



National College for
Teaching & Leadership

National Leader of Education and National Support School tranche 16 application guidance

Summary

About this guidance	This document has been produced to assist school leaders in applying for national leader of education (NLE) and national support school (NSS) designation.
Review date	This guidance is version 6.0. It was updated on 17 December 2014 and will be reviewed by the end of April 2015.
Who is this advice for?	School leaders wishing to apply for NLE/NSS designation
Key dates and points	We would recommend allowing approximately two weeks to complete all sections of the application form. Application closes at midnight on Friday 6 February 2015 Reference deadline 5pm Friday 13 February 2015 Outcomes communicated April 2015 Further details about the process is available in Annex A

Clarification of terms

The terms listed below are used throughout the application process. The use of terms is solely for ease of readability, and does not in any way imply that our assessment process does not take into account the different contexts of organisations that are eligible to apply.

School	also represents academy, nursery, sixth-form College, University Technical College (UTC), General Further Education Providers and Colleges (GFE) and Pupil Referral Unit (PRU)
Governing body	is the body appointed to be accountable for the management of the school, federation or trust, including the board of trustees or equivalent.
Headteacher	includes principal, chief executive or executive Headteacher.

Contact information

If you have any questions about the application process, please contact us at NLE.enquiries@education.gsi.gov.uk or via the helpdesk 0800 0850984 (open Monday - Friday 9am – 5pm)

Before you begin

Read the information online

Information on the NLE/NSS role, funding and support can be found on the NLE web pages at <https://www.gov.uk/national-leaders-of-education-a-guide-for-potential-applicants>. We recommend that you read this information carefully and familiarise yourself with the role and what will be expected of you/your school if designated.

Please read the [eligibility criteria](#) to assess whether you/your school are ready to apply for NLE/NSS designation.

Teaching schools

If you also wish to apply for teaching schools designation in this round you will not need to complete the NLE/NSS application form. Please complete the application for teaching schools and refer to the application guidance on the [webpage](#).

Talk to all stakeholders

Staff	Becoming a NLE/NSS will require a significant commitment both from the headteacher and the staff. Being an NSS can provide highly valuable CPD opportunities for your staff, but a number of them will be required to commit a considerable amount of time and energy to this work and it is therefore important that you ensure that your staff understand what is involved, and have the capacity to take on this role.
Governors	You are required to confirm that you have discussed your application with your governing body and it supports your application to become a NLE/NSS.
Referees	Applications must also be supported by a referee from a senior educational professional. Your referee must be in a position to comment on your school, at a level necessary to discuss the impact of your school-to-school support over the past three years or more. Referees must hold one of the following positions: <ul style="list-style-type: none">• director of children's services (DCS) or second-tier officer from your local authority• DCS or second-tier officer from a local authority other than your own (e.g. the local authority of a school you have supported)• Senior diocese representative• Department for Education academy or lead adviser• sponsor of an academy, chain or trust

Tranche 16 – targeted application round

This application round will focus on areas of greatest need, ensuring geographical coverage. 66 local authorities have been identified as target areas listed in appendix 1 which are phase specific for each area.

Schools not within the target areas identified above, may still apply but may be subject to de-prioritisation. They will be required to provide sufficient evidence on the need for their support as an NLE/NSS.

Completing your application form section by section

The application form is separated into four sections including your references: Parts A, Part B and Part C.

PART A consists of questions about you and your school and questions where your answers are quantifiable such as school performance and Ofsted judgement.

PART B requires you to download and complete questions in an MS Word Document format. This section will ask you for your track record of school to school support, in terms of scale, scope and impact and how you plan to broker deployments to support other schools.

PART C your application must be supported by a reference from a senior education professional who can endorse your track record. This person might be a DCS or second tier officer from your LA, a DfE lead academy advisor, a senior diocese representative or a sponsor of an academy chain/trust. This section of the application requires you to copy and paste the online reference survey link and email to your chosen referee. Your referee will then need to complete the survey, by the deadline date given on the online form. NCTL recommend that you send the reference survey links to your referee at your earliest convenience to allow them maximum time to complete and submit their reference by the deadline.

Referees **will not** be able to complete the reference survey in stages (i.e. part complete the reference survey, save them and come back to them later) and therefore will need to fully complete and then submit the survey.

Registration and personal details

In order to access the application form, you will first need to register via the application link on our website <https://www.gov.uk/national-leaders-of-education-a-guide-for-potential-applicants>

Eligibility confirmation

The eligibility confirmation screen requires you to confirm that the head and your school meet all the national leader of education and national support school eligibility criteria. Check whether you meet the eligibility criteria by clicking [here](#).

Part A Online application questions

Part A is online and asks for information about the headteacher and the applicant school. Part A may be completed in stages; your answers will be saved as long as you click 'save and exit'.

You should have the following information to hand when completing the form:

- i. headteacher details including current headship and details of any other headships
- ii. school details, including the date of your latest section 5 Ofsted inspection and any commentary on the last three years' performance data
- iii. details of schools you have supported during the last three years
- iv. headteacher's contact telephone number(s) and email address
- v. headteacher's teacher reference number
- vi. School name, address, postcode and email address
- vii. Unique Reference Number (URN) for the applicant school (the six-digit number from Edubase, not your local authority or establishment code)
- viii. 2015 performance targets, if known (KS1–KS4)

Ofsted or independent school inspection data

You will be asked to provide the date of your school's most recent section 5 Ofsted inspection or independent school inspection (ISI) report. Using your URN, NCTL will review the school's most recent inspection report and review it against the eligibility criteria.

Important note: If your school is inspected during the application process, please inform us by emailing NLE.enquiries@education.gsi.gov.uk

Performance data

To minimise bureaucracy, NCTL will obtain performance results for the years 2012 – 2014 from their publication on the Department of Education website. You will be given the opportunity to provide a narrative on your performance results should you wish.

In determining whether your school meets the performance criteria, NCTL takes account of the following measures, which are published in the Department for Education performance tables:

Attainment	KS1: percentage achieving Level 2 or above in reading, writing and maths
	KS2: percentage eligible pupils achieving level 4 or above in reading, writing and maths
	KS4: percentage achieving five or more grades A*- C at GCSE (or equivalent) including English and maths
	KS5: percentage achieving 3 or more A levels (or equivalent) at A*-E
Progress measures	KS1: not applicable
	KS2: percentage eligible pupils making at least the expected level of progress in Reading/Writing/Maths between KS1 and KS2
	KS4: percentage of pupils making expected progress in English and maths
	KS5: percentage achieving average point score per entry in academic qualifications.

'Consistently high levels of attainment and achievement' is broadly defined by NCTL as attainment being above the national averages in each of the last three years (validated results), and stable or rising. Progress and attainment should also be high compared with national figures during that time. Pupil's differing starting points will be taken into account and it is expected that FSM pupils are also making and exceeding the expected progress compared with national figures i.e. schools are closing the gap.

Exceptional circumstances will be considered, for example if there has been a single-year decline in performance and in your application you provide valid, evidence-based reasons for the decline. In some cases where decline is in the most recent year, applications may be deferred pending the next academic year's data.

Special schools and PRUs will be asked to provide evidence of progress in their application and asked to evidence that pupils are making outstanding progress against expectations, taking into account their starting points. This will be assessed, alongside other evidence (such as Ofsted reports) by a NCTL-appointed special school representative.

Nursery schools will be asked to provide evidence on how:

- they meet the needs of the range of children who attend the school (through use of data, baselines, benchmarking)
- they are closing the gap for those children who are behind in their development typical for their age (chronological/age appropriate tracking of children and their outcomes)
- staff knowledge, qualifications, training, teaching observations and expertise impacts on practice and children's learning and development (evidence of planning for children's next stages of learning based on staff assessment and a secure knowledge of the key characteristics of learning and children's development)
- Additionally to provide their GLD scores for 2012/13 and 2013/14

Closing the gap and pupil premium; there will be particular focus on how disadvantaged pupils are performing in comparison to their peers. Successful applicants will be required to demonstrate:

- above average progress for disadvantaged pupils:
 - 85% in reading, 88% in writing and 81% in maths making expected levels of progress at key stage 2
 - 55.5% in English and 50.7% in maths making expected levels of progress at key stage 4
- above average attainment for disadvantaged pupils:
 - 59% achieving level 4+ in reading, writing and maths at key stage 2
 - 38.7% achieving A*-C in English and maths at GCSE at key stage 4

Part B Offline application questions

Part B is a downloadable word document containing questions about you and your schools track record in supporting schools in challenging circumstances and how you plan to support schools moving forward.

You will be required to email your completed form to us at nle.enquiries@education.gsi.gov.uk.

What we are looking for: evidence that the proposed applicant and school have the track record and credibility to deliver the national leader of education and the national support school role. Applicants should focus on the scale, scope and impact of past delivery, in summary we are looking for:

School-to-School Support (StSS)

You will need to be able to demonstrate that they have sustained evidence of:

- providing formal support to schools in order to improve outcomes (either in pupil attainment or Ofsted judgement) over the past 3 years
- support involving and has the capacity to continue to involve senior leaders in support of schools in challenging circumstances
- Support provided has had a positive impact both in the schools supported and in own school such as impact on pupil performance or improved Ofsted judgements

StSS track record look-fors:

1. Evidence of providing formal support to schools in order to improve outcomes (either in pupil attainment or Ofsted judgement) over the past 3 years
2. Evidence that senior leaders and/or key stakeholders such as governors are aware of and involved in school to school support
3. Evidence that this support has been well led and managed, co-ordinating effective school to school support. e.g. individuals with key management responsibilities for undertaking due diligence activities
4. Evidence that the support has had a positive impact in the supported school resulting in improved pupil performance i.e. Progress and attainment, Ofsted, rising attendance and behaviour, gap narrowing
5. Evidence of providing significant support to at least one underperforming school in challenging circumstances over the past three years i.e. those below floor standards/in or at risk of Ofsted categories or judged as requiring improvement
6. Evidence that school to school support is seen as an integral part of CPD and vice versa e.g. opportunities to support are part of development plans, staff are coached and mentored to undertake roles effectively, peer learning is embedded
7. Evidence that the support has had a positive impact in own school , and that the school values the reciprocal nature of school to school support and provides support based on effective evidence-based strategies

*StSS – Ensure you cover evidence of how the support was brokered, why the support was required and what the positive outcome of the support was. **DON'T** just list who you have supported without detailing the 'why' and 'how'*

We expect NLEs to undertake an audit of school improvement needs in their local area to support you in brokering deployments.

StSS plans for delivery look-fors:

1. Evidence that the head and the school have a good understanding of the school improvement needs of the locality (e.g. has completed an audit).
2. Evidence of a considered approach to brokering their own deployments including identification of key individuals with management responsibilities for negotiating contracts and undertaking due diligence activities.

Part C References

This section of the application requires you to copy and paste the online reference survey link and email it to your chosen referee. Your referee will then need to complete the online survey, by 5pm 13 February 2015. NCTL recommend that you send the reference survey link to your referee at your earliest convenience to allow them maximum time to complete and submit their reference by the deadline.

Referees **will not** be able to complete the reference survey in stages (i.e. part complete the reference survey, save it and come back to complete later) and therefore will need to fully complete and then submit the survey.

Declaration and final submission

At the end of the application form, you will find a 'final submission' page. By submitting your application form you are declaring that all of the statements on it are true. You will not be able to review or amend any of your answers once you have done this, and therefore are strongly advised to go back through the form and review all of your answers at this point. You must ensure that you have answered all of the relevant questions, and emailed Part B of the application form, otherwise your application may not contain sufficient evidence to be assessed. You must submit your application by midnight on Friday 6 February 2015.

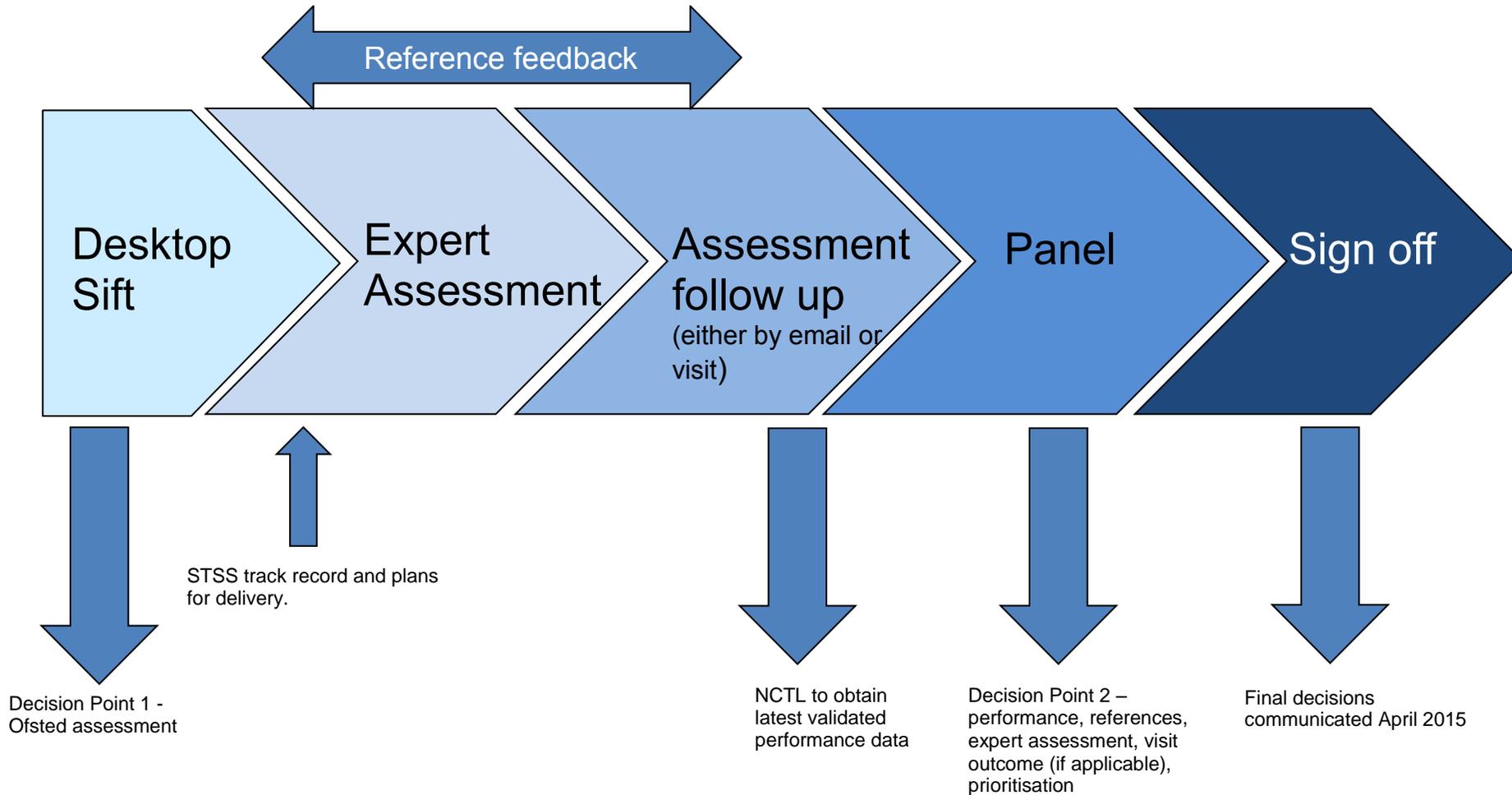
Before submitting your application you will be asked to confirm that you have read and agreed to the declaration which you will be directed to via the online application form. Don't forget to send the online reference survey link to your chosen referee for them to complete.

Pupil Premium Reviewer

NCTL offer an [online directory](#) listing pupil premium reviewers who are designated system leaders and have a track record in raising the achievement of disadvantaged pupils, to support schools improve how they spend their pupil premium budget. Pupil premium reviewers work with schools to improve the school's pupil premium strategy so that they spend the funding on approaches shown to be effective in improving the achievement of disadvantaged pupils. Reviewers carry out a focused review of their current provision and work with the school to put in place an improved strategy, including planned spend, on specific evidence-based interventions.

If your application is successful for NLE/NSS designation, you will be added to the online directory as a pupil premium reviewer and therefore schools may contact you to carry out a review of their pupil premium budget. Further information on this role can be found on our website at <https://www.gov.uk/pupil-premium-reviews-a-guide-for-nles>. If your application is successful and you have concerns about being added to the pupil premium online directory as a reviewer, please contact us at nle.enquiries@education.gsi.gov.uk outlining your concerns.

Annex A Application and Assessment process



Prioritisation: applications will be prioritised from schools in a target local authority

NB If you are not located in one of the target areas, you may still be designated if your application meets all areas of the eligibility criteria, however you will be required to give sufficient evidence of the need for your designation in your area. This will also depend on the number of applications received from schools in target areas.

Application form checklist – please refer to the below checklist to ensure you have submitted all parts of your application correctly.

Application section	Where to access	Deadline	Submit via	<input checked="" type="checkbox"/>
Part A - online section	https://www.gov.uk/national-leaders-of-education-a-guide-for-potential-applicants	Midnight 6 February 2015	Online	
Part B - track record (offline section)	Via online Part A – the links are located on the first page of the online form. Alternatively you can email us at nle.enquiries@education.gsi.gov.uk to request a copy of Part B	Midnight 6 February 2015	Email	
Part C - online reference survey link	Via online Part A – the link is located on the first page of the online form. Alternatively you can email us at nle.enquiries@education.gsi.gov.uk to request a copy of the online reference survey link	5pm 13 February 2015	Email the link to your referee for them to complete the online reference survey	

Appendix 1 – target areas and phases

Local Authority Area	Phase targeting
Bracknell Forest	Primary
Bradford	All phases
Brighton and Hove	Primary
Buckinghamshire	Secondary
Cambridgeshire	All phases
Cheshire West and Chester	Secondary
Cornwall	All phases
Cumbria	Secondary
Derby	Primary
Derbyshire	All phases
Doncaster	All phases
Dudley	Primary
East Riding of Yorkshire	All phases
East Sussex	Primary
Essex	All phases
Hampshire	Secondary
Hartlepool	Secondary
Havering	Secondary
Hertfordshire	Secondary
Isle of Wight	All phases
Kent	Primary
Kirklees	All phases

Local Authority Area	Phase targeting
Knowsley	Secondary
Lancashire	All phases
Leeds	Secondary
Leicester	Primary
Lincolnshire	Secondary
Liverpool	Secondary
Medway	Primary
Middlesbrough	Secondary
Norfolk	All phases
North East Lincolnshire	All phases
North Lincolnshire	All phases
North Somerset	Primary
North Yorkshire	All phases
Northamptonshire	All phases
Northumberland	Secondary
Nottinghamshire	All phases
Oxfordshire	All phases
Peterborough	All phases
Portsmouth	All phases
Redcar and Cleveland	Secondary
Rotherham	Primary
Sandwell	Secondary

Local Authority Area	Phase targeting
Sheffield	All phases
Shropshire	Secondary
Solihull	All phases
Somerset	Secondary
South Gloucestershire	Secondary
Southend-on-Sea	All phases
St. Helens	Secondary
Staffordshire	All phases
Stockton-on-Tees	Secondary
Stoke-on-Trent	All phases
Suffolk	All phases
Surrey	Primary
Swindon	Secondary
Tameside	Secondary
Telford and Wrekin	Primary
Walsall	All phases
Warrington	Secondary
Warwickshire	Primary
West Berkshire	All phases
West Sussex	All phases
Wiltshire	All phases
Wolverhampton	All phases