

## NPQ suitability

This guidance is to support you in matching participants to the most appropriate NPQ.

(Note: these lists are not exhaustive)			
Specialist NPQs	Suitable for	Example roles	Not suitable for
<p><b>Leading Teaching (NPQLT)</b> In 12 months, you will discover what outstanding teaching looks like and use this knowledge to become a high performing leader of teaching</p>	<p>Must be a teacher who has, or is aspiring to have, <b>responsibilities for leading teaching</b> in a subject, year group, key stage, or phase. Participants <b>must be in, or have been in, a teaching role.</b></p>	<ul style="list-style-type: none"> <li>&gt; Year group leader   Subject leader   Key stage/phase leader   Head of department   Class teacher   Head of Geography   Head of Outdoor Learning   Head of Phase</li> <li>&gt; Those that directly manage a team of teachers and their work is focussed on supporting effective teaching across a school</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Early Career Teachers (ECTs)</li> <li>&gt; RQTs</li> <li>&gt; Non-teaching staff</li> </ul>
<p><b>Leading Behaviour and Culture (NPQLBC)</b> In 12 months, you will gain expertise in behaviour management and discover how to create a culture where staff and pupils can thrive.</p>	<p>Must be a teacher who has, or is aspiring to have, <b>responsibilities for leading behaviour and/or supporting pupil wellbeing</b> in your school. Participants do not have to be in a teaching role to do this NPQ.</p>	<ul style="list-style-type: none"> <li>&gt; Pastoral lead   Head of behaviour   Assistant/deputy head   Headteacher   SENDCO   Head of Year   Safeguarding Lead   Head of House   Class teacher</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Early Career Teachers (ECTs)</li> <li>&gt; RQTs</li> </ul>
<p><b>Leading Teacher Development (NPQLTD)</b> In 12 months, you will gain the knowledge to become a teacher educator and successfully support teachers in your school to expand their skills.</p>	<p>Must be a teacher who has, or is aspiring to have, <b>responsibility for leading other educators to develop.</b> You might support the development of all teachers in your school, trainees, or those early in their career. Participants <b>must be in, or have been in, a teaching role.</b></p>	<ul style="list-style-type: none"> <li>&gt; Head of teaching development/CPD   Year group leader   Subject leader   Key stage/phase leader   Head of department   Assistant/deputy head   Headteacher   Head of ITT   Head of department   Second in Maths   Class teacher</li> <li>&gt; May indirectly manage a team of mentors or coaches and their work is focussed on supporting ITT, ECTs as well as wider development of all colleagues across the school</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Early Career Teachers (ECTs)</li> <li>&gt; RQTs</li> <li>&gt; Non-teaching staff</li> </ul>
<p><b>Leading Literacy (NPQLL)</b> Poor literacy skills are a significant barrier for young people in progressing in all aspects of their education. Become an expert in literacy and leadership and enable young people to benefit from the curriculum to improve their chances of success</p>	<p>Must be a teacher who has, or is aspiring to have, responsibilities for <b>leading literacy in a subject, year group, key stage, or phase</b></p>	<ul style="list-style-type: none"> <li>&gt; Middle leader or senior leader</li> <li>&gt; Responsibility for leading English, or leading literacy across phase, stage, subject, or across whole school/a group of schools</li> <li>&gt; Ideally suited to a participant who has knowledge of literacy, including spoken language, reading (including phonics, fluency and comprehension), and writing (including transcription and composition)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Early Career Teachers (ECTs)</li> <li>&gt; RQTs</li> <li>&gt; Non-teaching staff</li> </ul>

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		(Note: these lists are not exhaustive)	
Leadership NPQs	Suitable for	Example roles	Not suitable for
<p><b>Senior Leadership (NPQSL)</b> This 18-month programme helps you develop your leadership knowledge and expertise to improve outcomes for teachers and pupils in your school.</p>	<p>Must be, or are aspiring to be, a senior leader <b>with cross-school responsibilities</b>. Participants must be at <b>middle leadership or above</b> currently.</p>	<ul style="list-style-type: none"> <li>&gt; Assistant Headteacher/Associate Assistant Headteacher   Deputy Headteacher/Vice Principal   Head of Faculty/Department/Subject   Head of Year   Head of Early Years   Second in Maths   SENCO   Head of ITT   Head of primary key stage/Head of Early Years</li> </ul>	<ul style="list-style-type: none"> <li>&gt; ECT</li> <li>&gt; Class teacher</li> <li>&gt; Headteacher</li> <li>&gt; Executive headteacher</li> </ul>
<p><b>Headship (NPQH)</b> Within 18 months, you will develop the knowledge that underpins expert school leadership and apply it to become an outstanding headteacher.</p>	<p>Must be, or aspire to be, a headteacher or head of school <b>with a responsibility for leading a school</b>. Participants must be at <b>senior leadership level or above</b> currently.</p>	<ul style="list-style-type: none"> <li>&gt; Headteacher   Head of School   Director of Teaching School   Deputy Headteacher/Vice Principal   Assistant Headteacher / Vice Principal</li> </ul>	<ul style="list-style-type: none"> <li>&gt; ECT</li> <li>&gt; Class Teacher</li> <li>&gt; Literacy coordinator/Class teacher/Maths subject lead/Specialist Leader of Education (Junior School)</li> <li>&gt; Director of Learning for any subject/Head of department/Head of primary key stage/Head of Early Years</li> </ul>
<p><b>Early Years Leadership (NPQEYL)</b> In 18 months, you'll develop expertise in early years leadership, helping to give all children up to the age of five the best possible start in life</p>	<p>Must be an Early Years practitioner who is, or is aspiring to be, an EYFS leader. Participants must also have at least a Level 3 recognised qualification. If you need to check whether a participant has a relevant qualification, please look at <a href="#">this document</a>.</p>	<ul style="list-style-type: none"> <li>&gt; Those working in private, voluntary, independent, and maintained early years setting</li> <li>&gt; An experienced leader, senior leader, or equivalent if from a private/voluntary setting (manager/deputy/room leader)</li> <li>&gt; Suitable experience of leading across the early years foundation stage</li> <li>&gt; Knowledge of up-to-date early years theory and practice and organisational management in an early years setting (which can include nursery and reception in schools and private/voluntary settings)</li> </ul>	<ul style="list-style-type: none"> <li>&gt; ECT</li> <li>&gt; RQT</li> <li>&gt; Reception Class teacher (please address this on a case by case basis- you might feel them suitable)</li> </ul>

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<p><b>Executive Leadership (NPQEL)</b> In 18 months, you will develop the expertise you need to become an outstanding executive leader, leading change, and improvement across your group of schools or multi-academy trust.</p>	<p>Must be a school leader who is, or is aspiring to be, an executive headteacher or have a school trust CEO role <b>with responsibility for leading several schools</b>. Participants must be in a <b>headteacher role or above</b> currently.</p>	<p>&gt; Executive Headteacher   Headteacher/Principal   CEO (in first year)</p>	<p>&gt; Class teacher &gt; Head of ITT &gt; Deputy Head &gt; Assistant head &gt; ECT</p>
<p><b>Important notes:</b></p> <ul style="list-style-type: none"> <li>&gt; Participants can also complete the NPQ if they are working across schools (i.e., they do not work in one school).</li> <li>&gt; It is important to set expectations before participants apply: although we believe that all participants will benefit and gain value from completing an NPQ, the curriculum is designed based on participants being in a school. Therefore, participants not in a single school may need to do further reflection to make the most of the content.</li> <li>&gt; Participants do not need to have Qualified Teacher Status (QTS) to complete an NPQ; however, they must still meet the criteria above. If they are suitable, but don't have QTS, please follow <a href="#">this guidance</a> to get a Teacher Reference Number (TRN).</li> </ul>			