



GLF West Sussex Teaching School Hub

NPQLPM



Autumn 2024 module content:

MODULE
Introduction
Module 1 – Teaching
Module 2 – Implementation
Module 3 – School culture
Module 4 – How pupils learn
Module 5 – Classroom practice
Module 6 – Subject and curriculum
Module 7 - Adaptive teaching
Module 8 - Assessment
Module 9 - Professional development

What is the NPQLPM?

- Embed mastery approaches to teaching maths in your school.
- Develop as a specialist in areas related to your role, including leading mathematics across your key stage or school and developing others
- Lead or aspire to lead your school to teach maths effectively, working collaboratively with senior leaders and teachers
- Work with serving school leaders and subject matter experts to turn new learning into changes in your own and others’ practice.

To apply for NPQLPM, applicants must have the following:

- Qualification of at least level 3
- 2 years teaching experience
- Leadership aspiration/experience

Who is the NPQLPM for? Teachers or leaders who have, or are aspiring to have, responsibilities for leading mathematics across a school, year group, key stage, or phase.

How long is the programme? 12months with 3 month assessment window

Who is the provider? Teach First

What is the cost? Funded for all schools/settings

How is the programme structured? Delivered using a blend of online seminars, flexible online learning and conferences. For the Autumn 24 cohort, monthly seminars 4pm-5pm, 2 face to face conference days and also completion of online learning in between the seminars. Subject to change for Spring cohort.

For more information about the NPQLPM or to apply, please visit **GLF WS TSH website.**

If the NPQLPM is of interest to you, please speak to your Headteacher as you will need full support from your school.

Got a question? Email Kellie Hall on khall1@glfschools.org





What do participants say about the NPQLPM?

The NPQLPM has had a transformative impact on my practice by deepening my understanding of effective mathematical leadership and teaching strategies. It has provided me with the knowledge to inspire and support colleagues, while also fostering a positive and engaging learning environment for my students. Through the course so far, I have gained valuable insights into effective teaching of mathematics; purposeful and evidence-based implementation, and the impact of school culture. The knowledge learnt has allowed me to lead initiatives that promote improved student outcomes in an area of my choice which was fluency.

(Maria Hastings, Manor Primary School)

The NPQLPM programme has been incredibly beneficial to me this year. Despite having several years of experience leading maths in my school, it has provided an invaluable opportunity to objectively examine all aspects of maths teaching.

I have particularly enjoyed exploring effective school culture, reflecting on my own areas of confidence and development, and collaborating with other leaders who share their insights in an open and constructive manner. A key theme that has resonated with me is reducing the impact of maths anxiety among both pupils and staff. The opportunity to reflect on this has led to more effective CPD sessions and a deeper understanding of our pupils' needs.

I would highly recommend the NPQLPM course to any current or aspiring maths lead looking to enhance their leadership skills and make a meaningful impact in their school.

(Chris Gough, Springfield Primary School)

