# NPQEL Gateway Application Form

The following form must be completed and submitted alongside your application for the National Professional Qualification for Executive Leadership (NPQEL) with the Outstanding Leaders Partnership (OLP).

## Your Details

|  |  |
| --- | --- |
| Name: |  |
| Setting: |  |
| Role: |  |
| Date Started Role: |  |
| Telephone Number: |  |
| Email Address: |  |
| Sponsor Name: |  |
| Sponsor’s Role: |  |
| School/Organisation – **Please indicate** | UK based | YesNo | International | YesNo |
| QTS  | Date obtained:  | TRN Reference Number: |

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## Process Overview & Completion Guidance

1. In Section 1, applicants must provide a brief outline of their experience and performance as a Headteacher or executive leader, by selecting their two strongest content areas from the list below and outline the impact and positive difference they have made to school improvement.
* Strategy and Improvement
* Leading with Impact
* Managing Resources and Risks
* Teaching and Curriculum Excellence
* Working in Partnership
* Increasing Capability

Your two strongest content areas **must** include quantifiable evidence of your impact. The NPQEL qualification will include an explicit focus on quantifiable evidence and data and it is important therefore that you consider this as part of your application.

1. In Section 2, applicants must assess their experience, ability, and impact against the ‘learn how to’ and ‘learn about’ statements for each of the six content areas of the qualification.
2. In Section 3, applicants must **identify a sponsor to undertake this judgement of their leadership behaviours**. This should be someone with a detailed and professional knowledge of the applicant’s work, impact, professional characteristics, and leadership behaviours. For colleagues aspiring to executive leadership, we suggest your school improvement partner or equivalent. For applicants currently in an executive leader role, we suggest the chair of their accountable body or equivalent. Nominated sponsors must have the necessary experience and understanding of the executive leader role to be able to assess this application as well as to offer support to the candidate throughout their NPQEL leadership development journey.
3. The sponsor must be able to validate the statements made in this application and judge the applicant against the seven NPQEL Leadership Behaviours.

(**Note:** In exceptional circumstances applicants may identify two sponsors to complete the gateway application form, this is only required where the applicant has recently changed schools and requires the prior headteacher to offer scores based on the leadership behaviours and the new headteacher to validate the permissions statements linked to engaging with the qualification fully).

1. The **applicant** and their **sponsor** are required to sign the declarations at the end of this form.

## Section 1: Experience and Performance

Please detail below the leadership roles you have held within the last 6 years, including details of the school / organisation. Please start with the most recent first.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Role | From | To | School/Organisation | Key responsibilities in this role |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Please detail below your College of Higher Education/University Qualification(s)

|  |  |  |  |
| --- | --- | --- | --- |
| College of higher Education/University | Degree Awarded | From | To |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Please provide details of any other relevant leadership qualifications., including details of the awarding body & date of completion. Please start with the most recent first.

|  |  |  |  |
| --- | --- | --- | --- |
| Qualification | Date Awarded | Awarding Body | Any Further Details |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Please provide a brief summary, outlining how your leadership roles and responsibilities have contributed to preparation for the NPQEL qualification. **(Max 300 words)**

|  |
| --- |
|  |

In order to demonstrate your readiness for NPQEL, select the two NPQ content areas from the list below that you feel best illustrate your strengths and describe the personal impact and positive difference your leadership has had within your own organisation and/or across several schools and on pupil outcomes.

Each example must be no more than 250 words. This does not include the identification of the content area selected. Do not forget to include **quantifiable evidence** in the section provided.

### NPQ Content Areas

* Strategy and Improvement
* Leading with Impact
* Managing Resources and Risks
* Teaching and Curriculum Excellence
* Working in Partnership
* Increasing Capability

### Example 1

|  |  |
| --- | --- |
| NPQ Content area selected |  |
| Date of example **\*Must be within the last 24 months** |  |
| Summary of school improvement aspect |  |
| Please provide an insight into your role at the time of leading this improvement aspect. |  |
| Illustrate below the personal impact and positive difference your leadership has had on school improvement- providing quantifiable evidence. |
| Personal Impact: |
| Positive Difference: |
| Quantifiable Evidence: |

### Example 2

|  |  |
| --- | --- |
| NPQ Content area selected |  |
| Date of example **\*Must be within the last 24 months** |  |
| Summary of school improvement aspect |  |
| Please provide an insight into your role at the time of leading this improvement aspect. |  |
| Illustrate below the personal impact and positive difference your leadership has had on school improvement- providing quantifiable evidence. |
| Personal Impact: |
| Positive Difference: |
| Quantifiable Evidence: |

## Section 2: Self-assessment against the NPQEL content areas

Use the following criteria to self-assess your experience, ability, and impact against the ‘learn how to’ and ‘learn about’ statements for each of the six content areas.

**Completion Instructions:** Enter the individual criteria (**number score**) which you consider to be most appropriate in the ‘Self-assessment’ column for each ‘Learn How To’ statement.

**4 - Substantial** – Substantial experience and proven ability and impact on improvement across several schools at headteacher or executive headteacher level.

**3 - Strong** – Developing direct experience and responsibility for the content area at headteacher or executive headteacher level with clear potential to apply the ‘Learn how to’ and ‘Learn about’ statements to ensure maximum impact on improvement across several schools.

**2 - Developing** – Developing experience of the content area through involvement at headteacher or executive headteacher level through partnerships between schools or external bodies and organisations.

**1 - Little or no experience** – Little or no experience of leading across several schools at headteacher or executive headteacher level.

### Content Area 1: Strategy and Improvement

| Learn how to: | Learn about: | Self-assessment |
| --- | --- | --- |
| Identify and anticipate changes in the external or strategic environment and understand their impact on different organisations | * Techniques to analyse the external or strategic environment (for example, in political, social, economic, technological, legal, and environmental terms), and appropriate engagement of the governance board on these subjects
* Conceptual, critical thinking, statistical and data analysis tools, techniques and concepts that support decision-making and strategy development at governance board level
 |  |
| Design a sustainable business development strategy, whether for growth, stabilisation or specialisation | * Research into, and examples of, successful business development strategies, including growth, stabilisation, and specialisation, drawn from a range of schools and non-school contexts
* Research into, and examples of, the causes of business failure, drawn from a range of schools and non-school contexts
* The role of the Governing Body in strategy development, including the benefits of working with a visionary and robust governing board
 |  |
| Lead a programme of significant change across several schools | * Research into, and examples of, delivering change across a number, of organisations, drawn from a range of schools and non-school contexts (for example, mergers or restructures)
 |  |
| **Total** | **/ 12** |

### Content Area 2: Teaching and Curriculum Excellence

|  |  |  |
| --- | --- | --- |
| Learn how to: | Learn about: | Self-assessment |
| Assess and improve teaching and curriculum quality, pupil progress and attainment in a range of different contexts, including for disadvantaged pupils or those with particular needs (for example, including Pupil Premium, SEND, EAL or the most able pupils) | * Systems and techniques used to evaluate teaching and curriculum quality, pupil progress and attainment across several schools
* Domestic and international research into, and examples of, school improvement strategies in relation to curriculum quality, pupil progress, attainment and behaviour, drawn from a range of different schools, including interventions targeted at disadvantaged pupils or those with particular needs (for example, the [EEF’s toolkit on teaching and learning](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions), and [EEF’s Putting Evidence to Work - A School's Guide to Implementation)](https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/)
 |  |
| Develop an understanding of how the provision of a MAT-wide/ across several schools curriculum can help with teacher retention, and reducing teacher workload and, deploy school-to-school support systems effectively to improve teaching and curriculum quality, the school curriculum, pupil progress and attainment paying due attention to potential impacts on teacher workload | * Tools and techniques to improve teaching and curriculum quality across several schools (for example, through coaching and mentoring, designation as a Teaching School Alliance or the effective use of textbooks to support consistently high-quality teaching)
* Research into, and examples of, school-to-school support systems that have improved the school curriculum, pupil progress and attainment, drawn from a range of schools (for example, across academy chains)
 |  |
| **Total** | **/ 8** |

### Content Area 3: Leading with Impact

| Learn how to: | Learn about: | Self-assessment |
| --- | --- | --- |
| Motivate and unite a wide range of people across organisations around visionary or challenging goals | * Tool and techniques to identify the motivations and priorities of colleagues and external stakeholders
* Techniques to identify their own motivations and moral purpose, and example of how to reflect these in policies or strategies, drawn from a range of schools and non-school contexts
 |  |
| Act as a credible public advocate for the organisation, promoting and defending its aims, vision and reputation convincingly and robustly | * Techniques, tools, and strategies for marketing the organisation and handling the media, drawn from a range of schools and non-school contexts
 |  |
| Contribute to local and central government policy making | * The machinery of central government, local government, and other public services, including opportunities to collaborate in policy making
 |  |
| **Total** | **/ 12** |

### Content Area 4: Working in Partnership

| Learn how to: | Learn about: | Self-assessment |
| --- | --- | --- |
| Look beyond the education system to identify excellence, expertise or professional advice in other sectors and deploy it to achieve cross-organisational goals | * Sources of expertise and professional advice (for example, in relation to legal, financial, commercial, procurement and marketing services) and how to access these
* Sources of best practice beyond the school system (for example, in relation to continuous improvement, governance, project management or financial efficiency)
 |  |
| Use school-to-school partnerships and collaboration to drive improvement in a range of different areas (for example, in relation to continuous improvement, governance, project management or financial efficiency) | * Research into, and examples of, successful school-to-school support partnerships and collaborations, drawn from a range of schools
 |  |
| Expand a school partnership to successfully prepare a school to join a partnership effectively | * Key research into, and examples of, preparing schools to successfully expand or join partnerships, including an academy chain (for example, in relation to due diligence, finance, and the different governance arrangements that exist in maintained schools, SATs, and MATs)
 |  |
| **Total** | **/ 12** |

### Content Area 5: Managing Resources and Risks

| Learn how to: | Learn about: | Self-assessment |
| --- | --- | --- |
| Deploy resources strategically across a number of organisations, to maximise efficiency whilst improving pupil outcomes | * Research into, and examples of, how resource management has delivered economies of scale and improved efficiency and effectiveness across several organisations (for example, in terms of finances, staffing, workload, educational provision and resources), drawn from a range of schools and non-school contexts
* Indicators of the effective and ineffective use of resources (for example, timetable flexibility, procurement, trends in teacher retention, staff sickness or pupil progress)
* [School Estate Vision, Strategy and Asset Management Plans](https://www.gov.uk/guidance/good-estate-management-for-schools/strategic-estate-management)
 |  |
| Maximise financial resources available, through, fundraising, sponsorship, grants, and income generation activities | * Sources of funding (for example, sponsorships and grants) and examples of successful funding bids
 |  |
| Hold those with responsibility for the management of resources and risks to account effectively, (including fulfilling the Accounting Officer role as defined in the Academies Financial Handbook)in line with statutory requirements and guidance (such as the Governance Handbook, and the [Academies Financial Handbook](https://www.gov.uk/guidance/academies-financial-handbook)) | * Examples of resource and risk management arrangements drawn from a range of schools and non-school contexts, including budgeting and forecasting, self-assessment, and the use of ICFP, internal controls, auditing and accounting, tolerances, and risk appetite
* The roles and professional standards of key resource management functions (for example, School Business Managers; Chief Financial Officers)
* The requirements of the financial accountability framework, as set out in the Academies Financial Handbook, the key metrics of effective resource management, and the principles of effective governance, as set out in the Governance Handbook and competency framework
 |  |
| **Total** | **/ 12** |

### Content Area 6: Increasing Capability

| Learn how to: | Learn about: | Self-assessment |
| --- | --- | --- |
| Identify long-term or strategic capability gaps across several schools and develop plans to address these, making the most of the challenge from the governance board | * Tools and techniques to assess workforce capability across several organisations, from schools and non-school contexts (for example, skills audits)
* Factors that impact on the supply and demand of teaching and non-teaching staff (for example, different curriculum requirements or pupil profiles, local and national trends in teacher recruitment and retention)
* The value of receiving effective challenge from the governance board, and the risks of not receiving this challenge
 |  |
| Ensure all leaders (including those held to account by the governance board) are held to account for their performance | * [Employment law, practice, and processes for managing misconduct, grievances, and redundancy (including the Teacher Appraisal Regulations)](http://www.legislation.gov.uk/uksi/2012/115/contents/made)
* The importance of the role of the governance board in holding senior leaders to account
* The recommendations in the 'Making Data Work' report (2018) regarding the use of data in the performance management process, and pay progression
 |  |
| Deploy staff strategically to increase the organisation’s responsiveness and resilience to change | * Examples of Induction, succession planning and talent management techniques/systems drawn from schools and non-school contexts
* Examples, drawn from schools and non-school contexts, of how organisations have deployed staff strategically to:
* enhance professional development (for example, through the rotation of staff between special and mainstream provision)
* spread critical knowledge and skills (for example, in relation to key posts)
* increase responsiveness and resilience to change (for example, trends in pupil profile, or new legislation
 |  |
| **Total** | **/ 12** |

## Section 3: Sponsor judgement of applicant’s leadership behaviours

Please tick the criteria that best reflects the leadership behaviour of the applicant in relation to the feedback statement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Leadership Behaviour | Excels | Strong | Developing | Not yet developed |
| **Commitment**The best leaders are committed to their pupils and understand the power of world-class teaching to improve social mobility, well-being, 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 best interests of the school and its pupils |  |  |  |  |
| **Respect**The best leaders respect the rights, views, beliefs and faiths of pupils, colleagues, and stakeholders |  |  |  |  |

## Sponsor Commitment of Support and Declaration

Please read the following statements and confirm your support for the applicant by marking your initials by the statements and signing the declaration below.

**Note**: If you are unable to support all statements please advise the applicant as they will need to seek input from a second sponsor.

As the applicant’s nominated sponsor, I confirm the following statements are true:

|  |  |
| --- | --- |
| **Initial** | **Declaration** |
|  | 1. I verify that the above information regarding the applicant’s experience and performance is correct.
 |
|  | 1. I endorse the applicant’s self-assessment against the content areas. I can confirm that the data provided is correct the impact on whole school improvement clearly demonstrates readiness to embark upon the National Professional Qualification for Executive Leadership.
 |
|  | 1. I certify that I know of no legal reason why the applicant should not be an executive leader.
 |
|  | 1. While the applicant is working towards NPQEL, I will inform OLP of any relevant change in their circumstances which might disqualify them from a position as an executive leader, or of any capability issues or disciplinary actions of which they are the subject.
 |
|  | 1. I have read and understand the two assessment tasks. I agree to the candidate completing Task 1 within their school/setting and understand that Task 2 involves placement days away from their school/setting.
 |
|  | 1. I agree to meet with the applicant at appropriate intervals to discuss progress and development in line with the NPQEL qualification expectations. This includes ensuring the applicant has a clear plan for submission (within 18 months of starting the programme at the latest) and communicates this plan (along with any changes to the plan) to OLP when requested to do so.
 |
|  | 1. I confirm payment will be made via the method of payment identified within the section below
 |
|  | 1. I certify that the information I have provided is correct, and that I endorse the applicant’s submission.
 |

### 1st Sponsor Declaration

|  |  |
| --- | --- |
| Sponsor Name: |  |
| Sponsor Role: |  |
| Relationship to Applicant: |  |
| School / Organisation: |  |
| Sponsor Email Address: |  |
| Please confirm the name of the payee (delete as appropriate) | * School/setting
* Paid for by the candidate
 |
| Signed:**Please provide either a physical hand signature or photo of your signature**(a typed name is not acceptable) |  |
| Date: |  |

### 2nd Sponsor Declaration (use only if required)

Please only **use the below section** **only** if you require multiple sponsors to complete this gateway application form. Disregard this section if only one sponsor is required.

|  |  |
| --- | --- |
| Sponsor Name: |  |
| Sponsor Role: |  |
| Relationship to Applicant: |  |
| School / Organisation: |  |
| Sponsor Email Address: |  |
| Please confirm the name of the payee (delete as appropriate) | * School/setting
* Paid for by the candidate
 |
| Signed:**Please provide either a physical hand signature or photo of your signature**(a typed name is not acceptable) |  |
| Date: |  |

## Applicant Commitment and Declaration

Please read the following statements and confirm the following statements are true by signing the declaration below:

|  |  |
| --- | --- |
| **Initial** | **Declaration** |
|  | 1. I certify that the information I have provided in this form is correct and my own work.
 |
|  | 1. I undertake to inform the Outstanding Leaders Partnership (OLP) of any change in my circumstances or any issues that may disqualify me from a position as an executive leader, including any disciplinary actions or capability issues.
 |
|  | 1. I confirm that I have DBS clearance from within the last three years.
 |
|  | 1. I certify that I know of no legal reason why I should not be an executive leader.
 |
|  | 1. I understand that, by submitting this application, I am consenting for you to use my data for internal research purposes.
 |
|  | 1. I have read and understand the [Terms and Conditions](https://www.outstandingleaders.org/terms-and-conditions), I am aware of possible deferral and withdrawal costs.
 |

### Applicant declaration

|  |  |
| --- | --- |
| Name: |  |
| Signed: **Please provide either a physical hand signature or photo of your signature**(a typed name is not acceptable) |  |
| Date: |  |