



**Bright Futures**

TEACHING SCHOOL HUBS

TRAFFORD & SALFORD    MANCHESTER & STOCKPORT

# NPQ Programme Member Experience



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## The Teach First approach to NPQs

### Programme overview and structure

Our NPQ programmes are designed in collaboration with subject-matter experts and schools. All content is based on high-quality evidence and research and to equip leaders with core and specialist knowledge. At times, elements of this knowledge are repeated to allow for spaced practice. We also have a particular focus on how to put learning into practice and include concrete examples of this.

Our programmes follow the [DfE NPQ framework](#) structure and are a blend of online modules, seminars and in-person content. Programme members will also practice an 'Implementation' cycle within the programme to ensure the learning has had an impact on long-term knowledge and development, as well as on current school's practice.

Note, throughout the modules there is content from other sources and experts linked and shared. This includes content from the [Key for School Leaders](#) as well as the [Chartered College Impact Magazine](#) which is usually behind a membership paywall, but we have kindly been given permission to share this content.

### Programme components

Our model is delivered through the following components:

#### 1. Learning modules (asynchronous, online)

- **Diagnostic activity** to help identify prior knowledge on which to build learning, and signpost how to engage with the content of the module
- A number of units of content to work through, including **foundational or advanced content** and some choice elements to build knowledge, depending on individual starting point. This includes exemplification of practice from school leaders and input from subject matter experts.
- **Formative tasks** that recognise the importance of school context and give programme members the chance to put learning into practice
- **Reflection on learning** (following seminar)

#### 2. Pre-seminar online learning for Programme Members (for multi-seminar modules)

Programme members are expected to complete some asynchronous content on Brightspace before they attend each seminar. When they start the online module on the platform this is explained.

## **Online seminars (synchronous, online or in-person)**

These will usually consider scenarios and persistent problems leaders are likely to face and give programme members the chance to work through examples with the support of peers. These will build on the online content and link to the formative task.

## **3. Conferences (synchronous, in-person)**

Each programme will include two conferences, designed to:

- build on knowledge acquired and provide a choice of practice activities, supporting programme members to move from novice towards expert and ensuring that actions become habitual for maximum application (for example simulating giving precise feedback after lesson observation)
- bring insights from serving school leaders and subject matter experts
- provide opportunities for focused collaboration, supporting programme members to apply learning but also build trust and engagement in the programme
- build relationships between peers that will support participation in the programme

## **4. School/trust visits (NPQSL, NPQEYL, NPQH, NPQEL)**

These will:

- allow programme members to observe and understand expertise in a contrasting context, for example, observing an executive leader working with the headteacher of a newly acquired school
- be focused with accompanying guidance and prompt questions, according to different NPQ requirements and programme members' individual expertise
- Driven by programme members' needs. Programme members can identify the school or trust and the focus of the visit that would benefit them most.

Guidance for programme members will be provided on Brightspace.

## **5. Practical Implementation**

The practical 'Implementation' cycle is designed to support the learning outcomes of the implementation section of the NPQ framework.

During the practical 'Implementation' cycle, programme members will be required to put learning into practice and plan to 'Implement' an improvement in their setting based on the NPQ programme they are working towards. The focus will be identified by the programme member and must be level appropriate. This improvement should be a stretching professional development target within their current role. If they are an aspiring specialist or leader, their school or employer should support them to implement an improvement at the aspiring level.

## **6. One-to-one support**

One-to-one support is not a core part of the NPQ Programme design for Specialist NPQs and NPQ Early Years Leadership, NPQ Senior Leadership and NPQ Headship. There are three ways a programme member may receive one-to-one support:

### **Executive Leader support on NPQEL (Facilitator-led)**

The NPQ Executive Leadership programme is designed to include three one-to-one support meetings. These will be delivered by Delivery Partner facilitators who are experienced executive leaders in most cases. These will be focused on supporting leaders to consider how to apply their learning and to provide personalised input. Further guidance will be shared through your Delivery Lead and in future facilitator guide version updates.

### **NPQ Early Headship Coaching Offer for Headteachers (Teach First-led)**

In addition to the reformed suite of NPQs, the DfE is introducing additional support for new headteachers (in the first two years in role) from Autumn 2021. New Headteachers can access this during their NPQ or after completing their NPQ during their first headship position. Teach First will deliver five coaching sessions to those on the Early Headship Coaching Offer. Facilitators should be aware that some programme members on NPQH are also completing the Early Headship Coaching Offer, and that their programme members might become eligible during their NPQ, but there is no expectation to deliver the additional support offer as this is delivered by Teach First. The Early Headship Coaching Offer is unassessed.

### **Teach First One-to-One support (Teach First-led)**

Teach First is offering free one-to-one support for leaders in schools serving particularly disadvantaged communities. Your allocation of places will have been shared with your Delivery Lead at the same time as recruitment targets were confirmed (early July).

Your Delivery Lead will identify which schools they think are most in need. You should be aware that some programme members you work with will be receiving this one-to-one support but there is no expectation on delivery partner facilitators to deliver this support.

## **7. Group Seminars**

These seminars are a chance for Leadership programme members to:

- consolidate learning from the programme including school visit
- reflect on what they plan to implement
- collaborate and consider how they want to continue collaborating with the network they have built

There is no online learning attached to this seminar, but a short Brightspace module will be made available ahead of the seminar delivery window to give programme members an understanding of the session and some prompt materials and questions.

There will be no diagnostic activity or post-seminar reflection for Group Seminars, but attendance will still count towards the 90% engagement target.

## **Engagement, completion and assessment**

To pass the programme, programme members will need to complete at least 90% of the course and pass one summative assessment. The assessment process for all NPQs has been refreshed to reduce the workload burden on teachers while still providing an opportunity to apply their knowledge.

To track the 90% completion, programme member participation in the programme will be monitored on an ongoing basis, including events attended (such as online and face-to-face conferences and seminars), diagnostic activity on Brightspace and reflection tasks. It is important for programme members to complete tasks on time. Please note that, if a programme member does not meet the 90% completion requirement at the time of assessment submission, it will not be possible for them to submit an assessment and they will not pass the NPQ.

In practical terms, this means that Programme Members cannot miss more than one event by the end of the programme. Failing to engage with two or more events (by not attending live events or watching the catch-up recordings) would take their engagement score under the 90% required to pass. When participating in online and face-to-face sessions, we emphasise Teach First's three session norms all delegates are expected to follow:

- Be present:
  - Block out this time in diaries, ignoring non-essential communication. Be in a room where no confidential information is on display or where delegates will be disturbed. In order to engage effectively, delegates must not be travelling when attending the live sessions.
- Be proactive:
  - Get involved in all activities. Ensure technology is operational ahead of sessions (microphones and cameras are working) and the relevant online platform (predominantly Zoom) has the most recent updates in order that the chat facility and break out rooms are functioning.
- Critique with kindness:
  - We expect all participants to be respectful of facilitators and delegates. All content delivered is research-based which Teach First collates. Facilitators will enhance parts of the session with contextual examples. Delegates will also be asked to share anecdotes. Whilst we don't insist that any strategies must be implemented when delegates return to their schools, we do not expect that anyone will criticise the ideas of others or disrupt the delivery of the facilitator.

The summative assessment task will consist of a written response to a school-based case study. This task takes place over a fixed eight-day window. Please note that there is no capacity to change or extend the eight-day window for the case study.

Programme members will have access to Brightspace content until they receive the outcome of their final assessment. If programme members need to re-submit their final assessment in a future assessment window, their programme end date will be extended and they will continue to have access to the Brightspace content until after they received the outcome of the re-submission.

## My Teach First and Brightspace

My Teach First is the online platform programme members use to access online learning modules on our learning management system, Brightspace. Brightspace is used across all Teach First programmes – you access this by logging onto My Teach First and following the relevant links.

[Brightspace guidance](#) is available on SharePoint. If you have any technical issues, get in touch via the 'contact us' button on My Teach First or Brightspace.

Inclusivity is at the forefront of our programme design, and we aim for all digital learning content and platforms to meet minimum accessibility standards. Information is provided in multiple ways where needed, for example alt-text on images, transcripts of audio or audio descriptions on video where required. This ensures content is accessible to the widest possible user base, regardless of disability or need. More detailed information can be found in our [Brightspace Accessibility Statement](#).

## Equality

Bright Futures Teaching School Hubs stringently follows the Equality Act, as per this link: [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010)

As a delivery partner, Bright Futures Teaching School Hubs works alongside Teach First to tackle educational inequality. Teach First's programmes are designed to connect programme members with each other and encourage them to look beyond their school for opportunities to learn, grow and connect. This growing community is made up of teachers and leaders, making a difference in schools every day. It also includes alumni who have signed up to be volunteers, set up social enterprises, gone into businesses, become governors and are working to shape education policy. Linking different sectors and areas of expertise, they form powerful networks that impact the lives of pupils. As a Delivery partner, Bright Futures is invited along with programme members to explore and join the range of networks available, and read these inspirational stories, showing the many ways you can join in beyond their programmes to make a fair education for all.

## Reasonable adjustments

In line with Teach First protocol, we believe that all pupils deserve to meet and benefit from a diverse and representative teaching workforce. We recognise the power of disabled teachers in both the classroom and sector. We also recognise the intersectionality within the disabled community, and we want to create a training environment where all disabled programme members can thrive and experience no material difference in programme outcomes.

There are different models of disability. Current UK legislation frames disability as both medical and social. The social model of disability emphasises the need to remove administrative, procedural, social and other barriers. Teach First is striving to fully adopt and implement the social model of disability within our programme design and delivery.

Teach First's commitment to equity, diversity and inclusion extends to all programme members, and all protected characteristics. The reasonable adjustments duty is specific and unique to disabled programme members. There are two parts of the duty to consider: the anticipatory, and the responsive.

The anticipatory duty means thinking in advance and proactively arranging things so disabled programme members (and applicants) do not face disability-related barriers to participation. The responsive duty means making reasonable adjustments at the request of individual disabled people.

There are three key domains where responsive reasonable adjustments can be made. This is done in accordance with legislation so that people with disabilities, health conditions or impairments are not unfairly disadvantaged.

- The way things are done (provision, criterion or practice)
- Physical features of a venue or environment
- Auxiliary aids or services (special equipment or a service to assist)

Teach First has met stringent accessibility criteria laid down by the Department for Education on the development of the curriculum and the resources available. We are confident that the tools we have selected

to deliver the training (Zoom, Brightspace and My Teach First) are highly accessible. Nevertheless, if any programme member experiences challenges accessing the tools, they should bring it to our attention via the [‘Contact Us’](#) function on My Teach First as soon as possible and we will work with the programme member, and Delivery Partner where necessary, to identify a workable solution.

- **Online learning platform:** Teach First ensures that Brightspace is accessible, in accordance with the [Public Sector Bodies \(Websites and Mobile Applications\) \(No. 2\) Accessibility Regulations 2018](#). Delegates should be able to, for example, change colours, contrast levels and fonts, listen to the content using a screen reader, and navigate most of the platform using just a keyboard. [Brightspace help](#) has advice on using accessibility features within the platform.
- **Events:** Teach First and Bright Futures make every effort to make sure that online and in-person events are planned to anticipate and support reasonable adjustment requests wherever possible, for example accessibility of venues, provision of printed or alternative format materials on request.

In addition to the work we do to incorporate these principles, Teach First also try to facilitate connections between groups of people who have similar needs and/or characteristics wherever possible or wherever this is flagged as being of use. This can help reduce feelings of isolation or ‘otherness’, and we encourage Delivery Partners to facilitate this.

Programme members will be informed by Teach First of how to contact us about reasonable adjustments, as per the above, in their introductory seminar, in their on-boarding email and housed on My Teach First.

## Code of Conduct

This Code of Conduct will be included in the agreements that all Programme Members will be sent and asked to sign (electronically). It is included here for your information:

Teach First programmes are designed for you to learn, progress and gain knowledge and insight so that you can excel professionally and make a difference in your school. To enable the learning for all, it is important that a professional, safe, supportive, and open environment is maintained to allow everyone to succeed and thrive.

This Code of Conduct sets out the expectations that we have of our programme members on all Teach First programmes. By taking up your place on a Teach First programme, you are agreeing to abide by these expectations. Teach First reserves the right to take disciplinary action in response to any behaviour which we consider to be a breach of our expectations, whether a pattern of behaviour over time or a one-off incident. This includes Teach First’s right, in our sole discretion, to remove you from the programme.

- General conduct:
  - Recognise your position as a representative of Teach First and behave accordingly. Do not engage in any activity or behaviour which would bring Teach First or the teaching profession into disrepute.
  - Do not engage in the bullying or harassment of others.
  - We will not tolerate language that seeks to undermine or intimidate others. This includes but is not limited to; racist, sexist, homophobic, transphobic or ableist language.
  - Ensure that your language comes from an intention of being respectful and open.
  - Consider the impact of your actions or lack of action (including support through silence) on others.

- Be polite and tolerant of the contributions of others; ensure everybody can speak and be heard on discussion forums, at events, or in event chat functions, if online.
- Understanding:
  - Recognise the diversity of the Teach First community.
  - Be tolerant, respect and act in accordance with everyone's lived experiences, boundaries, stated personal pronouns, circumstances, and wishes.
  - Recognise that some programme members may have reasonable adjustments in place to allow them fair and equal access to the programme.
- Openness:
  - Be willing and open to hearing different points of view and engage in debate where you feel comfortable to support the development of others, including constructive challenge and peer support.
- Professionalism:
  - Be punctual: join each live session on time, use the stated attendance policy, and follow the absence process if you are unable to attend.
  - Adhere to any specific dress codes for your learning environment: this may include standards of professional dress laid down by the setting you are in (e.g. a school).
  - Complete all work on time, on your own (unless it is a collaborative task), and ahead of any live interaction if required. Any pre work will be made clear to you via My Teach First, including the dates for completion.
  - Respond in a timely manner to any communications, requests, or instructions from Teach First staff.
- Online engagement:
  - Use Teach First online discussions or forums as a place to exchange professional information and engage in constructive exchanges that are directly focussed on the outcomes of the programmatic content.
  - Do not share any Zoom links or other joining instructions on **any** public platform, or with anyone who is not authorised to attend the event.
  - Do not share personal details, inappropriate messages, or content, or use discussions or forums as a platform to harass, bully or victimise.
  - If uploading videos, ensure that there is no one else in the background, especially children.
  - Ensure you have adequate technology, tools, materials for your session and you have tested them beforehand. This may include video, microphone and speakers.
  - Ensure that, where possible, you have turned off/silenced your mobile phone to avoid distracting others.
  - Ensure that, where possible, you have joined a live session from a suitable location (i.e., not a noisy/public place) to avoid distracting others.
  - If sharing screens, ensure that you only share the material relevant to the programme.
  - Always keep your contact details up to date (via My Teach First) to ensure we can provide you with relevant information.
- Social media:
  - Use social media in a responsible and respectful manner - whether using a social media account which refers to Teach First (including a Teach First Facebook group) or your own personal account (whether or not it refers to your role).
  - Do not post or share content which is abusive, threatening, defamatory, discriminatory or otherwise harmful or offensive.
  - Teach First is an independent charity and must remain politically neutral. You must ensure that your social media activity does not suggest, explicitly or implicitly that Teach First has any party-political stance or allegiance to a particular political party.

## Reporting unacceptable behaviour



If you are being subject to or notice that someone else is being subject to behaviour that contravenes this agreement, or have any other concerns, please take one of the following actions:

- 1) If you feel comfortable and able, raise it directly with the individual causing the problem, at the time it arises, or with the event lead at an appropriate opportunity.
- 2) If you are not able to do this, then please report the incident to the school, multi-academy trust or Teaching School Hub that is delivering your programme (telling whoever you feel most comfortable).
- 3) If you are not able to do this, then please report the incident to Teach First in any of the following ways (telling whoever you feel most comfortable):
  - Share it directly with your Teach First support role, if you have one.
  - Report it using the 'Contact Us' function on My Teach First to send an email to the Teach First contact centre.
  - Send an email to [Teachfirstwelfare@teachfirst.org.uk](mailto:Teachfirstwelfare@teachfirst.org.uk) which enables programme members to make safe and confidential disclosures outside of their personal support network. This is managed confidentially by the Teach First legal team.
  - Report it directly to any other Teach First contact.

We commit to taking all incidents seriously and will work with you to ensure your concerns are dealt with swiftly and effectively.

### **Child safeguarding concerns**

You should report any child safeguarding incidents in line with your school's child safeguarding policy.