# NPQH Gateway Application Form

The following form must be completed and submitted alongside your registration for the National Professional Qualification for Headship (NPQH) 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 senior leader or headteacher, 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 NPQH qualification will include 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 headship, we suggest headteacher or equivalent. For applicants currently in a headteacher role, we suggest your school improvement partner or equivalent. Nominated sponsors must have the necessary experience and understanding of the Headteacher role to be able to assess this application as well as to offer support to the candidate throughout their NPQH leadership development journey.
3. The sponsor **must** be able to validate the statements made in this application **and** judge the applicant against the seven NPQH 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).
4. The **applicant and their** **sponsor(s)** 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 NPQH qualification. **(Max 300 words)**

|  |
| --- |
|  |

In order to demonstrate your readiness for NPQH, 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 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 NPQH 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 whole school improvement relating to the content area

**3 - Strong** – Developing direct experience and responsibility for the content area with clear potential to apply the ‘Learn how to’ and ‘Learn about’ statements to ensure maximum impact on whole school improvement

**2 - Developing** – Developing experience of the content area through membership of senior leadership teams or external bodies and organisations

**1 - Little or no experience** – Little or no experience of the content area at whole school level.

### Content Area 1: Strategy and Improvement

| Learn how to: | Learn about: | Self-assessment |
| --- | --- | --- |
| Anticipate changes in the external and strategic environment | * Horizon-scanning and drivers of political, social, economic, and environmental change
 |  |
| Develop a robust and reliable evidence-based organisational strategy, in collaboration with the governance board | * Critical thinking, statistical and data analysis tools, techniques and concepts that support decision making and strategy development
* Data collection best practice, including the principles and recommendations identified by the ['Making Data Work' report (2018)](https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response) and clarification of Ofsted inspection requirements
* The role of the governance board in strategy development, as set out in [the Governance handbook](https://www.gov.uk/government/publications/governance-handbook) and competency framework, and the benefits of working with a visionary and robust governance board
 |  |
| Lead a successful whole-school change programme | * Research into, and examples of the effective leadership of change, drawn from a range of schools and non-school contexts
 |  |
| **Total** | **/ 12** |

### Content Area 2: Teaching and Curriculum Excellence

|  |  |  |
| --- | --- | --- |
| Learn how to: | Learn about: | Self-assessment |
| Lead and grow excellent teaching in a school, and reflecting curriculum requirements, and the Ofsted education inspection handbook | * Research into, and examples of, the leadership of excellent teaching, domestically and internationally, including The National standards of excellence for headteachers and the [Early Career Framework](https://www.gov.uk/government/publications/supporting-early-career-teachers)
* The benefits of involvement in Initial Teacher Training in terms of teaching quality (for example through extended mentoring opportunities)
* The benefits of early career teacher support underpinned by the [Early Career Framework](https://www.gov.uk/government/publications/supporting-early-career-teachers)
* Statutory curriculum requirements to ensure ambition, breadth, and balance; the subject requirements to achieve this; and the [Ofsted school inspection handbook](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015)
* The benefits, characteristics, and examples of high-quality curriculum programmes (for example, a mastery-based mathematics, or knowledge-rich history curriculum)
* Tools and techniques to improve teaching 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)
 |  |
| Support pupils of all backgrounds, abilities, and particular needs in the school to achieve high standards, including Pupil Premium, SEND, EAL or the most able pupils | * Research into, and examples of, whole-school improvement strategies in relation to curriculum design, pupil progress, attainment and behaviour, drawn from a range of 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/)
* The implications of the Equality Act 2010 for all pupils
* The requirements on schools to publish a SEN Information Report
* Best practice in planning, commissioning, and monitoring Alternative Provision
 |  |
| Systematically review the cumulative impact of initiatives on teacher workload and make proportionate and pragmatic demands on staff | * Tools to assess and manage the impact of new policies or initiatives (for example, impact assessments and prioritisation techniques from the workload reduction toolkit)
 |  |
| **Total** | **/ 12** |

### Content Area 3: Leading with Impact

| Learn how to: | Learn about: | Self-assessment |
| --- | --- | --- |
| Distribute responsibility and accountability throughout the school to improve performance | * Research into the effectiveness of different leadership models or styles, including the distribution of responsibility and accountability
 |  |
| Be an inspiring leader in a range of different situations | * Examples of how different leadership models or styles have been deployed to achieve different objectives (for example, in response to different stakeholders, time pressures or priorities), drawn from a range of schools and non-school contexts
 |  |
| Communicate and negotiate with different people effectively to make progress on objectives | * Tools and techniques for gathering and analysing the perspectives, priorities, and motivations of stakeholders
* Research into negotiation and persuasion techniques/strategies
* Examples of communications/stakeholder engagement strategies, including the use of media, drawn from a range of schools and non-school contexts
 |  |
| **Total** | **/ 12** |

### Content Area 4: Working in Partnership

| Learn how to: | Learn about: | Self-assessment |
| --- | --- | --- |
| Use different models of partnership working to improve educational provision, sustain a culture of mutual challenge and learn from others (including parents/carers, the wider community and other organisation) | * Different models of partnership working/ collaboration and why these have been adopted in different circumstances (for example, to develop or share best practice) drawn from a range of schools and non-school contexts
* Guidance and examples of best practice in the joint commissioning of services (for example, the [SEND Code of Practice](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) on commissioning across education, health and social care)
 |  |
| Lead an effective partnership which brings benefits to the school and wider education system, particularly in their school’s area(s) of expertise or specialism | * Opportunities to support other schools (for example, through sponsorship, working with/becoming a teaching school, NLE status and the identification and development of potential SLEs)
 |  |
| **Total** | **/ 8** |

### Content Area 5: Managing Resources and Risks

| Learn how to: | Learn about: | Self-assessment |
| --- | --- | --- |
| Ensure the school’s resources are being used effectively to support school improvement, working effectively with the relevant governance board, and giving due consideration to staff workload | * Strategic financial planning techniques, including integrated curriculum and financial planning (ICFP) based on a 3-5 year strategy, and the role that governance boards play in this process
* Examples of how a range of schools and other organisations use the techniques of ICFP to ensure excellent resource management
* [How to make sure the school estate supports your education needs and goals](https://www.gov.uk/guidance/good-estate-management-for-schools/strategic-estate-management)
 |  |
| Implement accountability arrangements to manage resources and risks effectively and in line with statutory requirements and guidance (such as the Governance Handbook, and the Academies Financial Handbook (where applicable) | * The importance of strong accountability, including non-executive oversight
* Examples of resource and risk management arrangements drawn from a range of schools, including internal controls (for example, schemes of delegation, tolerances and risk appetite, internal and external reporting, and scrutiny)
* The requirements of the financial accountability framework, as set out in the [Academies Financial Handbook](https://www.gov.uk/guidance/academies-financial-handbook) , and the principles of effective governance, as set out in the [Governance handbook and competency framework](https://www.gov.uk/government/publications/governance-handbook)
* A school’s statutory requirements in relation to risk assessment, employment, buildings and premises, procurement, and safeguarding (including the Prevent Duty), and underpinning processes (for example, risk audits and assessment, collective bargaining, recruitment, redundancy and contract management)
 |  |
| **Total** | **/ 8** |

### Content Area 6: Increasing Capability

| Learn how to: | Learn about: | Self-assessment |
| --- | --- | --- |
| Hold all staff to account for performance using performance management, appraisal, misconduct, and grievance systems | * Employment law, practice, and processes for managing misconduct, grievances, and redundancy (including the Teacher Appraisal Regulations)
* Statutory requirements, flexibilities and supporting guidance on setting teachers’ pay and conditions
* The recommendations in the 'Making Data Work' report (2018) regarding the use of data in the performance management process and in pay progression
* The role of the governance board in holding senior leaders to account
 |  |
| Create and sustain an environment where all staff are encouraged to develop their own knowledge and skills, and support each other | * Sources of high-quality professional development within and outside of the school, beyond formal professional development programmes
* Supporting early career teachers through the Early Career Framework
* The main barriers to effective professional development in a school (for example, time, quality, and resources) and how these have been overcome
 |  |
| Work with the governance board to anticipate capability requirements or gaps in the school and design strategies to fill them | * Workforce and capability planning tools and techniques, drawn from a range of schools (for example, in relation to the knowledge and skills of teaching and non-teaching staff, educational resources or school infrastructure)
* Research into, and examples of, effective succession planning, drawn from a range of schools and non-school contexts, and the role the governance board plays in overseeing this process
 |  |
| **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. The quantifiable evidence provided is accurate and the impact on whole school improvement clearly demonstrates readiness to embark upon the National Professional Qualification for Headship.
 |
|  | 1. I endorse the applicant’s self-assessment against the content areas. I can confirm that the data provided is correct.
 |
|  | 1. I certify that I know of no legal reason why the applicant should not be a headteacher.
 |
|  | 1. While the applicant is working towards NPQH, I undertake to inform OLP of any relevant change in their circumstances which might disqualify them from a position as a headteacher, 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 nine 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 NPQH 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 a headteacher, 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 a headteacher.
 |
|  | 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: |  |