

# NPQH Placement School Information Sheet

## NPQH placement school learning

Work based learning is a core element within the modular curriculum. In NPQH this learning takes place in both the home school and placement school. For final assessment participants are expected to complete two school based improvement tasks – one in their home school and one in their placement school.

*The partnership with our trainee head is working very well. She is dedicated to our school as well as her own and is an asset to leadership. The development project is progressing really well and clear aims for the future set... I'm very pleased with the process so far.*

**Matthew, NPQH graduate and placement school Headteacher**

## Which trainee head outcomes are NPQH placements supporting?

Every trainee head will complete at least nine days in a placement school. The days will allow time to:

- Lead for a short period (a minimum of five days) an actual school improvement task working closely with placement school staff and the school leadership team. The school improvement priority selected should be in the school improvement plan or similar whole school plan. The task to be self-contained and achievable within the timescale but be sufficiently challenging to firstly enable leadership development and secondly to provide evidence of the competencies being successfully applied within the task work area.
- Work with the Headteacher as a role model (a minimum of 4 days) to observe and participate in key strategic leadership activities undertaken by the head during the course of a school year.

The placement school head will be asked to judge their trainee head on the following 3 competencies:

1. **Impact and influence:** Is this person able to inspire, influence and unite stakeholders effectively and appropriately using their understanding of others to influence their style of engagement?
2. **Delivering continuous improvement:** Does this person have clarity of vision and understand school performance in order to provide strategic direction and to plan and lead the delivery of strategies to secure sustainable improvement?
3. **Partnership and collaboration:** Is this person able to collaborate with a range of people and organisations to agree common purposes and to secure collective action which will benefit the school and the wider community?

To demonstrate these competencies NPQH trainee heads need to establish contact with the placement head following their induction and build a relationship with them over the whole period of the NPQH programme.

**This process will enable trainee heads to be able to:**

- understand and use their leadership skills in a new and different context
- reflect on key leadership behaviours of highly effective leaders and identify how to develop their own leadership
- develop their leadership skills through leading a strategic improvement task which contributes to final assessment

## Examples of placement school improvement tasks

- Raise standards in the quality of teaching and learning by improving access to resources using new technology
- Leading the effective implementation of a common assessment framework in the foundation stage
- Raise attainment at KS3 and GCSE Spanish by improving departmental curriculum design and structure
- Support effective targeted intervention through the use of Average Point Scores (APS) to track and monitor pupil progress
- Reduce inequality between the attainment of pupils receiving pupil premium funding and their peers.

## Is my school eligible to be a placement school?

Placements must be at schools who have either:

1. An overall Ofsted rating of outstanding/good and good/outstanding for leadership and management

Or

2. Be receiving support from a National Leader of Education [and, in this case, the trainee Headteacher must work on a project under the direction of the National Leader of Education]

## What will the commitment be if I decide to be a placement school?

Placement school leaders will need to provide guidance and opportunity for the trainee head to negotiate and agree leadership strategic activity and the focus for the school improvement task. It will be important for the head of the placement school to provide sufficient challenge and support to extend the trainee head's leadership learning and development over the nine days. The placement headteacher will also be required to judge the trainee head and their leadership competency.

## What will I gain from becoming an NPQH placement school?

Having an additional senior leader in school contributing to sustainable improvement and identifying next steps will be one of the major gains for the placement school as well as becoming a recognised Outstanding Leaders Partnership placement school who is making an important contribution to developing the next generation of Headteachers.

Placement schools are working in partnership and contributing to succession planning and support of colleagues and their credibility, capability and competence. The benefit to schools will be the pool of colleagues ready for school leadership locally.

## How will placement schools be allocated to trainee heads?

Each trainee head will be allocated to a placement school following discussion with them about the type, size, phase and location that best suits their needs. Outstanding Leaders Partnership will confirm with the

placement school the name and contact details of the trainee head and the trainee will be expected to contact their school following agreement of the placement match.

Placements will be fully supported by the Outstanding Leaders Partnership to ensure the trainee head and placement school is a good match and both benefit from the experience.

## **What do I do if I want to be a placement school?**

Please complete the NPQH registration form to be a placement school [here](#).

If you have any questions please contact Beth Collins; Leadership Coordinator Tel: 0117 920 9424  
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