



Connecting
Hackney and
Tower Hamlets
Schools

NPQ
SPECIAL EDITION

MARCH 2024

NEWS

A message from the Director of East London Teaching School Hub.



We are delighted to share that our East London Teaching School Hub (ELTSH) has been re-designated for 2024-2028!

ELTSH is one of 87 Teaching School Hubs designated by the Department for Education. We have responsibility for ensuring teachers and leaders from all state-funded schools in Tower Hamlets and Hackney can access the highest quality professional learning through our ECF and NPQ programmes.

The success of our hub is a result of the fantastic partnerships we have with our local strategic partners who support with the facilitation of the ECF in local clusters, along with our team of over 40 ECF and NPQ facilitators all whom have expert knowledge of working as teachers and leaders in Tower Hamlets and Hackney. You can find out more about our network of facilitators and strategic partners [here](#).

To date, 88% of all Tower Hamlets and Hackney schools work with us, along with a further 199 schools from other areas. Over 2000 colleagues have engaged with our programmes and/or have been supported by our Appropriate Body, and we look forward to working with many more.

This newsletter focuses on the real and tangible impact engagement with the NPQs is having in our schools. Read on to learn from the experiences of a range of colleagues and to find out more about how you or your colleagues can find out more about the NPQs on offer in 2024-25.

Ruth Smith

Director of East London Teaching School Hub

NPQ CASE STUDIES

Bonita O'Sullivan: NPQ Senior Leadership Graduate (Autumn 2021 cohort)

We had the pleasure of catching up with Bonita in February when she returned to our hub as a guest speaker to share the impact of her own implementation project with our current NPQSL cohort.

In this article she shares how her NPQSL has supported her own career progression because of the improved leadership behaviours and skills she learnt from her studies.

Prior to completing the NPQSL, Bonita explained that she had struggled to sustain implementation projects successfully in her role as Head of Teaching and Learning in her school. On starting the NPQSL, she was introduced to the Education Endowment Foundation (EEF) effective implementation guidance (a core feature of the programme) which showed her "why other initiatives hadn't worked or hadn't been successful". She felt empowered to make better evidence-informed decisions when leading change in her school to ensure greater success in the future.

Bonita also explained that the peer learning groups (PLGs), facilitated by ELTSH as part of the NPQSL course structure, offered invaluable opportunities for her to engage in rich discussions with educators from diverse backgrounds. These face-to-face interactions facilitated peer learning, enriched experiences, and fostered her confidence in discussing educational theories and practices. She reflected "it was really valuable because it was by speaking to people in different contexts [and] discovering the similarities and differences" that helped consolidate her understanding of the education research and theory she was studying on the NPQSL.

After completing the NPQSL course, Bonita applied and was successful in securing a Deputy Headteacher position. (Prior to the NPQSL, she had been unsuccessful in her applications for senior positions). Bonita felt that she was able to demonstrate in interview her improved understanding of change processes and was able to reference her own implementation project, showcasing her ability to navigate complex challenges. "In the feedback that I got afterwards they were impressed with my knowledge of current educational theory".

Now, in her role as Deputy Headteacher, Bonita regularly applies what she learnt from her NPQSL to drive decision-making processes within



Continued on next page...

Bonita O'Sullivan: NPQ Senior Leadership Graduate (Autumn 2021 cohort), continued...

her school. She employs the EEF effective implementation guidance to guide curriculum development projects and supports early career teachers by applying NPQ knowledge in mentoring and resource development. Additionally, Bonita often draws on resources from the EEF to inform her work as the school's equality, diversity, and inclusion (EDI) lead, further demonstrating the programme's impact on school-wide responsibilities.

Bonita also recognises how she feels better equipped to support and challenge colleagues effectively. Armed with evidence-based insights from the NPQSL, Bonita confidently navigates professional conversations, providing constructive feedback and driving continuous

improvement within her school. "When having challenging conversations at school, having completed an NPQSL I now feel the confidence to approach challenging situations as well, knowing that when you are having challenging conversations you're not just talking randomly, it's backed by evidence".

Bonita's NPQSL study highlights the importance of continuous professional development and staying up to date with evolving educational practices. Not only has Bonita progressed professionally as an individual, she has also made a tangible wider impact in her school which can only benefit all learners.

The impact of NPQs: an Assistant Head's perspective

Jaspreet Kaur is Assistant Headteacher at Mulberry School for Girls and has benefitted from being supported by the school to study the NPQH.

My decision to undertake the NPQH was influenced by the ongoing desire for quantifiable impact within my area of responsibility.

As educators in the contexts we work in, we have a moral imperative to ensure all students have access to the most rich, rigorous, and purposeful opportunities we can provide them with.

I had previously completed the NPQML (as it was called then!) and NPQSL with different institutions at my previous school. I thoroughly enjoyed the wider reading as it helped enhance my leadership and gave me the opportunity to share best practice with colleagues in similar schools, while also providing ongoing scope for reflection and honing my implementation project.



The bigger challenge now is to scale up: how to really craft my vision, learn how to establish a culture where all stakeholders can thrive, lead a team of professionals, and bring about meaningful and long-lasting change.

Training and input are delivered via UCL's online platform, meaning I can be flexible with engagement and manage it amidst my school priorities. That learning is then consolidated with the face-to-face sessions, engaging with peers and expert facilitators, who are Headteachers who have worked in East London and have an expert understanding of our local context.

I would advise the NPQH journey for all: it is not solely for those who are certain about their Headship journey; but also those who want to be the best senior leader they can be, for themselves, their teams and the young people they serve.

The impact of NPQs: a Headteacher's Perspective



Alice Ward, Headteacher of Mulberry School for Girls, explains why she has supported 22 colleagues to date to engage with the new and reformed NPQs offered by ELTSH.

"Mulberry School for Girls is an over-subscribed, fully comprehensive, highly ambitious school with a commitment to social justice, which includes working to achieve social mobility for pupils and their families and better economic prosperity. This ambition pervades every aspect of the school's work every day. The school's mission statement is 'Confidence, Creativity, Leadership and Love of Learning for Young Women'. This expresses the DNA of our approach to education at Mulberry.



We know that to make sure our students leave us well qualified they need great teachers. We want them to leave with a full portfolio of skills, attributes and achievements, enabling them to lead successful, happy and prosperous lives – socially and economically – and have access to great employment prospects locally, making a full, impactful contribution to Britain and the wider world.

For this they need to be in a school with great leaders. This vision and ambition means we are absolutely

committed to providing leadership opportunities for staff. We also recognise that every member of staff in a school is a leader of others in some capacity. The wide range of NPQs offered by ELTSH means that staff can develop leadership expertise in a range of areas; it also offers a practical advantage in that the different NPQs run on different days making staff absence for sessions much more manageable.

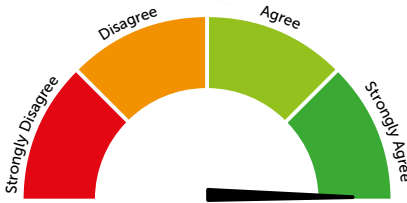
The NPQs give participants a framework for thinking about what great leadership looks like, what evidence and research the decisions they make are based on, and how to lead a team to effective implementation of new ideas and strategies. It has caused even some of our most experienced senior leaders to pause and reflect more deeply on what they are doing, why and how, and how they increase further their impact. It has supported mainstream teachers to be successful in taking on leadership for the first time.

The NPQs help participants to articulate better their leadership, which means their learning is more easily shared with and understood by others. I know also that having the time to focus on their own professional development reaffirms to staff that they are valued and appreciated in the roles that they do and deserving of this time.

It helps us to retain brilliant people and means that we can further our impact as a school. And it means that we can contribute more leaders to the education system generally, which, I hope, ultimately helps all of our schools and students."



Our Participants and their Mentors rate our NPQs highly too!



Mentors

100% of NPQ Mentors agree or strongly agree that the NPQ programmes are having a visibly positive impact on participants' leadership skills and behaviours.

"Growing leadership capacity, evidenced by his ability to lead in facilitating in-depth conversations and discussions, providing valuable support to colleagues in considering their curriculum intent. He is able and willing to have professional and challenging conversations, he is a visible leader and supports others."

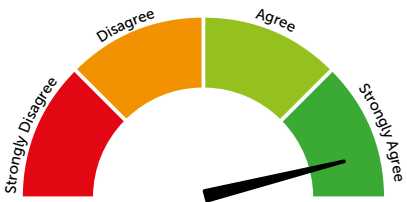
NPQSL Mentor, Hackney

"[Improvements in] the way ... communicates and articulates strategic developments with very clear timescales. She has made a significant impact on staff engagement and compliance with her expectations. They listen to her and trust her."

NPQH Mentor, Tower Hamlets

"[There has been] a more focused alignment with the school's SDP, implementing initiatives that support the school strategically. Developing a clear culture within his phase group. Greater presence as a leader in the school community. Being able to look at decision-making a more strategic way and seeing beyond the immediate."

NPQSL Mentor, Tower Hamlets



Participants

95% of participants agree or strongly agree that they have grown as a leader.

"Facilitators were knowledgeable and helpful throughout and had a clear sense of how to manage this project whilst also keeping up to date with the pressures and responsibilities that are required of me in my own school."

NPQLT participant

"Completing this qualification has given me more confidence in my ability to bring staff on board with new initiatives."

NPQLTD Participant

"Knowledgeable and personable facilitators have created a safe environment that has been conducive to acquiring new leadership knowledge and skills and talking through ways to apply these new skills in my context."

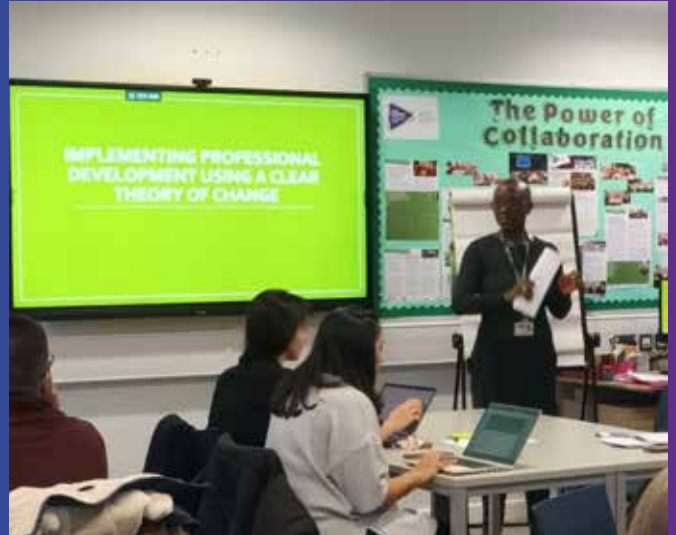
NPQLL Participant



SNAPSHOTS OF SPRING TERM NPQ LEADERSHIP ACTIVITIES



Remi Atoyebi and Mitch Karunaratne visit East London Teaching School Hub to share their Headteacher experiences



NPQ Lead Providers UCL Institute of Education also held workshops at the Hub with Reconnect London this term



Spring 2022 NPQ graduate Shane Bell-Nevin shared his NPQH assessment journey and tips for the implementation project with our current NPQH participants taking their final assessment

How to Apply for 2024-2025 NPQs

The DfE application portal is currently closed. However, please do register your interest with ELTSH [here](#).

Autumn 2024 NPQs: Funding Information

The DfE has published scholarship information for Autumn 2024 only:

Scholarship funding to cover the full NPQ course cost will be available to teachers and leaders from:

- the 50% of schools with the highest proportion of students who attract pupil premium funding
- 16 to 19 educational settings identified as having high disadvantage

- For the early years leadership NPQ, highly disadvantaged early years settings will also be eligible.

Scholarships will continue to be available to all teachers and leaders from publicly funded schools and 16 to 19 educational organisations for the following NPQs:

- leading primary maths
- SENCO
- headship

Those who hold the role of ITT Lead Mentor and work with an accredited ITT Provider will continue to be in scope for scholarship funding for the NPQLTD for the Autumn 2024 cohort

Find out more [here](#).

For current NPQ participants:

You can find your session schedules here:

[Autumn 2023 cohort](#)

[Spring 2024 cohort](#)

The information can also be found in the NPQ section of [our website](#)

Follow us on social media to keep up with all the latest ELTSH events and information

 [@eastlondontsh](#)

 [eastlondontsh](#)

 [@EastLondonTSH](#)



Connecting
Hackney and
Tower Hamlets
Schools

Contact us

Please do contact us if you have any queries or questions:

For Early Career Framework Full Induction Programme enquiries: ecf@eastlondontsh.org

For Appropriate Body enquiries: ab@eastlondontsh.org

For ITT enquiries: ITT@eastlondontsh.org

For all other enquiries: info@eastlondontsh.org

Visit us on the web at
[East London Teaching School Hub](#)

East London Teaching School Hub
Richard Street, Commercial Road
London, E1 2JP
Phone: 0207 791 7212