



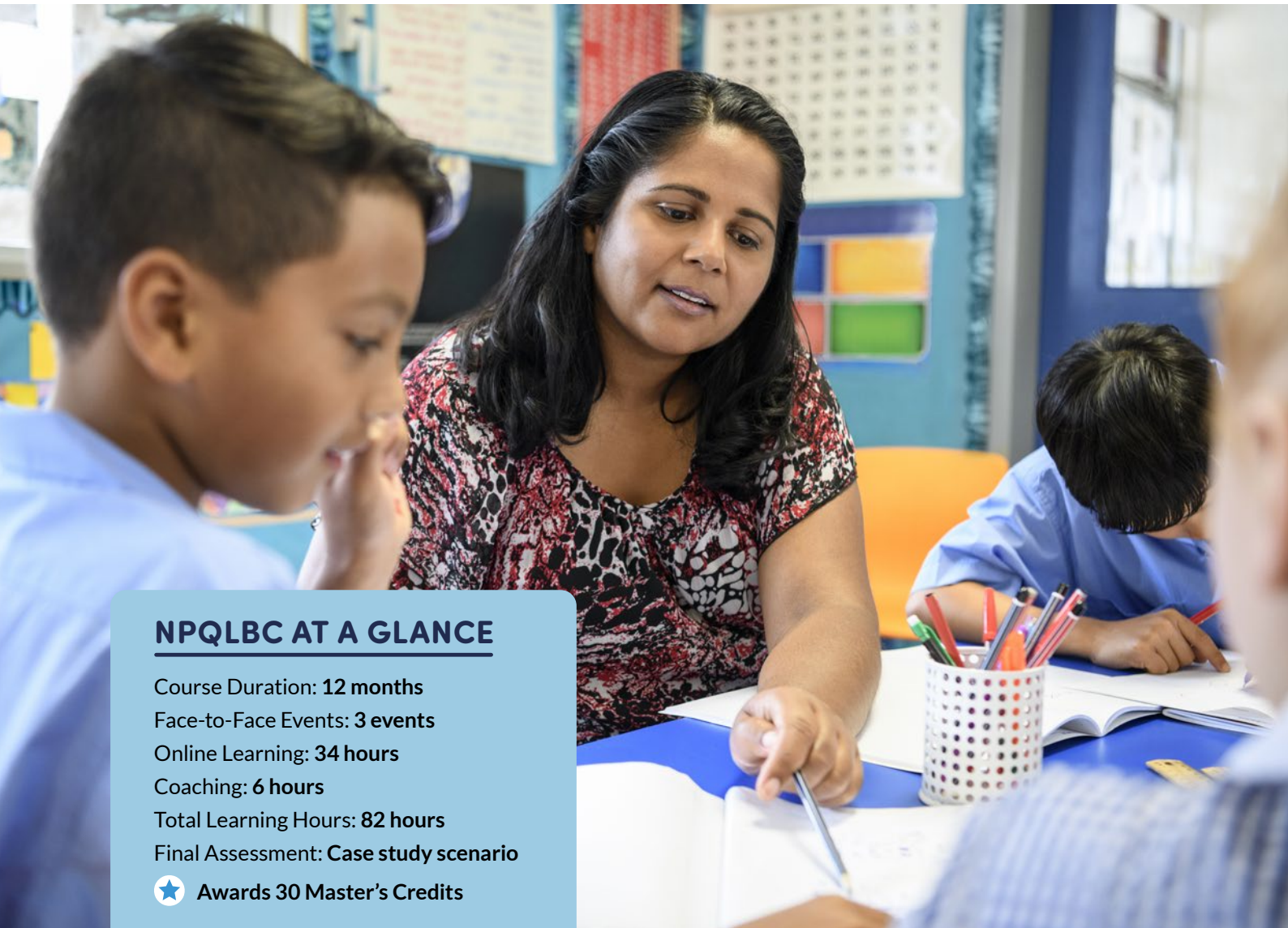
The Halifax Academy



Outstanding
Leaders
Partnership

National Professional Qualification in Leading Behaviour and Culture (NPQLBC)

Qualification Specification



NPQLBC AT A GLANCE

Course Duration: **12 months**

Face-to-Face Events: **3 events**

Online Learning: **34 hours**

Coaching: **6 hours**

Total Learning Hours: **82 hours**

Final Assessment: **Case study scenario**

★ Awards **30 Master's Credits**

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Accredited NPQ provider



Department
for Education

About NPQLBC

The DfE-accredited NPQLBC is for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school. This flexible part-time training fits around a teacher's timetable and is delivered through a combination of face-to-face events, online study and coaching. Completing the NPQLBC is hugely beneficial for participants as well as their school and pupils.

Benefits for participants

- ✔ Become adept in ensuring good behaviour and a culture of high expectations and learning are maintained across the school
- ✔ Develop expertise across a number of specialist areas related to their role (e.g., behaviour systems)
- ✔ Content contextualised for your locality and updated to reflect national developments and legislation

Benefits for schools

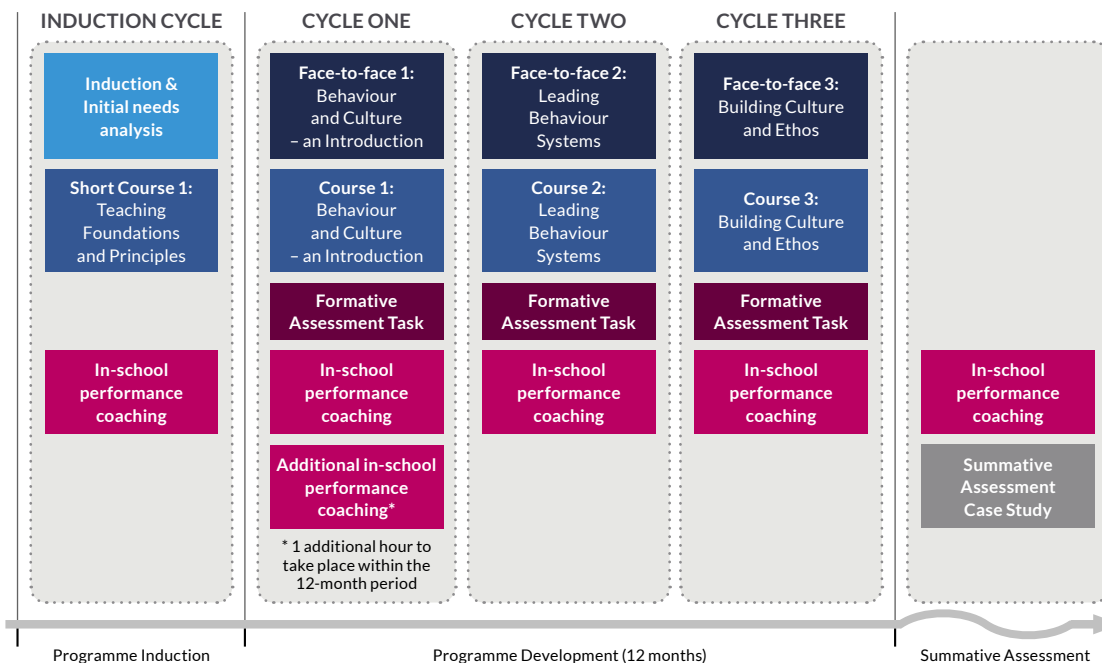
- ✔ A professionally aware and informed leader who can make evidence-based decisions to implement proven behaviour management processes and a culture of high expectations within your school
- ✔ Regular progress updates for mentors and headteachers
- ✔ Support succession of school leaders and build a cohesive, impact-focused school leadership team

Qualification elements

INDUCTION STAGE	Induction (incl. Initial needs analysis: 1 hour)	6 hours	Total Guided Learning Hours: 82
DEVELOPMENT STAGE	Face-to-face events	18 hours	
	Online course study	34 hours	
	Formative assessment tasks	18 hours	
	In-school performance coaching	6 hours	
SUMMATIVE ASSESSMENT STAGE	Case study scenario	Max. 1500 words	

Qualification programme structure

The NPQLBC content is delivered across three development stage cycles that include face-to-face events, online study, a formative assessment task and in-school performance coaching. The context focus for each cycle aligns to each of the content areas identified by the DfE and their sequencing across the delivery cycle has been carefully crafted to ensure depth of study and time for most effective reflection and review by each participant.



Induction

The induction cycle includes insight into and preparation for qualification engagement and the *Teaching foundations and principles* short course. Participants will complete their initial needs analysis as part of this stage.

Induction and Initial needs analysis

Self assessment of skills, knowledge and understanding of 'learn that' and 'learn how to' statements derived from the DfE qualification framework and leadership behaviours. The outcomes of the analysis inform ongoing discussion and feedback throughout the programme.

Face-to-face content outline

The NPQLBC programme includes three face-to-face events spread across the 12-month duration of the qualification.

Each event precedes online course study and will introduce the climate and context for online study. The three event days consist of tailored practice tasks, group networking and self-managed learning interaction supporting powerful dialogue and leadership development.

Face-to-face events

- **Day 1:** Behaviour and Culture – an Introduction
- **Day 2:** Leading Behaviour Systems
- **Day 3:** Building Culture and Ethos

Online course content outline

NPQLBC participants will undertake one short course and three full courses.

As part of online course engagement compliance, participants will be required to select and complete three practice activities and undertake one formative assessment task per cycle.

Each full course includes a series of study modules that are to be completed within a recommended time frame of 10 hours. The short course comprises 4 hours of study.

Short course

1. **Teaching Foundations and Principles**

Full courses

1. **Behaviour and Culture – an Introduction**
 - Module 1: Implementation
 - Module 2: What does research tell us about enabling good behaviour?
 - Module 3: Identifying school behaviour needs
2. **Leading Behaviour Systems**
 - Module 1: Enabling good behaviour
 - Module 2: Complex behaviours
3. **Building Culture and Ethos**
 - Module 1: Professional development
 - Module 2: School culture

Formative assessment tasks

The formative assessment tasks are in-school practice-led activities that participants choose to complete following each online course. There are three formative assessment tasks for NPQLBC.

In-school performance coaching

NPQLBC participants will engage with six hours of in-school performance coaching. One of these will be during the induction cycle, and the final one (the Impact Review) will take place prior to the summative assessment stage.

Assessment and compliance

Qualification elements that count towards final assessment

To pass an NPQ, the following criteria need to be met:

- Participants must engage in 90% of the course elements.
- Participants must submit and pass one summative assessment that takes the form of a case study. Participants have an eight-day window to provide a written response of a maximum 1500 words and submit this by midnight on the designated eighth day.

What are the course elements I must engage with?

1. Leadership Development Record (LDR) review
2. Face-to-face events
3. Online practice activities
4. Formative assessment tasks
5. In-school performance coaching

Course intakes

There are two intakes per year, one beginning in autumn and one in spring. Please see our website for application deadlines and delivery schedules.

Delivery locations

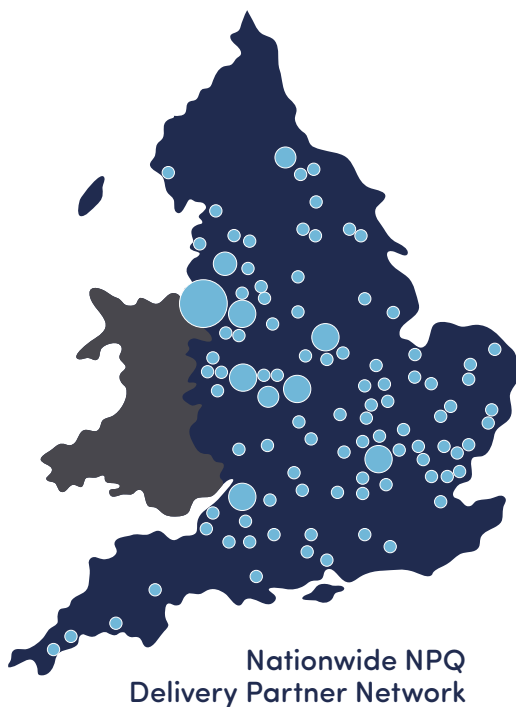
Delivery venues are largely provided through our national network of teaching school and multi-academy trust partners. Participants applying from one of our partner groups will be allocated to that group for the face-to-face events*.

In addition to partner groups we also have a number of groups located according to the geography of the participants that register, helping minimise travel time for the majority of participants.

Participants not registering through a school partner will be allocated to their most geographically convenient group for the three training events and will be provided the opportunity to change group, or join our distance learning model, if their allocated group does not suit.

Our face-to-face groups take place across the country and we strive to ensure all participants have access to local delivery.

* Subject to group viability



Contact us

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Entry requirements

Applicants must have completed 2 full years of teaching and have either QTS, QTLS, a Level 5 (or higher) qualification (any subject) or an international equivalent.

An in-school performance coach will need to be identified.

How to apply

Completing an NPQ is a huge achievement that requires a significant investment in time and effort. As such we advise all participants to follow these steps when applying:

- Discuss the NPQ with your headteacher or CPD lead. What are your goals? How will the NPQ benefit your school and pupils?
- Contact us with any questions about the qualification or the availability of funding.
- Start your application as early as possible to avoid the last minute NPQ rush!

The new and simplified NPQ application form can be found at outstandingleaders.org/npqlbc

It should take no longer than 10 minutes to complete and our NPQ advisors are on-hand via our website's livechat to answer your questions and support your application.

We look forward to working with you 😊

What's next?

Participants that achieve the NPQLBC may choose to continue their professional development through the completion of a master's degree using the 30 master's credits earned through completion of the qualification.

Professionally, those who have completed the NPQLBC go on to lead in the creation of a school culture in which staff and pupils are able to thrive, all while maintaining the highest professional conduct as set out in the Teachers' Standards.

Accredited NPQ provider