

## NPQ Recruitment, Selection & Admission Policy

<b>Last reviewed</b>	September 2023
<b>Next review due</b>	March 2024
<b>Responsible division</b>	Partnerships Division
<b>Responsible director</b>	Director, Partnerships Operations
<b>Applies to</b>	Applicants on all reformed National Professional Qualifications
<b>Exceptions</b>	N/A
<b>Applicable laws</b>	The Equality Act 2010

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## 1. Objectives

The objective of this document is to create a robust recruitment, selection and admission policy that is transparent, reliable, inclusive, and supportive of social mobility. Ambition Institute is committed to supporting educators to keep getting better, allowing disadvantaged children to receive the best possible education. The National Professional Qualification (NPQ) programmes provided by Ambition Institute are open to applicants from all backgrounds, provided they meet certain eligibility criteria established by the Department for Education (DfE).

## 2. Background and Legal/Regulatory Framework

The Equality Act (2010) stipulates that we must ensure there is no unlawful discrimination against people with protected characteristics, including age, disability, sex, gender reassignment, religion or belief, race, sexual orientation, marriage and civil partnership, caste, pregnancy, and maternity.

For purposes of clarity we understand the following terms as follows:

- > **Recruitment:** the attraction of applicants to a particular programme through all marketing materials and information made publicly available about the programme
- > **Selection:** the identification of suitable candidates for a programme from all applicants.
- > **Admission:** offering a place to a candidate on a specific cohort of a specific NPQ programme.

This policy applies to the following National Professional Qualifications:

- > NPQ in Leading Teacher Development (NPQLTD)
- > NPQ in Leading Behaviour & Culture (NPQLBC)
- > NPQ in Leading Teaching (NPQLT)
- > NPQ in Leading Literacy (NPQLL)
- > NPQ in Leading Primary Mathematics (NPQLPM)
- > NPQ in Early Years Leadership (NPQEYL)
- > NPQ in Senior Leadership (NPQSL)
- > NPQ in Headship (NPQH)
  - > Early Coaching Headship Offer (EHCO) (previously Additional Support Offer (ASO) for new Head Teachers)
- > NPQ in Executive Leadership (NPQEL)



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### 3. Recruitment

Ambition Institute's application procedure is designed to support as many teachers and education providers as possible to access an NPQ that is right for them.

Our recruitment strategy and marketing and communications activity always strives to be transparent, reliable, inclusive, and supportive of social mobility. Ambition provides all the relevant information that potential customers and participants need to know about our programmes on our website. This ensures that all the key information is fully transparent, whilst also being available and accessible to all. Our approach is to be as inclusive as possible with all our communications.

One of our Ambition's key aims is to provide our customers and participants with the highest standards of service. This means that we constantly work to ensure that the information we provide is accurate, up-to-date and reliable.

Our mission is to "help educators serving children from disadvantaged backgrounds to keep getting better". As a result, we are focused on supporting social mobility and enabling children and young people to thrive, no matter what their background. With some programmes our recruitment efforts specifically target disadvantaged schools and areas, including those schools in the top 30% of Pupil Premium, to ensure that we reach the most disadvantaged.

### 4. Suitability and Eligibility

Programme suitability and funding eligibility criteria for the NPQs are established by the DfE in the Framework Agreement for the supply of the National Professional Qualifications. School and education organisation eligibility is confirmed through information provided in the enquiry or application form available on the Ambition website, or through conversations with Ambition's School Partnerships team, Admissions team or delivery partners. Role suitability is then confirmed through the Application Form.

#### **Programme Suitability**

The reformed NPQs are intended to be accessed by as many teachers, leaders and education providers as possible, and hence role suitability criteria are focused on ensuring that the programme is suitable for the applicant. Programmes are open to teachers and individuals with aspirations to be in a role, therefore it is not an essential suitability criteria to be in a specific job role at the point of application as long as there is a realistic aspiration to reach that role.

#### **Funding Eligibility**

The Department for Education will provide full scholarship funding, with no cost to the participant, for all NPQ participants if they meet the following criteria:

- > Meet the role suitability criteria described in Appendix: Table 1
- > Are employed in an eligible organisation as listed in Appendix: Table 2

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Applicants who are not eligible for funding but who meet the role suitability criteria for the programme will be offered the opportunity to self-fund their place on the programme if they apply to join a cohort run by a delivery partner. Ambition Institute will not accept applications from those working in independent mainstream schools onto centrally delivered cohorts. Ambition Institute will not accept applications from supply staff working for private agencies.

Funding is only available once for each NPQ. Applicants who have previously withdrawn or already completed the NPQ programme they are applying to will not be eligible for funding.

Schools outside of England are not eligible to complete any NPQ with Ambition or its delivery partners.

## 5. Selection & Admission

Applicants who express interest (or who are put forward by their school or organisation) for an NPQ will be invited to submit an online application.

Within the application form, the applicant will be given access to a guidance document with detailed information on their NPQ of choice. With reference to [this document](#), the applicant will then be asked to briefly explain how their role allows them to access and practise the learning of their NPQ of choice.

Once submitted, their application will be assessed by Ambition Institute or a delivery partner to make sure their role is suitable for the programme. If approved, the Applicant will be offered a place via email.

Ambition Institute will have a limited number of places each year. If our programmes have more interest than availability, applicants will be directed to our [NPQ Waitlist Policy](#).

## 6. Useful Links

- > [DfE National Professional Qualification Framework \(from Autumn 2021\)](#)
- > [DfE: Guidance, National Professional Qualifications \(NPQ\) Reforms](#)
- > [Ambition Institute: NPQ Waitlist Policy](#)

## 7. Appendix - Table 1

	<b>Suitable for</b>	<b>Example roles</b>	<b>Not suitable for</b>
<p><b>Leading Teaching (NPQLT)</b> In 12 months, you will discover what outstanding teaching looks like and use this knowledge to become a high performing leader of teaching</p>	<p>Must be a candidate who has, or is aspiring to have, <b>responsibilities for leading teaching</b> in a subject, year group, key stage or phase. Participants <b>must be in, or have been in, a teaching role.</b></p>	<ul style="list-style-type: none"> <li>&gt; Head of teaching development/CPD lead</li> <li>&gt; Year group leader</li> <li>&gt; Subject leader</li> <li>&gt; Key stage/phase leader</li> <li>&gt; Head of department</li> <li>&gt; Assistant/deputy head</li> <li>&gt; Headteacher</li> <li>&gt; Head of ITT</li> <li>&gt; Class teacher</li> <li>&gt; LA supply staff</li> </ul> <p>Participants <b>must be in, or have been in, a teaching role.</b></p>	<ul style="list-style-type: none"> <li>&gt; Early Career Teachers (ECTs)</li> <li>&gt; Newly Qualified Teachers (NQTs)</li> <li>&gt; Non-teaching staff</li> </ul>
<p><b>Leading Behaviour and Culture (NPQLBC)</b> In 12 months, you will gain expertise in behaviour management and discover how to create a culture where staff and pupils can thrive.</p>	<p>Must be a candidate who has, or is aspiring to have, <b>responsibilities for leading behaviour and/or supporting pupil wellbeing</b> in your school. Participants do not have to be in a teaching role to do this NPQ. Those not in a teaching role who have no previous teaching experience may require extra support and further reading; see note below.</p>	<ul style="list-style-type: none"> <li>&gt; Head of teaching development/CPD lead</li> <li>&gt; Year group leader</li> <li>&gt; Subject leader</li> <li>&gt; Key stage/phase leader</li> <li>&gt; Head of department</li> <li>&gt; Assistant/deputy head</li> <li>&gt; SENCo</li> <li>&gt; Pastoral lead</li> <li>&gt; Headteacher</li> <li>&gt; Head of ITT</li> <li>&gt; Class teacher</li> <li>&gt; LA supply staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Early Career Teachers (ECTs)</li> <li>&gt; Newly Qualified Teachers (NQTs)</li> <li>&gt; Teaching assistants</li> </ul>
<p><b>Leading Teacher Development (NPQLTD)</b> In 12 months, you will gain the knowledge to become a</p>	<p>Must be a candidate who has, or is aspiring to have, <b>responsibility for leading other educators to develop.</b> You might support the</p>	<ul style="list-style-type: none"> <li>&gt; Head of teaching development/CPD lead</li> <li>&gt; Year group leader</li> <li>&gt; Subject leader</li> <li>&gt; Key stage/phase leader</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Early Career Teachers (ECTs)</li> <li>&gt; Newly Qualified Teachers (NQTs)</li> <li>&gt; First time ECT Mentors</li> <li>&gt; Teaching assistants</li> </ul>

<p>teacher educator and successfully support teachers in your school to expand their skills.</p>	<p>development of all teachers in your school, trainees or those early in their career. Participants <b>must be in, or have been in, a teaching role.</b></p>	<ul style="list-style-type: none"> <li>&gt; Head of department</li> <li>&gt; Assistant/deputy head</li> <li>&gt; Headteacher</li> <li>&gt; Head of ITT</li> <li>&gt; Class teacher</li> <li>&gt; LA supply staff</li> </ul> <p>May be a lead mentor for ITT or indirectly manage a team of mentors or coaches and their work is focussed on supporting ITT, ECTs as well as wider development of all colleagues across the school.</p>	
<p><b>Leading Primary Mathematics (NPQLPM)</b> In 12 months, you'll become an expert leader of primary mathematics and learn how to embed high-quality mastery maths teaching in your school.</p>	<p>Must be a candidate who has, or is aspiring to have, <b>responsibilities for leading mathematics across a group of schools, school, year group, key stage, subject or phase.</b> Candidates must have some maths mastery training via the <a href="#">Teaching for Mastery programme</a> or a programme equivalent.</p> <p>Candidates must be in a primary school or responsible for educating primary aged pupils.</p>	<ul style="list-style-type: none"> <li>&gt; Primary Head of teaching development/CPD lead</li> <li>&gt; Primary maths/ numeracy leader</li> <li>&gt; Key stage/phase leader</li> <li>&gt; Assistant/deputy head of primary or all-through school</li> <li>&gt; Headteacher of primary or all-through school</li> <li>&gt; Class teacher aspiring to lead mathematics</li> <li>&gt; LA supply staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Early Career Teachers (ECTs)</li> <li>&gt; Newly Qualified Teachers (NQTs)</li> <li>&gt; Teaching assistants</li> <li>&gt; Secondary school teachers and leaders</li> </ul>



<p><b>Leading Literacy (NPQLL)</b> In 12 months, you will learn the essential knowledge and skills to effectively lead high quality, literacy development and teaching in your school.</p>	<p>Must be a candidate who has, or is aspiring to have, <b>responsibilities for leading literacy across a group of schools, school, year group, key stage, subject or phase.</b></p> <p>Participants do not have to be in a teaching role to do this NPQ. Those not in a teaching role who have no previous teaching experience should have middle leadership responsibility to influence approaches to literacy teaching across the school, group, key stage or phase.</p>	<ul style="list-style-type: none"> <li>&gt; Head of teaching development/CPD lead</li> <li>&gt; Year group leader</li> <li>&gt; Subject leader</li> <li>&gt; Key stage/phase leader</li> <li>&gt; Head of department</li> <li>&gt; Assistant/deputy head</li> <li>&gt; Headteacher</li> <li>&gt; Head of ITT</li> <li>&gt; Class teacher</li> <li>&gt; LA supply staff</li> <li>&gt; Literacy co-ordinator</li> <li>&gt; Literacy/ English Lead</li> <li>&gt; MAT lead/ Director of subject</li> </ul> <p>May lead subject networks across multiple schools/educational settings including early years and sixth forms.</p>	<ul style="list-style-type: none"> <li>&gt; Early Career Teachers (ECTs)</li> <li>&gt; Newly Qualified Teachers (NQTs)</li> <li>&gt; Teaching assistants</li> </ul>
<p><b>Early Years Leadership (NPQEYL)</b> This 18-month programme helps you develop expertise in early years leadership, helping to give all children up to the age of five the best possible start in life.</p>	<p>This qualification is for leaders qualified to at least Level 3 with a full and relevant qualification. They should be, <b>or are aspiring to be, managers of Private, Voluntary or Independent nurseries, staff in school-based or maintained nurseries with leadership responsibility, staff in state-funded schools or</b></p>	<p>Staff in a state-funded schools including school-based nursery, local authority nursery or staff in key stage 1. State-funded schools do not require a nursery to be an eligible organisation but should reflect on individual aspirations and experience of the EYFS framework.</p> <ul style="list-style-type: none"> <li>&gt; Early Years/ KS1 phase leader</li> <li>&gt; Assistant/deputy head</li> <li>&gt; Assistant/deputy/ vice principal</li> <li>&gt; Headteacher/ principal</li> </ul>	<ul style="list-style-type: none"> <li>&gt; ECT</li> <li>&gt; Secondary school teachers or leaders</li> <li>&gt; Newly Qualified Teachers (NQTs)</li> <li>&gt; First time ECT Mentors</li> <li>&gt; Teaching assistants</li> <li>&gt; Childminders operating by themselves</li> <li>&gt; Play assistant</li> <li>&gt; Childminder assistant</li> </ul>

	<p><b>childminders with leadership responsibilities.</b></p> <p>A Level 3 qualification is not mandatory and there may be some instances where it is appropriate for participants without this to take the NPQ. However, they must demonstrate are in a suitable role and organisation to access the programme.</p>	<ul style="list-style-type: none"> <li>&gt; Class teachers aspiring to and close to leadership</li> <li>&gt; LA supply staff</li> </ul>	
		<p>Early Years Practitioners such as:</p> <ul style="list-style-type: none"> <li>&gt; Childminders responsible for one or more staff</li> <li>&gt; Room leader</li> <li>&gt; Deputy manager</li> <li>&gt; Assistant manager</li> <li>&gt; Nursery officer</li> <li>&gt; Lead practitioner</li> <li>&gt; Senior practitioner</li> <li>&gt;After school club manager</li> <li>&gt; Childcare manager</li> <li>&gt; Play leader</li> </ul>	<p><b>Additional requirements for Early Years practitioners:</b></p> <ol style="list-style-type: none"> <li>1. Registered on <a href="#">Ofsted's Early Years Register</a> as Active unless part of a state-funded school/ nursery.</li> <li>2. Applicants qualified to at least Level 3 or with a full and relevant qualification. <a href="#">A list of qualifications can be found here</a></li> </ol>
<p><b>Senior Leadership (NPQSL)</b> This 18-month programme helps you develop your leadership knowledge and expertise to improve outcomes for teachers and pupils in your school.</p>	<p>Must be, or are aspiring to be, a senior leader <b>with cross-school responsibilities</b>. Participants must be at <b>middle leadership or above</b> currently.</p>	<ul style="list-style-type: none"> <li>&gt; Assistant headteacher/Associate assistant headteacher</li> <li>&gt; Deputy headteacher/Vice principal</li> <li>&gt; Head of faculty/ department/subject</li> <li>&gt; Head of year</li> <li>&gt; Head of key stage/early years</li> <li>&gt; SENCO</li> <li>&gt; Head of ITT</li> </ul>	<ul style="list-style-type: none"> <li>&gt; ECT</li> <li>&gt; Class teacher</li> <li>&gt; Headteacher</li> <li>&gt; Executive headteacher</li> </ul>
<p><b>Headship (NPQH)</b> Within 18 months, you will develop the knowledge that underpins expert school leadership and apply it to</p>	<p>Must be, or aspire to be, a headteacher or head of school <b>with a responsibility for leading a school</b>. Participants must be</p>	<ul style="list-style-type: none"> <li>&gt; Headteacher</li> <li>&gt; Head of school</li> <li>&gt; Director of teaching school</li> </ul>	<ul style="list-style-type: none"> <li>&gt; ECT</li> <li>&gt; Class teacher</li> <li>&gt; Director of Learning for any subject/ Head of department/ Head of key stage</li> <li>&gt; SENCO</li> </ul>

become an outstanding headteacher.	<b>at senior leadership level or above</b> currently.	> Deputy headteacher/Vice principal/Assistant headteacher	
<b>Early Headship Coaching Offer (EHCO)</b> In 12 months, this programme will help you to settle into your post by giving you access to one-to-one coaching and a toolkit of resources to help you thrive as a leader.	Must be a current headteacher in their first 5 years of headship. They must not have previously withdrawn from the ASO (previous name).  Must have completed or be undertaking and NPQ for Headship programme.	> Headteacher > Head of school > Principal	> Deputy headteacher > Assistant headteacher > Class teacher > Acting headteacher/ Interim headteacher
<b>Executive Leadership (NPQEL)</b> In 18 months, you will develop the expertise you need to become an outstanding executive leader, leading change and improvement across your group of schools or multi-academy trust.	Must be a school leader who is, or is aspiring to be, an executive headteacher or have a school trust CEO role <b>with responsibility for leading several schools</b> . Participants must be in a <b>headteacher role or above</b> currently.	> Executive headteacher > Headteacher/principal > CEO (in first year) > Associate headteacher	> ECT > Class teacher TE > Head of ITT > Deputy Head > Assistant head

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### Important notes:

- > All participants must register with the DfE for their NPQ or EHCO. Participants from Young Offenders' Institutions must contact the DfE at [continuing-professional-development@digital.education.gov.uk](mailto:continuing-professional-development@digital.education.gov.uk) to register for their NPQ.
- > All Participants will be asked to provide proof of their employment at the institution they work in.
- > Returning teachers who are not yet in school are eligible for scholarship funding for all NPQs. They must first confirm their interest via the Return To Teaching Agency (RTTA) and receive support from an RTTA Advisor.
- > Participants working across multiple schools (i.e. they do not work in one school or may be part of a trust central service team) **must be associated with a school** to be eligible for DfE scholarship funding. This enables Ambition Institute to match participants with the DfE NPQ register.
- > Applicable to NPQLBC and NPQLTD: Although we believe that all participants will benefit and gain value from completing an NPQ, the curriculum is designed based on participants being in a classroom. Therefore, participants not in a teaching role will need to do further reading or reflection to make the most of the content. It will also be necessary to speak to any non-teaching candidates to discuss extra support they may require throughout the programme.
- > Participants **do not need to have Qualified Teacher Status (QTS)** to complete an NPQ; however, they must still meet the criteria above. If they are suitable, but don't have QTS, please follow [this guidance](#) to get a Teacher Reference Number (TRN).

## 8. Appendix - Table 2

### Establishments eligible for Department-funded NPQ scholarships

- > Participants can come from the following organisations:
  - State-funded schools, as well as those employed in state-funded organisations in England that offer education to 16-19 year olds
  - Independent special schools
  - Local Authorities (Local Authority employed supply teachers and virtual schools).
  - Young offender institutions
  - Hospital schools not already included in other eligible organisation categories.
  - Non-school based early years settings (group-based providers and childminders).

### A full list of organisation types is below:

Academy 16 to 19 sponsor led	Community special school	Other Independent Special School**
Academy 16-19 converter	Foundation school	Pupil Referral Unit
Academy alternative provision converter	Foundation special school	Private nurseries***
Academy alternative provision sponsor led	Free schools	Secure units

Academy converter	Free schools 16 to 19	Service Children's education
Academy special converter	Free schools alternative provision	Sixth Form College (General)
Academy special sponsor led	Free schools special	Sixth Form College (Voluntary Aided)
Academy sponsor led	General Further Education College	Sixth Form College (Voluntary Controlled)
Agricultural & Horticultural College	Independent nurseries***	Special post 16 institution
Art, Design and Performing Arts College	Independent schools providing free early years entitlements places***	Studio schools
Childcare providers***	Independent special schools	University technical college
Childminders***	Local authority*	Voluntary aided school
City technology college	Local authority nursery school	Voluntary controlled school
Community school	Non-maintained special school	Young Offenders' Institutions
ITT accredited providers****	Returners*****	

\* Within this category, only LA-employed supply teachers and employees of Virtual Schools (LA-run organisations that support the education of children in care) are eligible for DfE-funded scholarships. Participants from these institutions will follow a separate registration journey from the registration service and should contact the helpdesk if they identify that they should be eligible for funding.

\*\* Includes hospital schools not included in other categories listed. Participants from these institutions will follow a separate registration journey from the registration service and should contact the helpdesk if they identify that they should be eligible for funding.

\*\*\*Participants from these organisations can access DfE-funded scholarships for the NPQ for Early Years Leadership only.

\*\*\*\*Participants working as ITT Mentors in accredited providers can access DfE-funded scholarships for the NPQ for Leading Teacher Development only.

\*\*\*\*\* Returners' refers to ex-teachers and school leaders who are registered with the Department's Return to Teaching Advisory Service, who are seeking to return to teaching in a state-funded school, and who have been referred to register for an NPQ by their Return to Teaching Adviser.

#### Establishments not eligible for DfE-funded scholarships

British schools overseas	Establishments in Wales, Scotland, or Northern Ireland	Other international schools
Higher education institutions****	Offshore schools	Other FE provider
Independent schools/ learning providers	Other independent school	Specialist Designated College

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Non programme funded provider	Supply teacher agency
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*\*\*\*Participants working as ITT Mentors in accredited providers can access DfE-funded scholarships for the NPQ for Leading Teacher Development.*