

## NPQEL Programme: Further Information for DPs

Education Development Trust’s National Professional Qualification in Executive Leadership is being led by a team of experienced educational professionals.

Dr Jim Rogers is the Course Director and is leading on the design and delivery of the programme including recruitment, content writing, training facilitation and participant management (professional learning). Jim has held senior system leadership roles, with experience working with and for the DfE and local authorities, Teaching School Hubs and multi-academy trusts. Jim has a Masters and PhD from the University of Exeter, is a Founding Fellow for the Chartered College of Teaching and draws from a career in secondary school teaching and leadership, ITT and academia at Exeter University, regional school improvement and senior multi-academy trust roles.

Jim is supported by Dr Laura Kerslake. Laura has a PhD from the University of Cambridge where she carried out research into oracy and dialogic education. She currently works on a research project at Hughes Hall, University of Cambridge, investigating dialogic education in STEM subjects and she is an associate of Oracy Cambridge. Laura formerly taught philosophy at A-Level before becoming a primary teacher and developing an interest in Philosophy with Children and oracy. She regularly carries out work in schools and research on behalf of Ofsted and is particularly interested in close-to-practice research.

Dr Nicky Platt is Lead Education Advisor for Education Development Trust and leads the UK Education Team, which includes technical oversight of the Early Career Framework and NPQs. Nicky is overseeing the design and development of all our NPQs and works closely with the DfE, EEF and government ministers in the roll out of these national programmes. Nicky has a background in teaching, academia and curriculum and materials development for national governments overseas, and holds an executive leadership role for Education Development Trust.

We have taken an inclusive approach to admissions for the programme, ensuring school leaders with appropriate experience and expertise at school leadership level and with ambition to lead more than one school are accepted on the programme. This ensures strength and depth within the cohort and adds value to the collaborative learning opportunities built into the programme. We have been pleasantly surprised by the level of uptake, with 64 school leaders joining this first cohort, from primary, secondary, special, UTC, maintained and academy schools and with a range of experience from headship to CEO.

The NPQEL shares the same curriculum format as the other Ed Dev Trust Leadership NPQs:

### Overview of the programme

18 months			
Block 1	Block 2	Block 3	Block 4
Leading improvement	Culture	Conditions	Classroom
Leading improvement at scale	Developing culture at scale	Overseeing effective organisational management/governance	Sustaining effective teaching/curriculum/assessment at scale
	Residential	F2F day	F2F day
self-study elearning, live webinars, podcasts, videos, coaching, PLCs			

The significant difference from the other Leadership NPQs is, as you can imagine, a focus on working *at scale* and the skills, systems, structures and approaches that are effective in an executive system-leadership role. Some of the learning, which is designed for flexibility around busy professional roles, is through 'elearning' where context, theory and examples of translating theory to practice are presented through case studies. Diagnostic assessment is used formatively, reflective tasks and 'micro-implementation tasks' help participants reflect on their current practice and develop the skills and knowledge to lead and implement change/improvement at scale. Personal, 1:1 coaching is provided for all participants across the course of the programme, as well as tutoring time from the Course Director.

An intentional element of the curriculum design is to exemplify and 'bring to life' the theory through substantial case studies, which are in written, podcast and video form. All our case-study guests have a proven track-record in executive leadership, at different levels and in different contexts from the first steps in an executive headship role to leading national multi-academy trusts or other non-school organisations. We deliberately bring diversity of context into this element so participants can make informed choices of approaches that will work for them and are relevant to experience and aspiration. This approach also underpins our residential – where participants will experience face-to-face delivery and access to a range of influential speakers, plus have an opportunity to work together with their professional learning communities and wider cohort – building a sense of community and legacy across the programme.

As stated at the recent Delivery Partner conference, as we are delivering the programme centrally, and effectively taking on the 'delivery partner' role, it is important that we manage participant enquiries directly, allowing us to track and record enquiries and resolve any issues. Please forward any enquiries you may receive to Danni: [ddetena@educationdevelopmenttrust.com](mailto:ddetena@educationdevelopmenttrust.com)