

NPQH

**Gateway Application**

# 

# NPQH Gateway Application Form

Please refer to the **Guidance for Applicants and Sponsors** for information on how to complete this application for the National Professional Qualification for Headship (NPQH) with Thomas Estley Learning Alliance (TELA).

**Contents**

[1. Process Overview 2](#_30j0zll)

[2. Self-assessment against Content Areas 2](#_1fob9te)

[Content Area 1: Strategy and Improvement 3](#_3znysh7)

[Content Area 2: Teaching and Curriculum Excellence 4](#_tyjcwt)

[Content Area 3: Leading with Impact 6](#_1t3h5sf)

[Content Area 4: Working in Partnership 7](#_2s8eyo1)

[Content Area 5: Managing Resources and Risks 8](#_3rdcrjn)

[Content Area 6: Increasing Capability 9](#_lnxbz9)

[3. Experience and Performance 10](#_1ksv4uv)

[Content Area 1: 10](#_44sinio)

[Content Area 2: 11](#_2jxsxqh)

[4. Leadership Behaviours 12](#_z337ya)

[5. Sponsor commitment of support and declaration 13](#_1y810tw)

[6. Applicant Declaration 14](#_4i7ojhp)

## Process Overview

1. Applicants are asked to self-assess their experience, ability, and impact in the six NPQH Content Areas using the following scale:

|  |  |
| --- | --- |
| Little or no experience of the content area at whole school level | 1 |
| Developing experience of the content area through membership of senior leadership teams or external bodies and organisations | 2 |
| Developing direct experience and responsibility for the content area with clear potential to apply the ‘Learn how to’ and ‘Learn about’ statements to ensure maximum impact on whole school improvement | 3 |
| Substantial experience and proven ability and impact on whole school improvement in the content area | 4 |

1. Applicants must then provide a brief outline of their experience and performance as a senior leader by selecting their two strongest content areas and outlining the impact and positive difference they have made. This must be supported by quantifiable evidence. This is particularly important as it will provide key information, verified by their sponsor, to help assess their readiness for NPQH.
2. The applicant’s sponsor\* must then assess the applicant against the seven NPQH Leadership Behaviours using the following scale:

|  |  |
| --- | --- |
| The applicant has significant weaknesses in this leadership behaviour | 1 |
| The applicant needs to focus on some aspects of this leadership behaviour in order to develop into an effective Head teacher | 2 |
| The applicant has many strengths with regards to this behaviour with some aspects that need to be improved further in order to become an effective Head teacher | 3 |
| The applicant excels with regards to this behaviour | 4 |

1. The applicant and their sponsor are required to sign the declarations at the end of this form.

\* Your sponsor must be someone with a thorough professional knowledge of your work and professional characteristics as well as the demands of headship, the associated leadership behaviours and the requirements of the content areas. This individual is typically a Head teacher, but can also be an Executive Head, Chair of Governors, School Improvement Officer or similar.

## Self-assessment against Content Areas

Please assess your experience, ability, and impact against the following six NPQH content areas:

* Strategy and Improvement
* Teaching and Curriculum Excellence
* Leading with Impact
* Working in Partnership
* Managing Resources and Risks
* Increasing Capability

## Content Area 1: Strategy and Improvement

|  |  |
| --- | --- |
| Learn how to: | Learn about: |
| Anticipate changes in the external and strategic environment | * Horizon-scanning and drivers of political, social, economic and environmental change |
| Develop an evidence-based organisational strategy, in conjunction with the governing body | * Critical thinking, statistical and data analysis tools, techniques and concepts that support decision making and strategy development * Data collection best practice, including the principles and recommendations identified by the Independent Teacher Workload Group and clarification of Ofsted inspection requirements * The role of the Governing Body in strategy development, including the benefits of working with a visionary and robust governing board |
| 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 |

### Applicant self-assessment

Circle the criterion below that best reflects your level of experience, ability, and impact against the ‘learn how to’ and ‘learn about’ criteria listed above for the content area.

|  |  |
| --- | --- |
| Little or no experience of the content area at whole school level | 1 |
| Developing experience of the content area through membership of senior leadership teams or external bodies and organisations | 2 |
| Developing direct experience and responsibility for the content area with clear potential to apply the ‘Learn how to’ and ‘Learn about’ statements to ensure maximum impact on whole school improvement | 3 |
| Substantial experience and proven ability and impact on whole school improvement in the content area | 4 |

## Content Area 2: Teaching and Curriculum Excellence

|  |  |
| --- | --- |
| Learn how to: | Learn about: |
| Lead and grow excellent teaching in a school | * Research into, and examples of, the leadership of excellent teaching, domestically and internationally, including [**The National Standards of Excellence for Head teachers**](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf) * The benefits of involvement in Initial Teacher Training in terms of teaching quality (for example through extended mentoring opportunities) * Statutory curriculum requirements and examples of how freedoms have been used to improve pupil progress and attainment * The benefits, characteristics and examples of knowledge-rich curricula (for example, a sequential maths curriculum) * 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) |
| 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 | * 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, the [**EEF’s toolkit on teaching and learning**](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/)) * The implications of the Equality Act 2010 for all pupils * The requirements on schools to publish a SEN Information Report * Best practice in planning, commissioning and monitoring Alternative Provision |
| 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) |

### Applicant self-assessment

Circle the criterion below that best reflects your level of experience, ability, and impact against the ‘learn how to’ and ‘learn about’ criteria listed above for the content area.

|  |  |
| --- | --- |
| Little or no experience of the content area at whole school level | 1 |
| Developing experience of the content area through membership of senior leadership teams or external bodies and organisations | 2 |
| Developing direct experience and responsibility for the content area with clear potential to apply the ‘Learn how to’ and ‘Learn about’ statements to ensure maximum impact on whole school improvement | 3 |
| Substantial experience and proven ability and impact on whole school improvement in the content area | 4 |

## Content Area 3: Leading with Impact

|  |  |
| --- | --- |
| Learn how to: | Learn about: |
| 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 |
| 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 |
| 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 * 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 |

### Applicant self-assessment

Circle the criterion below that best reflects your level of experience, ability, and impact against the ‘learn how to’ and ‘learn about’ criteria listed above for the content area.

|  |  |
| --- | --- |
| Little or no experience of the content area at whole school level | 1 |
| Developing experience of the content area through membership of senior leadership teams or external bodies and organisations | 2 |
| Developing direct experience and responsibility for the content area with clear potential to apply the ‘Learn how to’ and ‘Learn about’ statements to ensure maximum impact on whole school improvement | 3 |
| Substantial experience and proven ability and impact on whole school improvement in the content area | 4 |

## Content Area 4: Working in Partnership

|  |  |
| --- | --- |
| Learn how to: | Learn about: |
| 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) | * 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 * Guidance and examples of best practice in the joint commissioning of services (for example, the SEND Code of Practice on commissioning across education, health and social care) |
| 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 | * 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) |

### Applicant self-assessment

Circle the criterion below that best reflects your level of experience, ability, and impact against the ‘learn how to’ and ‘learn about’ criteria listed above for the content area.

|  |  |
| --- | --- |
| Little or no experience of the content area at whole school level | 1 |
| Developing experience of the content area through membership of senior leadership teams or external bodies and organisations | 2 |
| Developing direct experience and responsibility for the content area with clear potential to apply the ‘Learn how to’ and ‘Learn about’ statements to ensure maximum impact on whole school improvement | 3 |
| Substantial experience and proven ability and impact on whole school improvement in the content area | 4 |

## Content Area 5: Managing Resources and Risks

|  |  |
| --- | --- |
| Learn how to: | Learn about: |
| Balance a school’s strategic or educational priorities with financial efficiency | * Strategic financial planning techniques, including curriculum-led budgeting based on a 3-5 year strategy * Examples of how a range of schools and other organisations have generated additional income (for example, through additional site use) |
| 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) | * The benefits of strong accountability, including the importance of non-executive oversight * 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) * The requirements of the financial accountability framework, as set out in the Academies Financial Handbook * 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) |

### Applicant self-assessment

Circle the criterion below that best reflects your level of experience, ability, and impact against the ‘learn how to’ and ‘learn about’ criteria listed above for the content area.

|  |  |
| --- | --- |
| Little or no experience of the content area at whole school level | 1 |
| Developing experience of the content area through membership of senior leadership teams or external bodies and organisations | 2 |
| Developing direct experience and responsibility for the content area with clear potential to apply the ‘Learn how to’ and ‘Learn about’ statements to ensure maximum impact on whole school improvement | 3 |
| Substantial experience and proven ability and impact on whole school improvement in the content area | 4 |

## Content Area 6: Increasing Capability

|  |  |
| --- | --- |
| Learn how to: | Learn about: |
| 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 the Teacher Appraisal Regulations) * 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 * 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) * Research into, and examples of, effective succession planning, drawn from a range of schools and non-school contexts |

### Applicant self-assessment

Circle the criterion below that best reflects your level of experience, ability, and impact against the ‘learn how to’ and ‘learn about’ criteria listed above for the content area.

|  |  |
| --- | --- |
| Little or no experience of the content area at whole school level | 1 |
| Developing experience of the content area through membership of senior leadership teams or external bodies and organisations | 2 |
| Developing direct experience and responsibility for the content area with clear potential to apply the ‘Learn how to’ and ‘Learn about’ statements to ensure maximum impact on whole school improvement | 3 |
| Substantial experience and proven ability and impact on whole school improvement in the content area | 4 |

## Experience and Performance

Please detail below the senior leadership positions you have held within the last two years, including details of the school / setting and an outline of your responsibilities:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Role | From | To | School / Setting | Key Responsibilities |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

In order to demonstrate your readiness for NPQH, select the two content areas you feel are your strongest and describe the personal impact, and the positive difference, your work has had on the organisation and its outcomes. This must include quantifiable evidence.

### Content Area 1:

|  |  |
| --- | --- |
| Content Area: |  |
| Senior Leadership Position: |  |
| Date(s) of appointment: |  |
| Personal impact, positive difference and quantifiable evidence: **(Max 200 words)** | |
|  | |

### Content Area 2:

|  |  |
| --- | --- |
| Content Area: |  |
| Senior Leadership Position: |  |
| Date(s) of appointment: |  |
| Personal impact, positive difference and quantifiable evidence: **(Max 200 words)** | |
|  | |

## Leadership Behaviours

**Please note:** This section must be completed by your nominated Sponsor

### Behaviour Descriptors

|  |  |
| --- | --- |
| The applicant has significant weaknesses in this leadership behaviour | 1 |
| The applicant needs to focus on some aspects of this leadership behaviour in order to develop into an effective Head teacher | 2 |
| The applicant has many strengths with regards to this behaviour with some aspects that need to be improved further in order to become an effective Head teacher | 3 |
| The applicant excels with regards to this behaviour | 4 |

In the table below, please score the applicant’s leadership behaviours in accordance with the four-point scale descriptors listed above.

|  |  |  |
| --- | --- | --- |
| Behaviour | Descriptor | Score (1-4) |
| **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 best interests of the school and its pupils |  |
| **Respect** | The best leaders respect the rights, views, beliefs and faith of pupils, colleagues and stakeholders |  |
|  | Total Score |  |

## Sponsor commitment of support and declaration

Please read the following statements and confirm you support for the applicant by signing the declaration below.

As the applicant’s nominated sponsor I confirm the following statements are true:

1. I verify that the above information regarding the applicant’s experience and performance is correct. The quantifiable evidence provided is accurate and the impact on whole school improvement clearly demonstrates readiness to embark upon the National Professional Qualification for Headship.
2. I endorse the applicant’s self-assessment against the content areas.
3. I certify that I know of no legal reason why the applicant should not be a Head teacher.
4. While the applicant is working towards NPQH, I undertake to inform TELA of any relevant change in their circumstances which might disqualify them from headship, or of any capability issues or disciplinary actions of which they are the subject.
5. I certify that the information I have provided is correct, and that I endorse the applicant’s submission
6. I confirm that the applicant is highly motivated to become a Head teacher and that they will be no more than 12 to 18 months from applying for headship posts upon graduation from the qualification.

|  |  |
| --- | --- |
| 1. Signed: |  |
| 1. Position: |  |
| 1. School / Organisation: |  |
| 1. Date: |  |

## Applicant Declaration

Please read the following statements and confirm the following statements are true by signing the declaration below:

1. I certify that the information I have provided in this form is correct and my own work.
2. I undertake to inform the TELA of any change in my circumstances or any issues that may disqualify me from headship, including any disciplinary actions or capability issues.
3. I confirm that I have DBS clearance from within the last three years
4. I certify that I know of no legal reason why I should not be a Head teacher.
5. I understand that, by submitting this application, I am consenting for you to use my data for internal research purposes.

|  |  |
| --- | --- |
| 1. Signed: |  |
| 1. Position: |  |
| 1. School / Organisation: |  |
| 1. Date: |  |