



National College for
Teaching & Leadership

NCTL Interim Business Plan

2013

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Introduction

The National College for Teaching and Leadership (the National College) is an executive agency within the Education Standards Division (ESD) in the Department for Education (DfE). Its purpose is to enable and support the development of a self-improving, school-led system. The agency was formed from the merger on 1st April 2013 of the National College for School Leadership and the Teaching Agency.

A Merger Programme has been underway since February 2013, and good progress has been made. The senior leadership team of the new agency will be confirmed by June 2013, and the organisational structure and operating arrangements will be in place by September 2013. In the meantime, the budget and delivery plans for 2013/14 for each of the business units in the two legacy agencies were confirmed in March 2013 following detailed planning in late 2012 and early 2013.

This *interim* Business Plan confirms the vision and aims for the National College for Teaching and Leadership, and sets out the objectives, key milestones and key performance indicators for 2013/14 as they currently stand. A number of areas of activity are subject to further discussion and confirmation with the Chief Executive and Ministers. This interim plan will be replaced with a revised Business Plan in September 2013 once the new agency is fully operational.

Section A: Vision

The National College for Teaching and Leadership has two key aims: to improve the quality of the education workforce; and to help schools to help each other to improve. The National College will work with schools to develop a 0-18 education system in which teacher and leadership training, continuous professional development and school-to-school support are delivered locally by partnerships led by the best head teachers.

Aim 1: Improving the quality of the education workforce

The quality of teachers and leaders is the most important factor in improving educational standards for children. We will support schools to take control of their own recruitment and training of teachers through School Direct.

We will support school-led licensed providers of leadership development to ensure that this approach is effective in spotting, training and promoting a new generation of outstanding school leaders for the 0-18 education system.

We will continue to expand, target and improve commissioned provision to meet ministerial priorities and identified needs, including Teach First, Troops to Teachers, Teaching Leaders and Future Leaders.

We will continue to oversee the induction process for teachers and award Qualified Teacher Status and Early Years Teacher Status. We will support exam officers in schools, promoting best practice and facilitating the efficient collection

of examination scripts. We will also uphold high standards of professional conduct through our regulatory role, taking appropriate action in cases of the most serious allegations of professional misconduct.

Aim 2: Helping schools to help each other to improve

We will encourage schools to develop their own local networks of high quality, school-to-school support, brokering support from other school leaders and supporting the setting up of federations, chains of academies or sponsored solutions.

We will give teaching schools the support they need to become local hubs of excellence at the heart of inclusive alliances and partnerships that collaborate effectively to deliver teacher training, high quality continuous professional development, support for other schools and practitioner research.

We will encourage and support schools to find local solutions to their particular challenges, doing everything possible to remove any barriers in the way of a school-led system.

Section B: Objectives

1A: Assure the supply and improve the quality of the education workforce

- Develop and maintain suitable infrastructure and systems for **Initial Teacher Training providers** and other (professional) training which ensure effective market management, allocation of places and related funding, quality control and financial assurance
- Build **schools' appetite and capacity** for playing a greater and more effective role in leading ITT, including School Direct
- Match good quality training provision and the supply of the workforce to Ministers' priorities and the **specific needs of the sector**, targeting teacher shortages in specific subjects
- Ensure **sufficient trainees of suitable calibre** enter Initial Teacher Training (ITT), increasing the proportion of trainees who hold a 2:1 or better degree, expanding Teach First, establishing new tests for prospective trainees, developing routes into teaching from business and the armed forces
- Challenge and support ITT providers to **improve students' key teaching skills**
- Ensure that provision is available for teachers undertaking **specialist SEN roles**, and support delivery of the national award for SEN coordination in the maintained sector
- Recruit a sufficient number of trainees of suitable calibre and diversity to the **Early Years Teachers** graduate programme, and commission training in line with the Government's ambition for a high quality graduate led workforce
- Ensure the availability of high quality doctorate training for **educational psychologists**

1B: Assure the supply of head teachers and leaders and improve the quality of leadership for schools, academies and early years provision

- Complete the design and development of the **new leadership curriculum** in partnership with schools, including provision for serving heads, system leaders and chairs of governors, and the incorporation of content for school business managers and heads of virtual schools for children in care and vulnerable groups
- Support **licensed schools** and their partners to deliver the leadership curriculum, maintaining the existing licenses and awarding new licenses for school business management and provision for serving heads and system leaders
- Maintain **commissioned leadership development programmes** and other direct provision focused on ministerial priorities and the most challenging schools, including Future Leaders and Teaching Leaders
- Promote **talent management** in schools to secure the supply of high-quality leaders and increase the diversity of the leadership population, working closely with teaching school alliances

2: Support head teachers, principals and early years leaders in leading the improvement of all schools, academies and early years provision

- Continue to develop a national network of **teaching schools** and their partner schools to provide initial teacher training, lead professional and leadership development, identify and develop leadership potential, provide support for other schools, and engage in research and development
- Support school and academy head teachers, principals and other leaders to operate as **specialist, local and national leaders of education** in order to drive improvement
- Support chairs of governors to operate as **national leaders of governance** and leaders of children's centres to operate as **children's centre system leaders** in order to drive improvement

3: Provide high-quality services that represent value for money

The National College will play a decreasing role as schools build their capacity to lead the system, retaining only those functions that cannot readily be performed by schools and are required by school leaders or Ministers. The leadership of the College will continue to work with policy colleagues and Ministers to determine how best to develop capacity within the school system and reduce the role of the College.

For the time being, the College will continue to support the quality and status of the teaching profession by ensuring that in cases of serious **professional misconduct**, teachers are barred from teaching. It will continue to recognise **teachers' professional competence** through the award of QTS. It will continue to support schools and colleges in the effective **management and administration of examinations**. It will provide **communications and services** to teachers and governors that help them to improve. It will generate **evidence of what works** and **engage head teachers and principals** with the development of policy. And it will further develop the income-generating **international business unit** to support England's position as a world leader in school leadership development.

Section C: Key Performance Indicators

1: Improving the quality of the education workforce

MEASURE	TARGET	DATE
Number of trainees recruited to teacher training who hold a 2:1 or better degree	18,130	Sept 2013
Percentage of participants who gain NPQH within 18 months of starting the qualification	90%	Summer 2014
Percentage of NPQH graduates who are in headship within 18 months of graduating	90%	Summer 2015
Number of new participants recruited onto the primary Future Leaders programme	25	June 2013
Number of new participants recruited onto the secondary Future Leaders programme	75	June 2013
Number of new participants recruited to the Teaching Leaders programme	330	June 2013

Aim 2: Helping schools to help each other to improve

MEASURE	TARGET	DATE
Number of Specialist Leaders of Education	3,500	March 2014
Number of Local Leaders of Education	2,000	March 2014
Number of National Leaders of Education	1,000	March 2014
Number of National Leaders of Governance	300	March 2014
Number of teaching schools	500	April 2014
Number of teaching school alliances	450	April 2014
Number of schools involved with a teaching school alliance	Annual increase	
The number of initial trainees trained in teaching school alliances	Annual increase	
The percentage of schools within teaching school alliances that improve their Ofsted grades for teaching, for leadership and management, and for overall effectiveness, compared with a comparator group of schools not involved with teaching schools	Double the rate of improvement	March 2014
The percentage improvement made in key stage results by schools within teaching school alliances, compared with a comparator group of schools not involved with teaching schools (for each of Key Stage 2 and Key Stage 4), compared with a comparator group of schools not involved with teaching schools	Double the rate of improvement	March 2014
The percentage improvement made in the achievement gap between pupils in care and/or in receipt of free school meals and their peers by schools within teaching school alliances (for each of Key Stage 2 and Key Stage 4), compared with a comparator group of schools not involved with teaching schools	Double the rate of improvement	March 2014

Further details regarding these measures will be provided in the National College's Annual Report.

Section D: Resources

The budget, premises and staff numbers of the National College for Teaching and Leadership as of 1st April 2013 are set out below.

Budget

The budget for the two legacy agencies has been confirmed as follows:

£m	Programme*	Admin	Capital	Total
Teaching Agency	469.8	13.8	0.0	£483.6
National College	64.7	12.0	0.7	£77.4
Total	£534.5	£25.8	£0.7	£561.0

The budget breaks down as follows:

£m	Programme*	Admin	Capital	Total
1A: Supply and quality of the education workforce	463.8	7.2	-	£471.1
1B: Supply of leaders and quality of leadership	25.7	3.2	-	£29.0
2: School-led improvement	33.4	3.7	-	£37.1
3: High-quality services	11.6	11.6	0.7	£23.9
TOTAL	534.5	25.8	£0.7	£561.0

** net programme budget figures*

Premises

The National College for Teaching and Leadership will maintain the Learning and Conference Centre in Nottingham and its offices in Manchester and Coventry. Its occupation of the site in Ruddington, Nottinghamshire, will cease from November 2013.

Staff

On the 15th April, the National College for Teaching and Leadership had 447 staff. The structure of the merged agency will be confirmed in summer 2013 and included in the revised Business Plan.

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