

Accredited NPQ provider



Department
for Education

Lead with impact

Advance your teaching career with an NPQ
and help more pupils thrive

T **Teach
First** | Training
Partner



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What are NPQs?

National Professional Qualifications (NPQs) are the most widely recognised qualifications in the education sector for current and aspiring leaders.

Accredited by the Department for Education (DfE), NPQs provide expert-led leadership training for teachers, school and setting leaders and early years professionals at all levels. They'll support you to develop the skills and knowledge to progress in your career and support your school or setting to thrive.

At Teach First, we believe that good leadership matters. It's good for young people, who benefit from brilliant leaders. It's good for teachers who want to progress. And it's good for schools who get to develop and keep talented staff.

NPQs give teachers like you the chance to deepen their expertise, implement sustainable change and progress beyond their expectations. While making a greater impact for the pupils who need it most. With expert support at every step.

No matter what stage you're at on your leadership journey, an NPQ can offer the knowledge, skills and confidence you need to make a real difference in your setting.

We're proud to be one of a select group of national providers to design, deliver and assess a range of NPQs. So wherever you're headed in your career, we can help you get there.

Please contact the Teaching School Hub for further information and a link to the application form:

tshub@eltsh.tmet.uk



What an NPQ can do for you and your school

Great development opportunities and ongoing support help teachers thrive. NPQs support motivated teachers and leaders who want to take the next step on their leadership journey and equip themselves with the expertise to make a difference to their pupils.

As a Teach First NPQ programme member, you will:

- ✓ access high-quality, evidence-led training designed by education experts and school leaders
- ✓ broaden and deepen core knowledge and skills in your specialist area
- ✓ from the start, gain tools, examples and practice to drive positive change and build a stronger leadership culture in your school
- ✓ benefit from flexible training designed to fit around your busy schedule and the prior knowledge you have
- ✓ become part of a passionate network striving for educational equality with the common goal of giving young people from the poorest backgrounds the best shot at success.

What our programme members say

- **98%** of surveyed Teach First programme members were satisfied with their NPQ.
- **93%** of our Leadership NPQ alumni agreed that the NPQ had given them the confidence to implement change in their school or setting.
- **95%** of our surveyed programme members felt their knowledge of evidence-based practice had deepened as a result of the NPQ.
- **One third** of NPQ survey respondents have applied for or taken on a role with more leadership since starting their NPQ.

“I feel much better equipped to lead Early Years, manage staff, have difficult conversations and introduce changes and make sure they are followed up.”

Leadership NPQ programme member, 2025.

“I have used all the information I’ve gained from seminars and training in each of my interviews for senior leadership roles. The way that the NPQs are developed and run has been thought out for teachers – it just fits so well with a teacher’s job.”

Victoria, NPQ in Leading Teaching (NPQLT) and Senior Leadership (NPQSL).



Our full range of NPQs

DfE accredited

NPQ programmes are based on the [DfE's NPQ frameworks](#), combining expert training with tailored support to strengthen leadership and culture in your school.

Designed and delivered by experts

Our programmes are designed in collaboration with subject-matter experts and setting leaders. Teach First works with a network of locally-based delivery partners (teaching school hubs and multi-academy trusts) to deliver NPQs across the country.

All content is based on high-quality evidence and research, and will equip you with core and specialist knowledge. Seminars and conference sessions will be delivered by facilitators who are experienced school leaders with extensive expertise in their respective fields. Facilitators are regularly quality assured and undergo Continuing Professional Development (CPD) to maintain up-to-date sector expertise.

Programme structure

NPQs are delivered using a blend of seminars, flexible online learning and two in-person conferences. Brightspace is the online platform you'll use to access study materials and activities.

Our programmes have a practical focus. You'll be supported to make specific, meaningful changes to your own practice and that of others throughout the programme. This includes a dedicated module on implementation, with time set aside to develop a plan that tackles a specific challenge in your setting.

ONE-TO-ONE SUPPORT

Programme members in schools serving deprived communities can register for free access to Teach First one-to-one support. This comprises bespoke coaching calls with experienced teachers and leaders, designed to help you contextualise and implement your learning, while also supporting your personal career development.

Speak to your training organisation, such as your MAT or Teaching School Hub, to find out more.



Programme components

Our model is delivered through the following components:

Key terms

Asynchronous = flexible in your own time

Synchronous = in real time

LEARNING MODULES

Asynchronous, online

Each module should take around four hours to work through.

Example format:

- **Diagnostic activity** to help identify prior knowledge on which to build learning and signpost how to engage with the module.
- Units to work through, including **foundational or advanced content** and some choice elements to build knowledge. This includes exemplification of practice from school leaders and input from subject matter experts.
- **Formative tasks** that recognise the importance of school context and give you the chance to put your learning into practice.
- **Reflection on learning** (following seminar).

SEMINARS

Synchronous, online or in-person

These will usually consider scenarios and persistent problems leaders are likely to face and give you the chance to work through examples with the **support of peers** and an **expert facilitator**. They will build on the online content and link to the formative task.

IMPLEMENTATION

During the implementation module, you will apply your learning by developing a tailored plan to address a specific challenge or area for improvement in your school or setting.

Throughout subsequent modules, you will have further opportunities to action, modify and evaluate this plan.

CONFERENCES

Synchronous, in-person

Each programme will include two conferences designed to:

- **build on knowledge** acquired and provide a choice of practice activities, supporting you to move from novice towards expert and ensuring that actions become habitual for maximum application (for example, simulating precise feedback after a lesson observation)
- **bring insights** from serving school leaders and subject matter experts
- provide opportunities for **focused collaboration**, supporting you to apply your learning
- **build relationships** with peers that will support programme participation and last beyond the programme duration

SCHOOL / TRUST / EARLY YEARS VISITS

For Leadership NPQs, you'll arrange a visit to a different setting in terms 3 and 4 that will broaden your experience and allow you to see good practice examples. Guidance will be provided to help you arrange this.

The visits will:

- allow you to **observe and understand** expertise in a contrasting context (for example, observing a senior leader introduce a new policy to the school)
- **be focused** with accompanying guidance and prompt questions, driven by your needs. You can identify the school or trust and the focus of the visit that would benefit you most

NPQ for Special Educational Needs Co-ordinators (NPQ for SENCOs)

Who is it for?

Special Educational Needs Co-ordinators (SENCOs), or leaders interested in developing expertise in Special Educational Needs and Disabilities (SEND) or considering a SENCO role in the future.

How will I benefit?

- ✓ Broaden your knowledge of leading and managing SEND provision across your setting.
- ✓ Create a culture where pupils with SEND can thrive and everyone feels welcome, safe and that they belong.
- ✓ Learn about the statutory framework for SEND, developing confidence to give guidance to colleagues and ensure that school policies and practices take account of the relevant legislation.
- ✓ Access a blended learning programme, designed in collaboration with the National Association for Special Educational Needs (NASEN) and other experts, that is full of practical and tangible examples, flexible and tailored to your needs and areas of development.

What will I learn?

You'll develop essential knowledge, skills and concepts that underpin successful SEND leadership within a school.

Modules include:

- School culture
- Implementation
- Statutory framework
- Identification and assessment
- Teaching (parts A and B)
- Behaviour
- Partnership working
- Leading and managing provision
- Professional development

Programme breakdown

Over **18 months** you'll take part in the following learning activities before completing your summative assessment:

LEARNING ACTIVITY	TOTAL HOURS
Introduction module	1
Introduction call	0.5
Online learning modules	45
Seminars	11.5
Implementation planning	5
Conference 1	6
Trust/school or setting visits	10
Conference 2	6
	85
Summative assessment: written case study	Fixed 8-day window at the end of the programme

KEY

Asynchronous

Synchronous

Cost and funding

State-funded schools

The DfE have confirmed that NPQ funding for the autumn 2025 cohort will be targeted to those teachers and leaders working in the schools or educational settings serving the most disadvantaged communities.

Therefore, funding to cover the full NPQ cost will only be available to teachers and leaders from the 50% of schools with the highest proportion of students who are eligible for pupil premium funding. Comparative disadvantage measures will be applied for early years and 16–19 educational settings.

Additionally, teachers and leaders working in schools on the RISE targeted intervention list are eligible for a scholarship for all NPQs.

There are different criteria for the NPQs below. Limited funded places will continue to be available to all teachers and leaders from publicly funded schools and settings for the following NPQs:

- Special Educational Needs Coordinator (NPQ for SENCOs)
- Headship (NPQH)
- Early Headship Coaching Offer

If you want to take the Leading Literacy (NPQLL) but do not meet the eligibility criteria for a DfE-funded place, CPD funding may be available through your local English Hub.

For November 2025, the DfE have committed to offering limited funded spaces. This encompasses the full suite of NPQs and individuals from all groups outlined above.

Full details about NPQ funding are available on the [DfE website](#).

Other NPQs

If you would like to know more about the NPQs Teach First offer, please visit the [Teach First website](#).



Our vision

One in four UK children live in poverty. They don't get the opportunities they need to thrive.

Teach First is a charity that believes education is the most powerful tool to help a child fulfil their potential.

And we're working with schools to give every child the chances and choices they deserve.

We do this through:

Great teachers

We help people develop into inspiring teachers who transform outcomes for their pupils. And we support them every step of the way.

Brilliant leaders

Behind every great school is a great leadership team. We support talented teachers to become inspiring and effective leaders at every level.

Powerful community

We're growing a strong, supportive community - thousands of people connected and working together towards a better future for our nation's children.

Strong policy

Systemic barriers are stopping children from fulfilling their potential. We speak out on the issues holding children and society back.

“If we are to recruit and retain highly effective and committed teachers to meet the needs of our young people, investment in consistent, high quality professional development is vital.”

Brendan Tapping,
CEO, Bishop Chadwick
Catholic Education Trust

teachfirst.org.uk

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