

# NPQ BULLETIN

*Vantage Teaching School Hub*



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I am delighted to welcome you to the first NPQ Bulletin of the new academic year. I hope you had a restful summer and are feeling refreshed and ready to continue your NPQ journey.

I am proud to share that Vantage TSH has now supported 913 participants since the reformed NPQs launched in 2021, with an impressive pass rate of 99.6%.

Registration is now open for our November 2025 cohort. Please note that the DfE has moved to a single cohort per academic year, meaning this will be the only intake for 2025–26. The deadline for applications is 8th October, so we encourage you to complete your registration promptly or share the opportunity with colleagues who may be interested.

In this issue, you will meet one of our experienced facilitators, Sarah Young, hear from current participants about their experiences, and catch up on the latest programme updates.

Wishing you all the very best for the start of the new academic year,

*Sarah*

Sarah Paddock  
Regional Lead for NPQs



# November 2025 Cohort 5 - registration open!

## Apply now for NPQs starting November 2025

We are now accepting expressions of interest for our next cohort of NPQ programmes. Please note that the DfE is offering only one NPQ intake per academic year, and for 2025–26, programmes will begin in November 2025.

Places are limited and will be allocated on a first-come, first-served basis.

If you're interested in joining the next cohort, please complete our short Expression of Interest form:

👉 <https://forms.office.com/e/5x43VXVWVX>

Feel free to share this opportunity with any colleagues who may also be considering an NPQ this academic year.



## Participant scholarship funding

Scholarship funding will continue to be available for the Autumn 2025 cohort to all teachers and leaders from publicly funded schools and 16 to 19 educational organisations for the following NPQs:

- NPQ for SENCOs
- NPQ Headship

Scholarship funding to cover the costs of all other NPQ programmes for Autumn 2025 cohorts may be available to teachers and leaders from:

- the 50% of schools with the highest proportion of students who attract pupil premium funding
- 16 to 19 educational settings identified as having high disadvantage
- For the early years leadership NPQ, highly disadvantaged early years settings will also be eligible.

Please note that your schools' eligibility for scholarship funding is not a guarantee that a scholarship-funded place will be available. Vantage TSH will receive a limited allocation of scholarship funded places for all programmes. Applications for the NPQ SENCo programme will prioritise existing SENCOs who do not hold the approved qualification (E.G. NASENCo award). All other places will be allocated on a first-come, first-serve basis to suitable and eligible applicants.



# Facilitator Focus - Sarah Young

As a Senior Leader with over 25 years experience I know that you cannot underestimate the value and impact of inspirational and effective leadership on the success (however, you choose to measure that) of a school, academy, college or Multi Academy Trust. Unfortunately, in my role as a National Leader of Education, Executive Headteacher and more recently Independent Consultant, I have often been on the sharp end of the opposite of great education leadership.

In my 15 years of Executive Headship in a through-school I was fortunate to work with some of the very best people, some amazing teachers, fabulous associate staff and great leaders and governors. There was commonality of approach across all of these professionals which I have found to be the case in my breadth of experience to date: Caring and kindness – for each other as colleagues and people, compassion for children and young people and empathy with their community

Integrity – to do the right thing, even when that is the hardest thing to do

Aspiration and ambition– for themselves, colleagues, children and young people

Commitment – to the success of the organisation

When the opportunity to become a facilitator on the legacy qualifications for National Professional Qualifications arose, I was delighted to be part of the team. I have always held true to my own professional development and learning and this provided that opportunity as well as the chance to focus on the leadership development of others. Though the programmes were well attended, they always felt somewhat abstract and I didn't feel that they were flexible enough to provide future leaders with the knowledge and skills needed to support their own success, resilience and build a learning community across leaders nationally.

However, my affiliation with the Vantage Teaching School Hub and my role as a facilitator across a number of our programmes has reinvigorated my commitment to formal professional leadership training. The programmes provide opportunity not only for current and future leaders to delve into the research and evidence behind our profession but also share experiential learning and build a cohesive approach to leadership across the sector. In my role as lead facilitator I get to work with some amazing and inspirational Headteachers and MAT Executive Leaders as my co-facilitator partners who are humbling in their professional generosity.

It is a real privilege that as a programme facilitator I can use my depth of experience to perhaps make the learning about the challenging role of school leadership and little more transparent rather than opaque, a little easier rather than difficult and to support colleagues to build resilience and longevity so they are able to identify the joy in the role of education leadership.

So, why share the commonality of approach? I think the structure of the leadership programmes supports all these elements and therefore as a nationally accredited programme gives us (those coming to the end of their career) confidence that our children and young people will be in the safest hands.



## Participant feedback

**NPQLTD participant:**

The NPQLTD has been a fantastic experience. It has deepened my understanding of effective teacher development and given me practical strategies I've already started using in school. The balance of theory and real-world application is excellent, and the support from facilitators has been brilliant throughout.



**NPQLT participant:**

The NPQLT programme was practical and engaging, with knowledgeable facilitators and valuable peer collaboration. The workload was manageable, and I've already applied what I learned to support my team. I highly recommend it to anyone looking to develop their teaching leadership skills.

**NPQSL participant:**

I am excited to be starting at a new school as an Assistant Headteacher, which shows the NPQ is really making a difference. The programme has equipped me with valuable skills and confidence to take on this new role. Thank you for all your help and support throughout the journey-it has been greatly appreciated



# Brightspace online platform

## Completing activities in Brightspace

The information below highlights the essential activities and Brightspace tools you will utilise during your self-directed study. These are designed to enhance and build upon the sessions delivered by your facilitators as part of your NPQ experience.

**Please note that the diagnostic activity and post-seminar reflection form part of the engagement metric used to measure the completion of your programme.**

## Diagnostic activity

At the beginning of each module, you will complete a diagnostic activity on Brightspace designed to assess your existing knowledge and experience. This will help you identify the areas of the module where you may need to focus more or less attention, allowing you to tailor your learning journey effectively.

## Formative assessment tasks

Prior to each seminar, you will need to complete a formative assessment task found on Brightspace. These activities are designed to engage your thinking and help you apply the knowledge gained from the online content, ensuring you are well-prepared for the seminar discussions. It is important that these tasks are completed before the seminar takes place. While you don't need to submit them on Brightspace, make sure to have your responses ready to bring with you to the seminar.

## Post-seminar reflection

After each seminar, you will be required to complete a reflection task on Brightspace. The reflections you record in the assignment tool will serve as a valuable resource to revisit during live sessions, online discussions and during your end of programme assessment. Depending on the specific task, you may be asked to enter your response directly into Brightspace or upload a document. Make sure you allocate sufficient time to complete these reflections thoughtfully after each seminar.

# What are the eligibility requirements for the summative assessment?

To be eligible for your summative assessment, you must achieve 90% engagement across the programme.

Engagement is measured through the following:

- Attendance at events (online and face-to-face seminars and conferences)
- Completion of diagnostic activities
- Completion of post-seminar reflection activities



## Key Dates

Cohort	Programme	Engagement Deadline	Assessment window
4a	NPQLPM, NPQLT	Aug 3, 2025	06/10/25 - 13/10/25
4a	NPQEL, NPQSENCO, NPQH, NPQSL	Mar 8, 2026	20/04/26 - 27/04/26
4b	NPQLPM, NPQLT, NPQLTD, NPQLL, NPQLBC,	Mar 8, 2026	20/04/26 - 27/04/26
4b	NPQEL, NPQSENCO, NPQH, NPQSL, NPQEYL	Aug 2, 2026	05/10/26 - 12/10/26

## Useful contacts:

### Unable to attend a training event?

Email: [npqadmin@smchull.org](mailto:npqadmin@smchull.org)

### Want to discuss your NPQ in more detail?

Contact: [spaddock@smchull.org](mailto:spaddock@smchull.org)

### For general support and technical issues with Brightspace:

Visit: <https://www.teachfirst.org.uk/contact-us/form>

