



National College for
Teaching & Leadership

NCTL Business Plan

1 April 2014 to 31 March 2015

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1 The National College for Teaching and Leadership purpose

The National College for Teaching and Leadership is an executive agency of the Department for Education. Its purpose is to improve the quality of the education workforce and support the development of a school-led system.

Annex A sets out the organisational structure of NCTL and Annex B sets out the planned expenditure for 2014-15.

2 NCTL vision

This business plan sets out the steps we will take between April 2014 and March 2015 to make further progress to achieve our vision of a school-led system by September 2016.

NCTL will support the transition to a self-improving, school system led by teaching schools, academy chains, other outstanding schools and early years providers. The expectation is that by 2016 teaching schools and the best schools and academy chains will, in partnership with others, be organising and delivering:

- Initial Teacher Training (ITT)
- Continuous Professional Development (CPD)
- Leadership Development
- School to school support

This vision will make a significant contribution to the Department for Education's overall vision for a highly educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances by ensuring that those with the most direct experience of what works are leading on the key activities necessary to deliver continuous improvement to the provision of education.

In support of the 2016 vision, NCTL has two main aims: to improve the quality of the education workforce; and to help schools to help each other to improve.

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 and supporting the development of new School Centred Initial Teacher Training (SCITT) provision, while encouraging higher education providers to work in partnership with schools to further improve their own programmes of training.

We will give licensed providers the freedom to develop the training materials for the national professional qualifications and to decide who goes on their courses. We will quality assure the work of licensees while looking for opportunities to pass this responsibility to the school system. We will continue to manage current and future programmes to meet ministerial priorities, including Teach First, Teaching Leaders, Future Leaders and the new Talented Leaders programme.

We will continue to oversee the Newly Qualified Teacher (NQT) induction process for teachers and award both Qualified Teacher and Early Years Teacher Status.

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 networks of high quality school-to-school support. This support will range from school improvement work to the sponsorship of schools in more serious difficulties. Through teaching school alliances, the teaching schools council, national leaders of education (NLEs) and national support schools (NSSs), we will enable schools to broker support from high quality school leaders and teachers.

We expect teaching schools will work with their alliances and partners, to deliver teacher training, high-quality continuous professional development, succession planning, support for other schools and research projects which can underpin evidence based practice.

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

3 NCTL plan to 2016

This business plan sets out the steps we will take between April 2014 and March 2015 to make further progress to a self-improving school-led system by September 2016.

By 2016, we expect NCTL's expertise and resources to be centred on activities that will support the school system, encouraging greater levels of system leadership and local responsibility for improving standards. NCTL will oversee a managed transfer of responsibility to the school system, continuing to provide help when necessary, but withdrawing in areas where schools are succeeding independently. There will be a continuing need for some activities that can currently only be done at a national level: for example the funding and allocation of places for initial teacher training and teacher regulation.

We will achieve our two year plan through work on four core strands:

- Initial Teacher Training (ITT)
- Continuous Professional Development (CPD)
- Leadership Development
- School to school support

Initial Teacher Training: In the 2016-17 academic year, we want more than half of postgraduate ITT to be led by schools, with School Direct and SCITTs continuing to prove attractive to high-quality candidates. By September 2015 at least half of ITT will be run by schools, with continued improvement in the proportion of new entrants with a 2:1 or better. This year we are planning to bring forward the timing of the allocations process for 2015-16 ITT places, and are working with University and Colleges Admissions Service (UCAS), schools and other providers to identify improvements that can be made to the end-to-end process.

Continuous Professional Development: By 2016, teaching schools and other outstanding schools will be generating and delivering a full range of CPD activity, with all schools, whether in teaching school alliances or otherwise, accessing excellent CPD through school partnerships. By March 2015 we will have ceased most centrally commissioned CPD activity.

Leadership Development: By 2016, schools will have full responsibility for the identification and training of new leaders, with the national professional qualifications owned and delivered by school partnerships. We will stop paying scholarships for leadership trainees to access the national professional qualification courses and we will expect licencees to operate in an open leadership market. When the current licencees expire we will give open access to all national professional training materials. Succession

planning and talent management will increasingly be undertaken by schools and school partnerships with some targeted support from NCTL.

School to School Support: By 2016, we will have a minimum of 600 teaching school alliances which will provide near national coverage. It is our aim that school improvement will be delivered by schools with national leaders of education (NLE), national leaders of governance (NLG), specialist leaders of education (SLE) and local leaders of education (LLE) brokered and deployed by teaching schools or other local partnerships, much in the same way as SLEs are currently. We will expect these partnerships to work closely with Ofsted and the Regional School Commissioners to ensure coherence in school to school support. It is also our ambition to work with Teaching schools to ensure they play a stronger role in designating system leaders such as NLEs.

4 NCTL objectives for 2014-15

Aim 1: Improving the quality of the education workforce

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

- Manage and maintain a high-quality Initial Teacher Training provider market which has a level of stability ensuring the supply of Newly Qualified Teachers matches the needs of schools.
- Build schools' appetite and capacity for playing a greater and more effective role in leading ITT, including School Direct and School Centred Initial Teacher Training.
- Allocate ITT places to recruit all of the Teacher Supply Model target.
- Ensure that enough Initial Teacher Trainees are recruited.
- Expand Teach First trainee numbers and geographical spread.
- Manage the roll-out of the Early Years Teacher training programme in line with the Government's ambition for a high quality graduate-led Early Years workforce.
- Fund high quality doctorate training for educational psychologists.
- Work with the early years teaching schools and national nursery chain providers to develop a School Direct (Early Years) programme to increase school and nursery appetite and capacity for Early Years Teachers.

1b: Assure the supply of headteachers and leaders and improve the quality of leadership for schools, academies and early years provision

- Manage a number of contracts and scholarship funds to increase capacity and skills of teachers in specialist subjects and subjects where recruitment has historically been challenging.
- Manage the contracts of the current licensees and deliver the final parts of the leadership curriculum. Work with licensees to manage the transfer of responsibility for the development of leadership materials to them by September 2014.
- Develop a new simple platform to host leadership materials to become operational in October 2014.
- Manage the contracts for the new middle and talented leaders programmes and for other direct provision including Teaching Leaders and Future Leaders.

Aim 2: Helping schools to help each other to improve

- Work with the teaching schools council to grow a national network of teaching schools and their partners to provide initial teacher training, high-quality continuous professional development, succession planning, support for other schools and research projects.
- Support teaching schools to identify, train, designate and deploy specialist leaders of education, providing a school-led workforce of middle and senior leaders to provide school to school support.
- Work with teaching schools to address geographical gaps in teaching schools and NLEs.
- Reform the national leader of education / national support school and local leader of education programmes to enable designated system leaders to have the most impact in school improvement.
- Use National Leaders of Governance to improve the performance of schools by coaching other chairs of governors and by improving their skills in data analysis, performance management and challenging school leaders
- Support the opening of two Pathfinder University Training Schools in September 2015, creating innovative practice in ITT and the application of research and development to take place in a school environment, sponsored by Universities of Cambridge and Birmingham.

Provide high-quality services that represent value for money

- NCTL's two aims are underpinned by our commitment to deliver high-quality services that offer value for money. NCTL expects to play a decreasing role, retaining only those functions that cannot readily be performed by schools and are required by school leaders or Ministers.
- NCTL will support the quality and status of the teaching profession by ensuring that in cases of serious professional misconduct, teachers are prohibited from teaching. It will generate evidence of what works through engaging headteachers and principals in the development of education policy.
- NCTL is working to support schools themselves to develop and deliver continuous professional development for other school leaders. NCTL is working to make all of our online content freely available by April 2016.
- NCTL will continue to phase out the support schools and colleges receive in the effective management and administration of examinations.
- Over the course of the year we will finalise and implement the relocation of our international work to another body.

5 Key Performance Indicators for 2014-15

Aim 1: Improving the quality of the education workforce

- Recruit 100 per cent of Teacher Supply Model target of 34,900 by November 2014.
- Recruit 2000 trainees to the Early Years Initial Teacher Training programme by September 2014.
- 74 per cent of postgraduate entrants are 2:1+ trainees by November 2014.
- Number of participants recruited to National Professional Qualification for Middle Leadership (NPQML): 3500 (including targeted support scholarships of 1500) by March 2015.
- Number of participants recruited to National Professional Qualification for Senior Leadership (NPQSL): 2600 by March 2015.
- Number of participants commencing National Professional Qualification for Headship (NPQH): 1200 by March 2015.
- Number of participants recruited to cohort 1 of the High Performing Middle Leader programme: 180 by October 2014.
- Number of participants recruited to Chairs of Governors licensed provision: 3000 by March 2015.
- No more than 2.5 per cent of headteacher and academy principal posts are temporarily filled.
- No more than 0.6 per cent of headteacher and academy principal posts are vacant.
- 95 per cent of teacher misconduct referrals that do not meet the requirement for a hearing are considered and concluded within 20 weeks.
- 70 per cent of teacher misconduct referrals (not including extraordinary cases involving external proceedings, such as police action) that are considered at a hearing are concluded within 52 weeks.

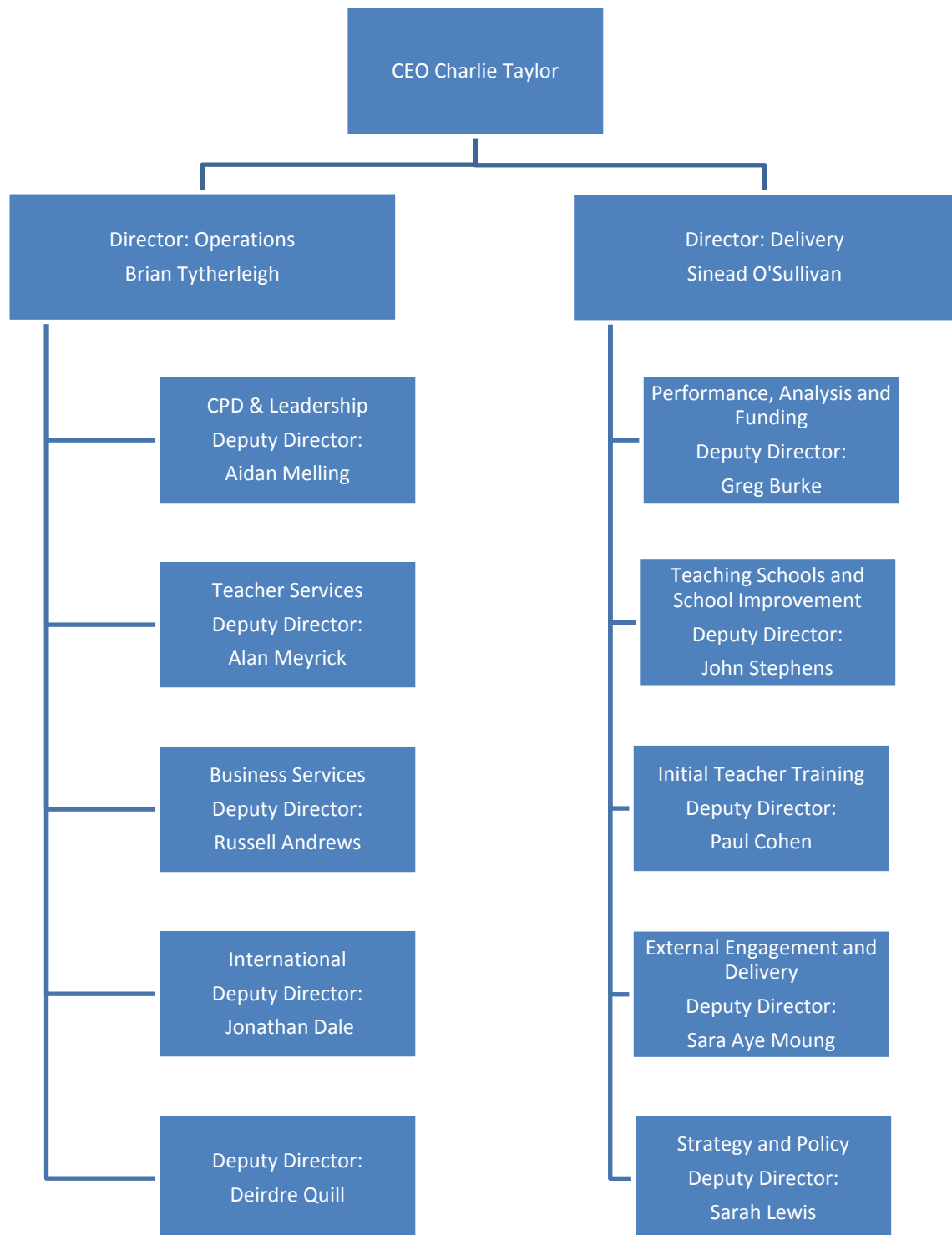
Aim 2: Helping schools to help each other to improve

- The number of specialist leaders of education designated and trained: 5000 by March 2015.
- Maintain the number of national leaders for education: 1000 by March 2015.
- Maintain the number of local leaders for education: 2000 by March 2015.
- Number of national leaders of governance: 535 by March 2015.
- Designate 500 teaching school alliances by March 2015*

* The teaching schools council – a strategic group of headteachers – is working with NCTL to develop a suite of robust impact measures and indicators for teaching schools to be in place by March 2015.

Further details regarding these measures will be provided in the NCTL's 2014-15 Annual Report.

Annex A: NCTL Structure and headcount to deliver objectives



Annex B: Planned expenditure for 2014-15

Expenditure 2014-15

The National College for Teaching and Leadership plans to spend:

Activity	Budget (£)
Administrative costs	19,299,000
Programme costs	478,698,000
Capital costs	0
Total	498,834,000



National College for Teaching & Leadership

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