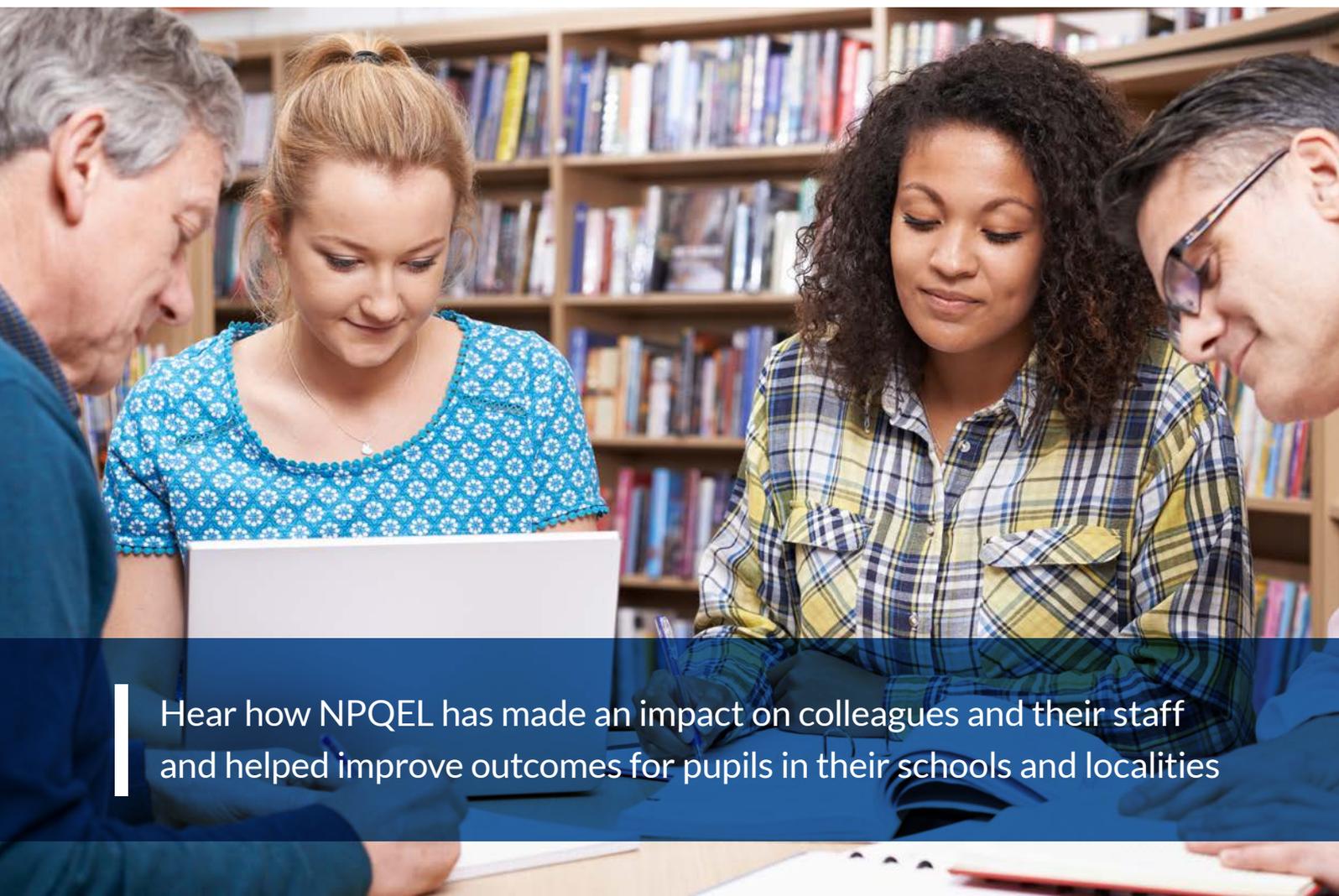


Why consider a National Professional Qualification in Executive Leadership (NPQEL)?



Hear how NPQEL has made an impact on colleagues and their staff and helped improve outcomes for pupils in their schools and localities



Lorraine Hughes is Director of Education at Chiltern Learning Trust, a cross-phase trust consisting of 11 schools, a teaching school and ITT provision across Luton and Bedfordshire. Lorraine is responsible for educational standards across the trust as well as overseeing the school improvement team and teaching school.

Why did you do NPQEL?

It offered me the chance to do projects that could be linked directly into our trust's improvement plan. I was also assigned my own coach, which was an attractive prospect.

What did you think of the programme?

It was really valuable. The programme helped me structure my thinking and approach improvement in a systematic way, using methodologies that work.

It was also a great opportunity to connect with people in similar roles. It's often difficult to do that in my role.

The programme has reminded me to spend more time on reading and reflection as a leader and really think about things rather than simply rely on intuition. It's improved my leadership and made me focus on the reasons why I do the job.

What impact has the programme had on your trust?

One my two programme projects was on maths transition from Key Stage 2 to Key Stage 3. Pupils were achieving great outcomes at Key Stage 4 but there was a dip at Key Stage 2 to 3.

I developed a project that involved learning walks to observe maths teaching in our primary and secondary schools and those in a neighbouring trust.

We wanted to emulate the great maths teaching practice we found in primaries, so we asked our primary and secondary maths teachers to 'buddy up' and learn from each other.

It's clear that it has had a positive impact already; staff have remarked on how much they have learned about great maths teaching practice.

How did the coaching element of the programme help you?

The support from my coach Geoff Pettengell was brilliant. He was in regular contact and helped me reflect on the challenges of my role and how I could do things differently. My online tutor was also really responsive. There was a generosity of spirit about the programme which really touched me.

“ *There was a generosity of spirit about the programme which really touched me* ”

What's your advice to prospective NPQEL candidates?

It's down to how much you engage with the programme. If you are willing to be involved and do the pre-reading, you will get out what you put in.

Why take NPQEL with Outstanding Leaders Partnership



Recognised as the **leading NPQ provider** in the country



Rated 'exceptional' by the DfE Quality Review



97% of candidates would **recommend us to a colleague**



Jo Ashcroft was director of education at a primary trust in Cheshire before she was appointed CEO at Changing Lives in Collaboration Co-operative Trust (CLIC Trust) in September 2020. CLIC is a multi-academy trust consisting of three large primary schools in Manchester and a smaller primary in Tameside.

Why did you do NPQEL?

In my previous role I was effectively an executive headteacher line managing a team of heads. It was a new role at the time and it felt like I was building a bridge as I walked across it. I needed professional development tailored to that level of role because it was quite different from being the head of a single school. I also had ambitions to be a trust CEO and thought that NPQEL would be a great help.

“ *If you're in an executive leader role, or want to be, then I would strongly recommend NPQEL* ”

What did you think of the programme?

I became a CEO less than a year after finishing the programme in July 2019. NPQEL was instrumental in that. I loved the mix of learning from the business world as well as education and it was run by some quality people who I really respected. I've constantly referred to my EL learning since I completed the programme.

What impact has the programme had on your trust?

EL taught me about designing and implementing workforce development strategies, and I've used that knowledge in my previous and current role. We're doing a lot of work here to increase our leadership capacity across the trust through professional development. We want to grow as a trust and this strategy will help us to do that.

How did the coaching element of the programme help you?

The coaching was fantastic on both a group and one-to-one level. I had an excellent relationship with my personal coach and often found myself discussing the day-to-day challenges of my role with him. In roles like mine you are constantly making quick decisions and then moving on to the next thing. I learned a lot from being able to take time and reflect on the options with my coach's guidance.

What's your advice to prospective NPQEL candidates?

If you're in an executive leader role, or want to be, then I would strongly recommend NPQEL. And if you do decide to go for it, then make the most of the learning opportunity it will give you.



Helen Morris is a former primary headteacher who has been an **NPQEL coach** for the past three years. She meets candidates online once every half term throughout the year-long programme.

“ *Candidates use these sessions to think about what's next for them, why they are doing EL and what they want to get out of it.* ”

The sessions give them time and space out of school to reflect not just on their programme work but also to take a longer term view about their career.

I'm a neutral person who is outside their organisations who wants the best for them. I explain to them in the first session that I'm there not only to support them through the programme but also to be their champion. I want

to see them move forward and succeed. I love the role and feel that I'm in a very privileged position.

The coaching relationship is very tailored to that individual. I'm not here to give them answers; my job is to ask questions and listen and help them to find the answers, because we all have those answers within us.

Candidates do share some common concerns, though. The next career step is a prominent theme, along with advice on managing work-life balance. Another is how to embed their vision and values into their day-to-day work. ”



A word from our NPQEL Lead Facilitator

While the uncertainty and stress brought about by the pandemic has created a big challenge for our school leaders, it certainly hasn't dimmed their commitment to learning.

It's clear from the leaders that I work with on OLP's NPQEL programme that they are using this time to renew their commitment to professional development.

For them it is a precious opportunity to reflect deeply on their professional lives and personal growth and at the same time be challenged by their peers, performance coaches, online tutors and facilitators.

Our blended NPQEL programme provides a fertile environment for the next phase in their journey of leadership learning. The programme is based on principles of quality, relevance, adaptability and flexibility. It provides candidates with rich and relevant online learning resources and access to the best subject matter experts.

And as each candidate creates a school improvement project as part of the programme, their studies create real, positive change in their own schools. An NPQEL School Improvement Project covers two main tasks: creating a development strategy for the candidate's own organisation, and leading a project to improve progress and attainment in several schools.

Put this all together and you have a programme that helps leaders like you take a significant step up in their professional development – and propel their schools to the next level.

It's not an easy programme, but if you are ready to take the journey with us you will experience a sense of achievement and belonging that you are unlikely to find in any other programme at this level.

I'm looking forward to working with you.

Yvonne Gandy

NPQ Programme Director

Get in touch today

to understand how you can access,
fund and engage your staff in our
National Professional Qualifications

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