



Department  
for Education

# **National Professional Qualification (NPQ) Content and Assessment Framework**

**A guide for NPQ participants**

**October 2017**

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## Summary

This publication provides guidance from the Department for Education. It has been produced to help those applying for, or participating in, a National Professional Qualification (NPQ) to understand the knowledge, skills and behaviours that they will develop through their NPQ and how these will be assessed.

## Expiry or review date

This guidance will be reviewed before September 2020.

## Who is this publication for?

This guidance is for:

- aspirant and serving school leaders applying for, or participating in, an NPQ.

## Section 1: Overview

The DfE accredits a range of providers to design, deliver, and assess the National Professional Qualifications (NPQs). The NPQs comprise the:

- National Professional Qualification for Middle Leadership (NPQML) for those that are, or are aspiring to be, a middle leader with responsibility for leading a team
- National Professional Qualification for Senior Leadership (NPQSL) for leaders that are, or are aspiring to be, a senior leader with cross-school responsibilities
- National Professional Qualification for Headship (NPQH) for leaders that are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school
- National Professional Qualification for Executive Leadership (NPQEL) for leaders that are, or are aspiring to be, an executive headteacher or MAT CEO role with responsibility for leading several schools

To ensure that a participant's NPQ is accessible, high quality, and nationally consistent, providers' provision must meet the requirements of the NPQ quality framework, which sets out the standards of provision that a provider must meet to retain their accreditation.

As part of the NPQ quality framework, and notably Section 4, providers must deliver provision and assess participants in accordance the NPQ content and assessment framework. This NPQ content and assessment framework sets out the:

- knowledge, skills and behaviours that a provider's provision must cover
- criteria against which all NPQ participants must be assessed by providers
- assessment tasks through which all NPQ participants must be assessed by providers

The DfE and its quality assurance (QA) agent hold providers to account against the NPQ quality framework to ensure that NPQ participants are supported to develop the knowledge, skills and behaviours they need to become effective school leaders.

This document sets out the key features of the NPQ content and assessment framework for teachers and school leaders applying to, or participating in, an NPQ. There are four main elements to the framework, as set out in sections 2 to 5. These are:

- content areas
- leadership behaviours
- assessment criteria
- assessment tasks

## Section 2: Content areas

There are six content areas for each NPQ, which set out what a leader should know or be able to do. The six content areas are common to each NPQ, but the knowledge and skills within them increases in sophistication, depth and breadth progressively through the NPQ levels. The six content areas are:

- strategy and improvement
- teaching and curriculum excellence
- leading with impact
- working in partnership
- managing resources and risks
- increasing capability

**[Annex A](#) sets out the knowledge and skills that comprise these six content areas, for each of the NPQs.**

Providers must design and deliver provision that covers all of the knowledge and skills in the 'Learn how to' and 'Learn about' columns at Annex A, for the NPQ levels that they are delivering.

A participant's knowledge and skills will then be assessed through corresponding assessment criteria and assessment tasks, as outlined in sections 4 and 5 below.

While providers' provision must cover all of the knowledge and skills in the content areas, it need not follow a specific structure. The content areas are a framework within which providers have the freedom to organise, structure, contextualise or prioritise provision to best suit the needs of their participants and their particular contexts.

Consequently, providers may deliver these content areas in a different order, organise them by different themes, added to them, or contextualise them. Those applying for an NPQ should contact their preferred provider to find out more about the qualifications that that they are offering.

## Section 3: Leadership behaviours

There are seven leadership behaviours, common to each NPQ level, which set out how the best leaders operate. They are:

- commitment
- collaboration
- personal drive
- resilience
- awareness
- integrity
- respect

[Annex B](#) sets out the seven leadership behaviours in full.

At the beginning of their NPQ, providers must work with participants to evaluate the participant's strength in each leadership behaviour, and plan how the participant will develop these behaviours during their NPQ study.

Providers have freedom to determine how this should be done and a participant's strength in the leadership behaviours will not be assessed through formal assessment tasks or criteria.



## Section 4: Assessment criteria

For each content area, there are corresponding assessment criteria setting out the standards against which participants will be assessed.

**[Annex A](#) lists the assessment criteria by content area and [Annex C](#) lists the assessment criteria by assessment task.**

Providers must assess participants against the assessment criteria listed for the NPQ, through a series of defined assessment tasks. Providers will use a DfE when assessing participants against these criteria.

Providers must mark candidates in accordance with this mark scheme to ensure a nationally consistent approach is taken. However, the mark scheme will not name individual pieces of research or examples that must be referred to; rather participants will be expected to draw on the relevant bodies of research or examples that relate to the nature of their project.

## Section 5: Assessment tasks

For each NPQ, there are defined tasks setting out how a participant must be assessed. These describe the project(s) a participant will need to complete, and the supporting evidence they will need to submit as part of the assessment stage. For:

- NPQML, participants must lead a school improvement project within their team, lasting at least 2 terms, aimed at improving pupil progress (part A) and team capability (part B)
- NPQSL, participants must lead a school improvement project within their team, lasting at least 2 terms, aimed at reducing variation in pupil progress and attainment (part A) and improving the efficiency and effectiveness of teaching (part B)
- NPQH, participants must lead a school change programme, lasting at least 2 terms, to improve pupil progress and attainment (task 1) and design an action plan to meet their placement school's resourcing and capability needs (task 2)
- NPQEL, participants must design a sustainable business development strategy for their organisation, analysing the benefits, costs, and risks of different options (task 1) and lead a project to improve progress and attainment in several schools (task 2).

**[Annex C](#) sets out full details of the assessment tasks for each NPQ.**

Providers must assess participants using these tasks. For NPQH, providers are required to identify schools for their participants to undertake their placement, lasting at least 9 days, and associated project work.

Whilst these tasks define the key parameters for a project (for example, word count, duration and broad theme that the project must address), providers are free to work with participants to agree an appropriate topic, based on their current school environment and its priorities (or placement school environment for NPQH).

## Annex A: Content areas

### NPQML content areas

NPQML providers must design and deliver provision that covers all of the knowledge and skills in the 'Learn how to' and 'Learn about' columns in tables 1 to 6 below.

#### Strategy and improvement (NPQML)

| Learn how to   | Learn about  | Assessment criteria   |
|--|--|---|
| Manage and analyse performance data to evaluate progress, identify trends, define team priorities and develop improvement strategies (for example, in relation to disadvantaged pupils or those with particular needs) | Tools and techniques to manage and analyse performance data on progress and attainment at group and individual level (for example, databases, spreadsheets, formulae and graphs) | 1.1.1 Deploys tools and techniques to manage and analyse data on pupil progress and attainment        |
|  | Statistical and data analysis concepts (for example, confidence intervals, statistical significance, sampling, correlation and causation)  | 1.1.2 Designs, evaluates and improves plans in light of data on pupil progress and attainment         |
| Implement successful change at team level  | Tools and techniques that support change management  | 1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans |
|  | Examples of successful change management drawn from a range of schools   |   |

**Table 1: NPQML strategy and improvement content and assessment criteria**

## Teaching and curriculum excellence (NPQML)

| Learn how to  | Learn about   | Assessment criteria   |
|---|---|---|
| <p>Grow excellent, evidence-based teaching in a team and a curriculum that develops pupils academically and prepares them for adult life</p>  | <p>Research into, and examples of, domestic and international teaching strategies and pedagogical approaches with a proven impact (for example, the <a href="#">EEF evidence base on the effective use of phonics or mastery teaching</a>)</p>                  | <p>2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/pedagogical approaches and applies findings to own plans</p> <p>2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary</p> |
|   | <p>Research into, and examples of, different models of pupil assessment, including their use to set challenging targets, monitor progress and raise standards for all pupils, including those working below the national curriculum</p>                         |   |
|   | <p>The <a href="#">Ofsted school inspection handbook</a>, particularly the clarification of inspection requirements in relation to lesson planning, marking, feedback and collection of pupil performance data</p>  |   |
|   | <p>The benefits, characteristics and examples of knowledge-rich curricula (for example, a sequential maths curriculum)</p>  |   |
| <p>Improve the progress, attainment and behaviour of all pupils, including those who are disadvantaged or have particular needs (for example, Pupil Premium, SEND, EAL or the most able pupils)</p> | <p>Research into, and examples of, interventions targeted at improving the progress/attainment of disadvantaged groups or those with particular needs, drawn from a range of schools (for example, the <a href="#">EEF's teaching and learning toolkit</a>)</p> | <p>2.1.3 Implements and evaluates an evidence-based project that improves pupil progress and/or attainment</p>  |
|   | <p>Research into, and examples of, the use of specialist provision for pupils with particular needs, drawn from a range of schools</p>  |   |
|   | <p>The graduated approach to supporting SEND pupils, as set out in the <a href="#">SEND code of practice</a></p>  |   |

Table 2: NPQML teaching and curriculum excellence content and assessment criteria

## Leading with impact (NPQML)

| Learn how to   | Learn about   | Assessment criteria   |
|--|---|---|
| Anticipate other peoples' views or feelings and moderate your approach accordingly                     | Personal reflection and self-awareness tools  | 3.1.1 Exploits different leadership styles and justifies why these have been adopted    |
| Adopt different leadership styles to ensure the team meets its objectives                              | Research into, and examples of, different leadership styles, including their associated benefits and risks  |   |
| Present, communicate or defend challenging messages confidently and positively to a range of audiences | A range of written and verbal communication and presentation styles, including why these have been adopted in different situations (for example, to communicate with pupils, parents/carers, colleagues and external parties) | 3.1.2 Exploits different communication styles and justifies why these have been adopted |

**Table 3: NPQML leading with impact content and assessment criteria**

## Working in partnership (NPQML)

| Learn how to  | Learn about  | Assessment criteria   |
|---|--|---|
| <p>Realise the benefits of collaborating with others, including teachers, teaching assistants and non-teaching staff, other schools, parents/carers and other organisations</p> | <p>Research into, and examples of, effective partnership working, drawn from a range of schools, including the evidence base on effective parental engagement</p>  | <p>4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers</p> |
|   | <p>Research into, and examples of, the main barriers to effective collaboration within and across schools (for example, time, resources, aims, levels of commitment or operating models) and how these have been overcome</p>                            |   |
| <p>Support their team to build and sustain relationships with others which develop and share good practice and improve performance</p>  | <p>Research into, and examples of, structures and processes that support collaboration (for example, with teachers, teaching assistants and non-teaching staff, other schools, parents/carers and other organisations, drawn from a range of schools</p> | <p>4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team</p>  |

**Table 4: NPQML working in partnership content and assessment criteria**

## Managing resources and risks (NPQML)

| Learn how to   | Learn about  | Assessment criteria   |
|--|--|---|
| Deploy staff, financial and educational resources within a team efficiently, to enhance pupil progress and attainment              | Resource and project management tools and techniques, including budgeting, forecasting and project plans   | 5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget |
|  |  | 5.1.2 Defines the steps required to successfully implement plans, using a project plan                              |
| Manage risks within a team effectively (for example, in relation to staffing, finances or teacher workload), using a risk register | Best practice in relation to managing risks, including the establishment and maintenance of risk registers, drawn from a range of schools                                | 5.1.3 Identifies and mitigates risks in plans, using a risk register  |
| Deliver a safe environment for pupils and staff  | Key legal requirements and statutory guidance in relation to safeguarding and health and safety in schools, including <a href="#">keeping children safe in education</a> |   |

**Table 5: NPQML managing resources and risks content and assessment criteria**

## Increasing capability (NPQML)

| Learn how to  | Learn about  | Assessment criteria  |
|---|--|--|
| Hold others to account, line manage and evaluate performance effectively  | A range of performance management techniques, including setting SMART objectives, collecting and giving feedback, coaching/mentoring, and professional development plans | 6.1.1 Assesses individuals' performance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the school to support them |
|   | The <a href="#">teachers' standards</a> and <a href="#">the teacher appraisal regulations</a>  |  |
| Support all members of their team with appropriate, targeted opportunities for professional development, including newly-qualified teachers, teaching assistants, and stronger or weaker performers | The <a href="#">standard for teachers' professional development</a> and supporting guidance  |  |
|   | Professional development opportunities within and beyond the school  |  |
| Recognise their own strengths and weaknesses and identify learning linked to their needs  | Tools to identify own and staff development needs (for example, 360 degree feedback)   | 6.1.2 Assesses their own performance and capability methodically, identifying appropriate, targeted professional development opportunities for self  |
| Evaluate the impact of professional development on teacher development and pupils outcomes  | Tools to evaluate the impact and cost-effectiveness of professional development activities, particularly in terms of pupil outcomes                                      | 6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of pupil outcomes  |

**Table 6: NPQML increasing capability content and assessment criteria**



## NPQSL content areas

NPQSL providers must design and deliver provision that covers all of the knowledge and skills in the 'Learn how to' and 'Learn about' columns in tables 7 to 12 below.

### Strategy and improvement (NPQSL)

| Learn how to   | Learn about   | Assessment criteria   |
|--|---|---|
| Analyse performance data to identify the causes of variation within a school and against comparative schools (for example, in relation to national benchmarks, historical performance or between different groups) | Sources of internal, national and socio-economic data that can inform pupil progress and identify underachievement (for example, Progress 8 and the <a href="#">Education Endowment Foundation's (EEF) Families of Schools Database</a> ) | 1.2.1 Deploys statistical and/or data analysis concepts to identify variation in pupil performance and contributing factors, applying the findings to design of own plans |
|  | Statistical and data analysis concepts, including confidence intervals, statistical significance, sampling, correlation and causation   |   |
| Ensure data collected is necessary, proportionate and manageable for staff   | Data collection best practice, including the principles and recommendations identified by the Independent Teacher Workload Review Group and clarification of Ofsted inspection requirements   |   |
| Work with the governing board effectively to identify and agree approaches to school priorities  | The key features of effective governance as set out in the <a href="#">Governance Handbook</a>  |   |
| Design and implement sustainable change across a school  | Research into the characteristics of successful change programmes, drawn from a range of schools and non-school contexts  | 1.2.2 Evaluates research into, and examples of, implementing change successfully and applies findings to the design and implementation of own plans                       |

**Table 7: NPQSL strategy and improvement content and assessment criteria**

## Teaching and curriculum excellence (NPQSL)

| Learn how to   | Learn about   | Assessment criteria   |
|--|---|---|
| Use a range of techniques to gather evidence on teaching quality and the impact of interventions across a school         | A range of techniques to gather evidence in relation to teaching quality and evaluate the impact of interventions   | 2.2.1 Evaluates teaching quality across a school accurately, exploiting appropriate techniques to gather evidence                                       |
| Reduce variation within the school and against comparative schools by improving pupil progress, attainment and behaviour | Research into, and examples of, leadership or management strategies that have improved pupil behaviour, progress and attainment and reduced variation across a school, drawn from a range of schools (for example, the <a href="#">EEF's toolkit on teaching and learning</a> ) | 2.2.2 Analyses different leadership/management strategies aimed at improving pupil progress, attainment and behaviour and applies findings to own plans |
|  | Legal frameworks and guidance relating to behaviour management, attendance, exclusions and bullying   | 2.2.3 Designs, implements and evaluates an improvement project that reduces variation in pupil progress and/or attainment across the school             |
| Develop and maintain a rich, high-quality school curriculum  | Research into, and examples of, curriculum development approaches/techniques (for example, through strengthening subject knowledge, developing subject-specific pedagogy or applying evidence on the effective use of teaching assistants)                                      | 2.2.4 Exploits opportunities to develop and grow the school curriculum  |
|  | The benefits, characteristics and examples of knowledge-rich curricula (for example, a sequential maths curriculum)   |   |

**Table 8: NPQSL teaching and curriculum excellence content and assessment criteria**

## Leading with impact (NPQSL)

| Learn how to  | Learn about   | Assessment criteria   |
|---|---|---|
| Lead, motivate and influence others, including beyond the line management chain, to deliver whole-school objectives | Research into, and examples of, leadership, motivation and influence, drawn from a range of schools and non-school contexts | 3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the school |
| Develop a communications plan that promotes or defends the school's performance, policies or decisions effectively  | Examples of successful communications plans and techniques used by schools  | 3.2.2 Designs and implements a communications plan to promote and/or defend plans, drawing on campaigns and techniques used by other schools                      |

**Table 9: NPQSL leading with impact content and assessment criteria**

## Working in partnership (NPQSL)

| Learn how to  | Learn about  | Assessment criteria   |
|---|--|---|
| Identify a range of local and national partners that can support school improvement   | Tools and techniques to identify the organisation's stakeholders and analyse their views (for example, stakeholder mapping)                                  | 4.2.1 Establishes and sustains partnerships that build capability and/or improve performance in priority areas for the school |
| Put in place systems, processes or structures which facilitate knowledge transfer and shared best practice within and beyond the school | Research into, and examples of, structured partnerships that have improved capability and performance, drawn from a range of schools and non-school contexts |   |
| Identify the most effective partnerships for improving pupil progress   | Tools and techniques to evaluate the impact of partnership working on pupil progress and attainment  | 4.2.2 Evaluates the effectiveness of partnerships in terms of pupil progress and/or attainment                                |

**Table 10: NPQSL working in partnership content and assessment criteria**

## Managing resources and risks (NPQSL)

| Learn how to   | Learn about   | Assessment criteria   |
|--|---|---|
| Deploy resources across a school effectively and efficiently to deliver school priorities (for example, in relation to the use of Pupil Premium funding) | Financial appraisal tools, techniques and concepts, including: <ul style="list-style-type: none"> <li>the collection on schools financial health and efficiency</li> <li>building business cases</li> <li>assessing value for money</li> <li>cost drivers and behaviours</li> </ul> | 5.2.1 Analyses the value for money/cost effectiveness of different options and designs a business case for recommended approach |
| Monitor the use of resources across a school, identifying opportunities and pressures (for example, in relation to teacher workload)                     | Resource monitoring tools and techniques (for example, in relation to finances, staffing and workload), drawn from a range of schools, including benchmarking   |   |
| Systematically identify, manage and mitigate risks to the school, its pupils and staff   | Effective risk management tools, techniques and practice, drawn from a range of schools and non-school contexts   | 5.2.2 Implements a risk management plan that systematically assesses, monitors, mitigates and contingency plans for risks       |
|  | The requirements, and examples of, effective practice in relation to managing Single Central Records  |   |
|  | <a href="#">The prevent duty for schools</a> and associated processes and practice  |   |

**Table 11: NPQSL managing resources and risks content and assessment criteria**

## Increasing capability (NPQSL)

| Learn how to  | Learn about  | Assessment criteria  |
|---|--|--|
| Identify excellent professional development practice  | Key research into, and examples of, excellent professional development, including for new/recently qualified teachers, drawn from a range of schools | 6.2.1 Analyses key research into, and examples of, effective professional development and talent management in schools and applies findings to own plans |
| Identify talent within an organisation and put in place arrangements or tools to develop and retain it  | Successful talent identification and retention strategies in a range of schools and non-school contexts  |  |
| Design professional development strategies, which engage all staff (including new/recently qualified teachers) and anticipate future professional development needs | Structures, tools and techniques that facilitate joint, work-based and self-directed study   |  |
|   | Factors that drive changing professional development needs (for example, changes to legislation, the curriculum or pupil intake)                     | 6.2.2 Analyses how professional development provision may need to change over time and applies findings to own plans                                     |

**Table 12: NPQSL increasing capability content and assessment criteria**

## NPQH content areas

NPQH providers must design and deliver provision that covers all of the knowledge and skills in the ‘Learn how to’ and ‘Learn about’ columns in tables 13 to 18 below.

### Strategy and improvement (NPQH)

| Learn how to   | Learn about   | Assessment criteria  |
|--|---|--|
| Anticipate changes in the external and strategic environment                                 | Horizon-scanning and drivers of political, social, economic, technological, legal and environmental change  | 1.3.1 Analyses the implications of changes in the external and strategic environment and applies findings to own plans   |
| Develop an evidence-based organisational strategy, in collaboration with the governing board | Critical thinking, statistical and data analysis tools, techniques and concepts that support decision-making and strategy development   | 1.3.2 Deploys critical thinking and statistical and/or data analysis tools, techniques and concepts during the design of own plans   |
|  | Data collection best practice, including the principles and recommendations identified by the Independent Teacher Workload Review Group and clarification of Ofsted inspection requirements |  |
|  | The role of the governing board in strategy development, including the benefits of working with a visionary and robust governing board  | 1.3.3 Collaborates with the governing board during the design and implementation of plans, describing the benefits of doing so   |
| Lead a successful whole-school change programme  | Research into, and examples of, the effective leadership of change, drawn from a range of schools and non-school contexts   | 1.3.4 Analyses research into, and examples of, the leadership of change, drawn from a range of schools and non-school contexts, and applies findings to the design and own leadership of plans |

**Table 13: NPQH strategy and improvement content and assessment criteria**

## Teaching and curriculum excellence (NPQH)

| Learn how to   | Learn about  | Assessment criteria  |
|--|--|--|
| <p>Lead and grow excellent teaching in a school</p>  | <p>Research into, and examples of, the leadership of excellent teaching, domestically and internationally, including <a href="#">the national standards of excellence for headteachers</a></p>   | <p>2.3.1 Analyses a range of domestic and international research into, and examples of, the leadership of teaching and applies findings to own plans</p>                     |
|  | <p>The benefits of involvement in initial teacher training in terms of teaching quality (for example, through extended mentoring opportunities)</p>  |  |
|  | <p>Statutory curriculum requirements and examples of how freedoms have been used to improve pupil progress and attainment</p>  |  |
|  | <p>The benefits, characteristics and examples of knowledge-rich curricula (for example, a sequential maths curriculum)</p>   |  |
|  | <p>Tools and techniques to improve teaching quality across several schools (for example, through coaching and mentoring, designation as a teaching school alliance or the effective use of textbooks to support consistently high quality teaching)</p>  |  |
| <p>Support pupils of all backgrounds, abilities and particular needs in the school to achieve high standards, including Pupil Premium, SEND, EAL or the most able pupils</p> | <p>Research into, and examples of, whole-school improvement strategies in relation to progress, attainment and behaviour, drawn from a range of schools, including interventions targeted at disadvantaged pupils or those with particular needs (for example, <a href="#">the EEF's toolkit on teaching and learning</a>)</p> | <p>2.3.2 Designs, leads, implements and evaluates an evidence-based change programme that improves pupil progress and/or attainment at whole-school level</p>                |
|  | <p>The implications of the Equality Act 2010 for all pupils</p>  | <p>2.3.3 Evaluates, monitors and responds to the needs and performance of all pupils in a school, including through provision for groups of pupils with particular needs</p> |
|  | <p>The requirements on schools to publish a SEN Information Report</p>   |  |
|  | <p>Best practice in planning, commissioning and monitoring alternative provision</p>   |  |



| Learn how to   | Learn about  | Assessment criteria   |
|--|--|---|
| Systematically review the cumulative impact of initiatives on teacher workload and make proportionate and pragmatic demands on staff | Tools to assess and manage the impact of new policies or initiatives (for example, impact assessments and prioritisation techniques) | 2.3.4 Assesses the impact of new initiatives on teacher workload, implementing options to minimise or mitigate this where necessary |

**Table 14: NPQH teaching and curriculum excellence content and assessment criteria**

## Leading with impact (NPQH)

| Learn how to   | Learn about  | Assessment criteria   |
|--|--|---|
| Distribute responsibility and accountability throughout the school to improve performance  | Research into the effectiveness of different leadership models or styles, including the distribution of responsibility and accountability  | 3.3.1 Analyses the effectiveness of different models of leadership, drawn from schools and non-school contexts, including the distribution of accountability and responsibility         |
| Be an inspiring leader in a range of different situations                                  | Examples of how different leadership models or styles have been deployed to achieve different objectives (for example, in response to different stakeholders, time pressures or priorities), drawn from a range of schools and non-school contexts | 3.3.2 Adapts or tailors their leadership style to lead effectively in different situations  |
| Communicate and negotiate with different people effectively to make progress on objectives | Tools and techniques for gathering and analysing the perspectives, priorities and motivations of stakeholders  | 3.3.3 Analyses stakeholder views systematically and applies this understanding to communicate, negotiate or persuade  |
|  | Research into negotiation and persuasion techniques/strategies   |   |
|  | Examples of communications/ stakeholder engagement strategies, including the use of media, drawn from a range of schools and non-school contexts   | 3.3.4 Evaluates different communications/stakeholder engagement strategies and applies findings to the design and implementation of own communications/ stakeholder engagement strategy |

**Table 15: NPQH leading with impact content and assessment criteria**

## Working in partnership (NPQH)

| Learn how to  | Learn about   | Assessment criteria   |
|---|---|---|
| <p>Use different models of partnership working to improve educational provision, sustain a culture of mutual challenge and learn from others (including parents/carers, the wider community and other organisation)</p> | <p>Different models of partnership working/ collaboration and why these have been adopted in different circumstances (for example, to develop or share best practice) drawn from a range of schools and non-school contexts</p> | <p>4.3.1 Analyses the school's strengths and weaknesses and initiates relevant partnerships/collaborations to improve school capability</p> |
|   | <p>Guidance and examples of best practice in the joint commissioning of services (for example, <a href="#">the SEND code of practice</a> on commissioning across education, health and social care)</p>                         | <p>4.3.2 Analyses different models of partnership working/opportunities for collaboration and their relevance to own plans</p>              |
| <p>Lead an effective partnership which brings benefits to the school and wider education system, particularly in their school's area(s) of expertise or specialism</p>  | <p>Opportunities to support other schools (for example, through sponsorship, working with/becoming a teaching school, NLE status and the identification and development of potential SLEs)</p>                                  | <p>4.3.3 Exploits opportunities to support other schools, through collaboration and partnership in own school's area(s) of expertise</p>    |

**Table 16: NPQH working in partnership content and assessment criteria**

## Managing resources and risks (NPQH)

| Learn how to   | Learn about  | Assessment criteria  |
|--|--|--|
| <p>Balance a school's strategic or educational priorities with financial efficiency</p>  | <p>Strategic financial planning techniques, including curriculum-led budgeting based on a 3-5 year strategy</p>  | <p>5.3.1 Analyses school's resourcing challenges in terms of finances, staffing, teacher workload and educational resources, and designs plans to address these</p> <p>5.3.2 Formulates a curriculum-led budget aligned to plans</p> |
|  | <p>Examples of how a range of schools and other organisations have generated additional income (for example, through additional site use)</p>  |  |
| <p>Implement accountability arrangements to manage resources and risks effectively and in line with statutory requirements (where applicable, fulfilling the Accounting Officer role as defined in the Academies Financial Handbook)</p> | <p>The benefits of strong accountability, including the importance of non-executive oversight</p>  | <p>5.3.3 Evaluates the effectiveness of school's accountability arrangements for managing resources and risks, recommending improvements where necessary to deliver plans successfully</p>   |
|  | <p>Examples of resource and risk management arrangements drawn from a range of schools, including internal controls (for example, schemes of delegation, tolerances and risk appetite, internal and external reporting and scrutiny)</p>   |  |
|  | <p>The requirements of the financial accountability framework, as set out in the Academies Financial Handbook</p>  |  |
|  | <p>A school's statutory requirements in relation to risk assessment, employment, procurement and safeguarding (including the prevent duty), and underpinning processes (for example, risk audits and assessment, collective bargaining, recruitment, redundancy and contract management)</p> |  |

**Table 17: NPQH managing resources and risks content and assessment criteria**

## Increasing capability (NPQH)

| Learn how to   | Learn about   | Assessment criteria   |
|--|---|---|
| Hold all staff to account for performance using performance management, appraisal, misconduct and grievance systems                | Employment law, practice and processes for managing misconduct, grievances and redundancy (including <a href="#">the teacher appraisal regulations</a> )  | 6.3.1 Designs systems to evaluate, manage and reward staff performance effectively  |
|  | Statutory requirements, flexibilities and supporting guidance on setting teachers' pay and conditions   |   |
| Create and sustain an environment where all staff are encouraged to develop their own knowledge and skills, and support each other | Sources of high-quality professional development within and outside of the school, beyond formal professional development programmes  | 6.3.2 Evaluates research into, and examples of, high-quality professional development within and outside of the school, and applies findings to own plans |
|  | The main barriers to effective professional development in a school (for example, time, quality and resources) and how these have been overcome   |   |
| Anticipate capability requirements or gaps in the school and design strategies to fill them  | Workforce and capability planning tools and techniques, drawn from a range of schools (for example, in relation to the knowledge and skills of teaching and non-teaching staff, educational resources or school infrastructure) | 6.3.3 Analyses current and future organisational capability challenges and designs plans to address these   |
|  | Research into, and examples of, effective succession planning, drawn from a range of schools and non-school contexts  |   |

**Table 18: NPQH increasing capability content and assessment criteria**

## NPQEL content areas

NPQEL providers must design and deliver provision that covers all of the knowledge and skills in the ‘Learn how to’ and ‘Learn about’ columns in tables 19 to 24 below.

### Strategy and improvement (NPQEL)

| Learn how to  | Learn about   | Assessment criteria  |
|---|---|--|
| Identify and anticipate changes in the external or strategic environment and understand their impact on different organisations | Techniques to analyse the external or strategic environment (for example, in political, social, economic, technological, legal and environmental terms)                               | 1.4.1 Analyses the external and/or strategic environment, identifies implications for relevant organisations, and applies findings to own plans                                    |
|   | Conceptual, critical thinking, statistical and data analysis tools, techniques and concepts that support decision-making and strategy development                                     |  |
| Design a sustainable business development strategy, whether for growth, stabilisation or specialisation                         | Research into, and examples of, successful business development strategies, including growth, stabilisation and specialisation, drawn from a range of schools and non-school contexts | 1.4.2 Analyses research into, and examples of, successful business development and business failure, drawn from schools and non-school contexts, and applies findings to own plans |
|   | Research into, and examples of, the causes of business failure, drawn from a range of schools and non-school contexts   |  |
| Lead a programme of significant change across several schools   | Research into, and examples of, delivering change across a number of organisations, drawn from a range of schools and non-school contexts (for example, mergers or restructures)      | 1.4.3 Analyses research into, and examples of, delivering change across a number of organisations, drawn from schools and non-school contexts, and applies findings to own plans   |

**Table 19: NPQEL strategy and improvement content and assessment criteria**

## Teaching and curriculum excellence (NPQEL)

| Learn how to  | Learn about   | Assessment criteria  |
|---|---|--|
| <p>Assess and improve teaching quality, pupil progress and attainment in a range of different contexts, including for disadvantaged pupils or those with particular needs (for example, including Pupil Premium, SEND, EAL or the most able pupils)</p> | <p>Systems and techniques used to evaluate teaching quality, pupil progress and attainment across several schools</p>   | <p>2.4.1 Evaluates teaching quality across several schools accurately, using a systematic and rounded approach, and applies findings to own plans</p>  |
|   | <p>Domestic and international research into, and examples of, school improvement strategies in relation to progress, attainment and behaviour, drawn from a range of different schools, including interventions targeted at disadvantaged pupils or those with particular needs (for example, <a href="#">the EEF's toolkit on teaching and learning</a>)</p> | <p>2.4.2 Analyses domestic and international research into, and examples of, school improvement strategies in relation to progress, attainment and behaviour, including interventions targeted at disadvantaged pupils or those with particular needs, and applies findings to own plans</p> |
| <p>Deploy school-to-school support systems effectively to improve teaching quality, the school curriculum, pupil progress and attainment</p>  | <p>Tools and techniques to improve teaching quality across several schools (for example, through coaching and mentoring, designation as a teaching school alliance or the effective use of textbooks to support consistently high quality teaching)</p>   | <p>2.4.3 Analyses research into, and examples of, effective school-to-school support systems in relation to teaching quality, pupil progress and attainment and applies findings to own plans</p>  |
|   | <p>Research into, and examples of, school-to-school support systems that have improved the school curriculum, pupil progress and attainment, drawn from a range of schools (for example, across academy chains)</p>   | <p>2.4.4 Designs, implements and evaluates an improvement strategy that improves pupil progress and attainment across several schools</p>  |

**Table 20: NPQEL teaching and curriculum excellence content and assessment criteria**

## Leading with impact (NPQEL)

| Learn how to  | Learn about  | Assessment criteria   |
|---|--|---|
| Motivate and unite a wide range of people across organisations around visionary or challenging goals                                      | Tool and techniques to identify the motivations and priorities of colleagues and external stakeholders   | 3.4.1 Analyses the motivations and/or priorities of colleagues/stakeholders, integrating these in the design and communication of plans     |
|   | Techniques to identify their own motivations and moral purpose, and example of how to reflect these in policies or strategies, drawn from a range of schools and non-school contexts | 3.4.2 Secures colleague and/or stakeholder support for visionary or challenging goals   |
|   |  | 3.4.3 Analyses their own motivations and moral purpose and integrates these in own design, communication and leadership of plans            |
| Act as a credible public advocate for the organisation, promoting and defending its aims, vision and reputation convincingly and robustly | Techniques, tools and strategies for marketing the organisation and handling the media, drawn from a range of schools and non-school contexts  | 3.4.4 Evaluates different strategies to publically promote and/or defend plans, including in the media, and implements recommended approach |
| Contribute to local and central government policy making  | The machinery of central government, local government and other public services, including opportunities to collaborate in policy making   |   |

**Table 21: NPQEL leading with impact content and assessment criteria**



## Working in partnership (NPQEL)

| Learn how to   | Learn about   | Assessment criteria   |
|--|---|---|
| <p>Look beyond the education system to identify excellence, expertise or professional advice in other sectors and deploy it to achieve cross-organisational goals</p>  | <p>Sources of expertise and professional advice (for example, in relation to legal, financial, commercial, procurement and marketing services) and how to access these</p>  | <p>4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans</p>  |
|  | <p>Sources of best practice beyond the school system (for example, in relation to continuous improvement, governance, project management or financial efficiency)</p>   |   |
| <p>Use school-to-school partnerships and collaboration to drive improvement in a range of different areas (for example, in relation to continuous improvement, governance, project management or financial efficiency)</p> | <p>Key research into, and examples of, preparing schools to successfully expand or join partnerships, including an academy chain (for example, in relation to due diligence, finance and governance arrangements)</p> | <p>4.4.2 Analyses research into, and examples of, successful school-to-school support partnerships and collaborations applies findings to own plans</p>                         |
| <p>Expand a school partnership to successfully and prepare a school to join a partnership effectively</p>  | <p>Key research into, and examples of, preparing schools to successfully expand or join partnerships, including an academy chain (for example, in relation to due diligence, finance and governance arrangements)</p> | <p>4.4.3 Analyses research into, and examples of, expanding and/or joining a school partnership successfully, including an academy chain, and applies findings to own plans</p> |

**Table 22: NPQEL working in partnership content and assessment criteria**

## Managing resources and risks (NPQEL)

| Learn how to   | Learn about   | Assessment criteria   |
|--|---|---|
| Deploy resources strategically across a number of organisations, to maximise efficiency whilst improving pupil outcomes  | Research into, and examples of, how economies of scale and efficiencies have been achieved across several organisations (for example, in terms of finances, staffing, workload, educational provision and resources), drawn from a range of schools and non-school contexts | 5.4.1 Analyses the benefits, risks and costs of different business development strategies in resource terms (for example, in terms of finances, staffing, workload and educational resources)               |
|  | Indicators of the effective and ineffective use of resources (for example, trends in teacher retention, staff sickness or pupil progress)   | 5.4.2 Analyses opportunities to improve the efficiency and effectiveness of resources deployed sustainably and applies findings to the design of plans  |
| Maximise financial resources available, through income generation activities, fundraising, sponsorship and grants  | Sources of funding (for example, sponsorships and grants) and examples of successful funding bids   |   |
| Hold those with responsibility for the management of resources and risks to account effectively (including fulfilling the accounting officer role as defined in <a href="#">the academies financial handbook</a> ) | Examples of resource and risk management arrangements drawn from a range of schools and non-school contexts, including budgeting and forecasting, internal controls, auditing and accounting, tolerances and risk appetite  | 5.4.3 Evaluates the effectiveness of different accountability arrangements for managing resources and risks and defines appropriate financial accountability and risk management arrangements for own plans |
|  | The roles and professional standards of key resource management functions (for example, school business managers; chief financial officers)   |   |
|  | The requirements of the financial accountability framework, as set out in <a href="#">the academies financial handbook</a>  |   |

Table 23: NPQEL managing resources and risks content and assessment criteria

## Increasing capability (NPQEL)

| Learn how to   | Learn about   | Assessment criteria   |
|--|---|---|
| <p>Identify long-term or strategic capability gaps across several schools, in collaboration with the governing board</p> | <p>Tools and techniques to assess workforce capability across several organisations, from schools and non-school contexts (for example, skills audits)</p>  | <p>6.4.1 Analyses the organisation's capability to meet current and future requirements and applies findings to own plans</p>   |
|  | <p>Factors that impact on the supply and demand of teaching and non-teaching staff (for example, different curriculum requirements or pupil profiles; local and national trends in teacher recruitment and retention)</p>   |   |
| <p>Deploy staff strategically to increase the organisation's responsiveness and resilience to change</p>                 | <p>Examples of induction, succession planning and talent management techniques/systems drawn from schools and non-school contexts</p>   | <p>Evaluates the benefits and risks of different strategies in terms of:</p> <p>6.4.2 professional development opportunities, including for new and the most talented staff</p> <p>6.4.3 the supply and demand of staff, including in key posts</p> <p>6.4.4 the organisation's responsiveness and resilience to change</p> |
|  | <p>Examples, drawn from schools and non-school contexts, of how organisations have deployed staff strategically to:</p> <ul style="list-style-type: none"> <li>• enhance professional development (for example, through the rotation of staff between special and mainstream provision)</li> <li>• spread critical knowledge and skills (for example, in relation to key posts)</li> <li>• increase responsiveness and resilience to change (for example, trends in pupil profile, or new legislation)</li> </ul> |   |

**Table 24: NPQEL increasing capability content and assessment criteria**

## Annex B: Leadership behaviours

Providers must work with participants to evaluate the participant's strength in each of the seven leadership behaviours at the beginning of their NPQ, and plan how the participant will develop these behaviours during their NPQ study.

The seven leadership behaviours are set out in Table 25.

| Leadership behaviour | Description  |
|----------------------|--|
| Commitment           | The best leaders are committed to their pupils and understand the power of world-class teaching to improve social mobility, wellbeing and productivity                           |
| Collaboration        | The best leaders readily engage with, and invest responsibility in, those who are best placed to improve outcomes  |
| Personal Drive       | The best leaders are self-motivated and take a creative, problem-solving approach to new challenge   |
| Resilience           | The best leaders remain courageous and positive in challenging, adverse or uncertain circumstances   |
| Awareness            | The best leaders will know themselves and their teams, continually reflect on their own and others' practices, and understand how best to approach difficult or sensitive issues |
| Integrity            | The best leaders act with honesty, transparency and always in the interests of the school and its pupils   |
| Respect              | The best leaders their respect the rights, views, beliefs and faiths of pupils, colleagues and stakeholders  |

**Table 25: NPQ leadership behaviours**

# Annex C: Assessment tasks

## NPQML assessment task

### Task summary

Participants must lead a school improvement project within their team, lasting at least 2 terms, aimed at improving pupil progress (part A) and team capability (part B) (4,500 words)

### Content areas assessed

The content areas assessed in each part of the task are set out in Table 26 below.

| Part A                             | Part B                       |
|------------------------------------|------------------------------|
| Strategy and improvement           | Managing resources and risks |
| Teaching and curriculum excellence | Increasing capability        |
| Leading with impact                |                              |
| Working in partnership             |                              |

Table 26: Content areas assessed in NPQML task parts A and B

### Task requirements

In completing their project, NPQML participants must:

- **Lead** an improvement project in their team, lasting at least 2 terms, aimed at improving pupil progress and attainment (part A) and the capability of their team (part B)<sup>1</sup>
- **Submit** a written account of the project to the provider for assessment, demonstrating how they have met the criteria set out below. This should cover the initiation, implementation and evaluation of the project.
- **Submit** supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.
- **Not exceed** a total word count (across both parts of the project) of 4,500, excluding supporting documents or annexes.

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<sup>1</sup> Where the candidate is unable to identify one project that meets the needs of both parts A and B, they may complete two separate projects, however the total overall word count of 4,500 still applies.

Providers must:

- **Assess** project scripts and supporting evidence in accordance with the mark scheme provided by DfE.
- **Comply** with the assessment requirements, including peer moderation, as described in the NPQ quality framework.

## Assessment criteria

For parts A and B of their assessment task, NPQML participants will be assessed against the criteria in table 27 below.

| Content area                       | Assessment criteria  | Supporting documents required |
|------------------------------------|--|-------------------------------|
| <b>Part A</b>                      |  |                               |
| Strategy and improvement           | 1.1.1 Deploys tools and techniques to manage and analyse data on pupil progress and attainment   | Raw data analysis             |
|                                    | 1.1.2 Designs, evaluates and improves plans in light of data on pupil progress and attainment  |                               |
|                                    | 1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans  |                               |
| Teaching and curriculum excellence | 2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/pedagogical approaches and applies findings to own plans         |                               |
|                                    | 2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary   |                               |
|                                    | 2.1.3 Implements and evaluates an evidence-based project that improves pupil progress and/or attainment  | Pupil performance data        |
| Leading with impact                | 3.1.1 Exploits different leadership styles and justifies why these have been adopted   |                               |
|                                    | 3.1.2 Exploits different communication styles and justifies why these have been adopted  |                               |
| Working in partnership             | 4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers | Sponsor comments              |
|                                    | 4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team  |                               |

| <b>Part B</b>                |  |               |
|------------------------------|--|---------------|
| Managing resources and risks | 5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget  | Budget        |
|                              | 5.1.2 Defines the steps required to successfully implement plans, using a project plan   | Project plan  |
|                              | 5.1.3 Identifies and mitigates risks in plans, using a risk register   | Risk register |
| Increasing capability        | 6.1.1 Assesses individuals' performance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the school to support them |               |
|                              | 6.1.2 Assesses their own performance and capability methodically, identifying appropriate, targeted professional development opportunities for self  |               |
|                              | 6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of pupil outcomes  |               |

**Table 27: NPQML assessment criteria**

## NPQSL assessment task

### Task summary

Participants must lead a school improvement project within their team, lasting at least 2 terms, aimed at reducing variation in pupil progress and attainment (part A) and improving the efficiency and effectiveness of teaching (part B) (5,000 words)

### Content areas assessed

The content areas assessed in each part of the task are set out in Table 28.

| Part A                             | Part B                       |
|------------------------------------|------------------------------|
| Strategy and improvement           | Managing resources and risks |
| Teaching and curriculum excellence | Increasing capability        |
| Leading with impact                |                              |
| Working in partnership             |                              |

Table 28: Content areas assessed in NPQSL task parts A and B

### Task requirements

Participants must:

- **Lead** an improvement project across their school, lasting at least 2 terms, to reduce variation in pupil progress and attainment (part A) and improve the efficiency and effectiveness of teaching (part B)<sup>2</sup>.
- **Submit** a written account of the project to the provider for assessment, which aims to evidence the criteria indicated. This should cover the design, implementation and evaluation of the project.
- **Submit** supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.
- **Not exceed** a total word count (across both parts of the project) of **5,000**, excluding supporting documents or annexes.

Providers must:

- **Assess** project scripts and supporting evidence in accordance with a mark scheme that will be provided by DfE.

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<sup>2</sup> Where the candidate is unable to identify one project that meets the needs of both parts a and b, they may complete two separate projects, however the total overall word count of 5,000 still applies.



- **Comply** with the assessment requirements, including peer moderation, as described in the NPQ quality framework.

## Assessment criteria

For parts A and B of their assessment task, NPQSL participants will be assessed against the criteria in table 30 below.

| Content area                       | Assessment criteria   | Supporting documents required |
|------------------------------------|---|-------------------------------|
| <b>Part A</b>                      |   |                               |
| Strategy and improvement           | 1.2.1 Deploys statistical and/or data analysis concepts to identify variation in pupil performance and contributing factors, applying the findings to design of own plans | Raw data analysis             |
|                                    | 1.2.2 Evaluates research into, and examples of, implementing change successfully and applies findings to the design and implementation of own plans                       |                               |
| Teaching and curriculum excellence | 2.2.1 Evaluates teaching quality across a school accurately, exploiting appropriate techniques to gather evidence   |                               |
|                                    | 2.2.2 Analyses different leadership/management strategies aimed at improving pupil progress, attainment and behaviour and applies findings to own plans.                  |                               |
|                                    | 2.2.3 Designs, implements and evaluates an improvement project that reduces variation in pupil progress and/or attainment across the school                               | Pupil performance data        |
|                                    | 2.2.4 Exploits opportunities to develop and grow the school curriculum  |                               |
| Leading with impact                | 3.2.1 Evaluates research into, and examples of, leadership and motivation and/or influence and applies findings to motivate or influence others across the school         | Sponsor Comments              |
|                                    | 3.2.2 Designs and implements a communications plan to promote and/or defend plans, drawing on campaigns and techniques used by other schools                              | Comms plan                    |
| Working in partnership             | 4.2.1 Establishes and sustains partnerships that build capability and/or improve performance in priority areas for the school   | Sponsor comments              |
|                                    | 4.2.2 Evaluates the effectiveness of partnerships in terms of pupil progress and/or attainment  |                               |

| <b>Content area</b>          | <b>Assessment criteria</b>   | <b>Supporting documents required</b> |
|------------------------------|--|--------------------------------------|
| <b>Part B</b>                |  |                                      |
| Managing resources and risks | 5.2.1 Analyses the value for money/cost effectiveness of different options and designs a business case for recommended approach                        | Business case                        |
|                              | 5.2.2 Implements a risk management plan that systematically assesses, monitors, mitigates and contingency plans for risks                              | Risk management plan                 |
| Increasing capability        | 6.2.1 Analyses key research into and examples of effective professional development and talent management in schools and applies findings to own plans |                                      |
|                              | 6.2.2 Analyses how professional development provision may need to change over time and applies findings to own plans                                   |                                      |

**Table 29: NPQSL assessment criteria**

## NPQH assessment task

### Task summary

Participants must:

- lead a school change programme, lasting at least 2 terms, to improve pupil progress and attainment (task 1) (4,000 words)
- design an action plan to meet their placement school's resourcing and capability needs (task 2) (2,500 words)

### Content areas assessed

Participants will be assessed in against the assessment criteria set out in Table 30.

| Task 1 (own school)                | Task 2 (placement school)    |
|------------------------------------|------------------------------|
| Strategy and improvement           | Managing resources and risks |
| Teaching and curriculum excellence | Increasing capability        |
| Leading with impact                |                              |
| Working in partnership             |                              |

Table 30: Content areas assessed in NPQH tasks 1 and 2

### Task requirements

In task 1, participants must:

- **Lead** change programme at whole-school level, lasting at least 2 terms, to improve pupil progress and attainment.
- **Present** the plan to the Governing board prior to implementation, and gather their feedback.
- **Submit** a written account of the project to the provider for assessment, which aims to evidence the criteria indicated. This should cover the design, implementation and evaluation of the programme.
- **Submit** supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.
- **Not exceed** a total word count of **4,000**, excluding supporting documents or annexes

In task 2, participants must:

- **Undertake** a placement in a contrasting school (for example, by performance, pupil profile, geography etc.), lasting at least 9 working days.

- **Research** the placement school's current and/or projected resource and capability challenges, and design an action plan to address these.
- **Present** the plan to the placement school's governing board and gather their feedback.
- **Submit** a written account of the project to the provider for assessment, which aims to evidence the criteria indicated
- Submit supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.
- **Not exceed** a total word count of **2,500**, excluding supporting documents or annexes

Providers must:

- **Assess** project scripts and supporting evidence in accordance with a mark scheme that will be provided by DfE.
- **Identify** a suitable school placement for Task 2, working with the candidate.
- **Comply** assessment requirements, including peer moderation, as described in the NPQ quality framework.

## Assessment criteria

For assessment tasks 1 and 2, NPQH participants will be assessed against the criteria in table 30 below.

| Content area             | Assessment criteria  | Supporting documents required |
|--------------------------|--|-------------------------------|
| <b>Task 1</b>            |  |                               |
| Strategy and improvement | 1.3.1 Analyses the implications of changes in the external and strategic environment and applies findings to own plans   |                               |
|                          | 1.3.2 Deploys critical thinking and statistical and/or data analysis tools, techniques and concepts during the design of own plans   |                               |
|                          | 1.3.3 Collaborates with the governing board during the design and implementation of plans, describing the benefits of doing so   |                               |
|                          | 1.3.4 Analyses research into, and examples of, the leadership of change, drawn from a range of schools and non-school contexts, and applies findings to the design and own leadership of plans |                               |
| Teaching and             | 2.3.1 Analyses a range of domestic and international research into, and examples of, the leadership of teaching and applies findings to own plans  |                               |

| <b>Content area</b>          | <b>Assessment criteria</b>   | <b>Supporting documents required</b>  |
|------------------------------|--|---------------------------------------|
| curriculum excellence        | 2.3.2 Designs, leads, implements and evaluates an evidence-based change programme that improves pupil progress and/or attainment at whole-school level                                 | Pupil performance data                |
|                              | 2.3.3 Evaluates, monitors and responds to the needs and performance of all pupils in a school, including through provision for groups of pupils with particular needs                  |                                       |
|                              | 2.3.4 Assesses the impact of new initiatives on teacher workload, implementing options to minimise or mitigate this where necessary  |                                       |
| Leading with impact          | 3.3.1 Analyses the effectiveness of different models of leadership, drawn from schools and non-school contexts, including the distribution of accountability and responsibility        |                                       |
|                              | 3.3.2 Adapts or tailors their leadership style to lead effectively in different situations   | Sponsor comments                      |
|                              | 3.3.3 Analyses stakeholder views systematically and applies this understanding to communicate, negotiate or persuade   | Presentation recording and feedback   |
|                              | 3.3.4 Evaluates different communications/stakeholder engagement strategies and applies findings to the design and implementation of own communications/stakeholder engagement strategy | Comms/stakeholder engagement strategy |
| Working in partnership       | 4.3.1 Analyses the school's strengths and weaknesses and initiates relevant partnerships/collaborations to improve school capability   |                                       |
|                              | 4.3.2 Analyses different models of partnership working/opportunities for collaboration and their relevance to own plans  |                                       |
|                              | 4.3.3 Exploits opportunities to support other schools, through collaboration and partnership in own school's area(s) of expertise  |                                       |
| <b>Task 2</b>                |  |                                       |
| Managing resources and risks | 5.3.1 Analyses school's resourcing challenges in terms of finances, staffing, teacher workload and educational resources, and designs plans to address these                           |                                       |
|                              | 5.3.2 Formulates a curriculum-led budget aligned to plans  | Curriculum-led budget                 |

| <b>Content area</b>   | <b>Assessment criteria</b>  | <b>Supporting documents required</b> |
|-----------------------|---|--------------------------------------|
|                       | 5.3.3 Evaluates the effectiveness of school's accountability arrangements for managing resources and risks, recommending improvements where necessary to deliver plans successfully |                                      |
| Increasing capability | 6.3.1 Designs systems to evaluate, manage and reward staff performance effectively  |                                      |
|                       | 6.3.2 Evaluates research into, and examples of, high-quality professional development within and outside of the school, and applies findings to own plans                           |                                      |
|                       | 6.3.3 Analyses current and future organisational capability challenges and designs plans to address these   |                                      |

**Table 30: NPQH assessment criteria**

## NPQEL assessment tasks description

### Task summary

Participants must:

- design a sustainable business development strategy for their organisation, analysing the benefits, costs, and risks of different options (task 1) (4,000 words)
- lead a project to improve progress and attainment in several schools (task 2) (4,000 words)

### Content areas assessed

Participants will be assessed in against the assessment criteria set out in Table 32.

| Task 1 (own school)          | Task 2 (placement school)          |
|------------------------------|------------------------------------|
| Strategy and improvement     | Strategy and improvement           |
| Leading with impact          | Teaching and curriculum excellence |
| Working in partnership       | Leading with impact                |
| Managing resources and risks | Working in partnership             |
| Increasing capability        |                                    |

Table 32: Content areas assessed in NPQEL tasks 1 and 2

### Task requirements

In task 1, participants must:

- **Design** a sustainable business development strategy for their organisation, analysing the benefits, costs and risks of different options (for example, growth and stabilisation).
- **Present** their chosen strategy to their governing board/board of trustees, **record it**, answer questions, and gather its feedback.
- **Submit** a written account of the project to the provider for assessment, which aims to evidence the criteria indicated. This should cover the design, implementation and evaluation of the project.
- **Submit** supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.
- **Not exceed** a total word count of **4,000**, excluding supporting documents or annexes.

In task 2, participants must:

- **Lead** a project to improve progress and attainment in several schools. The precise focus of the project should be negotiated and agreed with representatives of the relevant schools.
- **Present** their plans to a group of relevant stakeholders (for example, the relevant governing boards, teachers and community representatives), **record it**, answer questions and gather their feedback
- **Submit** a written account of the project to the provider for assessment, which aims to evidence the criteria indicated. This should cover the design, implementation and evaluation of the project.
- **Submit** supporting documents/material as evidence where indicated below. Supporting evidence must be concise and directly related to the candidate's project and corresponding assessment criterion.
- *Not exceed* a total word count of **4,000**, excluding supporting documents or annexes

Providers must:

- Assess project scripts and supporting evidence in accordance with a mark scheme that will be provided by DfE.
- Comply with the assessment requirements, including peer moderation, as described in the NPQ quality framework.

## Assessment criteria

For assessment tasks 1 and 2, NPQEL participants will be assessed against the criteria in table 33 below.

| Content area             | Assessment criteria  | Supporting documents required       |
|--------------------------|--|-------------------------------------|
| <b>Task 1</b>            |  |                                     |
| Strategy and improvement | 1.4.1 Analyses the external and/or strategic environment, identifies implications for relevant organisations, and applies findings to own plans                                    |                                     |
|                          | 1.4.2 Analyses research into, and examples of, successful business development and business failure, drawn from schools and non-school contexts, and applies findings to own plans |                                     |
|                          | 1.4.3 Analyses research into, and examples of, delivering change across a number of organisations, drawn from schools and non-school contexts, and applies findings to own plans   |                                     |
| Leading with impact      | 3.4.1 Analyses the motivations and/or priorities of colleagues/stakeholders, integrating these in the design and communication of plans  | Presentation recording and feedback |



| <b>Content area</b>          | <b>Assessment criteria</b>   | <b>Supporting documents required</b> |
|------------------------------|--|--------------------------------------|
|                              | 3.4.2 Secures colleague and/or stakeholder support for visionary or challenging goals  | Presentation recording and feedback  |
| Working in partnership       | 4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans  |                                      |
|                              | 4.4.3 Analyses research into and examples of expanding and/or joining a school partnership successfully, including an academy chain, and applies findings to own plans   |                                      |
| Managing resources and risks | 5.4.1 Analyses the benefits, risks and costs of different business development strategies in resource terms (for example, in terms of finances, staffing, workload and educational resources)  |                                      |
|                              | 5.4.2 Analyses opportunities to improve the efficiency and effectiveness of resources deployed sustainably and applies findings to the design of plans   |                                      |
|                              | 5.4.3 Evaluates the effectiveness of different accountability arrangements for managing resources and risks and defines appropriate financial accountability and risk management arrangements for own plans  |                                      |
| Increasing capability        | 6.4.1 Analyses organisation's capability to meet current and future requirements and applies findings to own plans   |                                      |
|                              | Evaluates the benefits and risks of different strategies in terms of:<br>6.4.5 professional development opportunities, including for new and the most talented staff<br>6.4.6 the supply and demand of staff, including in key posts<br>6.4.7 the organisation's responsiveness and resilience to change |                                      |
| <b>Task 2</b>                |  |                                      |
| Strategy and improvement     | 1.4.1 Analyse the external and/or strategic environment, identifies implications for relevant organisations, and applies findings to own plans   |                                      |
|                              | 1.4.3 Analyses research into, and examples of, delivering change across a number of organisations, drawn from schools and non-school contexts, and applies findings to own plans   |                                      |

| <b>Content area</b>                | <b>Assessment criteria</b>  | <b>Supporting documents required</b>                         |
|------------------------------------|---|--|
| Teaching and curriculum excellence | 2.4.1 Evaluates teaching quality across several schools accurately, using a systematic and rounded approach, and applies findings to own plans  |  |
|                                    | 2.4.2 Analyses domestic and international research into, and examples of, school improvement strategies in relation to progress, attainment and behaviour, including interventions targeted at disadvantaged pupils or those with particular needs, and applies findings to own plans |  |
|                                    | 2.4.3 Analyses research into and examples of effective school-to-school support systems in relation to teaching quality, pupil progress and attainment and applies findings to own plans  |  |
|                                    | 2.4.4 Designs, implements and evaluates an improvement strategy that improves pupil progress and attainment across several schools  | Pupil performance data                                       |
| Leading with impact                | 3.4.1 Analyses the motivations and/or priorities colleagues/stakeholders, integrating these in the design and communication of plans  | Presentation recording and feedback                          |
|                                    | 3.4.2 Secures colleague and/or stakeholder support for visionary or challenging goals   | Presentation recording and feedback                          |
|                                    | 3.4.3 Analyses their own motivations and moral purpose and integrates these in own design, communication and leadership of plans  |  |
|                                    | 3.4.4 Evaluates different strategies to publically promote and/or defend plans, including in the media, and implements recommended approach   | Comms/ stakeholder engagement plan, including media handling |
| Working in partnership             | 4.4.1 Exploits expertise, professional advice and/or best practice from beyond the education system and applies it to own plans   |  |
|                                    | 4.4.2 Analyses research into, and examples of, successful school-to-school support partnerships and collaborations applies findings to own plans  |  |

**Table 33: NPQEL assessment criteria**



Department  
for Education

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