

Accredited NPQ provider



Department
for Education

Leadership matters

Take your teaching career to the next level and help more pupils thrive with our fully funded NPQs

T Teach
First

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What are NPQs?

National Professional Qualifications (NPQs) are the most widely recognised qualifications in the education sector for current and aspiring leaders.

Accredited by the Department for Education (DfE), NPQs provide leadership training for teachers, school leaders and early years professionals at all levels. They'll support you to develop the skills and knowledge to progress in your career and support your school or setting.

At Teach First, we believe that good leadership matters. It's good for young people, who benefit from brilliant leaders. It's good for teachers who want to progress. And it's good for schools who get to develop and keep talented staff.

We're delighted to be one of a select group of national providers to design, deliver and assess the following NPQs:

Specialist NPQs

There are five specialist NPQs for teachers and school leaders who want to deepen their expertise in the following areas:

- NPQ in Leading Teaching (NPQLT)
- NPQ in Leading Behaviour and Culture (NPQLBC)
- NPQ in Leading Literacy (NPQLL)
- NPQ in Leading Teacher Development (NPQLTD)
- NPQ in Leading Primary Mathematics (NPQLPM)

Leadership NPQs

For those looking to progress into senior leadership and beyond, the following NPQs build foundational knowledge to rapidly progress an early years setting, school or trust's key improvement priorities – all while creating and embedding a culture that allows the school, staff and pupils to thrive:

- NPQ in Senior Leadership (NPQSL)
- NPQ in Early Years Leadership (NPQEYL)
- NPQ in Headship (NPQH)
- NPQ in Executive Leadership (NPQEL)
- Early Headship Coaching Offer (unassessed programme)

Programmes offered by our delivery partners vary – please check their website for more information.



What our NPQs can do for you and your school

Great development opportunities and ongoing support help teachers thrive. Our NPQs support motivated teachers and leaders who want to take the next step on their leadership journey and equip themselves with the expertise to make a difference to their pupils.

As a Teach First NPQ programme member, you will:

- ✓ access high-quality, evidence-led training designed by education experts and school leaders
- ✓ broaden and deepen core knowledge and skills in your specialist area
- ✓ gain the tools, examples and practice to start making a positive impact and strengthen leadership and culture in your school straight away
- ✓ benefit from flexible training designed to fit around your busy schedule and the prior knowledge you have
- ✓ become part of a passionate network striving for educational equality with the common goal of giving young people from the poorest backgrounds the best shot at success.

What our programme members say

- **97%** of surveyed Teach First programme members were satisfied with their NPQ.
- **90%** felt the NPQ conferences were effective or very effective at building their knowledge and equipping them to be a school leader.
- **83%** felt the NPQ had prepared them to take on a position of greater responsibility.
- **80%** said the NPQ had equipped them to better meet the demands of their current role.

The importance of strong leadership in schools

Around

850,000

young people are not benefitting from good or outstanding leadership, according to Ofsted.

90%

of teachers say leadership development opportunities encourage them to stay in a school.

Effective leadership makes schools

10x

more likely to improve at their next Ofsted inspection.



Our NPQs

DfE accredited

Our NPQ programmes are based on the [DfE's NPQ frameworks](#), combining expert training with tailored support to strengthen leadership and culture in your school.

Designed and delivered by experts

Our programmes are designed in collaboration with subject-matter experts and schools. Teach First works with a network of locally-based delivery partners (teaching school hubs and multi-academy trusts) to deliver NPQs across the country.

All content is based on high-quality evidence and research, and will equip you with core and specialist knowledge. Seminars and conference sessions will be delivered by facilitators who are experienced school leaders with extensive expertise in their respective fields. Facilitators are regularly quality assured and undergo Continuing Professional Development (CPD) to maintain up-to-date sector expertise.

Programme structure

Our NPQs are delivered using a blend of online seminars, flexible online learning and two in-person conferences. 'My Teach First' is the online platform you'll use to access study materials and activities on our learning management system, Brightspace.

Our programmes have a practical focus. You'll be supported to make specific, important changes to your and others' practice throughout the programme. This will conclude with the implementation module and practical implementation cycle of the programme.

ONE-TO-ONE SUPPORT

Programme members in schools serving deprived communities will have free access to Teach First one-to-one support. These are a series of coaching calls with experienced teachers and leaders, focused on supporting you to contextualise your learning and implement changes in your school.



Programme components

Our model is delivered through the following components:

LEARNING MODULES

Asynchronous, online

Each module should take around four hours to work through.

Example format:

- **Diagnostic activity** to help identify prior knowledge on which to build learning and signpost how to engage with the module.
- Units to work through, including **foundational or advanced content** and some choice elements to build knowledge. This includes exemplification of practice from school leaders and input from subject matter experts.
- **Formative tasks** that recognise the importance of school context and give you the chance to put your learning into practice.
- **Reflection on learning** (following seminar).

CONFERENCES

Synchronous, in-person

Each programme will include two conferences designed to:

- **build on knowledge** acquired and provide a choice of practice activities, supporting you to move from novice towards expert and ensuring that actions become habitual for maximum application (for example, simulating precise feedback after a lesson observation)
- **bring insights** from serving school leaders and subject matter experts
- provide opportunities for **focused collaboration**, supporting you to apply your learning
- **build relationships** with peers that will support programme participation and last beyond the programme duration

Key terms

Asynchronous = flexible in your own time

Synchronous = in real time

SEMINARS

Synchronous, online or in-person

These will usually consider scenarios and persistent problems leaders are likely to face and give you the chance to work through examples with the **support of peers** and an **expert facilitator**. They will build on the online content and link to the formative task.

PRACTICAL IMPLEMENTATION

The practical implementation cycle takes place alongside an implementation online module and live seminar. It is designed to **support the learning outcomes** of the implementation section of the NPQ framework.

You'll be required to put learning into practice and implement an improvement, or plan the implementation of an improvement, in your setting based on the NPQ programme you're working towards. The focus will be identified by you and must be level appropriate. The improvement should be a stretching professional development target within your current role. If you're an aspiring specialist or leader, your school or employer should support you to implement an improvement at the aspiring level.

SCHOOL / TRUST / EARLY YEARS VISITS

For Leadership NPQs, you'll arrange a visit to a different setting in terms 3 and 4 that will broaden your experience and allow you to see good practice examples and other approaches. Guidance will be provided to help you arrange this.

The visits will:

- allow you to **observe and understand** expertise in a contrasting context (for example, observing a senior leader introduce a new policy to the school)
- **be focused** with accompanying guidance and prompt questions, driven by your needs. You can identify the school or trust and the focus of the visit that would benefit you most

NPQ in Leading Teaching (NPQLT)

Who is it for?

Teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.

How will I benefit?

- ✓ Develop as a specialist in areas related to your role, including by subject and phase (with content such as how to sequence a curriculum and plan effective assessment).
- ✓ Work with serving school leaders and subject matter experts to turn new learning into changes in your own and others' practice.
- ✓ Access a blended learning programme that's full of practical and tangible examples, flexible and tailored to your needs and areas of development and focus.

What will I learn?

You'll develop the knowledge, skills and expertise to lead high-quality teaching and curriculum development in your context.

Modules include:

- Teaching
- Implementation
- School culture
- How pupils learn
- Classroom practice
- Subject and curriculum
- Adaptive teaching
- Assessment
- Professional development

Programme breakdown

Over **12 months** you'll take part in the following learning activities before completing your summative assessment:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	28
Seminars	9
Practical implementation cycle	5
Conference 1	6
Conference 2	5.5
	55
Summative assessment: written case study	Fixed 8-day window at the end of the programme

KEY	Asynchronous	Synchronous

NPQ in Leading Behaviour and Culture (NPQLBC)

Who is it for?

Teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.

How will I benefit?

- ✓ Develop as a specialist in areas related to your role, including behaviour, school culture and developing others.
- ✓ Work with serving school leaders and subject matter experts to turn new learning into changes in your own and others' practice.
- ✓ Access a blended learning programme that's full of practical and tangible examples, flexible and tailored to your needs and areas of development and focus.

What will I learn?

You'll develop the knowledge, skills and expertise to lead effective approaches to behaviour, pupil wellbeing and a whole school culture.

Modules include:

- Teaching
- Implementation
- School culture
- Setting expectations
- Enabling others
- Motivation and self-regulation
- Intensive behaviour support
- Partnership working
- Professional development

Programme breakdown

Over **12 months** you'll take part in the following learning activities before completing your summative assessment:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	28
Seminars	9
Practical implementation cycle	5
Conference 1	6
Conference 2	5.5
	55
Summative assessment: written case study	Fixed 8-day window at the end of the programme

KEY	Asynchronous	Synchronous
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NPQ in Leading Literacy (NPQLL)

Who is it for?

Teachers and school leaders who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.

How will I benefit?

- ✓ Gain an understanding of the core principles behind developing language, reading and writing. Get practical tools and guidance to lead your school's approach to literacy, and collaborate with other leaders in similar roles.
- ✓ Work with serving school leaders and subject matter experts to turn new learning into changes in your own and others' practice.
- ✓ Access a blended learning programme that is full of practical and tangible examples, flexible and tailored to your needs and areas of development and focus.

What will I learn?

You'll develop as a specialist in areas related to your role, including developing reading, writing, language and developing others.

Modules include:

- Teaching
- Implementation
- Developing language
- Learning to read
- Reading comprehension
- Championing reading
- Learning to write
- Developing writing
- Professional development

Programme breakdown

Over **12 months** you'll take part in the following learning activities before completing your summative assessment:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	28
Seminars	9
Practical implementation cycle	5
Conference 1	6
Conference 2	5.5
	55
Summative assessment: written case study	Fixed 8-day window at the end of the programme

KEY	Asynchronous	Synchronous
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NPQ in Leading Teacher Development (NPQLTD)

Who is it for?

Teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees or teachers who are early in their career.

How will I benefit?

- ✓ Develop as a specialist in areas related to your role, including designing and delivering Continuing Professional Development (CPD) to others across the school.
- ✓ Work with serving school leaders and subject matter experts to turn new learning into changes in your own and others' practice.
- ✓ Access a blended learning programme that's full of practical and tangible examples, flexible and tailored to your needs and areas of development and focus.

What will I learn?

You'll develop the knowledge, skills and expertise to lead the development of teachers, including sequencing and structuring professional development and effective coaching and mentoring.

Modules include:

- Teaching
- Implementation
- Professional learning culture
- Determining priorities
- Building knowledge
- Professional development resources
- Embedding expertise
- Expert-led conversations
- ITT and ECF provision

Programme breakdown

Over **12 months** you'll take part in the following learning activities before completing your summative assessment:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	28
Seminars	9
Practical implementation cycle	5
Conference 1	6
Conference 2	5.5
	55
Summative assessment: written case study	Fixed 8-day window at the end of the programme

KEY	Asynchronous	Synchronous
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NPQ in Leading Primary Mathematics (NPQLPM)

Who is it for?

Teachers who have, or are aspiring to have, responsibilities for leading mathematics across a primary key stage or school, or those who want to build leadership skills in this area.

How will I benefit?

- ✓ Understanding of the core principles behind supporting pupils to understand concepts, gain a secure number sense and build positive attitudes towards mathematics.
- ✓ Get practical tools and guidance to lead your school's approach to mathematics and collaborate with leaders in similar roles.
- ✓ Work with serving school leaders and subject matter experts to turn new learning into changes in your own and others' practice.
- ✓ Access a blended learning programme that's full of practical and tangible examples, flexible and tailored to your needs and areas of development and focus.

What will I learn?

You'll develop the knowledge, skills and expertise that underpin the effective leadership of mathematics.

Modules include:

- Teaching
- Implementation
- School culture
- How pupils learn
- Subject and curriculum
- Classroom practice
- Adaptive teaching
- Assessment
- Professional development

Programme breakdown

Over **12 months** you'll take part in the following learning activities before completing your summative assessment:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	28
Seminars	9
Practical implementation cycle	5
Conference 1	6
Conference 2	5.5
	55
Summative assessment: written case study	Fixed 8-day window at the end of the programme

KEY	Asynchronous	Synchronous
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NPQ in Senior Leadership (NPQSL)

Who is it for?

School leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.

How will I benefit?

- ✓ Develop as a leader, with some areas of cross- and whole-school responsibility.
- ✓ Access content across a breadth of areas, such as teaching, behaviour and professional development.
- ✓ Be supported to effectively implement change and improvement in an area related to your role.

What will I learn?

You'll develop expertise in the knowledge, skills and concepts for areas of cross- and whole-school responsibility related to your role.

Modules include:

- School/trust culture
- Implementation
- Governance and accountability
- Organisational management
- Behaviour
- Teaching
- Curriculum and assessment
- Additional special educational needs and disabilities
- Professional development
- Working in partnership

Programme breakdown

Over **18 months** you'll take part in the following learning activities before completing your summative assessment:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	40
Seminars	11.5
Practical implementation cycle (level-appropriate focus)	5
Conference 1	6
Trust/school or setting visits	7
Conference 2	6
	77
Summative assessment: written case study	Fixed 8-day window at the end of the programme

KEY	Asynchronous	Synchronous
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NPQ in Early Years Leadership (NPQEYL)

Who is it for?

Leaders who are, or are aspiring to be, a nursery manager, headteacher of a school-based or maintained nursery, or childminder with leadership responsibilities.

How will I benefit?

- ✓ Develop as a leader with responsibility across an early years organisation and learn how to create an effective culture in your setting.
- ✓ Access content across a breadth of areas.
- ✓ Be supported to effectively implement change and improvement in an area you identify as a setting priority.

What will I learn?

You'll develop expertise in the knowledge, skills and concepts for leading an early years setting. These include best practice around child development and additional and special educational needs, as

well as culture, organisational management and partnerships you may make as the leader of an early years setting.

Modules include:

- Culture
- Implementation
- Organisational management
- Child development and curriculum
- Communication, language and literacy
- Personal, social and emotional development
- Assessment
- Additional special educational needs and disabilities
- Professional development
- Working in partnership

Programme breakdown

Over **18 months** you'll take part in the following learning activities before completing your summative assessment:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	40
Seminars	11.5
Practical implementation cycle (level-appropriate focus)	5
Conference 1	6
Trust/school or setting visits	7
Conference 2	6
	77
Summative assessment: written case study	Fixed 8-day window at the end of the programme




KEY	Asynchronous	Synchronous
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NPQ in Headship (NPQH)

Who is it for?

School leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.

How will I benefit?

-  Develop as a leader with whole-school responsibility.
-  Access content across a breadth of areas.
-  Be supported to effectively implement change and improvement in an area you identify as a school priority.

What will I learn?

You'll develop expertise in the knowledge, skills and concepts for areas of whole-school responsibility related to your role as an aspiring or current headteacher.

Modules include:

- School/trust culture
- Implementation
- Governance and accountability

- Organisational management
- Behaviour
- Teaching
- Curriculum and assessment
- Additional special education needs and disabilities
- Professional development
- Working in partnership

“Your first headship role can feel like an intense step up. Doing the NPQH is already helping me become a stronger leader.”

Mat Galvin, Headteacher at The Macclesfield Academy, NPQH

Programme breakdown

Over **18 months** you'll take part in the following learning activities before completing your summative assessment:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	40
Seminars	11.5
Practical implementation cycle (level-appropriate focus)	5
Conference 1	6
Trust/school or setting visits	7
Conference 2	6
	77
Summative assessment: written case study	Fixed 8-day window at the end of the programme

KEY	Asynchronous	Synchronous
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NPQ in Executive Leadership (NPQEL)

Who is it for?

School leaders who are, or are aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools.

How will I benefit?

- ✓ Develop as a leader with trust-level responsibility.
- ✓ Access content across a breadth of areas.
- ✓ Effectively implement change and improvement in an area you identify as a trust priority.

What will I learn?

You'll develop expertise in the knowledge, skills and concepts for areas of trust-level responsibility related to your role.

Modules include:

- School/trust culture
- Implementation
- Governance and accountability

- Organisational management
- Behaviour
- Teaching
- Curriculum and assessment
- Additional special educational needs and disabilities
- Professional development
- Working in partnership

“My course leaders are exceptional, and are more than just leaders. The programme is so much more than I expected.”

Rhoda McPherson, Headteacher at Queen Elizabeth School, NPQEL

Programme breakdown

Over **18 months** you'll take part in the following learning activities before completing your summative assessment:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	40
Seminars	11.5
Practical implementation cycle (level-appropriate focus)	5
Conference 1	6
Trust/school or setting visits	7
Conference 2	6
Additional one-to-one calls	3
	80
Summative assessment: written case study	Fixed 8-day window at the end of the programme

KEY	Asynchronous	Synchronous
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Early Headship Coaching Offer

Free one-to-one coaching for headteachers

Who is it for?

This is a targeted package of additional support tailored to the needs of headteachers new to the role of headship. It provides structured, unassessed face-to-face support based on the best available evidence about what makes an effective headteacher.

You are eligible for this support package if you:

- work in a state-funded school
- are in your first five years of headship
- have previously done an NPQH / are applying for an NPQH / are currently doing an NPQH – with us or another provider.

How will I benefit?

- ✓ Receive one-to-one coaching to help you face the known challenges new headteachers experience.
- ✓ Access ongoing support from an experienced school leader.
- ✓ Be supported with practical guidance focused on your school's particular circumstances.

What will I learn?

Each session is tailored to you and your needs; there is no set curriculum.

Sessions are led by you and can be focused on your own priorities, e.g. difficult conversations, staffing, self-development, or school priorities such as behaviour, culture and effective implementation.

There is also an opportunity to connect and network with other headteachers where priorities align.

Programme breakdown

The support lasts for **12 months**, and you will receive five coaching calls across that time.

There is no pre-work or preparation needed for sessions other than personal reflection time. The programme is not assessed.

“As I started my second year of headship I was keen to access additional support. The Early Headship Coaching Offer takes what was for me the most powerful part of my NPQH - the one-to-one coaching and mentoring - and makes it the prime focus.”

Matthew Sadler, Headteacher at Hampstead School, EHCO

Cost and funding

State-funded schools

Full DfE funding, with no cost to the participant, is available to staff from:

- state-funded schools in England
- state-funded organisations that offer 16 to 19 places in England

Scholarship funding for the NPQEYL is also available to early years practitioners and leaders working in the following settings:

- Childcare providers registered on the Ofsted Early Years Register, providing childcare on domestic or non-domestic premises.
- Childminders registered on the Ofsted Early Years Register or with an Ofsted-registered childminder agency, caring for early years children.

Full details about NPQ funding are available on the [Department for Education website](#).

Other schools

If you do not work in a state-funded school, or if you are funding your own NPQ, please visit our respective NPQ programme webpages for cost information:

- [NPQ in Leading Teaching](#)
- [NPQ in Leading Behaviour and Culture](#)
- [NPQ in Leading Literacy](#)
- [NPQ in Leading Teacher Development](#)
- [NPQ in Leading Primary Mathematics](#)
- [NPQ in Senior Leadership](#)
- [NPQ in Early Years Leadership](#)
- [NPQ in Headship](#)
- [NPQ in Executive Leadership](#)
- [Early Headship Coaching Offer](#)

N.B. The Early Headship Coaching Offer is only available to those working in state-funded schools.



Our vision

One in four UK children live in poverty. They don't get the opportunities they need to thrive.

Teach First is a charity that believes education is the most powerful tool to help a child fulfil their potential.

And we're working with schools to give every child the chances and choices they deserve.

We do this through:

Great teachers

We help people develop into inspiring teachers who transform outcomes for their pupils. And we support them every step of the way.

Brilliant leaders

Behind every great school is a great leadership team. We support talented teachers to become inspiring and effective leaders at every level.

Powerful community

We're growing a strong, supportive community - thousands of people connected and working together towards a better future for our nation's children.

Strong policy

Systemic barriers are stopping children from fulfilling their potential. We speak out on the issues holding children and society back.

“If we are to recruit and retain highly effective and committed teachers to meet the needs of our young people, investment in consistent, high quality professional development is vital.”

Brendan Tapping,
CEO, Bishop Chadwick
Catholic Education Trust

[teachfirst.org.uk](https://www.teachfirst.org.uk)

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