



Consultation

Organisation & Management

Staff Management



Consultation

Proposals to introduce a mandatory requirement for first-time headteachers to hold the National Professional Qualification for Headship (NPQH)

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Foreword by the Secretary of State for Education and Skills



Strong school leadership is essential to the success of all our schools. Good headteachers hold the key to unlocking the potential of pupils, all school staff and the school community. It is vital that those aspiring to headship receive high quality, professional training, development and support to prepare them for their leadership role. I believe that the National Professional Qualification for Headship (NPQH) provides that vital professional development.

The NPQH is a practical, professional qualification underpinned by the National Standards for Headteachers. It has been running since 1997 and there are now over 4,800 graduates. The qualification was strengthened in 2000 following a wide-ranging consultation with the profession. The revised NPQH has more of an emphasis on school-based assessment, and provides a more focused and hands-on approach to tackling real life leadership issues.

The NPQH is run by the National College for School Leadership, which was established in 2000 to provide a single national focus for school leadership training and development. My Department has been working in close partnership with the National College in drawing up these proposals.

The NPQH is a popular and well-regarded programme which provides effective preparation and professional development for those aspiring to headship. I believe that the time is now right to make the NPQH mandatory for all first-time headteachers from 2004. This document sets out the details of how we propose this requirement might be implemented.

I look forward to hearing your views on our proposals; the closing date for responses is **28 June 2002**.

A handwritten signature in black ink that reads "Estelle Morris".

Estelle Morris
Secretary of State for Education & Skills
March 2002

“There is no more important job in Britain today than yours”

Tony Blair, Leading for Excellence Conference for New Headteachers, October 1999

“Tomorrow’s school leaders need and deserve the best possible preparation for their challenging roles – and the NPQH has a vital contribution to make to their success.”

David Hart OBE, General Secretary, National Association of Head Teachers

“SHA members have found great benefit from the new NPQH model and SHA considers it to be a rigorous part of the National College’s leadership development framework.”

Dr John Dunford OBE, General Secretary, Secondary Heads Association

Summary

Chapter One (p 5) sets out our proposals to introduce a mandatory qualification for headship.

We propose that:

- the NPQH will be mandatory for all those appointed to their first headship post in the LEA-maintained sector and in non-maintained special schools from 1 April 2004 (p 5)
- if governing bodies are appointing a first-time head after 1 April 2004, that head must hold, or be working towards, NPQH (p 5)
- “working towards NPQH” means that appointees must have successfully applied for a place on the NPQH prior to their headship appointment. Once in post, they must gain the award within four years of their appointment (p 5)
- the requirement will not apply to someone who is currently serving, or has previously served as a headteacher in the maintained sector, nor to those appointed as acting headteachers (p 6)
- arrangements will be put in place for holders of headship qualifications or standards in the other countries of the UK to be recognised as being equivalent to the NPQH in England (p 9)
- arrangements will be put in place for serving headteachers and aspiring headteachers working outside of the UK to be treated in a consistent way to those in the UK (p 10).

Chapter Two (p 12) provides background on the content of the NPQH programme, and explains how it is delivered across England through the National College for School Leadership and the regional NPQH Centres.

Chapter Three (p 17) This chapter provides details about the next recruitment round for the NPQH, which opens on **22 April 2002** and sets out how to apply for a place on the programme.

Chapter Four (p 18) contains some typical questions and answers relating to what the proposals might mean in practice if they were implemented as proposed in the document.

Responding to our proposals

Chapter Five (p 21) sets out how to respond to our proposals. The closing date for responses is **28 June 2002**. The Department for Education and Skills and the National College for School Leadership welcome your views on our proposals.

We are particularly inviting views on:

- the phase of schools affected by the requirement; we are seeking views on whether LEA-maintained nursery schools should be covered (p 7)
- the timing of the introduction of the mandatory requirement (p 11)

Next steps

Chapter Six (p 23) sets out the next steps following the consultation exercise.

“Through my study on the NPQH I have an increased knowledge about headteachers’ accountability to their governors and how this helps the effectiveness and efficiency of the school. The programme has offered me the opportunity to help governors to develop priorities and targets for the school and to analyse the school’s strengths and areas for development through working on the improvement plan.”

Maggie Holmes, Deputy Head, Woodlands School, Basildon, Essex

Chapter One

Proposals to introduce a mandatory qualification for headship

The Government first set out its commitment to make NPQH mandatory in the 1998 Teachers Green Paper *teachers: meeting the challenge of change*.

Since the Green Paper, we have paved the way for making NPQH mandatory by reviewing the content of the programme and by establishing the National College for School Leadership, which has been running the NPQH since April 2001.

We are now consulting on the details of making NPQH mandatory; set out below are proposals on the timing and detailed logistics of implementation.

We welcome your views on our proposals. Where relevant, we have indicated below where comments would be particularly welcome.

We propose that:

- The NPQH will be mandatory for all those appointed to their first headship post in LEA-maintained schools and in non-maintained special schools from 1 April 2004.

This means that:

- if governing bodies are appointing a first-time head after 1 April 2004, that head must hold, or be working towards, NPQH.

“Working towards NPQH” means that appointees must have successfully applied for a place on the NPQH prior to their first headship appointment. Recruitment rounds are run by the National College for School Leadership every six months in the Spring and Autumn. Details of how to apply are in Chapter Two of this document. Once in their first headship post, appointees must complete the programme and gain the NPQH within four years of their appointment.

We welcome your views on our proposals

What do the proposals mean for aspiring headteachers?

Those planning to apply for a headship post in 2004 will need to ensure that they have gained the NPQH, or have successfully applied for a place on the programme, by 1 April 2004, if they wish to apply for headship posts after that date.

NPQH candidates are usually deputy headteachers, subject leaders or those in the school's leadership or senior management team. The qualification has been running since 1997 and there are already over 4,800 graduates.

What do the proposals mean for governing bodies?

From 1 April 2004 governing bodies will need to require applicants for headship posts in their schools to demonstrate that they have gained the NPQH or have successfully applied for a place on the programme, before they may be considered for the headship vacancy.

The NPQH is a high quality benchmark. Governing bodies can be assured that applicants who hold the NPQH can demonstrate that they have met the exacting National Standards for Headteachers. Governing bodies will therefore be able to focus on deciding who is the right head for their school. If they are considering an application from someone who has already served as a head elsewhere in the maintained sector, the requirement to hold NPQH will not apply.

Our proposals will ensure that those applying for headship posts have the necessary training to carry out their role effectively.

We will publish detailed guidance for governing bodies following the outcomes of the consultation.

What do the proposals mean for serving headteachers?

The requirement to hold, or be working towards, NPQH will not apply to someone who is currently serving as a headteacher, or who has already served as a headteacher elsewhere in the maintained sector.

What do the proposals mean for acting headteachers?

The requirement to hold, or be working towards, NPQH will not apply to acting headteachers, who serve as headteachers pending the appointment of a headteacher or in the absence of the headteacher.

What do the proposals mean for schools?

The requirement will apply to all LEA-maintained schools and non-maintained special schools.

Nursery schools

The Education Bill 2002, which is currently before Parliament, includes provisions to put the management and governance of maintained nursery schools onto an equivalent footing with that for other schools. Maintained nursery schools will be required to have statutory governing bodies with broadly the same powers and responsibilities as governing bodies for primary and secondary schools. These will include the appointment of a headteacher who will have the same terms and conditions as other heads. We recognise that nursery schools have certain characteristics which are unique to their operation as compared with schools in the primary and secondary sectors, but, in principle, we would prefer to include maintained nursery schools in the mandatory requirement.

We welcome your views as to whether the requirement should apply to first-time headteachers of nursery schools.

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City Technology Colleges (CTCs) and Academies

We propose that first-time headteachers in Academies will be required to hold the NPQH and propose that those appointed as first-time headteachers in City Technology Colleges should be strongly encouraged to gain the NPQH. Funding for teachers who successfully apply for places on the NPQH from CTCs and Academies is available through the National College for School Leadership.

Pupil Referral Units (PRUs)

We do not propose that the requirement will apply to first-time heads of PRUs. The head of these institutions is not necessarily carrying out this role as a headteacher – they may be doing so in a capacity as lead teacher. However, teachers working in PRUs can apply for the NPQH and, if eligible, will be funded by the National College.

Sixth form colleges

We do not propose that the requirement will apply to first-time heads of sixth form colleges because these institutions form part of the post-compulsory education and training sector.

The Department's recent consultation paper *Raising Standards: training and development for leaders and managers* issued in February 2002 set out proposals to establish a leadership and management college and to develop a national strategy for the professional development of leaders and managers in post-compulsory education and training, including further education colleges. The proposals include the development of a professional management qualification for college principals. There will be reciprocal recognition of this qualification, once it is established, with the NPQH, to ease the movement of principals and heads between sixth form colleges and schools.

Independent schools

Independent schools will not be directly affected by these changes. However, the requirement to hold, or be working towards, NPQH will affect someone serving in the independent sector who wishes to move to a headship post in a school in the LEA-maintained sector, or in a non-maintained special school. Those who return to the LEA-maintained sector from the independent sector, having already held a headship post in the LEA-maintained sector will not need to gain the NPQH.

Teachers in independent schools can apply for the NPQH but need to fund the course fees and other associated costs of the programme themselves.

What do the proposals mean for those teaching in the other countries of the UK?

Arrangements will be put in place for holders of headship qualifications or standards in the other countries of the UK to be recognised as being holders of equivalent qualifications to the NPQH in England.

Wales and Northern Ireland (NI)

Wales and Northern Ireland have their own versions of the NPQH, adapted to suit the context of their school systems. Both countries plan to make their versions of the NPQH mandatory in due course.

Scotland

The Scottish Executive announced on 1 December 2001 its intention to make the Scottish Standard for Headship (the Standard) mandatory in Scotland from August 2005. At present, the only route to gaining the Standard is via the Scottish Qualification for Headship (SQH).

Reciprocal recognition

We propose that holders of the Welsh NPQH, the Scottish Standard for Headship and the Professional Qualification for Headship in Northern Ireland (PQH(NI)) should be deemed to hold a qualification/standard which is equivalent to the NPQH. We are in discussion with the Welsh Assembly, the Scottish Executive and the Department for Education in Northern Ireland about their providing for reciprocal recognition of the English NPQH in their countries when their legislation requiring first-time heads to hold a headship qualification comes into force.

We propose that the same requirements would apply to aspiring heads and serving heads working in Wales, Northern Ireland and Scotland who wished to move to a headship post in England as to aspiring heads and serving heads in England. For example, we propose that serving heads in those countries in the maintained sector or in non-maintained special schools would not need to hold the NPQH before being appointed to a headship post in those school sectors in England; and that serving heads from the independent sector in Wales, Northern Ireland and Scotland would need to gain, or be working towards, NPQH before they could serve as a headteacher in an LEA-maintained school or non-maintained special school in England, if they had not held a headteacher post in those school sectors previously.

What do the proposals mean for those teaching outside the UK?

Arrangements will be put in place for serving headteachers and aspiring headteachers working outside of the UK to be treated in a consistent way to those in the UK.

Serving headteachers in the maintained sector abroad

We propose that the same requirements should apply to serving headteachers working in the equivalent of maintained schools abroad as to serving headteachers working in the LEA-maintained sector in England and the rest of the UK. Thus we propose that a headteacher who has already been appointed as a headteacher at the equivalent to a maintained school in a country within the European Economic Area (EEA) or in the rest of the world who moves to work as a headteacher in the maintained sector, or at a non-maintained special school, in England for the first time, will not need to hold the NPQH.

Teachers and headteachers working in independent schools abroad

We propose that the same requirements should apply to those working in the equivalent of independent schools abroad as to those working in independent schools in this country and in the rest of the UK. Thus we propose that the requirement to hold the NPQH will apply to those already appointed as a headteacher in an institution equivalent to an independent school in an EEA country or in the rest of the world who move to work as a headteacher in the LEA-maintained sector, or at a non-maintained special school, in England, who have not held such a post in that sector before.

We welcome your views on our proposals

“I believe the interactive partnership between the school and the governors has been strengthened through my work on the NPQH programme. The governors and head of my school are extremely supportive and understand the need to ensure I have the opportunity to access information and meetings relevant to my school leadership training and development.”

Alistair Rainey, Headteacher, Dewhurst St Mary C of E Primary School, Cheshunt, Hertfordshire

Introducing the mandatory requirement

Timing

The 1998 Teachers Green Paper *teachers: meeting the challenge of change* set out the Government's intention to introduce the mandatory requirement for all first-time headteachers to hold the NPQH by 2002. Respondents to the consultation agreed with this principle, but felt that an implementation date of 2002 was somewhat premature.

In addition, the recommendations of the 1998 Ninth Report of the Education and Employment Select Committee on the role of headteachers stated that *implementation in 2002 was premature, but that, in the long term, a mandatory qualification was desirable*.

Since the Green Paper, a wide-ranging consultation on the content and delivery of the NPQH was undertaken with the profession in 1999. The outcomes of that review led to the development of a new strengthened, streamlined and more accessible NPQH programme. The revised programme is popular and well-regarded and over 6,500 have applied for a place on the new NPQH since its launch in September 2000. During that time the National College for School Leadership has also been established, to provide a national focus for school leadership training and development. The National College assumed responsibility for running the NPQH in April 2001.

Now that the National College is in place and the new NPQH has bedded in, we believe the time is right to set a date from which the NPQH will be mandatory.

We have analysed the number of NPQH candidates and graduates on the programme to date and our modelling suggests there should be a sufficient pool of NPQH graduates across the country to be available to apply for headship posts in all phases of school by April 2004.

Phased implementation

The NPQH has, historically, over-recruited proportionately in the secondary phase, and under-recruited proportionately in the primary and special phases. The National College is planning to reverse this trend by targeted marketing initiatives, but this will take time.

It would be possible to make NPQH mandatory on different timescales in the primary and secondary phases. For example, implementation for the secondary phase could start from April 2004 and in the primary, special and nursery phases from April 2005 (if nursery schools were included in the requirement (see p7)).

While this would give more time to build up a larger supply of NPQH primary, nursery and special NPQH graduates, we are inclined against it. We believe that setting a firm date for all phases is clearer for all concerned, and keeps all phases on an equal footing.

We particularly welcome your views on timing of the introduction of the mandatory requirement.

Chapter Two

Background on the NPQH

The NPQH was introduced in 1997 as a national qualification to prepare teachers for headship. It is a practical, professional qualification, firmly rooted in school improvement, which offers candidates a thorough preparation before they take up their first headship post.

Following the early years of implementation, the programme was reviewed in 1999. A wide-ranging consultation with the profession was undertaken, the outcomes of which led to the further development of the NPQH which is now more streamlined, better structured and more accessible. The programme:

- is underpinned by the National Standards for Headteachers
- draws on the best leadership and management practice inside and outside education
- is practical, challenging and up-to-date
- is focused on school improvement
- sets rigorous standards, while building on previous achievement and proven ability
- is based on supported self-study, suitable for busy professionals
- uses e-learning, including online discussion communities, to maximise learning opportunities for candidates
- provides a benchmark of achievement against the National Standards for Headteachers from which new headteachers can develop their leadership and management capabilities whilst doing the job.

“NPQH taught me that the challenge of school leadership is about understanding yourself; knowing what you stand for and what you believe in.”

Malcolm Reeve, Headteacher, Hayward School, Chelmsford, Essex

Routes through the NPQH

There are three routes through the qualification.

- **Route 1** is for candidates with relatively limited experience in senior management roles. This route starts at the Access Stage and takes up to 2 years to complete.
- **Route 2** is for candidates with sound senior management experience and achievements. This route begins at the Development Stage and takes one year to complete.
- **Route 3** is for those candidates who are very close to headship and can demonstrate significant expertise and achievements against the National Standards which are confirmed through School-Based Assessment.

Candidates then move to the closing Assessment, or Final, Stage. This Stage comprises a two-day residential hosted by the NCSL and Final Assessment against the National Standards for Headteachers. The minimum time it takes to complete the NPQH is six months (**Route 3**); the maximum study period is two years (**Route 1**).

Content of the NPQH

The NPQH is a practical, ‘hands-on’ programme and comprises a combination of delivery mechanisms including activities in school, self-study materials, face-to-face training sessions, tutorials and e-learning, including online discussion communities.

The study materials for the Access and Development Stages are based on four modules, *strategic direction and development of the school, teaching and learning, leading and managing staff and efficient and effective deployment of staff and resources*. The modules cover the key areas of the National Standards for Headteachers (Accountability – the fifth key area of the National Standards, is included as a key element throughout the modules).

Candidates may choose to complete all of the modules or only some aspects of them; the choice will depend on their previous experience, knowledge and skills. The two summative assessment points of the NPQH take place at the end of the Development Stage in school – School-Based Assessment, and at the end of the Final Stage at Final Assessment.

Candidates must be successful at School-Based Assessment before they can progress to the Final Stage and candidates must pass Final Assessment in order to be awarded the NPQH.

The online learning community for NPQH candidates – “Virtual Heads” – offers candidates the opportunity to study the NPQH materials online, question national ‘hotseat’ speakers about topical issues in education, and network and engage in professional debates with other candidates across the country. The community operates in a similar way to the popular online community for serving headteachers “Talking Heads” which is run by the NCSL and which already has over 5,000 members and membership is growing.

“I feel more assured in my post because of the NPQH. Compared to other in-service training, the NPQH has been by far the most practically useful to me.”

Harpal Bahra, Headteacher, Moston Fields Primary School, Manchester

Who can apply for the NPQH?

The NPQH is for those who aspire to headship and who expect to apply for a headship post within two to three years.

Applicants need to demonstrate achievements in leadership at a whole school level, usually as a member of the school’s leadership group or senior management team, and need to demonstrate their motivation and potential for headship, together with details of their achievement and expertise in the five key areas of the National Standards for Headteachers.

What are the National Standards for Headteachers?

The National Standards for Headteachers define the knowledge, understanding, skills and attributes required for the key tasks of headship. They underpin the training and assessment for the NPQH. The standards have been developed in consultation with teachers, headteachers, professional and subject associations, LEAs, Higher Education Institutions, and others both inside and outside education. The standards are available on the NCSL website at www.ncsl.org.uk/index.cfm?pageid=210

Funding

Funding for the course fees, travel and supply costs is available through the NCSL for successful applicants from LEA-maintained schools, non-maintained special schools, PRUs, maintained nurseries, CTCs and Academies. All other eligible applicants, such as those working in independent schools and those in LEAs who are not working as teachers, need to provide their own funding for course fees and other associated costs.

The course fees are differentiated depending on which route through the qualification candidates take. They are as follows:

Route 1: Access Stage, Development Stage and Final Stage £3620

Route 2: Development Stage (with training) and Final Stage £3070

Route 3: Development Stage (without training) and Final Stage £2270

Costs for candidates from special schools vary slightly as they are invited to attend some national residential sessions with candidates from the same sector. The costs for special school candidates are as follows: Route 1: £3670, Route 2: £3120, Route 3: £2270.

Who runs the NPQH?

Originally run by the Teacher Training Agency (TTA) which established the qualification in 1997, responsibility for the programme transferred to the DfEE in 1999 when the content and delivery of the programme was reviewed. Following the launch of the new strengthened NPQH, the programme transferred to the National College for School Leadership (NCSL) which has been responsible for running the NPQH, together with the other national headship training programmes, since April 2001.

The NPQH is delivered by ten regional NPQH Centres across England who are contracted to the NCSL. A list of the NPQH providers is on page 24.

The National College for School Leadership (NCSL)

The National College for School Leadership was established in 2000 to provide a single national focus for school leadership training, development and support. The National College's key responsibility is to develop and oversee a coherent national training and development framework for heads, deputies and others in leadership positions in schools, offering high quality, practical and professional support at every stage of their careers.

The framework will start with leadership at the level of subject and specialist leaders through aspiring heads, new heads and experienced heads or consultant leaders. The NPQH will be a key programme in the Entry to Headship stage in that framework.

The NCSL's responsibilities with regard to the NPQH include: managing the twice yearly recruitment rounds to the NPQH programme; managing contracts with 10 regional providers to run the NPQH across England; regulating the delivery of the NPQH, to ensure consistent high quality training and assessment across all regions; making recommendations to the Secretary of State as to who should be awarded the NPQH, and, working with the DfES, keeping the content of the NPQH programme up-to-date and relevant for our future school leaders. The College also liaises with the GTC to ensure that the GTC has an up-to-date record of who holds the NPQH, and the date of the award, on its database.

“Working with the deputy head who is engaged in the NPQH has been a very productive experience. Not only has she developed her skills; it has also made me reflect on my own management and articulate more clearly the principles by which I work. In order to achieve this we had regular meetings at which all matters to do with the school have been openly discussed.”

Peter Mitchell, Headteacher, Thomas Alleyne's High School, Uttoxeter

The National College is committed to ensuring that the principles of equal opportunities are embedded in the delivery and content of the NPQH. Application and course materials are available in electronic and paper format and the National College is making arrangements for the materials to be available in appropriate formats for visually-impaired candidates. Supply cover is available to all funded candidates to support their studies and is offered in proportion to their teaching commitments. The College is committed to ensure that the NPQH application rounds support equal opportunities. It will also develop strategies to ensure that currently under-represented groups increasingly apply for and progress through the qualification and that the NPQH is fully accessible to candidates with disabilities.

The National College also manages the appeals process for the NPQH. It is responsible for monitoring regional appeals and conducting the national appeals process on behalf of the Secretary of State for Education and Skills.

Further details about the National College can be found at www.ncsl.org.uk

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The National College building, currently being constructed on the Jubilee Campus, University of Nottingham

“The NPQH helps you to broaden your holistic view, particularly in terms of strategic leadership and management. It has helped me to develop my own leadership ideas, as I have been able to take a ‘step out of the school’ on a day-to-day basis. This is extremely helpful when you come to take on the role, as you must be able to stand back and look at the whole picture. The NPQH and the Trainee Heads scheme have certainly extended my confidence.”

Jillian Hislop, Trainee Head Scheme: Working in Schools facing Challenging Circumstances

Chapter Three

How can I apply for the NPQH?

The National College for School Leadership runs recruitment rounds for the NPQH every six months. The next round is due to open on **22 April 2002** and will last for six weeks, closing on **11 June 2002**.

Application forms can be obtained by:

- phoning the Headship Information Line (0845 716 5136) or
- downloading a form from the NCSL website at www.ncsl.org.uk.

The NPQH application form can be submitted electronically or in hard copy.

Further details about how to apply are available from the Headship Information Line (0845 716 5136), your local NPQH Centre (see page 24 for contact details) or from the National College website at www.ncsl.org.uk.

“Without doubt the NPQH was the most relevant training that I have received and it has given me the insight and knowledge to tackle my first Headship with confidence. After a year of Headship I still refer to the literature provided by the NPQH.”

Mr Jo Wincott, Headteacher, Roding Valley High School, Loughton, Essex

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Chapter Four

Questions & Answers

This chapter contains some typical questions and answers relating to what the proposals might mean in practice if they were implemented as proposed in the document.

How would the requirement apply to those who are already headteachers? Would they need to take up some form of 'retrospective' qualification?

- No. Serving headteachers in the maintained sector would not be required to gain the NPQH. The requirement to hold, or be working towards, the NPQH would only apply to those appointed to their first headship post in LEA maintained schools and non-maintained special schools after 1 April 2004.

Would there be enough places on the NPQH available across the country for all those who would like to study on the programme?

- The National College for School Leadership, through its 10 regional NPQH centres across England, is confident that there will be sufficient places for all eligible candidates following each recruitment round. Each year, up to 10,000 places are available nationally.

What would happen if I did not meet the standard at one of the assessment points in the NPQH – would I be allowed to retake the assessment?

- There are three summative assessment points in the NPQH: the application stage, school-based assessment and Final Assessment. If you were not successful at the application stage, you would be able to reapply during the next recruitment round or for any future intake of NPQH. You are entitled to ask for feedback on your application. Once you are on the programme, you may retake school-based assessment or Final Assessment if you do not meet the standard at your first attempt. Your NPQH Centre will permit you one retake for each assessment free of charge. However, if you wish to retake a particular stage a second time, you will be required to pay for the cost of that retake. More details are available from the NCSL or your regional NPQH Centre (see page 24 for contact details).

Would I need to gain NPQH if I were employed as a headteacher abroad but would like to return to England to take up a headship post in the LEA-maintained sector?

- If you were a serving headteacher in the equivalent to a maintained school abroad, you would be eligible to take up a headship post in a maintained school in England without needing NPQH. If you were a teacher or headteacher working in the equivalent to an independent school abroad then you would need to obtain, or get a place on, the NPQH before you could be appointed to your first headship post in a LEA-maintained school in England.

What would happen if I wanted to move to another part of the UK to lead a school? Would I need to gain the Welsh, Scottish or NI headship qualification instead of, or in addition to, the English NPQH?

- No. When the other countries of the UK introduce their mandatory requirement to hold their headship qualification or standard, they will recognise the NPQH as being an equivalent qualification to their headship qualification requirement.
- In the same way, the Welsh and NI versions of the NPQH and the Scottish Standard for Headship would be recognised as being equivalent to the NPQH in England.

I want to apply for the qualification and I have family commitments. Is it going to be difficult for me to undertake the programme?

- No. The National College for School Leadership, which runs the NPQH, is committed to ensuring that the principles of equal opportunities are embedded in the delivery and content of the NPQH. The programme is delivered through blended learning, comprising a mix of self-study, e-learning, including online discussion communities and networking, face to face training, tutorials and school-based learning and assessment. All candidates are required to attend a two-day residential which is a key part of the Final Stage of the programme. This will involve one night away from home.
- Supply cover is available to all funded candidates to support their studies and is offered in proportion to their teaching commitments. The National College will consider requests for extra funding in the case of exceptional circumstances where candidates find training activities difficult to access.

What would happen if I gained the NPQH, but then decided to take a career break – would my NPQH qualification become out of date?

- No. The NPQH is a professional qualification which is valid for the whole of your career.

I am not yet at the stage of applying for a headship, but am planning to do so within the next 5 years. What can I do to prepare myself?

- The NPQH is designed for those who aspire to headship and who expect to apply for a headship post within 2-3 years. Applicants need to demonstrate that they have some experience of whole school leadership and management. You will also need to detail your achievements and expertise against the National Standards for Headteachers and set out your motivation and potential for moving to a headship role.
- In order to prepare yourself for applying for the NPQH, you might wish to seek out opportunities at school to take on some whole school projects. You might also wish to explore the training and development opportunities available through the National College for School Leadership's leadership development framework. The framework starts at subject and specialist leader level. Further details are available from the National College website at www.ncsl.org.uk

I was planning to apply for the NPQH in the forthcoming Spring 2002 application round. Will I have time to complete my studies before NPQH becomes mandatory?

- You won't need to – when NPQH becomes mandatory the requirement will be that you either hold the NPQH or you are working towards it. This means that, as soon as you had been deemed eligible for a place on the NPQH, you would be able, if you wished, to apply for a headship post.
- You would have time to complete the qualification by April 2004 if you successfully applied for a place on the NPQH this spring, and you were accepted onto Route 3 or Route 2. You would commence training in September 2002 and would be ready to undertake Final Assessment in February 2003 (Route 3) or September 2003 (Route 2).
- If you were accepted onto Route 1 you would commence training in September 2002 and would be ready to undertake Final Assessment in September 2004.

Chapter Five

How to respond to the consultation

The consultation period begins in **March 2002** and lasts for three months.

All responses must reach us by **28 June 2002** in order for your views to be taken into account.

You may respond by:

- completing the response form contained in the consultation document and sending it to:

**Consultation Unit
Department for Education and Skills
Area 1B
Castle View House
Runcorn
Cheshire
WA7 2GJ**

Or

- Completing the electronic response form on the DfES website at www.dfes.gov.uk/consultations

Confidentiality of responses

All replies sent to this consultation will be analysed, providing they reach us by the deadline. In due course, we may wish to use your comments publicly and to attribute them to you or to the organisation you represent.

However, if you feel strongly about this and would prefer your comments to be kept confidential, please tick the box on your response form to let us know that you would not like your comments to be made public.

Acknowledgement of responses

If you would like us to confirm that we have received your response, please tick the acknowledgement box on the response form or request one in your e-mail to us.

Representation of opinions

We would be grateful if you could complete the section on the consultation form which asks about your role in as much detail as possible so that we know, for example, whether you are responding on behalf of an organisation or as an individual.

Contact point for further information

If you have further questions about this consultation, please contact Jackie Bellfield of the DfES Consultation Unit on 01928 794 784.

The Consultation Criteria

In line with Government policy and the Cabinet Office Code of Practice on written consultation, we have met the seven consultation criteria. For your information, these are reproduced below.

- 1. The timing of consultation should be built into the planning process for a policy (including legislation) or service from the start, so that it has the best prospect of improving the proposals concerned, and so that sufficient time is left for it at each stage.**
2. It should be clear who is being consulted, about what questions, in what timescale and for what purpose.
- 3. A consultation document should be as simple and concise as possible. It should include a summary, in two pages at most, of the main questions it seeks views on. It should make it as easy as possible for readers to respond, make contact or complain.**
4. Documents should be made widely available, with the fullest use of electronic means (though not to the exclusion of others), and effectively drawn to the attention of all interested groups and individuals.
- 5. Sufficient time should be allowed for considered responses from all groups with an interest. Twelve weeks should be the standard minimum period for a consultation.**
6. Responses should be carefully and open-mindedly analysed, and the results made widely available, with an account of the views expressed, and reasons for decisions finally taken.
- 7. Departments should monitor and evaluate consultations, designating a consultation coordinator who will ensure the lessons are disseminated.**

Chapter Six

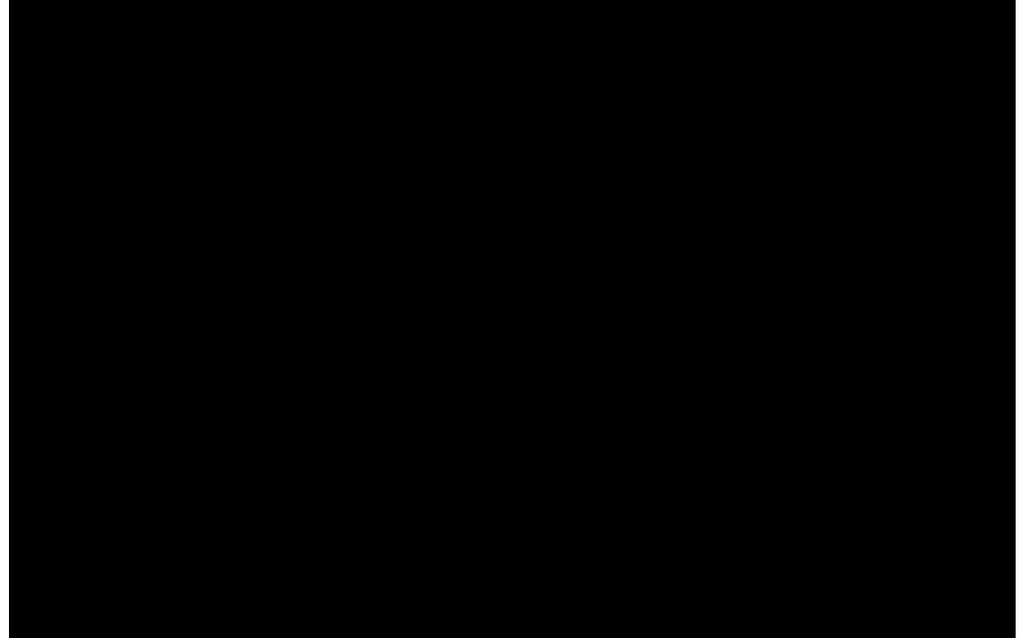
Next steps

This consultation ends on **28 June 2002**. We will consider the responses carefully and take them into account when we finalise the details of how we propose to implement the mandatory requirement. We will announce the outcomes of this consultation and the way forward shortly after the consultation closes. The outcomes will be published on our website and on the ukonline website. A summary of the findings will be available on request.

The legal powers to make NPQH mandatory are contained in the Teachers part of the Education Bill 2002, currently before Parliament. Assuming this Bill becomes law, we propose to make Regulations to enforce the requirement in the Autumn of 2002.

We intend to publish detailed guidance for governing bodies and school staff to clarify the arrangements in good time before the requirement comes into force.

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NPQH Regional Centres

East Region

East NPQH Centre
University of Cambridge
School of Education
Shaftesbury Road
Cambridge
CB2 2BX

Telephone: 01223 366 566
Fax: 01223 324 421
e-mail: npqh@educ.cam.ac.uk

East Midlands Region

East Midlands NPQH Centre
NIAS
Spencer Centre
Lewis Road
Northampton
NN5 7BJ

Telephone: 01604 753 101
Fax: 01604 758 925
e-mail: npqh@northamptonshire.gov.uk

West Midlands Region

West Midlands NPQH Centre
HTI, Vanguard Centre
University of Warwick
Science Park
Coventry
CV4 7EZ

Telephone: 02476 410 104
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e-mail: j.wooldridge@hti.org.uk

North Region

North NPQH Centre
Department of Education
University of Newcastle-upon-Tyne
St Thomas' Street
Newcastle-upon-Tyne
NE1 7RU

Telephone: 0191 222 3540
Fax: 0191 222 8932
e-mail: npqh-office@newcastle.ac.uk

South Central Region

South Central NPQH Centre
The Hucclecote Centre[™]
Churchdown Lane
Hucclecote
Gloucester
GL3 3QN

Telephone: 01452 427 215
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e-mail: ranold@gloscc.gov.uk

London Region

London NPQH Centre
10 Woburn Square
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WC1H 0NS

Telephone: 020 7612 6595
Fax: 020 7612 6596
e-mail: y.beecham@ioe.ac.uk

South West Region

South West NPQH Centre
The Holway Centre
Keats Road
Taunton
TA1 2JB

Telephone: 01823 349 310
Fax: 01823 349 315
e-mail: npqhs@somerset.gov.uk

North West Region

North West NPQH Centre
Room C1.17
Faculty of Education
The University of Manchester
Oxford Road
Manchester, M13 9PL

Telephone: 0161 275 7971
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e-mail: npqh.nwtv@man.ac.uk

South East Region

South East NPQH Centre
6 Alexander Grove
Kings Hill
West Malling
Kent
ME19 4GR

Telephone: 01732 842 230
Fax: 01732 843 358
e-mail: emse@emse.sol.co.uk

Yorkshire & Humberside Region

Yorkshire and Humberside NPQH Centre
Leeds Metropolitan University
Fairfax Hall
Becketts Park Campus
Leeds
LS6 3QS

Telephone: 0113 283 7487
Fax: 0113 283 3213
e-mail: npqh@lmu.ac.uk

Further copies of this consultation document are available from:

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