**NPQH Final Assessment**

**Submission form template**

*For participants who due to current restrictions, are unable to obtain or access current data due to the cancellation of exams including SATs and GCSEs in academic years 19/20 and 20/21*

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| **This form is to be used for the submission of Task 1 (own school) and Task 2 (placement school). The submission form may be submitted with Task 1 only completed, Task 2 only completed, or both tasks together. If only submitting one task, the boxes for the other task must be left blank.** |

*Please complete the white boxes below. Please write in Calibri point 11.* *Pages 1-4 are NOT included in the word count.*

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| **Participant Name** |  |
| **Provider Name** |  |
| **Email address for return of result**  |  |
| **Teacher Reference Number (TRN)** |  |
| **This submission for assessment is:** | Task 1/ Task 2/ Task 1 and task 2 |
| A first submission/ A re-submission |

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| Marks, feedback and result will be set out on a separate **DMF (Decision, Marks and Feedback) form** |
| To gaina **Pass score** you mustscore 1 or 2 for every criterion *and* attain at least 70% (21) of the available marks in task 1 *and* at least 70% (8) of the available marks in task 2. A **Fail judgement** will be made if you do not provide relevant evidence (score zero) for one or more criteria *or* have scored 20 or below in task 1 *or* 7 or less in task 2.  |
| Task 1content areas | **SAI** | **TCE** | **LWI** | **WiP** | **~~MRR~~** | **~~IC~~** | **Total** |
| Maximum marks | 8 | 8 | 8 | 6 | **-** | **-** | **30** |
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| Task 2 content areas | **~~SAI~~** | **~~TCE~~** | **~~LWI~~** | **~~WiP~~** | **MRR** | **IC** | **Total** |
| Maximum marks | **-** | **-** | **-** | **-** | 6 | 6 | **12** |
|  | *Criterion scores: 0 = no relevant evidence 1 = partially demonstrated 2 = fully demonstrated* |

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| **C-19 Advice** |  |
| If you have received specific individual advice from the DfE, the national QA Agent Tribal, or NPQonline regarding variation of your project or submission due to C-19 measures in schools, then please add a cross **X** in the box to the right, and copy and paste the advice/ permission you have received relating solely and explicitly to variation in your project and/ or submission, together with its source, to the foot of this submission. This should not be included within the word count. |  |

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| **Signatures for Verification** |
| *Please copy and paste scanned signatures and print names below.* |
| **I confirm that this submission and supporting documents are a true and accurate account of the work carried out by the participant during their NPQH programme.** |
|  | **Signature** | **Printed Name** | **Date** |
| **Participant** |  |  |  |
| **Sponsor** |  |  |  |
| **Headteacher** |  |  |  |
| **Placement school headteacher** *(Task 2 only)* |  |  |  |
| *Please note non-compliance in terms of any missing signatures, names or dates will be returned.* |

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| **REMINDER** |
| Your submission MUST be on a recent form (the date in the header to be less than a year old), be GDPR compliant and include: |
| For **task 1**:* The THREE required supporting documents
	+ Pupil performance data
	+ Presentation recording and feedback
	+ Communications/ stakeholder engagement strategy
 | Together with:* Scanned handwritten signatures (accompanying the printed name and date) on page 2.
* Sponsor comments on page 4.
* A fully completed contextual statement, set out page 3.
* Accurate word counts for each of the required sections, including the overview, in the table on page 3. The maximum word count stated should not be exceeded.
 |
| Your **task 2** submission MUST include:* The ONE required supporting document
	+ Curriculum-led budget
 | Together with:* Scanned handwritten signatures (accompanying the printed name and date) on page 2.
* A fully completed contextual statement, set out page 3.
* Accurate word counts for each of the required sections, including the overview, in the table on page 3. The maximum word count stated should not be exceeded.
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| *Plagiarism and collusion checks will be carried out* |

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| **Contextual Statement** |
| In this section, list the **titles of your school improvement project/s**, ***Working at whole-school level to 1)*** across **at least two terms, *lead a school change programme to improve pupil progress and attainment***, and ***2)*** over **at least nine days, *design an action plan to meet your placement school’s resourcing and capability needs***. Briefly describe the **nature of the pupil progress** and attainment your project was designed to improve, and the **placement school’s resourcing and capability needs** your task plan was designed to improve. List where the assessor will find the **key supporting documents**.This page is contextual and is not assessed. Words written on this page do not count towards the limit of 4,000 words (Task 1) and/ or 2,500 words (Task 2) overall; however, please limit what you write to a maximum of two lines in each box on this page. Sponsor comments are not included in the word count and are not limited in length. |
| Where you have been unable to obtain or access current data due to the cancellation of SATs and GCSEs in academic years 19/20 and 20/21 to support criteria 1.3.2 and/or 2.3.2 and/ or 2.3.3, the alternative criteria set out below may be used. These are optional flexibilities introduced by the DfE. |
| Task 1: **Title of your school change programme:** |
| Task 1: **The area in which your school improvement project (change programme) improved pupil progress and attainment:** |
| Task 2: **Title of your placement school project (action plan):** |
| Task 2: **The school resourcing and capability needs your action plan was designed to meet:** |
| ***Supporting document*** | ***Location: page no.; position on page; reference/ title*** |
| **Task 1** |
| **Pupil performance data** |  |
| **Sponsor comments** | Page 4 |
| **Presentation recording and feedback** | Audio/ video/ transcription or notes location: |
| If video, link:  |
| If audio or video, start time of key 10 minutes: |
| **Communications/ stakeholder engagement strategy** |  |
| ***Task 1 word count****: maximum 4,000 not including supporting documents or sponsor comments (Overvew+SAI+TCE+LWI+WiP)* |
| **Overview** | **SAI** | **TCE** | **LWI** | **WiP** | **MRR** | **IC** | **Total** |
|  |  |  |  |  | **X** | **X** |  |
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| **Task 2** |
| **Curriculum-led budget** |  |
| ***Task 2 word count****: maximum 2,500 not including supporting documents or sponsor comments (Overview+MRR+IC)* |
| **Overview** | **SAI** | **TCE** | **LWI** | **WiP** | **MRR** | **IC** | **Total** |
|  | **X** | **X** | **X** | **X** |  |  |  |

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| ***Optional additional information (task 1 and task 2)*** |
| **Your role** |  |
| **Your school type***Size, phase, state/ independent, etc.* |  |
| **Role of sponsor***(Whose comments are below)* |  |
| **Other important information** |  *e.g. dyslexia, advice received from NPQonline, etc.* *NB: The same standards are expected of all participants.* |

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| **Sponsor comments (Task 1 only)**  |
| *Please ask your sponsor to comment in the box below on this assessment criteria:* 3.3.2 Adapts or tailors their leadership style to lead effectively in different situations |
| ***How has the participant varied their leadership style to lead effectively in all situations?***  |
| **Sponsor to write comments in this box.** |

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| **Submission**  *Words written in the following sections must be included in the word count* |
| Please write your final assessment submission in either Section Task 1 Own school (Overview plus four leadership curriculum areas), and/ or section Task 2 Placement school (Overview plus two leadership curriculum areas), and then add appendices, or extracts at the end of the document. The boxes in each section do not need to all be the same length, but you must not exceed an overall word count of 4,000 words (Own school project) and/or 2,500 words (Placement school project), excluding appendices. You should provide evidence for every numbered criterion. Failure to provide relevant evidence for even one criterion will result in a fail. Please write the word count for each assessed area in the section above |
| **Task 1 - Own school: improve pupil progress and attainment** |
| **Overview** | ***Write a summary overview of your project and the impact this had on pupil outcomes.*** |
| **Write your assessment submission in this box.** |
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| **Content area 1: Strategy and Improvement** |
| **Strategy and Improvement** | ***How have you collaborated with the governing board to draw up plans to improve pupil progress and attainment, which take into account changes taking place in the school, an analysis of data, and ideas for the effective leadership of change drawn from your own research?*** |
| 1.3.1 Analyses the implications of changes in the external and strategic environment and applies findings to own plans |
| **Write your assessment submission in this box, demonstrating how you have analysed the implications of changes**   |
| Original criterion: 1.3.2 Deploys critical thinking and statistical and/or data analysis tools, techniques and concepts during the design of own plans |
| Alternative criterion: 1.3.2 Deploys critical thinking and statistical and/or data analysis tools, techniques and concepts during the design of own plans. If current data is incomplete or unobtainable, the most recent data sets available (2019) can be used to identify an expected data trajectory of improvement following the proposed implementation of plans. |
| **Write your assessment submission in this box, showing how you have thought critically and used tools**   |
| 1.3.3 Collaborates with the governance board during the design and implementation of plans, describing the benefits of doing so |
| **Write your assessment submission in this box, indicating how you have collaborated with your governance board**   |
| 1.3.4 Analyses research into, and examples of, the leadership of change, drawn from a range of schools and non-school contexts, and applies findings to the design and own leadership of plans |
| **Write your assessment submission in this box, giving details of how you have analysed the leadership of change and used the findings**   |
| 1. **SAI checklist** Have you:
* Anticipated the effects of change in the external and strategic environments?
* Used a range of tools, techniques and concepts to analyse available data and statistics?
* Thought critically about the evidence you have found whilst drawing up your plan for improvement?
* Collaborated with the governance board whilst developing and implementing your plan for improvement?
* Outlined the benefits of collaborating with the governance board?
* Researched and found examples of the leadership of change, which you then applied to your own leadership?
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| **Content area 2: Teaching and curriculum excellence** |
| **Teaching and Curriculum Excellence** | ***How have you led teaching so that pupil progress and attainment rise across the school, taking account of groups of pupils with particular needs and teacher workload?*** |
| 2.3.1 Analyses a range of domestic and international research into, and examples of, the leadership of teaching and applies findings to own plans  |
| **Write your assessment submission in this box, evidencing your analysis of research into the leadership of teaching**   |
| Original criterion: 2.3.2 Designs, leads, implements and evaluates an evidence-based change programme that improves pupil progress and/or attainment at whole-school level *Supporting document required: Pupil performance data* |
| Alternative criterion: 2.3.2 Designs, leads, implements and evaluates an evidence-based change programme that has the aim of improving pupil progress and/or attainment at whole-school level. If current data is incomplete or unobtainable, the most recent data sets available (2019) can be used to identify an expected data trajectory of improvement following the proposed implementation of plans.*Supporting document required:*  *Data analysis of internal and external pupil performance data used with clear signposting as to whether it is current or historical data* |
| **Write your assessment submission in this box, establishing how your project improved progress. *Attach your supporting document to the foot of this document, showing how you have used pupil performance data.***  |
| Original criterion: 2.3.3 Evaluates, monitors and responds to the needs and performance of all pupils in a school, including through provision for groups of pupils with particular needs |
| Alternative criterion: 2.3.3 Evaluates, monitors and responds to the needs and performance of all pupils in a school, including through provision for groups of pupils with particular needs, if current data is incomplete or unobtainable, the most recent data sets available (2019) can be used to identify an expected data trajectory of improvement following the proposed implementation of plans. |
| **Write your assessment submission in this box, demonstrating how you have used addressed the needs of all pupils. *Attach your supporting document to the foot of this document, showing how you have used pupil performance data.***  |
| 2.3.4 Assesses the impact of new initiatives on teacher workload, implementing options to minimise or mitigate this where necessary  |
| **Write your assessment submission in this box, illustrating how you have addressed workload**.  |
| 1. **TCE checklist** Have you:
* Analysed research into and examples of the leadership of teaching domestically?
* Analysed research into and examples of the leadership of teaching internationally?
* Provided evidence of the need for change?
* Carried out a project which has improved pupil progress or attainment across the school?
* Ensured the needs of all pupils, including those groups with particular needs are met?
* Checked that plans for change do not increase teacher workload?
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| **Content area 3: Leading with impact** |
| **Leading with Impact** | ***How have you used an analysis of different models of leadership to tailor your own to different situations?******How have you used your understanding of stakeholder views, and your knowledge of various communication strategies, to communicate, negotiate or persuade?***  |
| 3.3.1 Analyses the effectiveness of different models of leadership, drawn from schools and non-school contexts, including the distribution of accountability and responsibility |
| **Write your assessment submission in this box, showing how you have analysed models of leadership.**  |
| 3.3.2 Adapts or tailors their leadership style to lead effectively in different situations*Supporting document required: Sponsor comments* |
| **Write your assessment submission in this box, which establishes how adapted your leadership style.  *Ensure sponsor comments are included near the top of this form, which give additional information to support your evidence here****.*  |
| 3.3.3 Analyses stakeholder views systematically and applies this understanding to communicate, negotiate or persuade*Supporting document required: Presentation recording and feedback* |
| **Write your assessment submission in this box, specifying how you have analysed stakeholder views and then communicated, negotiated or persuaded. *Upload your recording, or include a link, which proves that you have analysed stakeholder views.***  |
| 3.3.4 Evaluates different communications/stakeholder engagement strategies and applies findings to the design and implementation of own communications/ stakeholder engagement strategy*Supporting document required: Communications/ stakeholder engagement strategy* |
| **Write your assessment submission in this box, indicating how you evaluated and used engagement strategies. *Attach your supporting document to the foot of this document, which illustrates the quality of your project plan***.  |
| 1. **LWI checklist**

Have you:* Analysed effective models of leadership in school contexts?
* Analysed effective models of leadership in non-school contexts?
* Reflected on the distribution of accountability and responsibility?
* Adapted your leadership style to suit different situations?
* Systematically analysed stakeholder views?
* Evaluated a variety of different communication strategies?
* Evaluated a variety of stakeholder engagement strategies?
* Used your understanding and knowledge to draw up your own strategy?
* Used your understanding and knowledge to communicate, negotiate or persuade?
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| **Content area 4: Working in partnership** |
| **Working in Partnership** | ***How have you formed a range of partnerships or collaborations, including giving support to other schools, which increase your school’s capability and help the success of your plans for improvement?*** |
| 4.3.1 Analyses the school’s strengths and weaknesses and initiates relevant partnerships/collaborations to improve school capability |
| **Write your assessment submission in this box, setting out how you analysed strengths and established partnerships**.  |
| 4.3.2 Analyses different models of partnership working/opportunities for collaboration and their relevance to own plans |
| **Write your assessment submission in this box, outlining how you have identified and analysed different models of partnership.** |
| 4.3.3 Exploits opportunities to support other schools, through collaboration and partnership in own school’s area(s) of expertise |
| **Write your assessment submission in this box, indicating how you have supported other schools**  |
| 1. **WIP checklist** Have you:
* Analysed the school’s strengths and weaknesses?
* Initiated partnerships or collaborations which improve the school’s capability?
* Researched different models of partnership working or collaboration?
* Through supporting other schools, brought benefit to your own school?
* Applied your knowledge to your own plans for improvement?
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| **TASK 2 Placement School – Design an action plan***Words written in the following sections must be included in the word count* |
| **Overview** | ***Write a summary overview of your project and the placement school’s resourcing and capability needs your action plan was designed to meet.*** |
| **Write your assessment submission in this box.** |
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| **Content area 5: Managing risks and resources** |
| **Managing resources and risks** | ***What does your analysis of the placement school’s finances, staffing, teacher workload, educational resources, curriculum and openness to risk tell you about their ability to improve resourcing and capability?*** |
| 5.3.1 Analyses school’s resourcing challenges in terms of finances, staffing, teacher workload and educational resources, and designs plans to address these*Supporting document required: Curriculum-led budget* |
| **Write your assessment submission in this box, specifying how you have analysed the financial and staffing budget required by your plans. *Attach your supporting document to the foot of this document, which proves that you have drawn up a budget (the same document is required for 5.3.2)***  |
| 5.3.2 Formulates a curriculum-led budget aligned to plans*Supporting document required: Curriculum-led budget* |
| **Write your assessment submission in this box, indicating how you have drawn up a budget.  *Attach your supporting document to the foot of this document, which proves that you have drawn up a budget (the same document is required for 5.3.1)***  |
| 5.3.3 Evaluates the effectiveness of school’s accountability arrangements for managing resources and risks, recommending improvements where necessary to deliver plans successfully |
| **Write your assessment submission in this box, showing how you have evaluated the placement school’s arrangements.**  |
| 1. **MRR checklist** Have you, for the placement school:
* Analysed the school’s resourcing and capability needs in terms of each of finances, staffing, teacher workload and educational resources?
* Drawn up plans to address any identified resourcing challenges?
* Drawn up a curriculum-led budget as part of your plans?
* Evaluated the effectiveness of the school’s arrangements for managing resources and risks?
* Recommended improvements where necessary?
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| **Content area 6: Increasing capability** |
| **Increasing Capability** | ***How would you evaluate, manage, reward and develop staff performance, ensuring that the school can meet current and future capability needs?*** |
| 6.3.1 Designs systems to evaluate, manage and reward staff performance effectively |
| **Write your assessment submission in this box, establishing your involvement in designing systems for staff performance**    |
| 6.3.2 Evaluates research into, and examples of, high- quality professional development within and outside of the school, and applies findings to own plans |
| **Write your assessment submission in this box, outlining how you have identified and planned for professional development** |
| 6.3.3 Analyses current and future organisational capability challenges and designs plans to address these |
| **Write your assessment submission in this box, indicating how you have analysed future capability challenges**   |
| 1. **IC checklist** Have you, for the placement school:
* Designed a system which evaluates, manages and rewards staff performance effectively?
* Evaluated examples of high-quality professional development within the school?
* Evaluated research into high-quality professional development outside of the school?
* Used your findings within your own plans for improvement?
* Designed plans to address current organisational capability needs?
* Drawn up plans to address future organisational capability challenges?
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| **Supporting documents** |

**Please copy and paste your supporting documents below.**

**For task 1:**

Ensure you have included the THREE required supporting documents, each a maximum of two pages:

* + Pupil performance data or data analysis 2.3.2
	+ Presentation recording and feedback 3.3.3
	+ Communications/ stakeholder engagement strategy 3.3.4

In addition, optionally you may include one or two further appendices, one or both a maximum of two pages long each.

In total, all of the supporting documents and appendices added together must not exceed 2,000 words in total.

Please label each document clearly, including the criterion number it is intended to relate to.

It is helpful to annotate each document or extract.

**For task 2:**

Ensure you have included the ONE required supporting document, a maximum of two pages:

* Curriculum-led budget 5.3.2

In addition, optionally you may include one or two further appendices, one or both a maximum of two pages long each.

In total, all of the supporting documents and appendices added together must not exceed 2,000 words in total.

Please label each document clearly, including the criterion number it is intended to relate to.

It is helpful to annotate each document or extract.