

Handbook for Leadership NPQs

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Developed by



In partnership with



Evidence Based
Education

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Foreword

We are delighted you have joined us to complete your chosen National Professional Qualification and would like to take this opportunity to welcome you to the programme.

Education Development Trust is an international charity which aims to transform children's life chances by improving education around the world. We have a strong track record in leading national professional development initiatives here in England and are known as an organisation which is dedicated to high quality and impactful school-led delivery and collaborative school improvement, working *with* schools *for* schools. This philosophy underpins our approach to the NPQs where you will receive practical, highly relevant support which you can put into practice immediately.

On the NPQs, we partner with Teaching School Hubs, Multi-Academy Trusts and other school groups across the country as our Delivery Partners. Training is delivered by local practitioners, who you will get to know, and who understand the unique needs of the school in which you are working. Your Delivery Partner will be your main point of contact and will work with you to help support you throughout your time on the programme.

More than this though, we have worked with these schools and others to design the content of our programmes: this means that the training you receive has been designed by a wide group of experts from the sector. Adding to this practitioner know-how, experts from universities and other organisations bring their experience and expertise to our courses, ensuring that what we create represents the best of what the world currently knows about high quality teaching and school leadership.

All who have worked as teachers know the enormous impact that great leadership can have. From research evidence, we also know that the most effective leaders' focus is on improving teaching - making sure that every teacher can continue to develop every year. This programme has been designed to help you to develop your leadership in exactly this way, developing the knowledge and practical skills to improve teaching – and then pupil outcomes - in your department, school or Trust.



Anna Searle

**Education Services Director
Education Development Trust**

1. Welcome to the programme

1.1 Who is involved?

Participants

As a participant, you will be engaging with the programme content of your chosen NPQ which will enhance your leadership skills and empower you to create the conditions for positive change in your classroom and school.

The NPQs require a considerable commitment from you in terms of time and independent learning. During your course we ask that you follow the course structure, make use of all available resources, and communicate with your Delivery Partner and school effectively to ensure you get the most out of your course.

Lead Provider

Education Development Trust is one of several Lead Providers, appointed by the Department for Education to design and deliver the new and reformed NPQ courses against a new framework.

We work in partnership with internationally recognised experts from Sheffield Hallam University's Institute of Education and Evidence Based Education, who bring evidence and rigour to the work we do.

Our role is to provide you with a well-rounded, evidence based NPQ course, and to oversee your journey on the programme from application through to assessment. Education Development Trust will also provide central induction and training for all facilitators on each NPQ programme.

Delivery Partners

Education Development Trust works alongside a number of Delivery Partners, including Teaching School Hubs and Multi-Academy Trusts, to deliver NPQ training. Delivery Partners are responsible for the recruitment, selection, and quality assurance of key individuals (Facilitators) to provide both face-to-face and virtual training.

Our Delivery Partners also ensure that the content of our NPQ programmes is relevant to the current needs of schools. Their expertise from the classroom, combined with the expertise of Education Development Trust and its partners, ensures that our NPQs will help you to thrive and make a real difference in your school.

Our NPQ Delivery Partners are:

- Camden Learning
- Five Counties Teaching School Hub Alliance
- Forest Learning Alliance
- Hartismere Leadership Training
- HISP Teaching School Hub
- L.E.A.D. Teaching School Hub - Lincolnshire
- Laurus Trust
- Leadership for the North East - L4NE (BWCET)
- National Literacy Trust
- Ormiston Academies Trust
- Pen Green Centre
- Potentia Teaching School Hub
- REAch2
- South Yorkshire Teaching School Hub
- Vantage Teaching School Hub – North Humber



For a full list of our network of Delivery Partners, the NPQs they are delivering, and their locations across the country, please see our webpage [here](#).

1.2 Points of Contact

Education Development Trust and your Delivery Partner are here to support you throughout your time on the programme.

Delivery Partner: your Delivery Partner will be your first point of contact. During onboarding, they will provide you with a named contact so that you can raise queries or concerns at any point. The face-to-face events and webinars that you attend throughout your course will be led by Facilitators from your Delivery Partner.

Education Development Trust: as the Lead Provider, Education Development Trust will be working closely, and will be in regular contact, with Delivery Partners and will be a point of escalation for both programme and technical queries. You can contact the Education Development Trust NPQs team at npgs@educationdevelopmenttrust.com.

2. Your Learning Journey

2.1 Welcome to the Course

The National Professional Qualifications (NPQs) are a group of widely recognised professional qualifications designed to meet the needs of education leaders in England. NPQs provide extensive training and support for current and aspiring leaders at all levels. Our NPQs are flexible, adaptable, and built to fit around a busy work schedule. The blended learning approach of our programmes consists of tutoring, face-to-face teaching, and both live and recorded online learning.

In Autumn 2021, a reformed suite of NPQs was launched for teachers and leaders who want to develop their knowledge and skills in school leadership and specialist areas of teaching practice. These reforms include:

- reforming the three existing NPQs in Senior Leadership, Headship and Executive Leadership (Leadership NPQs)
- replacing the previous NPQ in Middle Leadership with three new NPQs for teachers and leaders who want to develop their expertise in specialist areas of teaching practice: Learning Behaviour and Culture, Leading Teaching, and Leading Teacher Development. These Specialist NPQs are designed for teachers who want to broaden and deepen their expertise in specialist areas within educational settings
- from Autumn 2022, the launch of the new Specialist NPQ Leading Literacy and Leadership NPQ Early Years Leadership.

NPQs have been designed with teachers and leaders in mind using the latest evidence and can be completed flexibly around existing commitments. They are part of a wider set of teacher development reforms which together will create a 'golden thread' running through teachers' professional development and will underpin the support, training, and development available through the entirety of their career.

Upon starting your NPQ course, you will be working with a consortium of organisations who bring significant knowledge, expertise, and experience with them. Education Development Trust is an international charity with a deep commitment to our mission of transforming life chances by improving education. We pride ourselves on our reputation for high quality, school-led, and exceptionally well-managed professional development programmes for teachers and leaders. The course content of our NPQs is developed in partnership with Sheffield Hallam University's Institute of Education and Evidence Based Education, who are widely recognised for their excellence and innovation in supporting teaching and learning. In addition, our brand new Early Years Leadership and Leading Literacy NPQ programmes are in partnership with Pen Green Centre and the National Literacy Trust respectively. These organisations possess decades of experience in their areas of expertise and their input will ensure that the content of our new NPQs is evidence-informed and impactful.

Our national network of school Delivery Partners play an equally important role, ensuring that the content we create is deeply rooted in an understanding of what is needed in real schools, right now. Whatever your context, this combination of expertise from the classroom and beyond will challenge and

support your growth as an educator, helping you to continue to transform children's life chances in your work.

Our programmes have been designed to work for you, and our programme features include:

- **Local cohort groups** that ensure less travel time and online self-study that can be accessed at any time and from anywhere, for easy access and reference whenever needed
- **Tailored content** through regular assessments and surveys and real-life situations so you can see yourself in examples which in turn support you to apply new techniques quickly
- **Access to National Specialist Facilitators** for each phase and subject who will provide additional support throughout each programme
- **Supportive scheduling** with options to suit you, recorded sessions in case of last-minute unavailability, and enhanced well-being and workload reduction resources.

2.2 The benefits of studying an NPQ

We know that the quality of teaching is the most important factor in improving pupil outcomes, but we also know that this cannot happen in schools without effective leadership. Great leaders create the right conditions for improvement in the classroom and school.

Our Leadership NPQs guide experienced and aspiring leaders through learning that examines the three layers of influence: school culture; the organisational conditions which bring this culture to life; and how these conditions can promote excellent teaching in every classroom.

As with all our professional development programmes, our NPQs are built around the real needs of schools and leaders. By working closely with educators from a range of contexts and specialisms, we ensure that all our materials are relevant, using real life situations and provide new techniques that are useful straight away. We pay close attention to workload and wellbeing, with a range of resources and support available for all.

2.3 The Suite of NPQs

Alongside our Delivery Partners, Education Development Trust offers the suite of eight new and reformed NPQs for teachers, as well as the Early Headship Coaching Offer programme. Each programme has two cohorts a year, that begin in October and February.

The current suite of NPQ courses includes:

Leadership NPQs	Specialist NPQs	Additional programmes
NPQ for Early Years Leadership (NPQEYL)	NPQ for Leading Teacher Development (NPQLTD)	Early Headship Coaching Offer (EHCO) - to be studied alongside or following the NPQ for Headship
NPQ for Senior Leadership (NPQSL)	NPQ for Leading Behaviour & Culture (NPQLBC)	
NPQ for Headship (NPQH)	NPQ for Leading Teaching (NPQLT)	
NPQ for Executive Leadership (NPQEL)	NPQ for Leading Literacy (NPQLL)	

2.4 How is the learning structured?

Our Leadership NPQs use a common methodology to develop and nurture your existing expertise and capabilities.

Each of our NPQ programmes includes:

- An introduction and diagnostic assessment to scaffold and frame your learning, identify gaps in your knowledge and direct you to the areas that are most relevant to you
- Lots of online evidence and examples to introduce you to key ideas and demonstrate how you could implement these concepts
- A micro implementation task to reinforce the overall approach to managing improvement and prepare you for the summative assessment
- Face-to-face and live online training where together with your peers you'll learn through expert-led dialogue, collaborative activities, and structured practice of new techniques
- A formative assessment activity to check your understanding and confidence, signpost you towards further learning and provide feedback that's individual to you.

The Leadership NPQs consist of four learning Blocks. The content and structure of these learning Blocks will differ between each Leadership NPQ, as seen below:

Leadership	Leading improvement	Culture	Conditions	Classroom
Senior Leadership	1. Leading improvement	2. Contributing to culture/ improving behaviour	3. Supporting decision-making/ management	4. Working with colleagues to improve teaching/ curriculum/ assessment
Headship	1. Leading improvement	2. Leading culture / behaviour across schools	3. Developing rigorous organisational management/ governance	4. Ensuring effective teaching/ curriculum/ assessment across school
Executive Leadership	1. Leading improvement at scale	2. Developing culture at scale	3. Overseeing effective organisational management/ governance	4. Sustaining effective teaching/curriculum/ assessment at scale
Early Years Leadership	1. Leading improvement	2. Leading culture/ behaviour across setting	3. Developing rigorous structures & organisational management across setting	4. Ensuring effective education & care in every learning environment across setting

All Leadership NPQs have a study duration of 18 months, followed by a 3-month period for the summative assessment process. The table below shows approximate learning hours for each aspect of the course delivery.

	NPQSL, NPQH, NPQEYL	NPQEL
Course duration	18 months*	18 months*
Number of modules	4	4
F2F training & tutoring	16 hours	16 hours + 6 hours 1:1 coaching
Online training	20 hours	20 hours
Self-study	45 hours	45 hours
Total time	81 hours	87 hours

*plus 3 months for summative assessment process

For more information about the NPQ you are studying, including course duration, please refer to the relevant course brochure:

- [NPQ Senior Leadership](#)
- [NPQ Headship](#)
- [NPQ Early Years Leadership](#)
- [NPQ Executive Leadership](#)

2.5 Block release dates and indicative completion windows

Please see below indicative learning Block release dates and Block completion windows. Although there are no formal deadlines for Block completion set by Education Development Trust, your Delivery Partner may set deadlines based on their schedule of training delivery. It is important that you progress through your Block content broadly in line with the completion windows below, to ensure that you have completed at least 90% of your activities by the end of your course in order to progress to the summative assessment (please see section 2.6).

Block number	Block 1	Block 2	Block 3	Block 4
Block release date	Between 10/10/22 – 14/10/22	Between 13/02/23 – 17/02/23	Between 19/06/23 – 23/06/23	Between 06/11/23 – 10/11/23
Indicative Block completion window	Oct 2022 – Feb 2023	Mar – Jun 2023	Jul – Nov 2023	Dec 2023 – Mar 2024

2.6 Summative assessment

To pass your NPQ, you will need to complete a summative assessment. You must have completed at least 90% of your course activities (including self-study, Event attendance and other activities) to be eligible to complete the summative assessment.

The summative assessment will:

- take the form of an up to 2000-word case study
- require a maximum 1500-word response (please note that maximum word count may be higher for some Leadership NPQs)
- assess your knowledge of the content in your NPQ course
- represent a situation likely to be faced by a teacher in your relevant NPQ qualification level or role
- allow you to demonstrate your understanding of your chosen NPQ and prove that you can successfully apply this understanding in a relevant context.

You will have a fixed 8 calendar-day window to read and review the assessment case study, and to write and submit your assessment script. Please note that there will be no opportunity to extend the 8 calendar-day window, or to complete the assessment at any point prior to the next available assessment window. Please note that there will be two Leadership assessment windows each academic year (in April and September). We anticipate that the 8 calendar-day window for the October 2022 Cohort for Leadership NPQs will be in early April 2024, however exact dates will be made available nearer the time.

The summative assessment case study and script submission will be online, and there is no requirement for it to be taken under invigilation conditions. Completed assessment scripts will be sent for marking, and once marking is complete, sent to the DfE-appointed external moderator.

If, for any reason, you require a deferral period during the duration of your course and have not reached 90% engagement by the point this is measured prior to the summative assessment window, you will have the opportunity to complete the summative assessment during a later assessment window. This also applies should you be unable to complete your summative assessment (due to illness, for example) in the fixed 8 calendar-day window.

Should you fail your first attempt of the summative assessment, you will have one opportunity to resit. Usually, you will be given the opportunity to resit at the next available assessment window, unless you request to defer to a later assessment window. Please note that the summative assessment case study shared for the resit will be different to the original summative assessment case study.

2.7 The Online Learning Platform

The Online Learning Platform will enable your journey through the programme and will act as the central point for programme updates, access to self-study materials and webinars, and for you to enrol onto your training events.

The resources and functionalities will sit within several areas, including the Homepage, Progress, Find Learning, Events and Help zones, allowing you to:

Home	<ul style="list-style-type: none"> ● get the latest programme news ● access your own, personalised Events calendar ● jump into the Block you're working on
Progress	<ul style="list-style-type: none"> ● check out your progress through the course content ● see how much of the current Block you have completed ● access the learning materials for both current and completed Blocks ● quickly pick up from where you last finished
Find Learning	<ul style="list-style-type: none"> ● access all of the learning materials for each of the course Blocks, as they go live on the platform
Events	<ul style="list-style-type: none"> ● see which training events and webinars are available to you ● book onto selected Events, choosing the date/time best suited to you
Help	<ul style="list-style-type: none"> ● download the Online Learning Platform user guide, access FAQs documents and view How-To Videos

Logging in for the first time?

To log in to the Online Learning Platform for the first time, you will need to locate your email invitation that will be sent during the onboarding phase. Following the instructions within this email, you will be directed to the platform to set your password and log in. Should you require any technical support with the Online Learning Platform, please email npqs@educationdevelopmenttrust.com.

3. Learning Support

3.1 Training Support

In consultation with Education Development Trust, your Delivery Partner will contextualise and localise your programme content and select appropriately qualified and experienced NPQ Facilitators.

Your Delivery Partner will ensure that training takes place within the agreed training windows, with group sizes appropriate to local need. In addition to face-to-face events, your Delivery Partner will deliver a series of webinars (a flexible mix of synchronous & asynchronous).

Scheduling and registration for face-to-face events and webinars will take place on the Online Learning Platform, overseen by your Delivery Partner, who will monitor participation and engagement. They will also provide general and targeted support as necessary through group and individual communications.

4. Policies and information

4.1 Wellbeing

Looking after yourself during your learning is vital. The self-study materials are designed to take into consideration your busy professional and personal lives and can be accessed online at any time to support flexible learning and professional development.

The DfE upholds that the most effective actions to reduce workload are those that encourage better teaching. Each Block is designed to support you in improving your practice through:

- Focusing on the priorities
- Ensuring these are supported by evidence
- Making the best use of your time.

4.2 Deferring / Withdrawing

What is a deferral?

We appreciate that there may be circumstances which impact your ability to complete your NPQ course in its entirety over a continuous period. In these circumstances, we want to support you to successfully complete your course, including the final assessment stage. This may include offering the option of a deferral period. Examples of circumstances that may impact your ability to engage with and complete your NPQ course, and where a deferral may be offered, include but are not limited to:

- Illness and/or health-related issues and leaves of absence

- Maternity, paternity, shared parental, adoption or parental leave
- Bereavement or changes to personal circumstances
- Any other change or occurrence which is out of your control, and which could not have been foreseen or planned for.

Eligibility to apply for a deferral

To be eligible for deferral, you must have started your NPQ course and payment (where applicable for school or self-funded participants) must have been received.

If you wish to defer prior to starting and/or prior to payment having been received (where applicable), then your course enrolment will be deferred to the next cohort. In these cases, we reserve the right to require any application eligibility and suitability assessments to be repeated if appropriate.

When requesting a deferral, you should specify your expected date of re-joining their course, which should normally be no longer than 12 months from the point of deferral.

The exact date of re-joining will take account of the cohort and course delivery cycles, and this will mean that the exact deferral period may vary slightly to ensure that no programme content is missed due to the deferral.

If deferrals or extensions are not possible then the withdrawal policy will apply.

Please note:

If your school is not eligible for scholarship funding, no refund will be available at the point of deferral as you will be expected to return to the programme. For scholarship funded NPQs, the DfE reserves the right to claim back funding which has been awarded to schools to cover the cost of individuals who do not complete the programme. In such cases, Education Development Trust similarly reserves the right to re-claim these amounts from the school or Trust.

Applying for a deferral

Should you wish to defer, you should:

- first discuss this with your Delivery Partner to consider whether the deferral can be avoided
- send your deferral request in writing to npgs@educationdevelopmenttrust.com, providing specific details regarding the date you wish to start your deferral, and your planned date of return to the programme.

All applications to defer will be reviewed on a case-by-case basis, and the decision about whether to grant a deferral will be at the sole discretion of Education Development Trust.

If it is decided that deferral is the appropriate course of action, the programme team will contact you and your Delivery Partner to discuss next steps.

Once agreed, the deferral will be confirmed in writing to you, including the expected date of return to the programme and arrangements for re-joining the programme.

Re-joining the programme

The programme team at Education Development Trust will monitor deferrals and contact you within 2 months prior to your planned return date requesting confirmation of your intent to return.

If you choose not to return, you will be classed as withdrawing from the programme. In this case the terms outlined in the withdrawal policy will then apply.

Once the return date is confirmed, the programme team at Education Development Trust will ensure that all of the relevant details are provided to allow you to resume your NPQ course.

Withdrawals

All participants are encouraged to complete the entire NPQ course for which they have applied. However, circumstances may arise which mean that withdrawal from a course is unavoidable, for example a change in role (meaning the course is no longer applicable) or sudden/long-term illness.

Withdrawal should be discussed with your Delivery Partner lead in the first instance. Where possible, we encourage you to defer completion of your NPQ rather than withdrawing completely.

If you wish to proceed with your decision to withdraw, then a request should be submitted in writing to the Education Development Trust NPQ programme team at npqs@educationdevelopmenttrust.com, detailing the planned date of withdrawal and the reasons for doing so.

Once confirmed, the withdrawal will be confirmed in writing to you and your Delivery Partner, you will be removed from your course on the Online Learning Platform and records will be updated to reflect the withdrawal.

Where a school has paid for an NPQ (or the participant is self-funded) and you have withdrawn, a whole or partial refund of fees is at the sole discretion of Education Development Trust. The timing of the withdrawal (for example, whether it is before the programme has started, or halfway through) will be considered, as will the costs incurred by the Delivery Partner and Education Development Trust from the point at which you accepted your place on the programme.

4.3 Safeguarding at Education Development Trust

It is our legal and moral duty to ensure the protection of our beneficiaries – both children and adults, and all those who come into contact with us through the course of our work. Our robust safeguarding policies encompass our UK and international work, and we are committed to ensuring that all our beneficiaries receive the same level of protection and care by our vigilant and dedicated people.

Safeguarding governance

Safeguarding is a priority for Education Development Trust, which has a safeguarding committee comprising members of the trustee board and leadership team. The committee oversees all safeguarding activities to ensure compliance with statutory requirements, monitoring standards and progress in safeguarding practice throughout the organisation.

Safeguarding policies and procedures

We have comprehensive policies and procedures in place to ensure that all Education Development Trust employees know how to take appropriate action when reporting concerns to our designated safeguarding leads, who are trained to make referrals to statutory authorities in the UK and in other countries where we work. Our staff receive the necessary support in pursuing a satisfactory resolution to all concerns and risks wherever they are raised.

Local child protection concerns – what should you do?

Should you have a child protection concern relating to a child in a school (or other educational or childcare setting) where you work, you must follow the school's safeguarding and child protection reporting procedures, which include reporting concerns to the school's Designated Safeguarding Lead (DSL) or Headteacher if the safeguarding concern relates to a staff member.

If you have reported a concern to the DSL and are of the genuine view that action has not been taken to protect a child from harm, you can contact your Education Development Trust Designated Safeguarding Leads: Richard Warenisca and Helen Chidler (rwarenisca@educationdevelopmenttrust.com and hchidler@educationdevelopmenttrust.com), who will provide advice and support on the action/s you can take next.

Childminders must promptly report all child protection concerns of abuse and neglect to their respective Local Authority Children's Services, who will provide advice and support to the childminder.

In the event of an immediate risk of harm to a child, you must deal with the situation as an emergency and call the police on 999.

Safer recruitment

Our recruitment procedures are consistent throughout our organisation, and include comprehensive safer recruitment processes to deter, detect and reject unsuitable candidates who do not reflect our values in their behaviour and attitudes. Candidates interviewing for roles in regulated activity or those that come into regular contact with beneficiaries, are interviewed by panels that include individuals who have completed safer recruitment training and who screen for attitudes and behaviours that align with our values and code of conduct. All roles are subject to either corporate or local safeguarding induction, followed by a closely monitored probation period, where competencies, attitudes and behaviours are monitored prior to confirmation into role.

Anyone involved in working with children in an unsupervised capacity is subject to Disclosure and Barring Service checks and other required pre-employment checks, such as professional references.

Safeguarding training

Designated Safeguarding Leads complete safeguarding training and undertake continuous professional development to ensure they are confident and competent in their responsibilities, which include implementing our safeguarding policies and procedures, and continuously improving safeguarding practices at a local level.

Staff working directly with beneficiaries complete safeguarding training appropriate to their role to ensure that they recognise the signs and indicators of abuse and know how to raise a concern in line with policy and local referral procedures.

All staff working with children must undergo a safeguarding induction process, which includes the school's safeguarding policy and name of the DSL and deputies; and must also complete regular safeguarding and child protection training to ensure they keep up to date with emerging issues and reporting and referral requirements in the school and local authority area.

4.4 Complaints policy

We are committed to providing a high-quality programme to all course participants, that includes professional and fair routes of escalation for complaints. We aim to ensure that our complaints processes are transparent to all.

Participants will not be discriminated against or disadvantaged in any way should they make a complaint.

The complaints procedure exists so that participants can escalate serious issues or concerns to their Delivery Partner and/or the Lead Provider.

Please note that if you have developmental feedback regarding any aspect of the programme, for example your course material, then this does not constitute a complaint. Feedback can be shared either via the feedback surveys on the Online Learning Platform or directly to your Delivery Partner.

Reasons to submit a formal complaint might include:

- poor communication and/or support leading to significant inconvenience
- insufficient attention being given to accessibility requirements
- a participant experience that is of low quality.

The complaint should normally be raised in writing, outlining the nature and detail of the complaint (please see annex 1 below). Complaints should be raised with and addressed by Delivery Partners in the

first instance. Delivery Partners will be responsible for ensuring that any complaint received is reported to the Lead Provider within 2 working days.

If you are not satisfied with the response received, you can contact Education Development Trust, the Lead Provider of your programme, on the email address below using the subject heading “Complaint”. We will ensure that the matter is investigated and dealt with whilst keeping you fully informed. We aim to respond to your complaint with proposed remedial action within 5 working days of acknowledgement. If it proves impossible to respond within 5 working days, you shall be informed of the time scale for the receipt of a full response and proposed remedial action. As part of this procedure, Education Development Trust may request additional information or seek clarification.

Contact email: npqs@educationdevelopmenttrust.com

You have the right to escalate the issue to a formal complaint if the issue is serious and remains unresolved. A formal complaint is immediately escalated to our Head of Customer Success who will ensure that the situation is highlighted to the Programme Director.

Annex 1: complaint email template

Participant name:

Delivery Partner:

Reason for complaint:

Date raised:

Have you raised this issue before? If so, when? Who did you contact, and how:

What has been the impact on you:

What would resolve your complaint:

4.5 Equality, Diversity and Inclusivity

Our commitment

Education Development Trust is fully committed to celebrating diversity and actively promoting equality in all areas of its work. We aim to ensure that there are no barriers to access, participation, progress and achievement in any of our programmes whilst inspiring teachers and future school leaders to ensure that schools are places which champion and celebrate all areas of difference.

How we go about achieving our commitment

Our programmes are written and presented by a diverse team which draws upon expert advice to ensure that the content is accessible and relevant to all, using diverse voices and representations throughout. Our online content is regularly reviewed and audited with findings included in our ongoing accessibility plan to continually improve our approach to accessibility and inclusion.

Participants on our programmes are offered support and networking opportunities to successfully complete their courses whilst maintaining an appreciation of difference and the value that it brings.

Our marketing materials make our commitment explicit and are designed to ensure that everyone who is considering taking part in any of our programmes feels welcomed, empowered and assured that their needs will be appropriately catered for.

Our approach to Quality Assurance feeds directly into areas of improvement. We collect participant experience, engagement and satisfaction feedback data across all of our programmes and ensure that this feedback is shared with Delivery Partners. Any areas of concern around inequitable treatment of diverse participants will be raised directly and addressed immediately.

Recruitment and applications

We believe in achieving a diverse participant cohort and so recruitment to our programmes must always be proactive in seeking to achieve diversity with a balance, appropriate to the context, of ethnicity, gender, sexuality and people with additional needs.

All applications to our programmes are checked by our central team to ensure that all applicants have been fairly treated.

Flexible delivery

Our aim is to recognise different needs of our participants and to be as flexible as we can be with all aspects of programme delivery. We encourage any participant who is experiencing issues to discuss the situation with the Delivery Partner in order that the right support is offered.

Part-time teachers should discuss their working pattern with Delivery Partners who will work with them to consider the best approach to their completion of the programme.

Our expectations of Delivery Partners

Our Delivery Partners share our commitment to all matters of equality, diversity and inclusion. Their approach to marketing and recruitment mirrors the requirement of representation of diversity throughout.

Delivery Partners should always aim to have a diverse range of facilitators, coaches and mentors and ensure that specific delivery teams are balanced to represent as broad a range of difference as possible.

All personnel involved in the delivery of our programmes must be able to create an environment where all participants, whatever their background, feel valued and able to take an active role. Attention should be given to those from under-represented groups to ensure that they feel fully included. Any visual representations and anecdotes should accordingly be appropriately diverse.

Delivery Partners should ensure that they are as flexible as possible in delivering programmes to meet the needs of different participants. They should always consider the best forms of support to assist with issues and challenges that are experienced.

5. Get started, get inspired!

Your Delivery Partner will lead you through every step of the programme. Make sure to keep a look out for their emails and ask a question if anything is unclear.

Don't forget, there's a whole world of support and inspiration out there...

- Teachers have their own Professional Body, with a Royal Charter. Visit the [Chartered College of Teaching website](#) and find a whole range of further support;
- Join our Twitter community at [@EdDevTrust NPQs](#);
- Get involved, find a wealth of support, and be part of a dynamic teaching community!

Here is some feedback from Leadership NPQ participants from previous cohorts:

'This unit has been extremely beneficial to my professional development in becoming an effective senior leader. I particularly enjoyed, and found useful, the sections on developing a supportive school environment and effective professional development. The flexibility to tailor the tasks to meet the context and culture of my school has been also been helpful.' – **NPQSL participant**

'Really enjoying the 'hands-on' approach to the programme. Easy to digest and manageable.' – **NPQH participant**

'My first module was challenging, interesting and it all seemed relevant. I liked the ability to cut information and save it as I have been able to refer back to it again and again.' - **NPQEL participant**