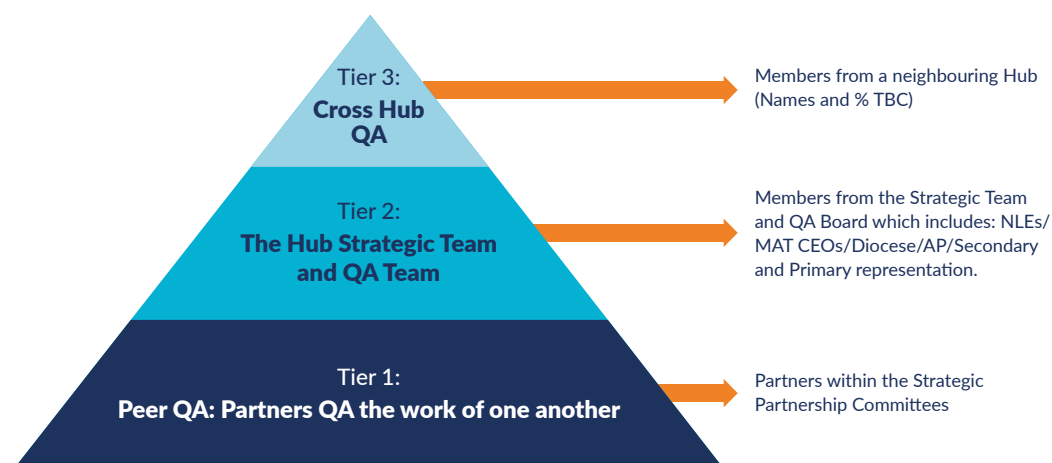
In addition to this, tracking progress against the national programmes can also be undertaken by the Hub e.g. % of participants who have progressed or sustained a leadership position after undertaking an NPQ.

Who is the QA process conducted by and how?

THE QUALITY ASSURANCE MODEL

The quality assurance model includes 3 distinct layers as identified in the diagram below. This is to ensure that assessment is:

- undertaken by well-trained, suitably experienced assessors
- rigorous and fair
- not insular, biased or promoting certain types of content, provision or providers



The process at every level will ensure that all forms of CPD are evaluated thoroughly with a developmental and supportive approach. The QA process aims to ensure that those involved in the process will:

- carry out the role of quality assurance with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and respect the confidentiality of the information gained;
- report without bias or conflict with the organisation to which they belong;
- align with the Teaching School Hub vision, values and behaviours;

Other Aspects

- Information gathered during the QA process will be used, as appropriate, for a variety of purposes including informing the Teaching School Hub KPIs including strengths and overall aspects for development, in accordance with the Teaching School Hubs unwavering commitment for self-reflection and drive for improvement.
- The Teaching School Hub Director or Deputy Director has a duty to evaluate the standards of facilitation and participant learning and to ensure that proper standards of professional performance are established and maintained.
- Guidance should be provided to schools to support them, in using the outcomes of the process to support the commissioning of high quality CPD. Therefore a summary of each programme and the related impact will be produced at the end of each programme.
- Informal 'paired' peer reflection of facilitators enables low stakes, continuous dialogue to support facilitators' individual needs. Time is allocated to this as part of the facilitator training.
- Facilitator training will take place 3 times per year. One of these sessions will be online. This will link into the cycle of QA to ensure practice is continually reflective and refined in line with findings.

Training Calendar

Proposed dates can be found below:

Event	Proposed calendar	Venue	Attendees
Facilitator training 1	Friday 25th September 2026 / 9am-11.30am	LEAD TSHub	Facilitator Team
QA Training	Friday 9th October 2026 / 10am-11am	Online	QA Team
Facilitator training 2	Thursday 21st January 2027 / 1.30pm-3.30pm	LEAD TSHub	Facilitator Team
QA Review	Monday 1st February 2027 / 2pm-3pm	Online	QA Team
Facilitator training 3	Friday 16th April 2026 / 9am-11.30am	LEAD TSHub	Facilitator Team

QA Expectations of facilitator and observer

- Slides to be shared one week prior to the observation by the facilitator to the named Quality Assurer
- Quality Assurer to attend event 30 minutes in advance for the necessary introductions and to agree a mutual time for verbal feedback within 24 hours
- Within 48 hours, a written version of the QA and crib sheet to be sent to facilitator, with Lead Provider – L.E.A.D. TSH copied in, giving the facilitator the opportunity to address any omissions or queries.
- Should there be any concerns raised, the Quality Assurer must liaise with the Lead Provider to co-ordinate agreed next steps with the facilitator. There may be the option of another observation.
- Once the final written version had been agreed, the Quality Assurer must send the completed document and crib sheet to the Lead Provider, copying in the facilitator.

APPENDIX 1 EDT, TDT & TF QA FORM

ECPDP

Observation Proforma for the Quality Assurance of Training Sessions

Delivery Partner			
Observer Name and Role			
Date of Session			
Start Time		End Time	
ECPDP or NPQ?			
Dual Observer Name and Role (if applicable)			
	Facilitator 1	Facilitator 2	
Facilitator Name(s)			
Facilitator School (if appropriate)			
Observation Type			
Observation Method			
Location of Session / Virtual			
Session Title			
Number of Participants Expected			
Number of Participants Present			

Context of the Session

Please detail information regarding the make-up of the attendees. E.g., mixed group, primary phase, SEND, etc.

Please detail subcontractor information, if applicable.

How well prepared is the facilitator for the session?

Area of Strong Practice	Area of Strong Practice
☐ Resources prepared ☐ Collaboration between facilitators ☐ Knowledge/understanding of participant circumstances ☐ Clear session structure ☐ Effective use of resources ☐ Understanding of the structure of the delivery model ☐ Understanding of the wider curriculum ☐ Understanding of the evidence base ☐ Other – please state	☐ Resources prepared ☐ Collaboration between facilitators ☐ Knowledge/understanding of participant circumstances ☐ Clear session structure ☐ Effective use of resources ☐ Understanding of the structure of the delivery model ☐ Understanding of the wider curriculum ☐ Understanding of the evidence base ☐ Other – please state
OPTIONAL space to record an overview of areas of strong practice and/or more detail about 'other' areas of strength listed above:	
Where Areas for Improvement have been identified, provide an overview:	

How is the facilitator creating an effective climate for professional learning?

Area of Strong Practice	Area of Strong Practice
☐ Positive and welcoming atmosphere ☐ Desired behaviours are modelled ☐ Clear expectations set ☐ Trust and mutual respect are established ☐ Positive relationships are established/ developed ☐ Effective use of technology ☐ Purposeful discussions are undertaken ☐ All voices heard ☐ Other – please state	☐ Positive and welcoming atmosphere ☐ Desired behaviours are modelled ☐ Clear expectations set ☐ Trust and mutual respect are established ☐ Positive relationships are established/ developed ☐ Effective use of technology ☐ Purposeful discussions are undertaken ☐ All voices heard ☐ Other – please state
OPTIONAL space to record an overview of areas of strong practice and/or more detail about 'other' areas of strength listed above:	
Where Areas for Improvement have been identified, provide an overview:	

Does the facilitator apply a robust understanding of the science of learning?

Area of Strong Practice	Area of Strong Practice
☐ Effective links to prior learning ☐ Linking/relating theory to practice ☐ Connecting knowledge to the wider evidence base ☐ Appropriate contextualisation ☐ Opportunities for deliberate practice ☐ Modelling of deliberate practice ☐ Ensures concepts are fully understood before moving on ☐ Other – please state	☐ Effective links to prior learning ☐ Linking/relating theory to practice ☐ Connecting knowledge to the wider evidence base ☐ Appropriate contextualisation ☐ Opportunities for deliberate practice ☐ Modelling of deliberate practice ☐ Ensures concepts are fully understood before moving on ☐ Other – please state
OPTIONAL space to record an overview of areas of strong practice and/or more detail about 'other' areas of strength listed above:	
Where Areas for Improvement have been identified, provide an overview:	

How does the facilitator demonstrate adaptive teaching?

Area of Strong Practice	Area of Strong Practice
☐ Suitable pitch and pace of the session ☐ Debate, challenge and reflection are positively facilitated ☐ Support is individualised ☐ Examples are relevant and tailored to participants' context ☐ Fidelity to the materials and the curriculum ☐ Participants are supported to apply the framework to their own contexts ☐ Other – please state	☐ Suitable pitch and pace of the session ☐ Debate, challenge and reflection are positively facilitated ☐ Support is individualised ☐ Examples are relevant and tailored to participants' context ☐ Fidelity to the materials and the curriculum ☐ Participants are supported to apply the framework to their own contexts ☐ Other – please state
OPTIONAL space to record an overview of areas of strong practice and/or more detail about 'other' areas of strength listed above:	
Where Areas for Improvement have been identified, provide an overview:	
How does the facilitator make adaptations and/or contextualisation of the materials to suit the needs of the participants while ensuring fidelity to the curriculum?	

REFLECTIVE CONVERSATION WITH THE FACILITATOR

This section is to be led by the facilitator and completed by the observer.

Points to consider (as appropriate):

- What do you do well? What went well in the session?
- Explain the rationale for the adaptations made.
 - How do these reflect the needs of the participants? How do you know?
 - How do these reflect the local/regional context?
- Are there any key moments of the session that stand out to you? Why?
- What would you like to improve?
- Why did you choose to approach XX activity in the way you did?
- To what extent were participants engaged in the discussions and activities? Is there anything you could do to develop these further?

NEXT STEPS FROM PREVIOUS OBSERVATION (IF APPLICABLE)

Where there are appropriate next steps or key improvement opportunities they should be detailed in this section.

Facilitator 1 or 2?	Action	Target / Review Date	Update

NEXT STEPS FROM THIS OBSERVATION (IF APPLICABLE)

Where there are appropriate next steps or key improvement opportunities **for the facilitator(s)** they should be detailed in this section.

Facilitator 1 or 2?	Area	Action	Target / Review Date

NEXT STEPS FROM THIS OBSERVATION FOR THE DELIVERY PARTNER (IF APPLICABLE)

Where there are appropriate actions, next steps or key improvement opportunities **for the Delivery Partner** they should be detailed in this section.

Area	Action	Target / Review Date

Observation Proforma for the Quality Assurance of Training Sessions

Delivery Partner			
Observer Name and Role			
Date of Session			
Start Time		End Time	
ECPDP or NPQ?			
Dual Observer Name and Role (if applicable)			
	Facilitator 1	Facilitator 2	
Facilitator Name(s)			
Facilitator School (if appropriate)			
Observation Type			
Observation Method			
Location of Session / Virtual			
Session Title			
Number of Participants Expected			
Number of Participants Present			

Context of the Session

Please detail information regarding the make-up of the attendees. E.g., mixed group, primary phase, SEND, etc. Please detail subcontractor information, if applicable.

How well prepared is the facilitator for the session?

Area of Strong Practice	Area of Strong Practice
The observer should proceed on the basis that all areas provided are met as 'standard' practice and should only be selected if they stand out as an Area of Strong Practice or an Area for Improvement.	
☐ Resources prepared ☐ Collaboration between facilitators ☐ Knowledge/understanding of participant circumstances ☐ Clear session structure ☐ Effective use of resources ☐ Understanding of the structure of the delivery model ☐ Understanding of the wider curriculum ☐ Understanding of the evidence base ☐ Other – please state	☐ Resources prepared ☐ Collaboration between facilitators ☐ Knowledge/understanding of participant circumstances ☐ Clear session structure ☐ Effective use of resources ☐ Understanding of the structure of the delivery model ☐ Understanding of the wider curriculum ☐ Understanding of the evidence base ☐ Other – please state
OPTIONAL space to record an overview of areas of strong practice and/or more detail about 'other' areas of strength listed above:	
MANDATORY, where Areas for Improvement have been identified, provide an overview:	

How is the facilitator creating an effective climate for professional learning?

Area of Strong Practice	Area of Strong Practice
The observer should proceed on the basis that all areas provided are met as 'standard' practice and should only be selected if they stand out as an Area of Strong Practice or an Area for Improvement.	
☐ Positive and welcoming atmosphere ☐ Desired behaviours are modelled ☐ Clear expectations set ☐ Trust and mutual respect are established ☐ Positive relationships are established/developed ☐ Effective use of technology ☐ Purposeful discussions are undertaken ☐ All voices heard ☐ Other – please state	☐ Positive and welcoming atmosphere ☐ Desired behaviours are modelled ☐ Clear expectations set ☐ Trust and mutual respect are established ☐ Positive relationships are established/developed ☐ Effective use of technology ☐ Purposeful discussions are undertaken ☐ All voices heard ☐ Other – please state
OPTIONAL space to record an overview of areas of strong practice and/or more detail about 'other' areas of strength listed above:	
MANDATORY, where Areas for Improvement have been identified, provide an overview: <i>[Where no areas for improvement are noted, this section can be blank. However, observers are welcome to add any notes they see fit.]</i>	

How does the facilitator apply a robust understanding of the science of learning?

Area of Strong Practice	Area of Strong Practice
The observer should proceed on the basis that all areas provided are met as 'standard' practice and should only be selected if they stand out as an Area of Strong Practice or an Area for Improvement.	
☐ Effective links to prior learning ☐ Linking/relating theory to practice ☐ Connecting knowledge to the wider evidence base ☐ Appropriate contextualisation ☐ Opportunities for deliberate practice ☐ Modelling of deliberate practice ☐ Ensures concepts are fully understood before moving on ☐ Other – please state	☐ Effective links to prior learning ☐ Linking/relating theory to practice ☐ Connecting knowledge to the wider evidence base ☐ Appropriate contextualisation ☐ Opportunities for deliberate practice ☐ Modelling of deliberate practice ☐ Ensures concepts are fully understood before moving on ☐ Other – please state Cognitive load considerations
OPTIONAL space to record an overview of areas of strong practice and/or more detail about 'other' areas of strength listed above:	
MANDATORY, where Areas for Improvement have been identified, provide an overview: Consider how you can draw attention to the most important elements of learning on the slides, in order to reduce split attention effect or redundancy effect. For example, there were a few occasions when you read the content of the slides out loud. This made it hard to concentrate on the meaning of the words themselves. Adding animation into some of the slides would prevent people from reading ahead and then not listening to the additional points you are sharing verbally.	

How does the facilitator demonstrate adaptive teaching?

Area of Strong Practice	Area of Strong Practice
The observer should proceed on the basis that all areas provided are met as 'standard' practice and should only be selected if they stand out as an Area of Strong Practice or an Area for Improvement.	
☐ Suitable pitch and pace of the session ☐ Debate, challenge and reflection are positively facilitated ☐ Support is individualised ☐ Examples are relevant and tailored to participants' context ☐ Fidelity to the materials and the curriculum ☐ Participants are supported to apply the framework to their own contexts ☐ Other – please state	☐ Suitable pitch and pace of the session ☐ Debate, challenge and reflection are positively facilitated ☐ Support is individualised ☐ Examples are relevant and tailored to participants' context ☐ Fidelity to the materials and the curriculum ☐ Participants are supported to apply the framework to their own contexts ☐ Other – please state
OPTIONAL space to record an overview of areas of strong practice and/or more detail about 'other' areas of strength listed above:	
MANDATORY, where Areas for Improvement have been identified, provide an overview: <i>[Where no areas for improvement are noted, this section can be blank. However, observers are welcome to add any notes they see fit.]</i>	

MANDATORY

How does the facilitator make any adaptations or contextualisation of the materials to suit the needs of the participants while ensuring fidelity to the curriculum?

[Completion of this section is mandatory. EDT requires oversight into adaptations or contextualisation of the materials. Where no adaptations are made to the slide deck or other materials for delivery, this section should provide an overview of what the facilitator does to exemplify them through delivery. For example, use of anecdotes and examples etc.]

MANDATORY - Reflective Conversation with the Facilitator

This section is to be led by the facilitator and completed by the observer.

Points to consider (as appropriate):

- What do you do well? What went well in the session?
- Explain the rationale for the adaptations made.
 - How do these reflect the needs of the participants? How do you know?
 - How do these reflect the local/regional context?
- Are there any key moments of the session that stand out to you? Why?
- What would you like to improve?
- Why did you choose to approach XX activity in the way you did?
- To what extent were participants engaged in the discussions and activities? Is there anything you could do to develop these further?

NEXT STEPS FROM PREVIOUS OBSERVATION (IF APPLICABLE)

Where there are appropriate next steps or key improvement opportunities they should be detailed in this section.

Facilitator 1 or 2?	Action	Target / Review Date	Update

NEXT STEPS FROM THIS OBSERVATION (IF APPLICABLE)

Where there are appropriate next steps or key improvement opportunities **for the facilitator(s)** they should be detailed in this section.

Facilitator 1 or 2?	Area	Action	Target / Review Date

NEXT STEPS FROM THIS OBSERVATION FOR THE DELIVERY PARTNER (IF APPLICABLE)

Where there are appropriate actions, next steps or key improvement opportunities **for the Delivery Partner** they should be detailed in this section.

Area	Action	Target / Review Date

Name of Reviewer	
Date of Session	
Delivery Partner	
Cohort/Programme	
Facilitator(s)	
Reflections of framework section 1: Relationships	
Reflections of framework section 2: Resources & expertise	
Reflections of framework section 3: Learning process/ conversational tools	
Reflections of framework section 4: Deep transferable knowledge and skills	
Reflections of framework section 5: Culture of enquiry/ problem solving	
Other reflections on good practice or suggestions for future sessions	
Points raised during discussion with DP/facilitator/ participants	

Teach First NPQ QA

Name of Reviewer	
Date of Session	
Delivery Partner	Teach First
Cohort/Programme	
Lead Provider	L.E.A.D. Teaching School Hub
Module	
Facilitator(s)	
Facilitator Target:	
Timings of observed session - please state time of arrival and departure e.g. 4.15pm-4.45pm	

PREPARATION INFORMS PRACTICE

	Strongly demonstrated	Demonstrated	Somewhat demonstrated	Limited demonstration	Did not demonstrate	N/A
Is prepared and knowledgeable about content: interacting with the slides to clarify points but not overly reliant on them						
Manages the pace of the session effectively and covers all objectives						
There is fidelity to the Teach First curriculum						

FACILITATION AND DELIVERY

	Strongly demonstrated	Demonstrated	Somewhat demonstrated	Limited demonstration	Did not demonstrate	N/A
Is open, engaging and confident in delivery						
Explanations are clear and demonstrate expertise						
Tools and resources are used effectively to engage in learning						
Concrete examples are provided to bridge theory and practice						
Demonstrates effective listening, ability to read the room and adjust accordingly for the audience						

	Strongly demonstrated	Demonstrated	Somewhat demonstrated	Limited demonstration	Did not demonstrate	N/A
Opportunities are provided to challenge the group to help them think more broadly, deeply and more widely (as leaders)						
Is at ease when using technology to facilitate learning						
Where necessary, the facilitator adapts to situations and is flexible in their approach (including EDI aspects)						
Checks for understanding and addresses misconceptions						
Takes opportunities to reference and explore implementation						

Any further contextual information:	
Strengths	
Areas for improvement	
Note any evidence of good practice to follow up and share after the session	

Signed (facilitator):

Date:

Signed (QA):

Date:

APPENDIX 2 CONFERENCE FEEDBACK FORM

To what extent did the conference improve your understanding of the NPQ content and leadership concepts discussed?

☐ To a great extent ☐ To some extent ☐ To a limited extent ☐ To no extent

Which session, activity, or discussion had the greatest impact on your thinking or practice, and why?

How confident do you feel in applying the learning from this conference in your own school or role?

☐ Extremely confident

☐ Somewhat confident

☐ Somewhat not confident

☐ Extremely not confident

How effective were the conference facilitators in engaging participants and supporting learning?

☐ Very effective

☐ Somewhat effective

☐ Somewhat ineffective

☐ Very ineffective

What improvements would you suggest for future NPQ conferences to enhance the learning experience and impact?

What topics would you like to cover in future conferences?

APPENDIX 4 DFE SUMMATIVE FEEDBACK

Standardised CPD participant survey questions - **compulsory**

Part 1 - Engagement information

1. In academic year X my school has accessed the following aspects of the TSH offer:

Please check relevant boxes from the table below.

TSH offer	Yes
Early Career Framework	☐
National Professional	☐
Qualifications	☐
Initial Teacher Training	☐
Appropriate Body services	☐
Additional CPD	☐

2. My school has engaged with the TSH in delivery of programmes and services.

Please check the relevant box(es) from the table below:

ITT Type of activities	
My school hosts ITT trainees for this TSH's ITT provision	☐
My school is a SCITT / part of an ITT partnership and the TSH is one of my partners	☐
My school recruits/will recruit early career teachers trained by this TSH	☐
My school accesses other ITT services provided by this TSH, e.g. support with ITT recruitment; best practice sharing	☐
My school is involved in ITT but not with this TSH	☐
My school is not involved in ITT	☐
Other	☐

AB Type of activities

ECT registration with TRA

☐

Information or support re meeting induction requirements

☐**Additional CPD** Type of professional development activity

Courses/seminars attended in person

☐

Online courses/seminars

☐

Education conferences where teachers and/or researchers present their research or discuss educational issues

☐

Participation in a network of teachers formed specifically for the professional development of teachers by TSH

☐

Other

☐

