



National College for  
Teaching & Leadership

# **National College for Teaching and Leadership (NCTL) business plan**

**1 April 2015 to 31 March 2016**

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# **1 The National College for Teaching and Leadership purpose**

The National College for Teaching and Leadership (NCTL) is an executive agency of the Department for Education. Our purpose is to improve the quality of the education workforce and support the development of a school-led system.

Annex A sets out the organisational structure of NCTL, Annex B sets out the planned expenditure for 2015 to 2016 and Annex C sets out NCTL's plan to develop a school-led system by September 2016.

## 2 NCTL vision

The Department for Education's overall vision is to 'achieve a highly educated society in which opportunity is equal for young people no matter what their background or family circumstances' by ensuring that those with the most direct experience of what works are leading on the important activities necessary to improve our education system.

NCTL has two main aims: to improve the quality of the education workforce; and to help schools to help each other to improve. In our 2014 to 2015 Business Plan, NCTL stated that by September 2016 NCTL's expertise and resources will be centred on activities that will support the school system, encouraging greater levels of system leadership and local responsibility for improving standards. This business plan sets out the steps NCTL will take between April 2015 and March 2016 to make further progress to deliver our vision of a school-led system by September 2016.

NCTL will support the transition to a self-improving, school system led by teaching schools, academy chains, other outstanding schools and early years providers. By September 2016 the expectation is that teaching schools and the best schools and academy chains will take greater responsibility for:

- Initial teacher training (ITT)
- Continuous professional development (CPD)
- The selection and training of new leaders
- School-led 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, and support the development of new School Centred Initial Teacher Training (SCITT) provision while encouraging higher education providers to work in partnership with schools further to improve their programmes of training.

We will continue to quality assure the awarding of the National Professional Qualifications<sup>1</sup> delivered through 33 licensees across the country. We will continue to manage current and future programmes to meet ministerial priorities, including Teach First, Teaching Leaders programme, Future Leaders programme and Talented Leaders programme.

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<sup>1</sup> National Professional Qualification for Middle Leadership (NPQML); National Professional Qualification for Senior Leadership (NPQSL) and National Professional Qualification for Headship (NPQH).

We will continue to oversee the Newly Qualified Teacher (NQT) induction process for teachers and award both Qualified Teacher and Early Years Teacher Status.

We will also uphold high standards of professional conduct of teaching staff 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 networks of high-quality school-to-school support. This support will range from school improvement work to the sponsorship of schools in more serious difficulties. We will enable schools to broker support from the best school leaders and teachers through teaching school alliances, the Teaching Schools Council, national leaders of education, national support schools and Regional Schools Commissioners.

We expect teaching schools will work with their alliances and partners to deliver teacher training, continuous professional development, succession planning, support for other schools and research projects to develop evidence-based practice teaching.

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 for 2015 to 2016**

NCTL's two aims are underpinned by our commitment to deliver high-quality services that offer value for money.

#### **Aim 1: Improving the quality of the education workforce**

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

- Manage and maintain a high-quality initial teacher training provider market that delivers the required supply of newly qualified teachers to meet the needs of schools. Continue to build schools' capacity for playing a greater and more effective role in leading initial teacher training, including School Direct and School Centred Initial Teacher Training.
- Allocate enough initial teacher training places to recruit the full teacher supply model target.
- Ensure that enough teacher trainees are recruited, including by expanding Teach First trainee numbers and geographical spread.
- Manage the early years initial teacher training programme in line with the Government's ambition for a graduate-led early years workforce.
- Work with contracted lead organisations to promote the School Direct (early years) approach to increase school and nursery appetite and capacity for early years teachers.
- Manage a range of innovative initial teacher training programmes to encourage new routes into teaching, including:
  - the Troops to Teachers programme;
  - the Chairs in Maths and Physics programme
  - piloting a new special educational needs pathway.
- Improve the maths and physics subject knowledge of non-specialist teachers by offering school-led subject specialism training opportunities.
- Improve recruitment to science, technology, engineering and mathematics subjects through new plans announced by the Prime Minister in December 2014, which include: improving the skills of the existing teaching workforce; increasing the number of maths and physics specialists who enter the profession through initial teacher training; and helping teachers who have taken a career break back into teaching and encouraging career-changers to enter the profession.
- Fund doctoral training for educational psychologists.

## **1b: Assure the supply of headteachers and leaders and improve the quality of leadership for schools and academies**

- Work with teaching school alliances, and other school-led partnerships to support the supply of headteachers and leaders from those areas where evidence suggests it can be difficult to recruit, and to improve the diversity of the leadership population.
- Support improvement in school leadership, by providing a range of scholarships to enable participants to access NCTL's programmes, delivered by licensees for middle and senior leaders and those aspiring to headship.
- Support improvement in school governance, by providing a range of scholarships to enable participants to access NCTL's programmes, delivered by licensees for governors, chairs of governors and clerks to governing bodies.
- Continue to support the development of a wider market for School Business Manager development programmes by managing a scholarship fund for an additional year to encourage eligible candidates to participate.
- Manage the contracts for direct provision including the Teaching Leaders Programme, Future Leaders Programme and Talented Leaders Programme.
- NCTL will manage the contract with Future Leaders Trust to deliver the Talented Leaders programme to encourage greater numbers of school leaders to relocate in areas of greatest need.

## **Aim 2: Helping schools to help each other to improve**

- Further develop the national network of teaching schools and their partners to provide high-quality and high-impact: initial teacher training; evidence-based continuous professional development; succession planning and talent management; and support for other schools. This will include an ongoing focus to address any geographical gaps in teaching schools, national leaders of education and local leaders of education.
- Support the Teaching Schools Council to lead the final stages of devolvement of the specialist leaders of education programme to teaching school alliances, growing a school-led workforce of middle and senior leaders to provide school-to-school support.
- Support school improvement by managing the school-to-school support fund and work with Regional School Commissioners to enable system leaders to work with schools and academies that require improvement.
- Improve the quality of school governance through the designation of national leaders of governance and support for external reviews of governance.
- Support teaching school alliances to identify, designate and deploy local leaders of education, ensuring they have the greatest impact in supporting other schools.

- Develop further opportunities for school-based research, enabling teaching school alliances to make further progress in the use of evidence to inform practice.

**Aims 1 and 2 are underpinned by NCTL's commitment to provide high-quality services that represent value for money. To do this, 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.
- Generate evidence of what works through engaging headteachers and principals in the development of education policy.
- Work to support schools to develop and deliver continuous professional development for other school leaders and we will make all our online content freely available by September 2016.



## 4 Key performance indicators for 2015 to 2016

### Aim 1: Improving the quality of the education workforce

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

- Secure the overall postgraduate recruitment target of 29,786 initial teacher trainees by November 2015.
- Ensure that at least 73 per cent or more of postgraduate entrants to Initial Teacher Training in 2015 to 2016 have a first class or 2:1 classified degree.
- 95 per cent of teacher misconduct referrals that do not meet the requirement for a hearing are considered and concluded within 20 weeks.
- 70 per cent of teacher misconduct referrals (not including extraordinary cases involving external proceedings, such as police action) that are considered at a hearing are concluded within 52 weeks.

#### 1b: Assure the supply of headteachers and leaders and improve the quality of leadership for schools and academies

- NCTL will work with and support licensees delivering national professional qualifications to secure:
  - 2500 participants recruited to National Professional Qualification for Middle Leadership by March 2016.
  - 2000 participants recruited to National Professional Qualification for Senior Leadership by March 2016.
  - 1000 participants commencing National Professional Qualification for Headship by March 2016.
- 120 participants recruited to the Future Leaders Programme by September 2015.
- 330 participants recruited to the Teaching Leaders Programme (Primary) by September 2015.
- 510 participants recruited to the Teaching Leaders Programme (Secondary) by September 2015.

### Aim 2: Helping schools to help each other to improve

- By October 2016, NCTL will designate 1400 NLEs, and significantly increase the number of NLEs<sup>2</sup>:
  - In areas of the country with the greatest need for more system leaders; and

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<sup>2</sup> On March 2015 position.

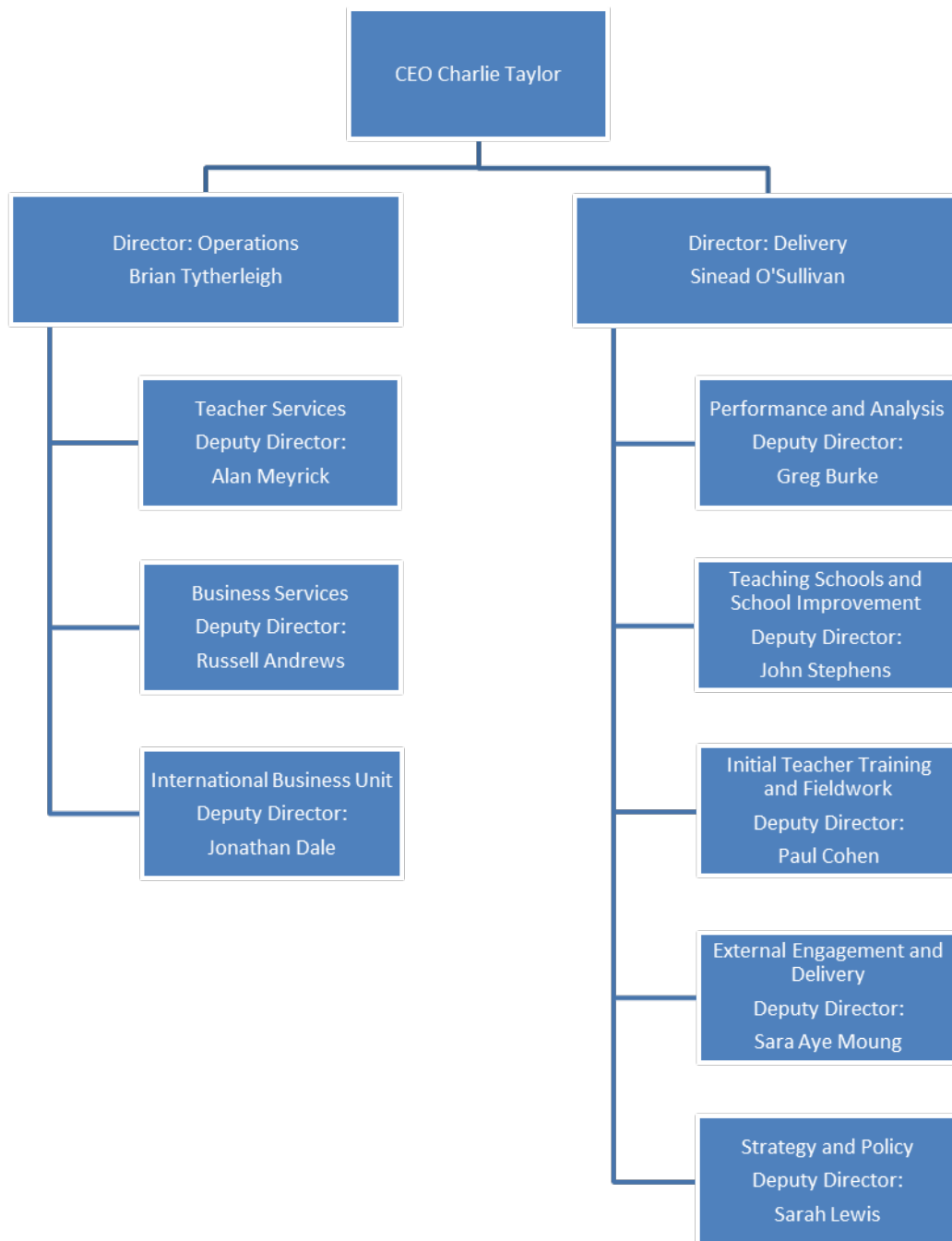
- With experience of improving outcomes of pupils with low prior attainment and/or from disadvantaged backgrounds<sup>3</sup>.
- By October 2016, NCTL will designate 600 Teaching School Alliances and significantly increase the number of teaching schools:
  - In areas of the country with the greatest need for more system leaders; and
  - With experience of improving outcomes of pupils with low prior attainment and / or from disadvantaged backgrounds.<sup>4</sup>
- Designate 500 national leaders of governance by March 2016.

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<sup>3</sup> Exact characteristics and appropriate targets to be agreed following further analysis.

<sup>4</sup> Further detail on profile and coverage of teaching schools required to be agreed following the teaching schools review.

# Annex A: NCTL structure and headcount to deliver objectives



## Annex B: Planned expenditure for 2015 to 2016

### Expenditure 2015 to 2016

NCTL is committed to deliver its activities cost effectively. In 2013 to 2014 NCTL's budget was £466 million (administrative costs: £21.4 million). In 2015 to 2016 the National College for Teaching and Leadership plans to spend:

Activity	Budget (£)
Administrative costs	16,891,000
Programme costs	445,098,000
Capital costs	0
<b>Total</b>	<b>461,989,000</b>

These figures are provisional and were calculated in February 2015.

## Annex C: NCTL plan to develop a school-led system

In our 2014 to 2015 Business Plan, NCTL stated that by September 2016 NCTL's expertise and resources will be centred on activities that will support the school system, encouraging greater levels of system leadership and local responsibility for improving standards. NCTL will continue to oversee a managed transfer of responsibility to the school system, continuing to provide help when necessary, but withdrawing in areas where schools are succeeding independently. There will be a continuing need for some activities that can currently only be done at a national level: for example the funding and allocation of places for initial teacher training and teacher misconduct.

We will achieve our vision through work on four core strands:

**Initial Teacher Training (ITT):** In the 2016 to 2017 academic year, we want more than half of postgraduate ITT to be led by schools, with School Direct and School Centred Initial Teacher Training providers (SCITTs) proving increasingly attractive to high-quality candidates. By September 2015, at least half of ITT will be run by schools, with continued improvement in the proportion of new entrants with a 2:1 or better. Last year we brought forward the timing of the allocations process for 2015 to 2016 ITT places. We will maintain this approach for 2016 to 2017 and will continue to work with University and Colleges Admissions Service (UCAS), schools and other providers to identify improvements that can be made to the end-to-end process.

**Continuous professional development (CPD):** By September 2016, teaching schools and other outstanding schools will be generating and delivering a full range of CPD activity, with all schools, whether in teaching school alliances or otherwise, accessing excellent CPD through school partnerships. We ceased most centrally commissioned CPD activity by March 2015.

**Leadership development:** In the 2016 to 2017 academic year, schools will have responsibility for the identification and training of new leaders, with the national professional qualifications delivered by school partnerships. From April 2016 onwards, we will stop or reduce scholarships for leadership trainees to access the national professional qualification programmes and we will expect licencees to operate in an open leadership market. When the current licences expire we will give open access to all national professional training materials but will retain our role in awarding the national professional qualifications until an appropriate alternative school-led body is identified. Succession planning and talent management will increasingly be undertaken by schools and school partnerships with some targeted support from NCTL.

**School-to-school support:** By September 2016, we will have a minimum of 600 teaching school alliances which will provide near national coverage. It is our aim that school improvement will be delivered by schools with national leaders of education, national leaders of governance, specialist leaders of education and local leaders of education brokered and deployed by teaching schools or other local partnerships, much in the same way as specialist leaders of education are currently. We will expect these partnerships to work closely with Ofsted and the Regional School Commissioners to ensure coherence in school-to-school support. It is also our ambition to work with teaching schools to ensure they play a stronger role in designating system leaders such as national leaders of education.



# National College for Teaching & Leadership

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