

NPQ BULLETIN

Vantage Teaching School Hub



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I am delighted to welcome you to the final NPQ Bulletin of the 2025–26 academic year.

Cohort 4a (Leadership) and Cohort 4b (Specialist) participants completed their summative assessment in April and they will receive their results in September. We are now inviting expressions of interest for the new cohort starting in Autumn 2026 - more details can be found inside this newsletter.

In this edition, you can find out more about my journey in supporting participants through their NPQ programmes, hear reflections from current participants on their experiences, and stay up to date with the latest programme developments.

Wishing you all the very best for the Summer term – it is always a busy one!

Sarah

Sarah Paddock
Regional Lead for NPQs

November 2026 Cohort 6 - expressions of interest

Apply now for NPQs starting November 2026

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 2026–27, programmes will begin in November 2026.

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

👉 <https://forms.office.com/e/AdVyjhYKFKQ>

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



Participant scholarship funding

Decisions about which NPQ programmes will be eligible for scholarship funding for Autumn 2026 have not yet been confirmed by the Department for Education (DfE). This information is expected to be published imminently.

Where scholarship funding is available, it may cover the full cost of NPQ programmes for Autumn 2026 cohorts for teachers and leaders working in:

- 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 Paddock

Alongside my role as Regional Lead for Vantage Teaching School Hub, I continue to teach in the classroom. Remaining actively involved in day to day teaching enables me to maintain a current and grounded understanding of the opportunities and challenges teachers face, ensuring that the support I provide is both practical and relevant to colleagues' contexts. My previous experience as a Head of Department within a large team of more than 20 teachers has also given me valuable insight into leading and supporting others throughout their leadership journey. As NPQ Lead for Vantage, I have facilitated the NPQLTD, NPQLT and NPQLPM programmes, while also contributing across a range of other NPQs. I have greatly valued the opportunity to support colleagues in their professional development through evidence informed practice and meaningful collaboration.

One of the key strengths of the NPQ programmes is that they are designed with the realities of teaching firmly in mind. They offer flexibility, manageable workload expectations and opportunities for professional dialogue, enabling participants to balance their learning alongside the demands of school life. The emphasis on reflection, discussion and contextualisation allows colleagues to learn from one another and build supportive professional networks that often continue well beyond the programme itself.

Across all NPQ programmes, I am particularly proud of the depth of expertise within our team of facilitators. The breadth of experience across the team has supported the professional growth of colleagues on the programmes at every stage of a career. Importantly, the reformed NPQs provide clear and coherent progression routes, supporting teachers from early leadership roles through to executive leadership. This enables colleagues to see how their professional development evolves over time, equipping them with the confidence, knowledge and tools to take the next steps in their careers.



Participant feedback

Cohort 4 programme members

At the endpoint survey, 100% of programme participants rated the quality of the training they received as excellent.



Cohort 4b NPQLPM participant:

Networking has really helped develop my curriculum knowledge

Cohort 4a NPQSL participant:

More teachers should undertake NPQ programmes to develop their knowledge - best CPD I have had!



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 on Brightspace are 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 on Brightspace
- Completion of post-seminar reflection activities on Brightspace



Key Dates

Cohort	Programme	Engagement Deadline	Assessment window
4b	NPQEL, NPQSENCO, NPQH, NPQSL, NPQEYL	Aug 2026	05/10/26 - 12/10/26
5	NPQLPM, NPQLT, NPQLTD, NPQLL, NPQLBC	Oct 14, 2026	30/11/26 - 07/12/26
5	NPQEL, NPQSENCO, NPQH, NPQSL, NPQEYL	Mar 28, 2027	17/05/27 - 24/05/27

Please make sure you record these dates in your diary, as they are set by the DfE and cannot be changed.

Assessment outcomes

Cohort 4A leadership outcomes and 4B specialist outcomes should be available by 2nd September 2026 and you will receive notification of your result via email.

Useful contacts

Unable to attend a training event?

Email: npqadmin@smchull.org

Want to discuss your NPQ in more detail?

Contact: spaddock@smchull.org

For general support and technical issues with Brightspace:

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

