



In-school Performance Coach

Scope of role

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In-school Performance Coach

Scope of Role

As an In-school Performance Coach you will provide support to the participants from your school undertaking one of the specialist NPQs in setting specific goals to support their NPQ programme study, direction and learning development. This will include:

- Undertaking recommended professional training and development activity as required before the programme commences. This will include a 1-hour coaching session during which we will help each coach understand the main principles and skills of coaching as well familiarise them with key language of the new NPQ programmes and how this will be implemented during sessions with your participant.

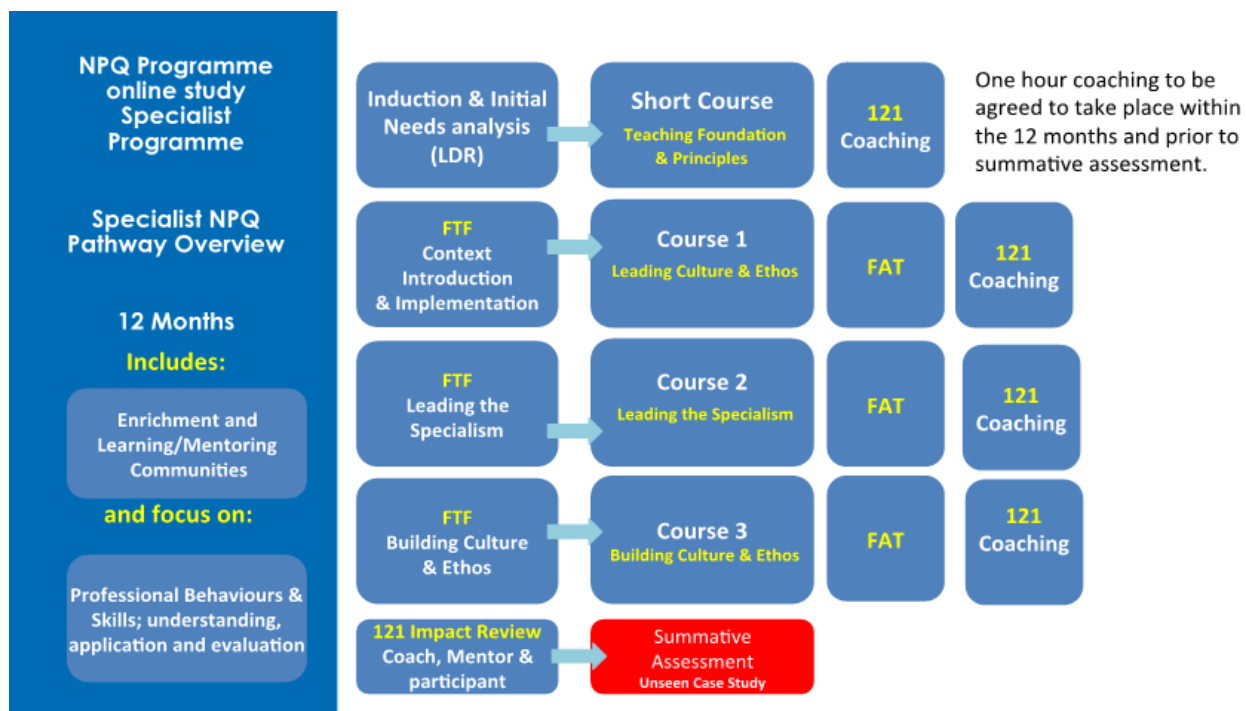
A training pack will be provided with all necessary materials and pre-recorded sessions for each coach to access throughout the programme

- Undertaking a minimum of 6 hours in-school performance coaching throughout the 12-month development stage of the programme with your participant
- Provide quality practice focussed feedback which is linked to the 3 Formative Assessment Tasks (further detail on these below) that challenge participant application and development of learning and expertise
- As part of the six hours coaching with the participant you will support their refining of leadership goals through:
 - the effective use of the participants Leadership Development Record (LDR)
 - monitoring learning progress and involvement in an impact review at the end of the development stage with the participant and their online mentor

Journey of an In-school Performance Coach

Induction

As part of the induction phase, the participant will complete a 'Needs Analysis / Skills Audit'. The participant will rate their Skills Audit within their Leadership Development Record (LDR), completing the "Teaching and Leadership Behaviour" sections. The participant will then complete a short course in Teaching. As their In-school Performance Coach you will undertake a one-hour coach conversation about the participants LDR supporting decisions made about the rating of criteria and possible focus refinement for study. At this meeting you will agree with the participant where to allocate the sixth hour of coaching.



Completion of Formative Assessment Task (FAT) – online courses 1, 2 and 3

The participant will complete three online courses:

- **NPQ Leading Behaviour & Culture:** Course 1 Behaviour and culture – an introduction; Course 2: Leading Behaviour Systems; Course 3 Building Culture & Ethos)
- **NPQ Leading Teacher Development:** Course 1: Teacher Development – an introduction; Course 2: Leading Professional Learning Course 3: Building Culture & Ethos
- **NPQ Leading Teaching:** Course 1: Professional Learning – an introduction; Course 2: Leading Teaching Course 3: Building Culture & Ethos

Following completion of each of the above online courses, a 1-hour coach conversation will take place to:

- Review and reflect with the participant about their FAT completion
- Respond to the participant LDR and consider the leadership behaviours and skills applied and progress made against initial goals set within their LDR and analyse the connection with the programme “learn that” and “learn how to” statements taken from the NPQ framework and identified in the LDR for the participant to rate.
- Participant will submit the outcomes of the FAT and LDR review to their online mentor.

Completion of Development Stage (after 12 months)

Following completion of the development stage of the programme, the participant, their online mentor and In-School Performance Coach will undertake the final coach-led conversation focusing on the participant and their impact review and evaluation of their learning progress made against the learning statements and goals within their Leadership Development Record.

NPQ Assessment

Throughout the programme, providers are required by the DfE to ensure participants undertake Formative Assessment and it is these activities, following a participants on line study, that form the focus for in-school performance coaching and participant dialogue, review and reflection. The outcomes of the six hours of one to one discussions will contribute to information gathering on participant progress and their practice led focus on the formative task they select to undertake. Outcomes of discussion will be captured in the participants Leadership Development Record.

To pass an NPQ and achieve the qualification, a participant must meet the following criteria:

- engage with 90% of the qualification programme
- at the end of the development stage 12 months the participant will need to submit and pass one Summative Assessment. The summative assessment takes the form of an unseen case study. Participants will have an 8-day window to provide a written response of a maximum 1500 words.

Completion of a Formative Assessment Task (FAT) and performance coach sessions forms part of the DfE 90% engagement requirement.