

NPQH Guidance for applicants

Intake 3

ASPIRING
HEADTEACHERS

Provision

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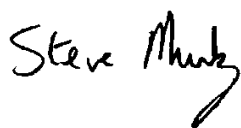
Foreword

There is no more important role than headship. We know that the quality of school leadership has a significant impact on the progress pupils make, their achievements and their life chances. Effective headteachers have high expectations and a clear vision for the school, developed and shared with its whole community. They set high standards for themselves and others as they implement this vision and seek to learn and improve continuously.

It is clear also that the context in which headteachers undertake their role is changing. Headteachers now lead and manage within complex, multi-agency partnership environments with increased autonomy and clear accountability frameworks. Headteachers need the capability and capacity to lead the personalisation of learning to improve outcomes, to engage parents and the community and to respond to future policy initiatives.

To enable aspiring headteachers to prepare effectively for this diverse and challenging role, the National Professional Qualification for Headship (NPQH) provides a flexible structure which takes account of your leadership and management expertise, your current context and your headship aspirations. With your line manager's and coach's support you will be able to create a personalised development pathway, access a range of national, regional and local development opportunities, undertake a placement and learn alongside your peers. As the mandatory qualification for headship, NPQH is underpinned by the National Standards for Headteachers so you will have to demonstrate your capability in relation to these standards.

As someone who will be ready to take up a headship within the next 18 months we are pleased that you are interested in applying for NPQH. We look forward to receiving your application and to supporting you in your journey to headship.



Steve Munby
Chief Executive
National College for School Leadership

Part 1: About NPQH

1.1 What is NPQH?

NPQH was introduced in 1997. On 1 April 2004 it became mandatory for all first-time headteachers in the maintained sector to hold NPQH or to have secured a place on the programme. From 1 April 2009 only NPQH graduates will be eligible for appointment to a first headship.

The qualification has recently been redesigned to reflect the changing role of headship and of school leadership in general. Headteachers today have new responsibilities and there are radical changes to the way schools interact with each other and other services.

NPQH prepares aspiring headteachers for 21st century strategic leadership and management challenges. Through personalised provision designed to meet your individual needs, NPQH will give you the confidence, skills and professional knowledge you need to deliver the best for pupils and all members of the school community in your first headship post. Employers can be assured that, in gaining the qualification, you have demonstrated in relation to the National Standards for Headteachers that you are ready for headship.

NPQH puts you in the driving seat. You create your own flexible, personalised pathway that:

- takes account of your professional development needs, prior learning and achievements
- improves and develops further your strategic leadership expertise
- develops key leadership and management skills
- provides opportunities to work in different educational contexts
- gives you the confidence and competence to take up your first headship so you will make a positive impact on your school, the lives of children, young people and their families

Trainee headteachers undertake personalised development in order to address their individual development needs. This is detailed below in the section “How is NPQH structured?”

“We have all been on those courses where you think ‘Why am I here?’ I don’t get that with this programme.”

David Harding, NPQH trainee headteacher, St James Junior School, Bedworth

1.2 What are the National Standards for Headteachers?

NPQH is underpinned by the National Standards for Headteachers. The National Standards define, within six key areas, the associated knowledge and professional qualities that headteachers require. They provide the framework for assessment and development throughout NPQH.

The National Standards describe six key areas of headship:

- Shaping the Future
- Leading Learning and Teaching
- Developing Self and Working with Others
- Managing the Organisation
- Securing Accountability
- Strengthening Community

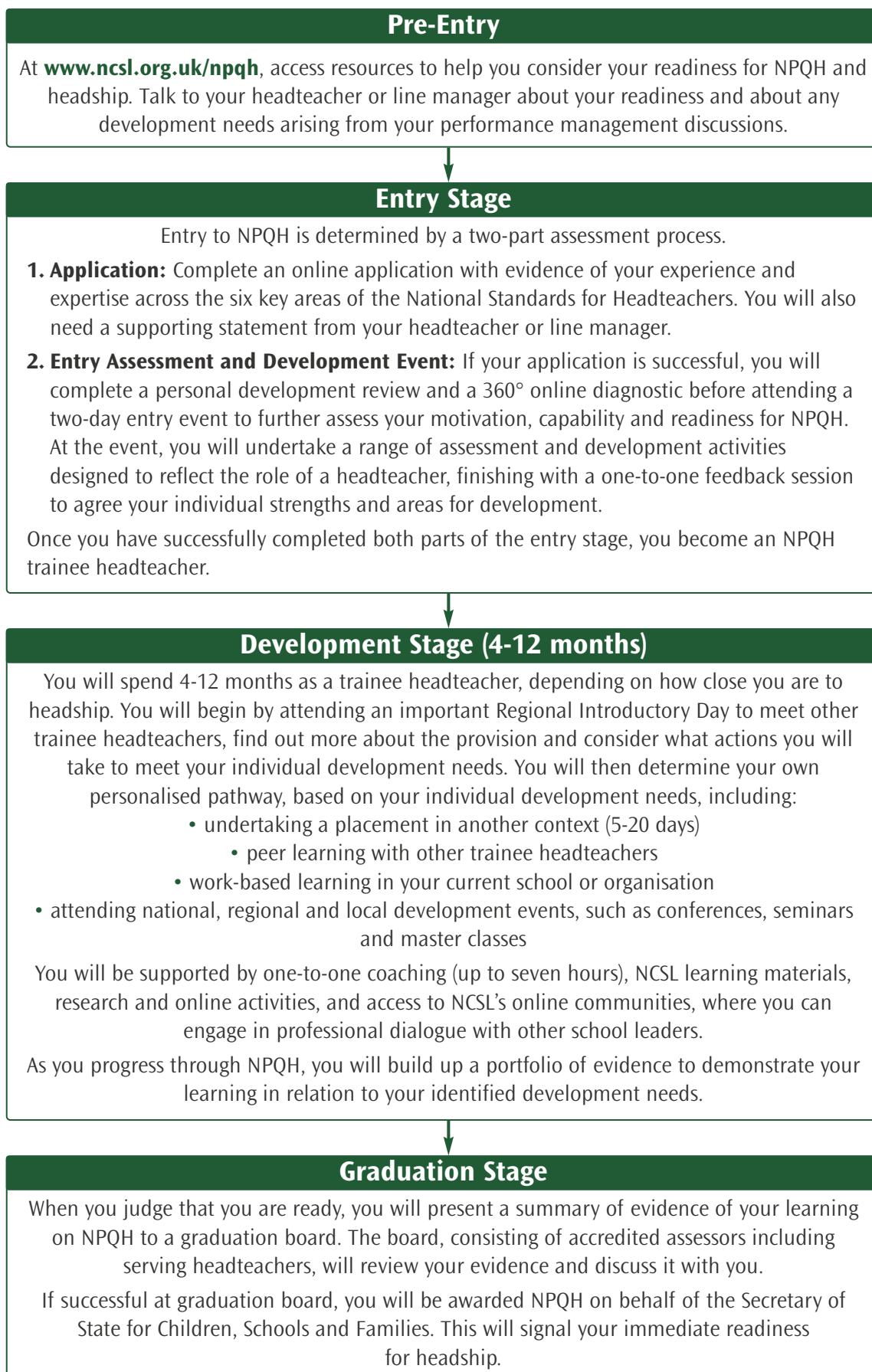
The Standards were developed in consultation with teachers, headteachers, professional and subject associations, local authorities, Higher Education Institutions and others from both inside and outside education. You can access the National Standards for Headteachers on our website at www.ncsl.org.uk/npqh and you should read this document in preparation for completing your application.

“My coach sets me challenges and helps me to work things out for myself. This is a really important part of my personal development. The course is wonderful and it is such a luxury to be able to spend time outside school to think and reflect on the way I do my job. The content is of a high quality and really inspiring.”

Becky Hastings, NPQH trainee headteacher, Roxeth Manor middle school, Harrow

1.3 How is NPQH structured?

NPQH is a personalised programme based on individual development needs, taking between 4 and 12 months depending on closeness to headship. The different stages are illustrated below.



1.4 Who can apply for NPQH?

NPQH is the final stage on your pathway to your first headship. It is not for those just seeking really good professional development. You should be highly motivated to headship, and be ready to apply for headship posts on graduation. In other words, when you apply for NPQH:

- **you should be no more than 18 months from a headship post** and
- **your aspiration should be for your next job to be a headship.**

You do not have to be currently working in a school to apply for NPQH. Applications from those working in other organisations will be assessed in exactly the same way as others, and if you are in this situation you should provide examples of equivalent experiences and expertise that you consider to be transferable to the school context.

“I love the fact that it is a personalised programme... Every applicant has come to the course with strengths and weaknesses, and the personal nature of the course means I can focus exactly on what I need.”

Tammy Prince, NPQH trainee headteacher, Garforth Green Lane Primary School, Pontefract

1.5 How do I know whether I am ready to apply?

If you are already working in a school leadership role, as part of your ongoing performance management you will be discussing your career aspirations with your current headteacher or line manager. Whatever your circumstances, seeking feedback from others and reviewing evidence associated with your performance management will help you to think about your achievements, strengths and areas for development in relation to the National Standards for Headteachers.

As well as talking to your headteacher or line manager, you should look at the resources and activities available on the ‘Preparing for NPQH’ page of our website at www.ncsl.org.uk/npqh-prepare.

This page includes:

- A link to the National Standards for Headteachers
- Guidance on action planning for potential applicants, including an action plan template

It also features some general resources that you may find useful in thinking about your readiness for headship:

- ‘Go for it – reasons to be a headteacher’ booklet
- Video presentations on stepping up to headship and gaining the right support in the headteacher role
- ‘Career moves’ – a range of practical guidance and resources to help you in your application for headship roles.

Part 2: Completing your application

2.1 Tips for completing your application

1. Look at the resources provided to help you prepare

Visit the NPQH web pages at www.ncsl.org.uk/npqh and access resources and activities to help you confirm your readiness to apply. You should also read through this document carefully to fully understand the detail that you will be expected to provide in the application form.

2. Set time aside

Application for NPQH is a thorough and rigorous process, requiring you to provide a substantial amount of evidence about your readiness for headship. Completion of the form is also a key part of the self assessment and development planning process for NPQH. As a result, the process requires a significant time commitment. We would encourage you to set aside at least two days to think about, discuss and complete the application form.

3. Talk to your supporter

You should discuss your application and the supporting statement with your headteacher or line manager. It is important that the dialogue is open and honest. The supporting statement form should not be treated as a confidential reference. You should ensure that your headteacher/line manager is aware of the application process and that he or she is expecting an email from NCSL, to which the supporting statement will be attached.

“The support of your head is imperative, as you do need time both in and out of school. My head has been fantastic. She has given me time, given me her own time, pushed me and encouraged me. I’ve been very fortunate that my head is committed to helping develop future leaders.”

Kerry Harris, NPQH trainee headteacher, Queensmill school, Fulham

4. Identify recent, appropriate examples of your experience and expertise

Think about your achievements, strengths and areas for development. Review feedback you have received and evidence from your ongoing performance management.

You may draw on the same experience to provide examples for more than one section, but you will need to take care to show how it is relevant in each case.

Given the rapidly changing nature of schools and the wider educational context over recent times, where possible your evidence should be from within the last three years. However, you will not be penalised for using older examples, provided you make it clear why the example is relevant.

5. Think about the context of any activity

When you describe your examples please ensure you (briefly) include any relevant contextual information regarding the activity or your role which will aid the assessor's understanding of your experiences.

If you do not work in a school or do not have a teaching background, you should try to provide examples that are transferable to the school context. You need to demonstrate that you have appropriate and sufficient experience and expertise to be ready for headship within 18 months. Your responses should include contextual information which will enable the assessor to understand your background and how your career experiences have prepared you for school leadership.

6. Have your personal information to hand

When you begin the application you should have the following information to hand:

- your email address
- your contact telephone number(s)
- your school or employer's name, address & postcode
- if you have qualified teacher status you will need your Teacher's Reference Number (also referred to as DfEE, DfES or DCSF number, e.g. 70/12345)

7. Enter your supporter's details as soon as possible

Nominate your supporter(s) as soon as possible once you have started your online application. This ensures that the supporting statement is emailed to your supporter(s) as soon as possible, giving them the maximum time possible to complete the form before the deadline. Make sure you give an accurate email address for your supporter, as we will use this to send them the supporting statement.

8. Draft your responses off-line

Our system does not allow you to spell-check your answers or count the number of characters. You may therefore find it helpful to draft your answers in Word (or another word processing package) before you complete the form, and then copy and paste them into the online system when you are happy with them. All the questions from the application form are included in this guidance document, to help you with this process.

9. Complete your application in stages

If you write notes or draft responses in the online answer boxes, you can go back later and change them. You can do this as many times as you like before submitting the form (up until the closing deadline). You may therefore find it helpful to complete the form in stages, giving you time to consider your responses as you go along. You can also print off a copy of your application at any point, in pdf format, if you find it helpful to review your answers on paper.

10. Take note of character limits

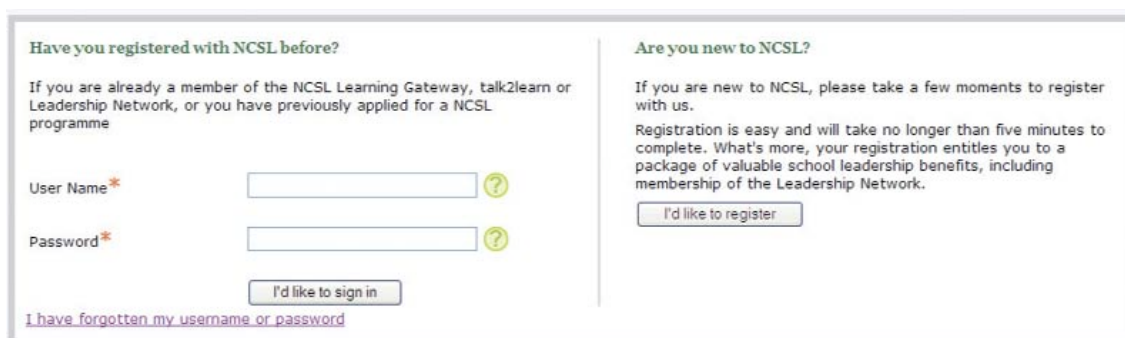
In each section, character limits are given. These limits include spaces. You will not be able to continue writing once this limit has been reached. In this document, we have included some guidance on the **approximate** number of words that the character limits equate to. Please note that the character limit is an upper limit and you will not be penalised if your answer is shorter, provided there is sufficient evidence to fulfil the assessment criteria.

2.2 Completing the form, section by section

To access the NPQH application form, visit the NPQH web pages at www.ncsl.org.uk/npqh and go to the **how to apply** page. Click on the **NPQH application form** link to access the application form.

(i) Registration and personal details

The first screen you will see should look like this:



If you are already a member of the NCSL Learning Gateway, talk2learn or Leadership Network, or you have previously applied for a NCSL programme, you should already have a Learning Gateway username and password. If you type them into the boxes on the screen, this will fill in your personal details automatically.

If you are new to NCSL, please follow the registration process by clicking on the 'I'd like to register' button.

The online application process has six stages in total, which are illustrated at the top of the screen as you progress through the form and are shown below:



The first five stages are generic NCSL registration details. It is in these areas that you need to enter your personal, employment and contact details. Please note the following points.

- If you are employed in a maintained school, you will need to provide your Teacher Reference Number.
- It is **essential** that you provide an accurate email address on the form. This email address will be used for all subsequent contact with you during the application process.

The sixth stage consists of sections that are specific to NPQH. These sections are detailed in the rest of this section.

(ii) Supporter's details

You will be asked to provide a name and email address for your supporter(s). It is **essential to ensure that you type in an accurate email address for your supporter(s)**, as this is how we will contact them to provide them with access to the supporting statement form.

You should nominate your supporter(s) as soon as possible once you have started your application. You are advised to go to the supporter's details section first and then complete the rest of your application. This will ensure that the supporting statement is emailed to your supporter(s) as soon as possible, giving them the maximum time possible to complete the form before the deadline.

You should make your supporter(s) aware of this process, so that they are expecting an email from NCSL. You should also ensure they have read the 'Information for Supporters' document which can be found at www.ncsl.org.uk/npqh-apply.

Guidance on nominating an appropriate supporter can be found in part 3 of this document, as well as some notes on how the supporting statement process works.

(iii) Readiness for headship

Question: Please identify three reasons, with evidence, why you think you will be ready to take up a headship within the next 18 months.

Character limit: 1500 including spaces (this equates to approximately 250 words)

Guidance on completing this section

The question in this section is marked as 'mandatory' (this is indicated by a red asterisk next to the question). This means you need to respond to the question before you can move to the next section. However, **you can write notes or draft responses in the answer box and then go back later and change it.** You can do this as many times as you like before submitting the form.

The purpose of this section is to give you an opportunity to express your aspiration to headship and to explain **why you think your next job will be a headship**, within the next 18 months.

You should use this section to show the assessors that you have reached the right point in your career to be considered as a trainee headteacher and that your ambitions are supported by valid evidence of your capability and potential. In particular, you should demonstrate that:

- You have **sought to prepare yourself** for the challenge of headship through the skills and experiences you have built up
- You have **experience of strategic leadership** at a whole school or organisation-wide level
- You have sought and **received corroboration** of your readiness for headship

You are asked to give **three reasons why you think you are ready**. Your response should draw on **evidence from your career experiences and achievements** to show that you are ready to take on the challenge of leading a whole school. This should be supported by **evidence of feedback from other sources** (such as performance management, inspection, discussions with LA). You do not need to provide detailed examples of your experience as these will be captured in the Key Areas section (see below).

Applicants from non-school or non-education contexts should make use of this section to demonstrate how they have prepared for a transition into school leadership, and how the skills and experience gained in the alternative context will be transferable to headship.

Your response is limited to a **maximum of 1500 characters, including spaces** (this equates to approximately 250 words).

(iv) Key areas of headship

Question: For each of the six key areas we have set out three summary bullet points extracted from the National Standards for Headteachers. Please give two recent and relevant examples for each of the six areas, demonstrating the breadth of your expertise and experience. For each key area, you should ensure that your two examples give recent and relevant evidence of whole-school or organisation-wide experiences across the three summary elements.

For each example please complete the following subsections:

- Date and duration of activity (this is not scored and is limited to approx 20 words)
- Description of activity
- The reason for the activity
- Your role in the achievement or development
- Evidence of the impact of your activity

Character limit for each of the above subsections, apart from date and duration:
600 characters including spaces (this equates to approximately 100 words per subsection)

Guidance on completing this section

The questions in this section are marked as ‘mandatory’ (this is indicated by a red asterisk next to the question). This means you need to respond to all the questions for each Key Area before you can move to the next Key Area. However, **you can write notes or draft responses in the answer boxes and then go back to them later and change them.** You can do this as many times as you like before submitting the form.

This section is designed to give you an opportunity to demonstrate the extent to which you have built up **expertise and whole-school or organisation-wide strategic experience in relation to each of the six key areas of headship** outlined in the National Standards for Headteachers.

For each key area, three summary criteria have been drawn out from the National Standards and listed as bullet points. You are asked to **focus on these extracts** in your responses. You do not need to demonstrate expertise and experience across the full breadth of the key area as set out in the National Standards.

You are asked to give **two examples in each key area**. You should consider carefully how to select and draft your examples so that, between the two of them, they **provide evidence against all three bullet points for the key area.**

Please draw on the full range of your experience in your responses, including referencing experiences gained outside your school or current workplace where relevant. Applicants from non-school or non-education contexts should choose examples which demonstrate that their experiences have equipped them with transferable skills which will enable them to successfully lead a school.

You are asked to **describe each example under five sub-headings:**

- a) the **date and duration** of the activity (this section is not scored)
- b) a **description** of the activity
- c) the **reason** for undertaking the activity (i.e. the school/ organisation circumstances, what prompted the activity, why it was important)
- d) **your role** in its achievement or development; and
- e) what **positive impact** your actions had (with evidence).

Guidance on completing each of these subsections is given overleaf.

a) Date and duration

In general, the most recent evidence will be the most relevant and you are encouraged to use examples drawn from your experience in the last three years. However, you will not be penalised for using older examples, provided you make it clear why they are relevant. For example, you may have taken a career break, or worked in a different role or context on which it would be appropriate to draw. This element of your response is for the assessors' information and is not scored.

b) Description of the activity

Remember that the assessors will be looking for examples that are directly relevant to the extracts from the National Standards for each Key Area, and will be looking for coverage of all three bullet points.

The role of a headteacher differs from that of any other member of staff in that it concerns all aspects of the whole school. Until you become a headteacher the scope of your responsibility and influence will be limited. However in this application, you should **select examples that have a whole-school or organisation wide, strategic dimension, or that have contributed to a whole-school or organisation-wide outcome**. If you are using experience gained from middle management roles such as subject/department leader or Key Stage leader, ensure that you make clear what the significance was in whole school terms.

Please spell out any acronyms on first use, to be sure that the assessors are clear about what you are describing.

c) The reason for the activity

Under this sub-heading you should describe why you undertook the activity, explaining the school or organisational circumstances, what prompted the activity – including why it was identified it as necessary, and why it was important. The **activity should have some strategic relevance to the overall running of the school or organisation**, such as development and implementation of a whole school policy or approach, or leadership on an area of development identified by inspection or in the school's Self Evaluation Form.

d) Your role in its achievement or development

It is important that you make clear the extent of **your personal contribution** to the activity and the results. Please do not use “we” when describing the achievement. It is important that the assessors are able to see the leadership role you played, even if this was as part of a wider team.

Choose activities/ examples where you had a central leadership role. For example, taking responsibility for identifying and solving a problem and/or implementing a change or new way of doing things; leading on a specific activity on behalf of the headteacher or senior leadership team; acting as representative for the school in a wider context; leading on an aspect of school improvement.

e) Evidence of the impact of your activity

The assessors will be looking for evidence that your activity made a positive difference. You need to provide information about the outcomes of the work. This should **include specific, quantifiable information** such as a percentage improvement in pupil results, budget savings, estimate of time savings, reduced or increased incidence against key indicators, the number of staff positively impacted by the initiative or improvement in inspection judgements.

(v) Continuing Professional Development: recent experiences

Question: Please give four examples, with dates, of significant aspects of your CPD over recent years. We suggest you focus on experiences within the last three years, unless there is something of particular relevance from an earlier period. Please explain for each example:

- What the professional development was (the nature of the activity)
- Why you undertook it (i.e. what your development need was)
- What you learned from the experience and how it changed your leadership practice
- How it has prepared you for headship

Character limit per example: 800 including spaces (this equates to approximately 130 words per example)

Guidance on completing this section

The questions in this section are marked as ‘mandatory’ (this is indicated by a red asterisk next to the question). This means you need to enter a response for each example before you can move to the next section. However, **you can write notes or draft responses in the answer boxes and then go back later and change them.** You can do this as many times as you like before submitting the form.

The purpose of this section is to offer you an opportunity to demonstrate that you have actively sought continuing professional development (CPD) over recent years, both to address your own identified development needs, and explicitly to prepare you for headship. The National Standards for Headteachers state that *“To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, headteachers should be committed to their own professional development”*.

Assessors will be looking for evidence of a number of key indicators:

- that you have **planned your CPD** in order to meet your own developmental needs and to progress your career
- that your CPD experiences have had an **impact on your leadership practice** i.e. that you have learned from the experiences and have applied the learning to your own leadership
- that each experience has been **relevant to your preparation for headship**.

In putting together your evidence for this section, you should consider CPD in its widest sense – that is, not just in terms of externally provided training courses. You should consider all the activities that you have undertaken as a result of identifying a development need – such as:

- actively seeking experience of a particular skill or task for your own development
- observing or shadowing others undertaking roles of which you have less experience
- acting up or taking secondment opportunities
- consultancy activity (e.g. as an Advanced Skills Teacher)
- entering into a coaching or mentoring relationship
- further study and/or training courses attended.

Applicants from non-school/non-education contexts should provide evidence that their professional development has enabled them to develop to the skills required to successfully lead a school.

You are asked to provide information in relation to **four different examples of professional development activity**. For each example you are asked to explain:

- what the professional development was (the nature of the activity)
- why it was undertaken, including the development need(s) you planned to meet
- what you learned from the experience and how it changed your leadership practice
- how it has prepared you for headship.

(vi) Self-assessment of development needs

Question: Please identify two of the key areas of the National Standards for Headteachers in which you would like to address specific development needs over the coming year. For each one, you should explain:

- To which key area it relates
- What the development need is
- How and why you have identified it
- What you think you need to do to address it
- How it will prepare you further for headship

Character limit per example: 800 including spaces (this equates to approximately 130 words per key area)

Guidance on completing this section

The questions in this section are marked as 'mandatory' (this is indicated by a red asterisk next to the question). This means you need to enter a response in each box before you can move to the next section. However, **you can write notes or draft responses in the answer boxes and then go back later and change them**. You can do this as many times as you like before submitting the form.

The purpose of this section is to ensure that you have identified and prioritised your development needs in relation to headship. You should use this section to demonstrate that you have begun considering how you might use the opportunities offered by the revised NPQH to address the gaps in your knowledge, skills and understanding as you approach headship.

In relation to the key areas of the National Standards for Headship, you are asked to identify two key areas in which you would like to address specific development needs. For each of these key areas you are asked to provide details of the development need, how and why you have identified this need, how you think you could address it and how this will help you prepare for headship.

Assessors will be expecting to see development needs that might appropriately be pursued whilst undertaking NPQH. Try to focus on your **personal development needs** rather than those areas which might reasonably apply to all potential trainee headteachers, such as whole school financial management.

(vii) Declaration and final submission

Right at the end of the application form, you will find a 'final submission' page. By clicking 'continue' on this page, you will be submitting your application.

Read the declaration statements carefully. By submitting your application form you are declaring all of the statements to be true.

You will not be able to review or amend any of your answers once you have done this, therefore you are strongly advised to go back through the form and review all of your answers at this point.

You must ensure that you have answered all of the questions, otherwise your application may not contain sufficient evidence to be deemed successful.

You must submit your application by **noon on 6 January 2009**.

Part 3: The supporting statement

Your application needs a supporting statement, completed by your headteacher or line manager. This is a short form which will be used to validate the information provided in your application and establish your headteacher/line manager's support and confirmation of your readiness for headship.

3.1 Who should I nominate as my supporter?

The purpose of the supporting statement is two-fold:

1. To verify that in your supporter's judgement, you will be ready to take up a headship within 18 months. So your supporter should be someone who knows you well and has a good knowledge of your recent leadership experience and expertise
2. To verify that your supporter is willing to provide you with the support you need to complete NPQH, including time, development opportunities and if applicable, cost. So your supporter should be someone who is in a position to provide this support.

To ensure that the supporting statement can provide the above verification, please note the following:

- **If you work in a leadership position in school** your supporter should be your headteacher.
- **If you are an acting headteacher** your Chair of Governors or local authority adviser might be the most appropriate person.
- **If you work in an organisation other than a school** please ask your line manager or employer to complete the supporting statement.

You have the **option** of nominating a second person to provide an additional supporting statement. You should only do this if the person who knows your work best is not the person who will be supporting you through the programme; for example, if you have recently moved schools or your headteacher is new to the post. You should **not** nominate two supporters if your headteacher (or equivalent) knows you well and will be supporting you during NPQH.

3.2 What evidence will my supporter need to provide?

Your supporter is asked to:

- provide commitment that he or she will provide you with time and support to undertake professional development activity in relation to NPQH, should your application be successful
- identify your key strengths and areas for development against selected aspects of the National Standards for Headteachers
- explain the key evidence that has led him or her to believe that your next job will be a headship, within the next 18 months.

This process will identify your strengths as a potential headteacher but it should also address areas that you need to develop. It is important that everyone is clear about the opportunities that you need in your preparation for headship and is committed to enabling you to make the most of them. If you are deemed ready, you will be working with your headteacher/ line manager to prepare and implement your NPQH development plan.

It is therefore very important that you:

- ensure that your supporter reads the 'Information for Supporters' document that is available on the 'how to apply page' at www.ncsl.org.uk/npqh
- discuss your application and the supporting statement with your headteacher/line manager. It is important that the dialogue is open and honest. The supporting statement form should not be treated as a confidential reference.

3.3 How does my supporter access the supporting statement form?

You will be asked to provide the name and email address of your supporter(s) as part of your application form. It is **essential to ensure that you type in an accurate email address for your supporter**, as this is how we will contact them to provide them with access to the supporting statement form. You should ensure that they are aware of this process and that they are expecting an email from NCSL.

You should nominate your supporter(s) as soon as possible once you have started your application. You are advised to go to the supporter's details section first, nominate your supporters and then complete the rest of your application. This will ensure that the supporting statement is emailed to your supporter(s) as soon as possible, giving them the maximum time possible to complete the form before the deadline.

The email that we send to your supporter will contain a link to the supporting statement form. It is important that your supporter does not delete this email, as they will need to return to it later.

3.4 How and when is the supporting statement submitted?

Once your supporter has completed the supporting statement form, they will need to save it to their own computer and then upload it onto our system, via a link in the email that they will have received. Full instructions on this process can be found in the Information for Supporters document and will also be provided on screen when they access the form..

Your supporter will need to upload the completed supporting statement by the deadline of **noon on 6 January 2009**.

Your application will only be processed if the supporting statement is submitted by the deadline therefore you are advised to talk to your supporter as early as possible and ensure that they are fully aware of what is required of them.

Part 4: Next steps

4.1 What happens next?

Application assessment: Applications will be assessed and submitted to rigorous national moderation procedures. Once these processes are complete, you will be notified in late February 2009 whether you have been assessed as ready to attend the two-day entry Assessment and Development Event.

Two-day assessment and development event: If you are deemed to be ready for the next stage, you will be invited to attend a two-day assessment and development event which will further assess your motivation, capability and readiness for trainee headship. For intake 3, these events will take place between mid March and end of April 2009. **Remember that you do not have a confirmed place on NPQH until you have successfully completed the two-day event.**

(Please note: If the number of successful applications is greater than the number of places on a particular intake of NPQH, we may defer applicants to the two-day assessment and development event stage in a future intake. The two-day events will be held approximately every three months.)

Introductory day: Applicants successfully completing the two-day event will be invited to a regional introductory day in May/June 2009. The introductory day marks the start of your 4 to 12 month NPQH pathway.

4.2 Funding

Payment of fees will be required following attendance at the regional introductory day.

Trainee headteachers from small schools (maintained schools or non-maintained special schools with 100 or fewer pupils of statutory school age) will be fully funded by NCSL. Some funding for travel and supply cover will be available to these schools.

Trainee headteachers from maintained schools and non-maintained special schools will be eligible for an 80% programme fee subsidy from NCSL. Participants or their school/ organisation will be expected to make a contribution of 20% of the full fee of £3800. This contribution will therefore be £760.

Those not employed in a maintained school or non-maintained special school will be non-funded and will be required to pay the full fee of £3800. However, if a non-funded trainee headteacher goes on to take up his or her first substantive headship in a maintained school or non-maintained special school, he or she will be eligible to claim back some or all of this amount from NCSL.

Full details of our charging and subsidy policy can be found on the 'costs' page of the NPQH web pages at www.ncsl.org.uk/npqh.