

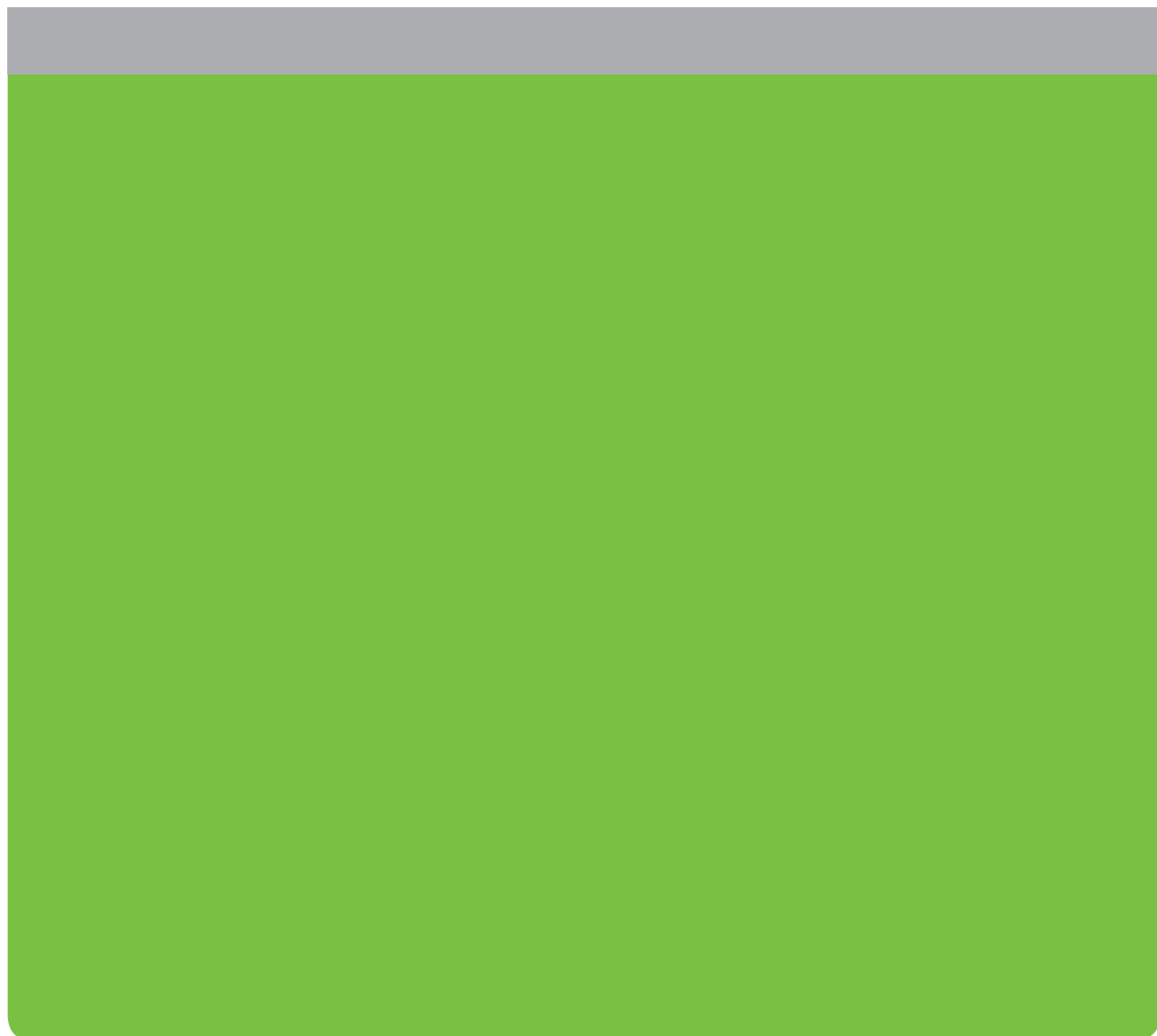
Inspiring leaders to  
improve children's lives



National College  
for School Leadership

# National College Business Plan

2012/13



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# Introduction

The National College is an executive agency of the Department for Education. It is responsible for delivering the priorities and vision for school and academy leadership that is set out in the 2010 white paper *The Importance of Teaching*. It is also responsible for leadership development for children's centres.

The education reform agenda requires excellent head teachers, academy principals, other school leaders and children's centre leaders. It needs leaders who drive improvement beyond their own schools, academies and children's centres. The College's role is to support the development of a self-improving system that is led by the leaders of schools and children's centres, working together to deliver improvement so that every child and young person has the opportunity to achieve their best.

This *Business Plan* sets out the College's aims and objectives for 2012/13, including key milestones and performance indicators, and summarises the College's budget and staffing resources. The separate *Framework Document* sets out the arrangements for the governance, accountability, financing, staffing and operation of the College.

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# Section A: Aims and objectives

The Department for Education has five medium-term strategic aims. These are:

1. raising standards of educational achievement
2. closing the achievement gap between rich and poor
3. reforming the schools system
4. supporting all children and young people, particularly the disadvantaged
5. improving the effectiveness and efficiency of the Department

The need to have excellent head teachers, academy principals, other school leaders and children's centre leaders who are driving improvement right across the education system, is central to these aims.

The College is focused on three main aims. These are set out below together with the main objectives within each aim.

## **Aim 1: Assure the supply of head teachers and principals, deputy and assistant head teachers and vice principals, heads of department, heads of key stage, school business managers and those who lead children's centres<sup>1</sup>, and improve the quality of leadership for schools, academies and children's centres.**

- 1.1 Develop a **new leadership development curriculum** including a new National Professional Qualification for Headship and a revised qualification for children's centre leaders:
  - Work with head teachers, principals and other experts to develop high-quality content for the new modular curriculum.
  - Develop and offer national qualifications for leaders at all levels, including a new National Professional Qualification for Headship and a revised qualification for children's centre leaders.
  - Develop modules for head teachers, principals and chief executives of academy chains, and make licences available so that delivery can commence from September 2013.
  - Review the National Standards for Children's Centre Leadership and revise the National Professional Qualification for Integrated Centre Leadership.
- 1.2 License schools and their partners to deliver **leadership development** provision:
  - Award licences for the delivery of the modular curriculum and national qualifications to partnerships that involve outstanding schools.
  - Provide scholarships for leadership development participants from small schools and other targeted priority groups.
  - Subject to funding, license a new leadership development training module for chairs of governors from September 2012 that is relevant to a range of school and academy contexts.
  - Work with the Future Leaders Charitable Trust to assess those selected to become principals of free schools, and deliver two bespoke modules on the leadership of free schools ready for licensing by the autumn term 2012.

<sup>1</sup> Hereafter, the term 'head teachers, principals and other leaders' is used to indicate head teachers and principals, deputy and assistant head teachers and vice principals, heads of department, heads of key stage, school business managers and those who lead children's centres.

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- 1.3 Maintain a small number of **commissioned programmes** focused on ministerial priorities and the most challenging schools:
- Continue to manage the contract for the Teaching Leaders Programme and extend this provision to ensure a sufficient supply of leaders of the right calibre.
  - Re-tender the Future Leaders contract in line with ministerial requirements.
  - Continue to deliver the school business manager programmes and qualifications whilst continuing to move towards a licensing model for the provision.
- 1.4 Promote **talent management** in schools to secure the supply of high-quality leaders:
- Work with the national faith bodies and dioceses to develop those who aspire to lead a faith school.
  - Provide targeted support aimed at tackling the acute supply issues facing the primary sector, faith schools, special schools and schools in rural areas.
  - Provide positive-action programmes aimed at tackling the under-representation of women and those from black and minority ethnic backgrounds in senior school leadership teams.
  - Work with chief executives of chains to produce leadership development for future chief executives of chains.

## **Aim 2: Support head teachers, principals and children's centre leaders in leading the improvement of all schools, academies and children's centres.**

- 2.1 Develop a national network of **teaching schools** and their partner schools to provide initial teacher training, lead professional and leadership development, identify and develop leadership potential, provide support for other schools, and engage in research and development:
- Increase the number of designated teaching schools and support their work.
  - Work with the Teaching Agency on the expansion of the role of teaching schools in Initial Teacher Training.
  - Support teaching schools in engaging with policy priorities such as specialist subject teaching and special needs issues.
- 2.2 Support school and academy head teachers, principals and other leaders to operate as **specialist, local and national leaders of education** in order to drive improvement:
- Expand the number of national leaders of education.
  - Maintain the number of local leaders of education and make them available to new head teachers in order to provide support and advice.
  - Induct national and local leaders of education and promote the use of their role in underperforming academies by supporting deployment.
  - Work with teaching schools to increase the number of specialist leaders of education.
- 2.3 Support chairs of governors to operate as **national leaders of governance** and leaders of children's centres to operate as **children's centre system leaders** in order to drive improvement:
- Subject to funding, develop and deploy national leaders of governance to support other chairs of governors with a particular focus on school improvement.
  - Subject to funding, expand the Early Years System Leadership pilot into a national children's centre system leadership approach.

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**Aim 3: Provide high-quality services that represent value for money and that are founded on evidence of what works.**

- 3.1 Provide **compelling membership services** that reach head teachers, principals and other leaders and that help them to improve:
- Develop and launch a programme of online short courses and seminars for members.
  - Review and develop the College's online members library so that it includes examples of successful partnerships, academy conversions and sponsorships, federations and chains.
- 3.2 Generate **evidence of what works** to inform the work of the National College and **engage head teachers and principals** with the development of policy:
- Assess the needs of head teachers, principals and other leaders, and assess College provision in order to effect improvements and increase quality and impact.
  - Conduct research into new routes into headship and into priority leadership issues including subject specialism, curriculum development, performance management and behaviour.
  - Deliver the 8<sup>th</sup> annual Seizing Success leadership training conference and the 13<sup>th</sup> annual New Heads training conference.
- 3.3 Develop an **income-generating international business unit** that positions England as a world leader in school leadership development:
- Increase sales of international leadership programmes and membership services.
  - Develop and launch the International Programme for School Principals and Aspiring Principals.

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## Section B: Key performance indicators

### **A Are we supporting the right schools to improve, and is it working?**

- A.1 The percentage of supported<sup>2</sup> schools that are graded by Ofsted as 'inadequate' or 'satisfactory' that improve their grade for leadership and management between inspections, compared with unsupported schools.
- A.2 The percentage of supported schools that improve their key stage results, compared with unsupported schools.
- A.3 The percentage of supported schools below the floor standard that rise above it, compared with unsupported schools.

### **B Are we successfully licensing high-quality leadership development, and is it working?**

- B.1 The percentage of modules that achieve a recommendation rating of four out of five stars ('good') or higher (for each of the leadership development curriculum levels 1, 2 and 3).
- B.2 The percentage of qualifications that achieve a recommendation rating of four out of five stars ('good') or higher (for each of the leadership development curriculum levels 1, 2 and 3).
- B.3 The percentage of participants who complete a qualification and who subsequently achieve promotion within 18 months of completion (for each of the leadership development curriculum levels 1, 2 and 3; cumulative over time).
- B.4 The percentage of graduates of the National Professional Qualification for Headship who assume a head teacher or academy principal post within 18 months of graduation.
- B.5 The percentage of schools led by a graduate of the National Professional Qualification for Headship for at least two terms that improve their Ofsted grade for leadership and management between inspections, compared with schools that are not led by a holder of this qualification (excludes those that are already graded outstanding).

### **C Are we meeting the headship supply challenges?**

- C.1 The percentage of head teacher and academy principal posts that are a) vacant and b) temporarily filled.
- C.2 The percentage of head teacher and academy principal posts in Church of England schools that are re-advertised.
- C.3 The percentage of head teacher and academy principal posts in Catholic schools that are re-advertised.

### **D Are we successfully developing the role and impact of teaching schools?**

- D.1 The percentage of schools within teaching school alliances that improve their Ofsted grades for a) quality of teaching, b) quality of leadership and management and c) their overall judgement between inspections, compared with a comparator group of schools not involved with teaching schools (excludes those that are already graded outstanding).
- D.2 The percentage improvement made in key stage results by schools within teaching school alliances, compared with a comparator group of schools not involved with teaching schools (for each of Key Stage 2 and Key Stage 4).

<sup>2</sup> 'Support' includes that from National Leaders of Education, Local Leaders of Education and teaching schools, and must have commenced at least two terms prior to the inspection date.

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- D.3 The percentage improvement made in the vacancy rate for head teacher and academy principal posts for schools within teaching school alliances, compared with a comparator group of schools not involved with teaching schools.
- D.4 The percentage improvement made in the achievement gap between pupils in care and/or in receipt of free school meals and their peers by schools within teaching school alliances, compared with a comparator group of schools not involved with teaching schools (for each of Key Stage 2 and Key Stage 4).
- E Do head teachers, academy principals and children’s centre leaders value the National College?**
- E.1 The percentage of head teachers, academy principals, other school leaders and children’s centre leaders who are aware of the National College and either agree or strongly agree that the National College is having a positive impact on their institution (sample-based survey used to estimate population figures).
- E.2 The percentage of head teachers, academy principals, other school leaders and children’s centre leaders who are aware of the National College and either agree or strongly agree that the National College offers value for money (sample-based survey used to estimate population figures).



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## Section C: Resources

The College's budget, premises, staff numbers and organisational structure are set out below.

### Budget

Budget category	£'000s
<b>Programme budget</b>	<b>£67,200</b>
<b>Aim 1:</b> To assure the supply of head teachers, principals and other leaders, and to improve the quality of leadership for schools, academies and children's centres	£32,637
<b>Aim 2:</b> To support head teachers, principals and children's centre leaders in leading the improvement of all schools, academies and children's centres	£25,978
<b>Aim 3:</b> To provide high-quality services that represent value for money and that are founded on evidence of what works	£1,617
<b>Support services</b>	£6,968
<b>Administration budget<sup>3</sup></b>	<b>£11,652</b>
<b>Total budget</b>	<b>£78,852</b>

### Premises

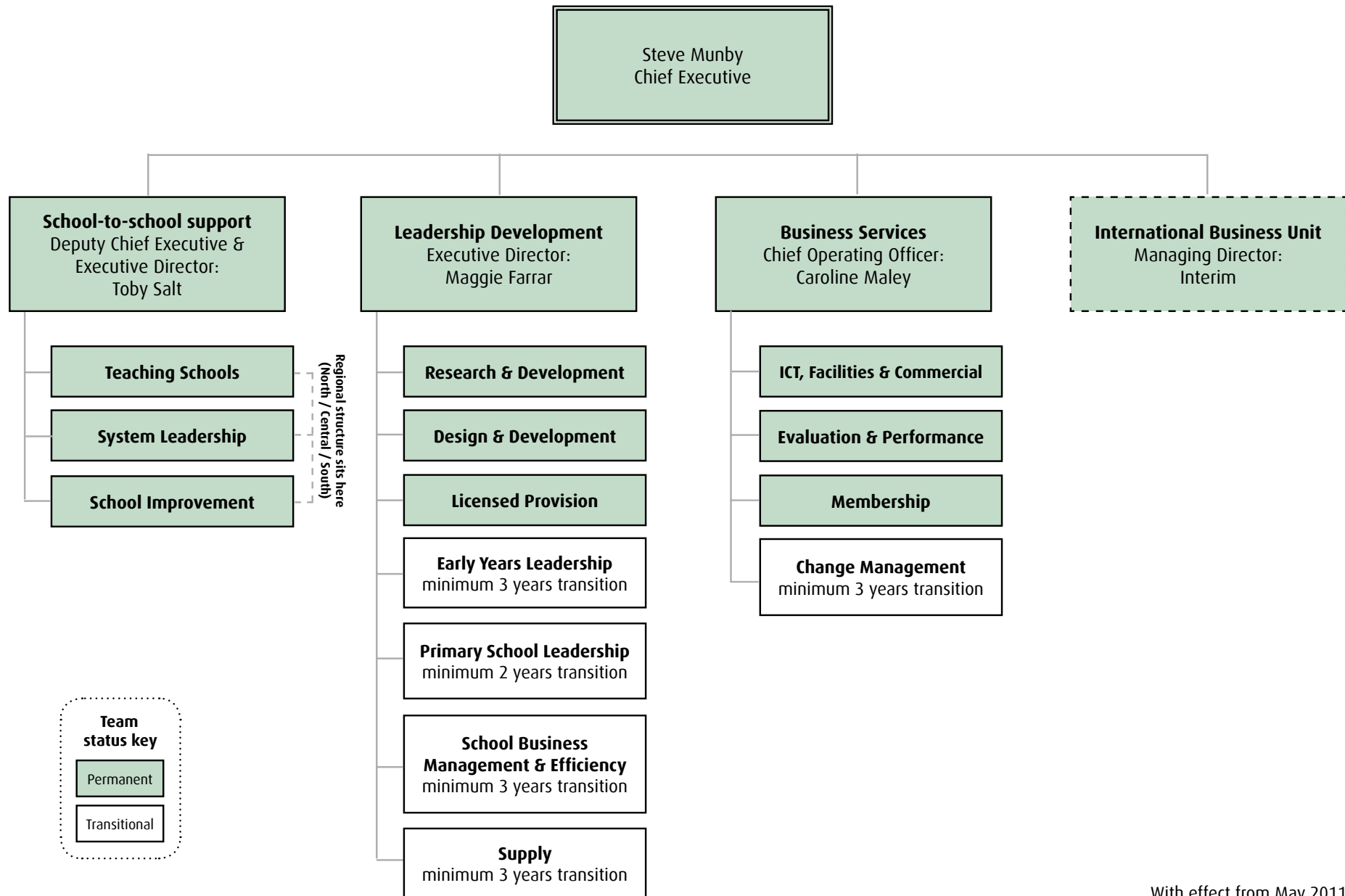
The College will maintain the Learning and Conference Centre in Nottingham and its office in Ruddington, Nottinghamshire, and all related services.

### Staff

The College has 233 staff led by a chief executive, three executive directors and a managing director of the International Business Unit.

<sup>3</sup> Shared services are accounted for on a nominal basis and are not, therefore, included in these figures.

# Organisational chart



The National College exists to develop and support great leaders of schools and children's centres – whatever their context or phase.

- Enabling leaders to work together to lead improvement
- Helping to identify and develop the next generation of leaders
- Improving the quality of leadership so that every child has the best opportunity to succeed

Membership of the National College gives access to unrivalled development and networking opportunities, professional support and leadership resources.

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Triumph Road,  
Nottingham NG8 1DH  
T 0845 609 0009  
F 0115 872 2001  
E [enquiries@nationalcollege.gsi.gov.uk](mailto:enquiries@nationalcollege.gsi.gov.uk)  
[www.education.gov.uk/nationalcollege](http://www.education.gov.uk/nationalcollege)

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Department for Education**

#### **We care about the environment**

We are always looking for ways to minimise our environmental impact. We only print where necessary, which is why you will find most of our materials online. When we do print we use environmentally friendly paper.