



National College for
Teaching & Leadership

NCTL Business Plan

1 October 2013 – 31 March 2014

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1. The National College for Teaching and Leadership (NCTL)

The National College for Teaching and Leadership (NCTL) is an executive agency of the Department for Education (DfE). Its purpose is to improve the quality of the education workforce and support the development of a school-led system. The agency was formed from the merger on 1 April 2013 of the National College for School Leadership and the Teaching Agency. As a result of the merger, NCTL published an interim business plan relating to 1 April 2013 until 30 September 2013. This plan relates to 1 October until 31 March 2014.

Annex A sets out the organisational structure of NCTL.

2. NCTL vision

The NCTL has two key aims: to improve the quality of the education workforce; and to help schools to help each other to improve.

The NCTL will work with schools to develop an education system in which teacher and leadership training, continuous professional development and school-to-school support are delivered locally by partnerships led by the best headteachers. This means that whilst working actively to deliver Government's priorities, the NCTL will constantly seek opportunities to build capacity in the education system to lead its own improvement.

Aim 1: Improving the quality of the education workforce

The quality of teachers and leaders is the most important factor in improving educational standards for children. We will support schools to take control of their own recruitment and training of teachers through School Direct while encouraging higher education providers both to improve further their own programmes of training and to partner with schools to deliver school-led training opportunities.

We will work with school-led licensed providers of leadership development to ensure that this approach is effective in spotting, training and promoting a new generation of outstanding school leaders. We will develop a new programme to support high potential middle leaders in challenging primary schools. We will also explore what further can be done to ensure that there are enough good and outstanding headteachers in all parts of the country.

We will continue to expand, target and improve commissioned provision to meet ministerial priorities and identified needs, including Teach First, Teaching Leaders and Future Leaders.

We will continue to oversee the induction process for teachers and award Qualified Teacher Status and Early Years Teacher Status. We will also uphold high standards of professional conduct through our regulatory role, taking appropriate action in cases of the most serious allegations of professional misconduct.

Aim 2: Helping schools to help each other to improve

We will encourage schools to develop their own local networks of high-quality, school-to-school support, including supporting the setting up of federations, chains of academies or sponsored solutions. We will encourage schools to broker support from high-quality school leaders and teachers.

We will give teaching schools the support they need to be at the heart of inclusive alliances and partnerships. We plan that teaching schools will work with their alliances and partners to collaborate effectively to deliver teacher training, high-quality continuous professional development, support for other schools and practitioner research.

We will encourage schools to find local solutions to their particular challenges, doing everything possible to remove any barriers in the way of a school-led system.

3. NCTL objectives

1a: Assure the supply and improve the quality of the education workforce

- Match good quality training provision and the supply of the workforce to Ministers' priorities and the **specific needs of the sector**, targeting teacher shortages in specific subjects through scholarships and bursaries.
- Develop and maintain suitable infrastructure and systems for **Initial Teacher Training providers** and other (professional) training which ensure effective market management, allocation of places and related funding, quality control and financial assurance.
- Build **schools' appetite and capacity** for playing a greater and more effective role in leading Initial Teacher Training (ITT), including School Direct and School Centred Initial Teacher Training.
- Ensure **sufficient trainees of suitable calibre** enter ITT, increasing the proportion of trainees who hold a 2:1 or better degree, expanding Teach First, developing routes into teaching from business and the armed forces.
- Challenge and support ITT providers to **improve students' key teaching skills**.
- Ensure that provision is available for teachers undertaking **specialist SEN roles**, and support delivery of the national award for SEN co-ordination in the maintained sector.
- Maintain commissioned leadership development programmes and other direct provision focused on ministerial priorities and the most challenging schools, including Future Leaders and Teaching Leaders.
- Ensure the availability of training for the Early Years Teacher programme in line with the Government's ambition for a **high-quality graduate-led early years workforce**. Ensure the availability of high-quality doctorate training for **educational psychologists**.

1b: Assure the supply of headteachers and leaders and improve the quality of leadership for schools, academies and early years provision

- Further **develop the leadership curriculum** in collaboration with schools, to include provision for serving heads, heads of virtual schools for children in care and vulnerable groups and clerks to governing bodies for delivery from 2014/15.
- Support licensees including schools and their partners, to **deliver the leadership curriculum**, awarding new licenses for school business management and provision for serving heads.
- Promote **talent management** within and between schools to secure the supply of high-quality leaders and increase the diversity of the leadership population, working closely with teaching school alliances. Also tender for a new middle leaders programme and a talented leaders programme designed to recruit outstanding leaders into challenging schools which are finding it hard to attract talented heads.

2: Support headteachers, principals and early years leaders in leading the improvement of all schools, academies and early years provision

- Continue to develop a national network of **teaching school alliances** 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.
- Support school and academy headteachers, principals and other leaders to operate as **specialist, local and national leaders of education** in order to drive improvement.
- 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**.
- Addressing perceived geographical gaps in terms of both school leadership and system leadership through the Teaching Schools and National Leaders of Education (NLE) programmes and new commissioned programmes.

Provide high-quality services that represent value for money

These 2 aims are underpinned by NCTL's commitment to deliver high-quality services that offer value for money. NCTL expects schools to play an increasing role in leading the school system over time. NCTL will consequently play a decreasing role, retaining only those functions that cannot readily be performed by schools and are required by school leaders or Ministers. NCTL will work in partnership with schools, higher education institutions and others to deliver this. The leadership of the NCTL will continue to work with Ministers to determine how best to develop capacity within the school system and reduce its role.

NCTL will support the quality and status of the teaching profession by ensuring that in cases of serious **professional misconduct**, teachers are prohibited from teaching. It will generate **evidence of what works** through **engaging headteachers and principals** in the development of education policy.

NCTL will support schools and colleges in the effective **management and administration of examinations** and will consider options for how the management and administration of examinations can be delivered in a school-led system. It will provide **communication services** to teachers and governors that help them to improve and will consider options for the delivery of those services in future years.

For the remainder of the financial year the NCTL will further develop its income-generating **international business unit** to support England's position as a world leader

in school leadership development. As the NCTL is seeking to refocus on activities that only Government can perform, it will consider the options for the relocation of its international work to another body.

4. Key performance indicators (KPIs)

Aim 1: Improving the quality of the education workforce

Measure	Target	Date
Number of entrants with a 2:1 or better who start Initial Teacher Training	18,130	Nov-13*
2,400 candidates commence funded places on Early Years Teachers programme by October 2013	2,400	Oct-13
2,600 senior leaders are undertaking new licensed leadership training and qualifications by November 2013	2,600	Nov-13
3,000 middle leaders are undertaking new licensed leadership training and qualifications by November 2013	3,000	Nov-13
Deliver 750 places across core programmes for school business managers (Certificate, Diploma and Advanced Diploma) by April 2014	750	Mar-14
The percentage of headteacher and academy principal posts that are temporarily filled.	2.50%	Mar-14
The percentage of headteacher and academy principal posts that are vacant	0.60%	Mar-14
Number of local practitioners trained through the Early Language Development Programme	12,000	Mar-14
Teacher conduct cases are sifted and screened within 72 hours of receipt	95%	Ongoing
Teacher conduct referrals are concluded or referred to a hearing within 20 weeks	95%	Ongoing

* In NCTL's interim business plan, this KPI was due to be reported in September 2013. This has been changed to reflect when the data became available.

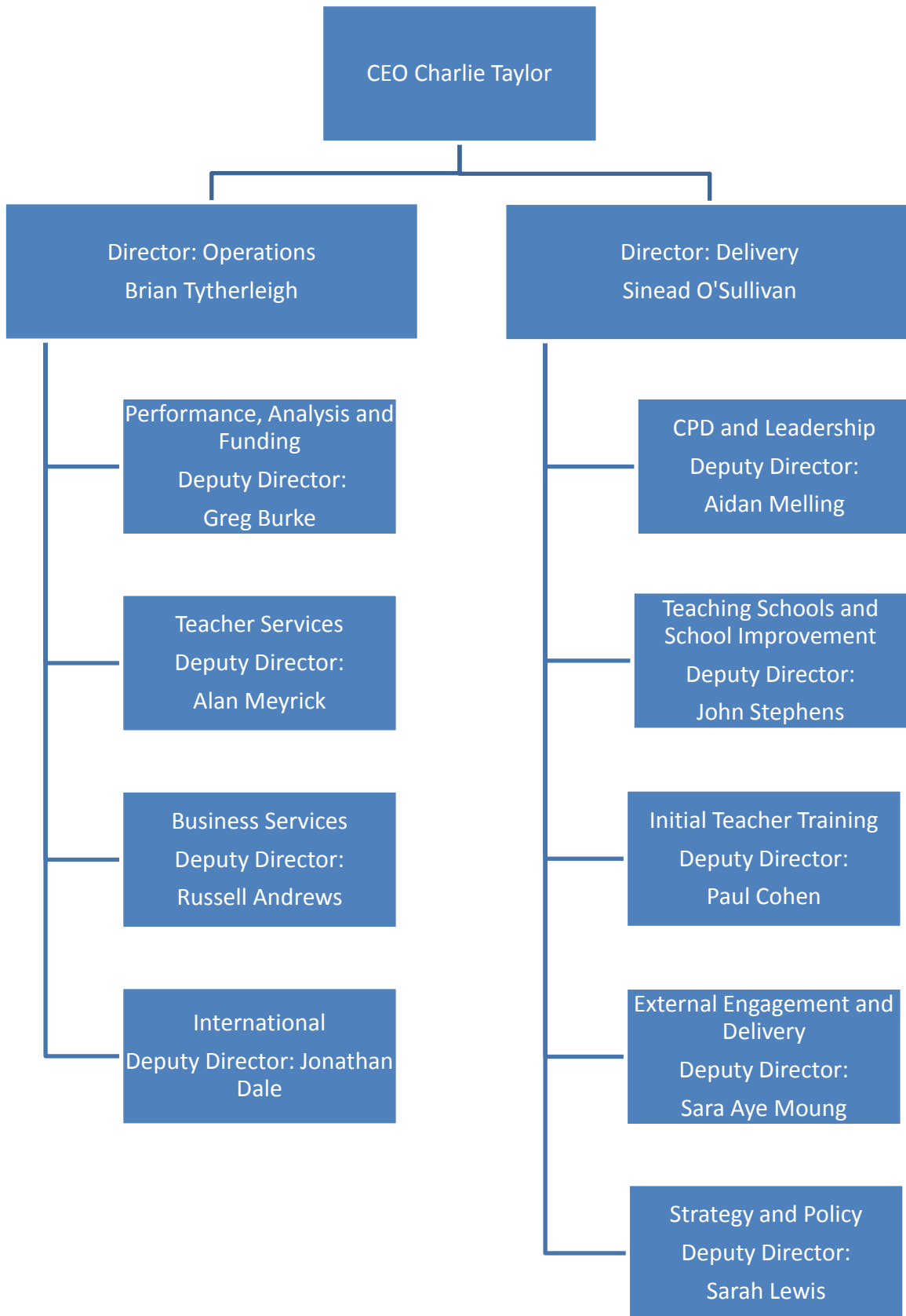
Aim 2: Helping schools to help each other to improve

Measure	Target	Date
Number of Specialist Leaders of Education	3,500	Mar 2014

Measure	Target	Date
Number of national leaders for education	1,000	Mar-14
Improvement in attainment levels as a result of national leader for education support for key stage 2	3.00%	Mar-14
Improvement in attainment levels as a result of national leader for education support for key stage 4	2.50%	Mar-14
Maintain the number of local leaders for education	2,000	Mar-14
Number and percentage of teaching school alliances delivering School Direct	90%	Mar-14
Number of designated teaching school alliances	450	Mar-14
Number of national leaders of governance	300	Mar-14
Proportion of national leaders of governance to be deployed within 3 months of designation	75%	Mar-14

Further details regarding these measures will be provided in the NCTL's annual report.

Annex A - Organisational structure of NCTL



Annex B - Expenditure and NCTL change programme

Expenditure 2013/14

The National College for Teaching and Leadership plans to spend:

	Budget (£m)
Administrative costs	24.3
Programme costs	523.7
Capital costs	0
Total	548.0

NCTL change programme

As a part of the transition process to create the NCTL a change programme has been developed and a new organisation structure has been defined (shown at Annex A). Staff transitioned to new roles in the new organisation structure on 1 September 2013 and the agency's staffing cadre at the end of the 2013/14 financial year will be 372.

As a part of the change programme the NCTL will refresh its stakeholder engagement strategy to ensure that it builds on its already strong relationships with the sector and its delivery partners.

The NCTL has also chosen to organise the delivery of its work using a programme management framework. This approach has been developed to enable NCTL to respond flexibly to the needs of schools and ministers.

Premises

The NCTL will maintain the Learning and Conference Centre in Nottingham and its offices in Manchester, Coventry and London. Its occupation of the site in Ruddington, Nottinghamshire ceased from November 2013.



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