

NPQH Content Areas, Assessment Tasks and Assessment Criteria



Types of Study

Through a range of different types of study (eg face-to-face, peer, online, individual and work-based), NPQH provides the following:

- leadership training in the workplace, on the job, doing real work
- challenge and support – through a coach and/or mentor
- access to high quality resources, drawing on up-to-date research and evidence
- professional development from and with credible peers
- opportunities for structured reflection

It is the responsibility of individual participants to ensure that they take every opportunity to engage in all types of study.

There are 6 content areas for each NPQ level, which set out *what* a leader should know or be able to do. The 6 content areas are common to each NPQ level, but the knowledge and skills within them increases in sophistication, depth and breadth progressively through the NPQ levels. They are:

1. Strategy and Improvement
2. Teaching and Curriculum Excellence
3. Leading with Impact
4. Working in Partnership
5. Managing Resources and Risks
6. Increasing Capability

For each NPQ level, there are defined tasks setting out how participants must be assessed in these content areas. 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 NPQH, this consists of two separate projects, one of which must be based on their experiences during a 9-day placement in another school. YLC will assess participants using these tasks, working with participants from the outset of the programme to help them identify suitable projects and placement schools to undertake their placement and associated project work.

NPQH Assessment Tasks Description

Task 1: Leading a whole-school change programme (4,000 words)

Task 2: Designing an action plan to meet my placement school's resourcing and capability needs (2,500 words)

Project 1 (Own school)	Project 2 (Placement school)
Strategy and Improvement	Managing Resources and Risks
Teaching and Curriculum Excellence	Increasing Capability
Leading with Impact	
Working in Partnership	

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 **4000**, excluding supporting documents or annexes

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 **2500**, excluding supporting documents or annexes

The Assessment Criteria are listed in detail at the end of this document. Participants and their Headteachers/Sponsors, and the Headteachers of their Placement Schools, must ensure at the outset of the programme that they are able to engage in projects with the scope indicated in these Assessment Criteria.

Leadership Behaviours

There are 7 leadership behaviours, common to each NPQ level, which set out *how* the best leaders operate. They are:

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

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

Content Area	NPQH Assessment Criteria	Supporting Documents Required
TASK 1		
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 & Curriculum Excellence	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	
	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	

Content Area	NPQH Assessment Criteria	Supporting Documents Required
	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	
TASK 2		
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
	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	