



In-School Performance Coach (ISPC) Handbook

**For ISPCs and Participants, Specialist NPQ
Programmes**

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Welcome

Thank you for agreeing to support your colleague as they participate in their Specialist NPQ programme, by becoming their In-School Performance Coach (ISPC). We really appreciate your commitment to this role and supporting their personal and professional development.

The In-School Performance Coach role is integral to the Specialist NPQ route, as it provides high-quality, school-based support for the NPQ participant in considering how to apply their learning and development in practice. Best Practice Network has a culture of coaching and seeks to further develop that culture within the schools with which we partner. We are excited that this NPQ model provides an opportunity to really get schools talking about coaching and further embed this into its culture and practice.

This Handbook provides you with everything you will need to be able to support your colleague successfully for the next 12 months of their programme.

We look forward to working with you and hope you will find the role of the In-School Performance Coach a positive and rewarding one.

Will Rogers, NPQ Director for Best Practice Network; and

Laura Saunders, Lead Facilitator for Coaching and Specialist NPQ Programmes

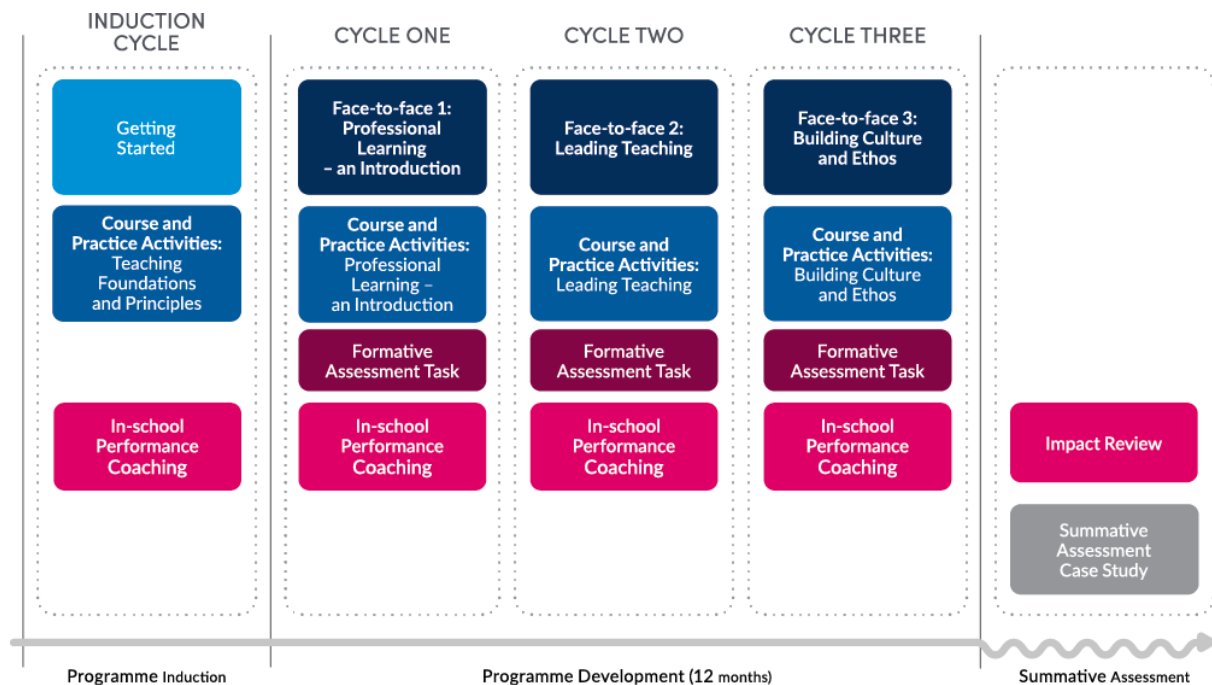
The participant's programme

Participants will undertake a blended programme of bite-sized learning elements over a 12-month period that consists of gaining new knowledge to put into practice in their settings.

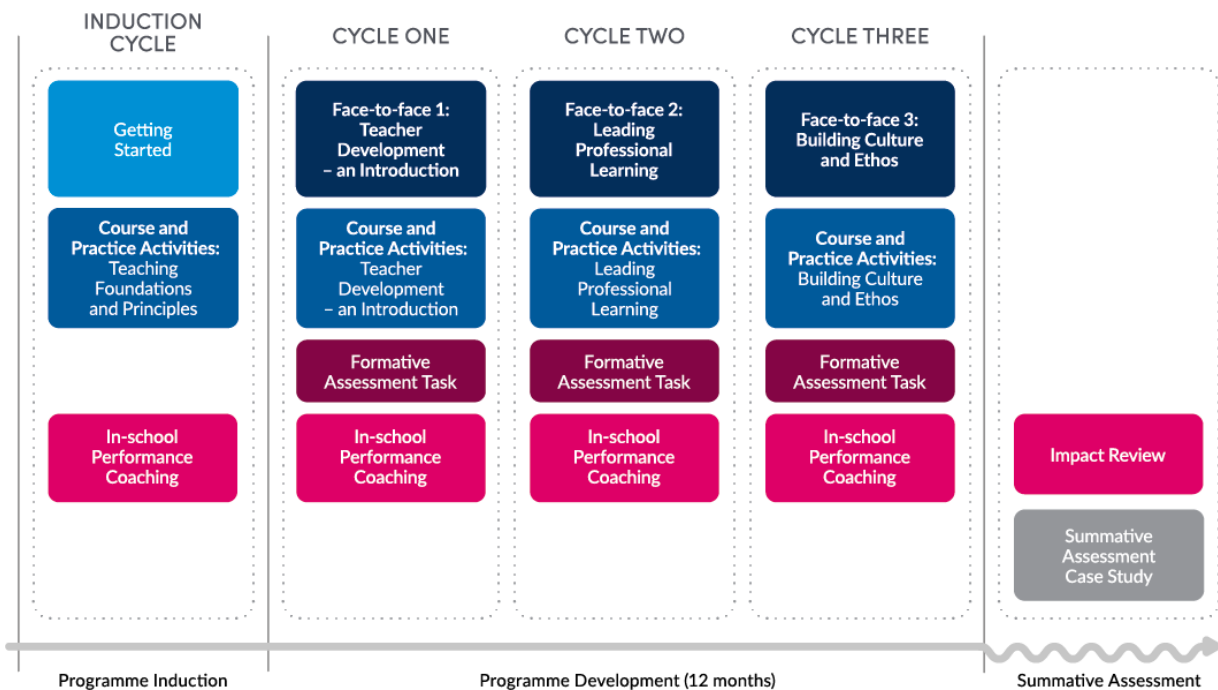
The specialist NPQ programmes follow a cyclical structure, with the ISPC sessions at the end of each learning cycle.

ISPCs and participants will undertake a minimum of two ISPC sessions (Induction Cycle and Cycle 3) and a maximum of five (Induction Cycle, Cycle One, Cycle Two, Cycle Three and Impact Review) of 60 minutes each.

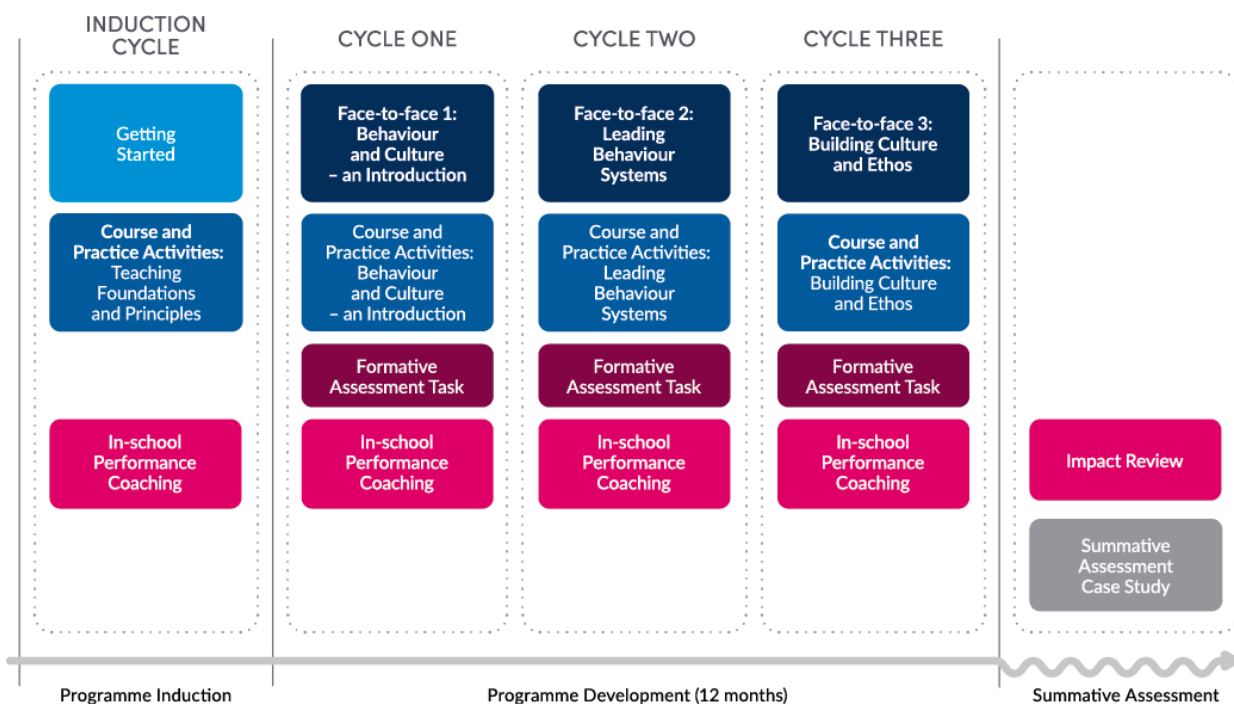
NPQLT programme structure



NPQLTD programme structure



NPQLBC programme structure



People and roles

Participants work with a number of people during their programme as well as their ISPC. The list of people involved are outlined below.

| Person | Canvas | Role and responsibility | Communication: When | Communication: Who, with and how |
|-------------|---------------|---|--|--|
| Participant | Canvas access | <ul style="list-style-type: none"> The participant is the colleague undertaking the specialist NPQ programme. They are responsible for leading and 'owning' their learning and organisation on programme. They are responsible for submitting tasks on time and to a high-quality standard and managing workload and prioritisation effectively. They are also responsible for acting on feedback from their Leadership Mentor (LM) and In-School Performance Coach (ISPC) and for applying their new knowledge in practice in their setting. Participants are responsible for ensuring 90%+ engagement on the programme in order to be entered | <p>Participants will communicate with:</p> <ul style="list-style-type: none"> LMs: regularly – per task and for relevant support ISPCs: during ISPC sessions and in between sessions where appropriate to gain support on applying learning in the setting NPQ Participant Support Team: about engagement or extenuating circumstances Other participants: in face-to-face events and during online learning reflections | <ul style="list-style-type: none"> Participants have access to Canvas for the majority of their programme. They can share their Canvas 'Grades' to demonstrate engagement and progress with their ISPC at any time. They also access the Participant Dashboard (a separate platform to Canvas) for information about their face-to-face events. Participants and ISPCs will be in regular communication about the participant's progress on programme. The Impact Review in Cycle 3 will take place on Zoom or a similar video conferencing platform with the LM and ISPC. |

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| | | <p>for the Summative Assessment Task (SAT) at the end of the programme.</p> | | |
| <p>Online Leadership Mentor (LM) (Specialist NPQs)</p> | <p>Canvas access</p> | <ul style="list-style-type: none"> ▪ The online leadership mentor (LM) is assigned and managed by Best Practice Network to provide online support and feedback on assignments to participants via Canvas (BPN's learning platform). ▪ The LM supports and hosts online group discussion forums between participants. ▪ The LM supports the participant's engagement (min. 90%). ▪ The LM is the participant's main point of contact for things to do with the programme, Canvas and personal support. ▪ The LM will be contactable regarding online tasks such as the Leadership Development Records (LDRs), Practice Activities, Group Discussions and Formative Assessment Tasks (FATs) in each cycle, including the Impact Review. | <ul style="list-style-type: none"> ▪ Participants and LMs will communicate regularly during the 12-month programme. ▪ LMs will contact participants after each submission with feedback and guidance, notify of late submissions and support participant engagement. | <ul style="list-style-type: none"> ▪ Participants and LMs will mainly interact through Canvas (inbox and task/discussion forum feedback). ▪ The Impact Review in Cycle 3 will take place on Zoom or a similar video conferencing platform with the participant and the ISPC. ▪ Online Leadership Mentors will only contact the ISPCs (via email) to feedback on engagement or any wider support required, if applicable. |

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| <p>NPQ Participant Support Team (All NPQs)</p> | <p>Canvas access</p> | <p>The NPQ Participant Support Team support participants and ISPCs by:</p> <ul style="list-style-type: none"> ▪ providing information about the programme and BPN systems, plus reminders about upcoming/outstanding tasks ▪ actioning change requests, i.e., contact details, extenuating circumstances incl. deferral/withdrawal/school changes, etc ▪ monitoring participant attendance at face-to-face events | <ul style="list-style-type: none"> ▪ The NPQ Participant Support Team will communicate with ISPCs about support sessions, dashboard access and in some cases participant engagement at various points across the participants' programme. ▪ They will communicate with participants about engagement, extenuating circumstances and general information at various points across the programme. | <ul style="list-style-type: none"> ▪ The NPQ Participant Support Team will communicate with ISPCs via email. ▪ The NPQ Participant Support Team will communicate with participants via email, Canvas messages, Canvas announcements and phone calls. ▪ Contactable on 01179 209 200 or npg@bestpracticenet.co.uk (Monday to Friday, 9am to 5pm, excluding bank holidays). |
| <p>E-learning Team (All NPQs)</p> | <p>Canvas access</p> | <ul style="list-style-type: none"> ▪ The eLearning Team ensure all users (participants and workforce) have suitable access to Canvas, resources are available and the Virtual Learning Environment (VLE) functions correctly and in a user-friendly manner. ▪ The eLearning Team support the NPQ Participant Support Team and the Assessment Team with the | <ul style="list-style-type: none"> ▪ The eLearning Team will contact participants with their login details once they have been added to Canvas at the beginning of the programme. ▪ The eLearning Team will provide continued support throughout the programme. | <ul style="list-style-type: none"> ▪ The eLearning Team will communicate with participants and workforce via email, Canvas announcements and phone calls. ▪ Contactable on 01179 209 200 or facilitatorhelp@bestpracticenet.co.uk (Monday to Friday, 9am to 5pm, excluding bank holidays). |

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| | | resolution of technical queries or issues in Canvas. | | |
| In-School Performance Coach (ISPC) (Specialist NPQs) | No Canvas access | <ul style="list-style-type: none"> ▪ The In-School Performance Coach (ISPC) is allocated by the participant’s school/trust and is responsible for supporting the participant’s in-school feedback and application of learning in practice. ▪ The ISPC facilitates progress-focused professional discussions (ISPC sessions) at the end of each learning cycle, using coaching strategies such as questioning, active listening, support, challenge and feedback. ▪ The ISPC supports the participant in managing a suitable pace for their NPQ programme through effective modelling of and discussion about prioritisation, workload and time management. ▪ The ISPC supports the participant’s engagement (min. 90%). | <ul style="list-style-type: none"> ▪ Participants and ISPCs will communicate regularly during the 12-month programme. This will mainly take place during the ISPC sessions at the end of each learning cycle, but may also include other brief conversations about task selection. | <ul style="list-style-type: none"> ▪ Participants and ISPCs will mainly interact in person in school. ▪ ISPC resources, training and support are provided on the ISPC Dashboard. ▪ ISPCs do not have access to Canvas (participants can share their Canvas ‘Grades’ with ISPCs to demonstrate engagement on programme). ▪ ISPCs will receive electronic communications from the NPQ Support Team about their training and support. ▪ The Impact Review in Cycle 3 will take place on Zoom or a similar video conferencing platform, with the participant and the LM. The ISPC is strongly advised to attend. |

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| <p>Facilitators (All NPQs)</p> | <p>No Canvas access</p> | <ul style="list-style-type: none"> ▪ Facilitators are responsible for facilitating the three high-quality face-to-face events (mostly in person). ▪ Facilitators host progress-focused professional discussions about the content of the face-to-face events, encouraging participants to make links to prior and future potential learning. They provide time for participants to network with other participants in different settings. ▪ They mark participant attendance at face-to-face events but do not monitor participants' attendance over the course of the programme. (This is managed by the NPQ Participant Support Team.) | <ul style="list-style-type: none"> ▪ Facilitators and participants will only interact on the three face-to-face days at the beginning of each learning cycle. | <ul style="list-style-type: none"> ▪ Facilitators offer no further interaction or support to participants during the programme. ▪ Facilitators will not communicate with ISPCs. |
|------------------------------------|-----------------------------|---|--|---|

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| <p>Assessment Team (All NPQs)</p> | <p>No Canvas access</p> | <ul style="list-style-type: none"> ▪ The Assessment Team are responsible for leading the entire Summative Assessment Task (SAT) process that participants undertake at the end of the programme. ▪ They also lead on providing assessment guidance and support on Canvas for participants, which can then be relayed to ISPCs. | <ul style="list-style-type: none"> ▪ The Assessment Team start to communicate to participants from the last learning cycle through assessment webinar recordings. | <ul style="list-style-type: none"> ▪ The Assessment Team will not communicate with ISPCs. ▪ The Assessment Team will communicate with participants via email. ▪ Contactable on 01179 209 200 or assessments@bestpracticenet.co.uk (Monday to Friday, 9am to 5pm, excluding bank holidays). |
|---------------------------------------|-------------------------|--|--|---|

The ISPC role

Your role as an In-School Performance Coach is to try to keep your participant thinking, reflecting and leading as much as possible. It is their responsibility to update you on what they have been learning/accessing. As the ISPC, you are not required to be the expert on the NPQs, as the detail of the programme should be articulated to you by your participant.

The main functions of the ISPC role are to:

- Facilitate progress-focused professional discussions with participant(s)
- Use coaching strategies (questioning, active listening, support, challenge, feedback)
- Support participants to:
 - make progress on programme
 - hold themselves to account for their learning, stay on track and apply learning in their setting
 - apply new learning in practice (through Practice Activities (PAs), Formative Assessment Tasks (FATs) and other support)
 - consider the relevance of learning in their setting
 - consider themselves as leaders, not as classroom practitioners
 - select PAs and FATs
 - review progress and complete their Leadership Development Record (LDR)
- Give feedback to participants on progress in school, based on programme learning and application (for them to reflect on in their LDR - the comments in the LDR review should be written by the participant as a reflection of what they took from the meeting, not by the ISPC.)
- Utilise the Deliberate Practice model and leadership skills and behaviours to promote participant progress

ISPCs and participants will undertake a minimum of two ISPC sessions (Induction Cycle and Cycle 3) and a maximum of five (Induction Cycle, Cycle One, Cycle Two, Cycle Three and Impact Review) of 60 minutes each.

ISPC training, resources, support and dashboard

The ISPC Dashboard will be the main source of information and communication regarding your role as an In-School Performance Coach.

We appreciate how busy you are and that supporting your colleague on their programme is important to you. As a result, we have created a series of very brief resources to support you in your In-School Performance Coach role. All of these will become available on the dashboard as and when you need them (automatic notifications will be emailed).

Initial ISPC training

Before your participant's NPQ programme begins, you will:

- Receive access and login details to the ISPC Dashboard
- Receive notifications of your dashboard access to the initial ISPC training:
 - 5 x 5-minute recordings to watch
 - 10-minute ISPC readiness checklists
 - ISPC live support session
 - Additional (optional) resources about great coaching practices

This training will need to be completed by the time your participant starts their NPQ programme.

Ongoing ISPC support and training

During each of your participant's learning cycles, you will receive notification of your dashboard access to resources relevant to the cycle:

- 1 x 2-minute recording per cycle (all cycles)
- 1 x 5-minute ISPC checklist per cycle (all cycles)
- ISPC live support session (cycles 1 and 3 only)

The ISPC sessions

The ISPC sessions are progress-focused professional discussions that support the participant in applying their NPQ learning in practice in their setting. Participants are responsible for leading and ‘owning’ their learning and organisation on the programme.

- ISPC sessions are 60 minutes in length.
- ISPC sessions will take place in person.
- The Induction Cycle and Cycle Three ISPC sessions are mandatory.
- The Cycle One and Cycle Two ISPC sessions are recommended.
- The Impact Review is a three-way conversation between the participant, the ISPC and the online Leadership Mentor (LM). ISPC attendance is recommended.
- Participants are responsible for scheduling all ISPC sessions with the ISPC at the beginning of their programme and sharing the date windows with their ISPCs.
- The online LM is responsible for scheduling the Impact Review with participants and ISPCs ahead of Cycle 3.

Overview of content of ISPC sessions

| Learning cycle and ISPC session | Content overview and purpose |
|---|---|
| Induction Cycle ISPC session (mandatory) | <ul style="list-style-type: none"> ▪ Introductions ▪ Contracting ▪ Practical considerations – where and when to meet in future, etc. ▪ ISPC checklist (Induction cycle) ▪ Induction Cycle Leadership Development Record (LDR) – review leadership learning and progress |
| Cycle 1 ISPC session (recommended) | <ul style="list-style-type: none"> ▪ Revisit contracting (where necessary) ▪ Suggested ISPC questions ▪ Cycle 1 LDR – review leadership learning and progress |
| Cycle 2 ISPC session (recommended) | <ul style="list-style-type: none"> ▪ Revisit contracting (where necessary) ▪ Suggested ISPC questions ▪ Cycle 2 LDR – review leadership learning and progress |
| Cycle 3 ISPC session (mandatory) | <ul style="list-style-type: none"> ▪ Revisit contracting (where necessary) ▪ Suggested ISPC questions ▪ Cycle 3 LDR – review leadership learning and progress |
| Impact Review (mandatory for participant and LM, recommended for ISPC) | <ul style="list-style-type: none"> ▪ LM to lead structure of conversation ▪ Participant to explain completed Part One of the IR template ▪ Participant to complete Part Two of the IR template ▪ LM and ISPC to offer feedback, congratulations and support ▪ Suggested ISPC questions |

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| | <ul style="list-style-type: none">▪ Prepare for Summative Assessment Task (SAT)▪ All LDRs – review leadership learning, progress and impact |
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The role of the ISPC in these sessions is to support participants to progress by offering:

- open questions
- active listening
- challenge
- feedback

Specific suggested questions, feedback openers and great ways of actively listening are included in the initial and ongoing training and support resources on the ISPC Dashboard.

The Impact Review

Purpose and overview

The purpose of the Impact Review is to celebrate and review the participant's progress and impact.

It is a three-way 60-minute conversation between the participant, the ISPC and the online Leadership Mentor (LM) at the end of your participant's 12-month specialist NPQ programme, ahead of their Summative Assessment Task (SAT).

The online LM is responsible for scheduling the Impact Review (within the date window) with participants and ISPCs ahead of Cycle 3. ISPC attendance at the Impact Review is recommended.

The Impact Review window is two weeks long, which means there is flexibility for all involved to determine a mutually agreeable appointment time. In situations where the participant or ISPC move to another school late in the programme, the participant needs to inform their LM, who can arrange for flexibility around the timing of or people attending the Impact Review.

Process

1. Prior to the Impact Review, your participant will access the Impact Review template on Canvas, complete Part One, and upload to Canvas, as well as sharing it with you as the ISPC.
2. During the Impact Review, you will all offer final reflections and comments on the application of the participant's learning on the programme, and these will be recorded in Part Two of the Impact Review template by your participant.
3. Following the Impact Review, your participant will upload the completed Impact Review template to Canvas, along with any outstanding tasks. The LM will then mark the Impact Review and overdue tasks as 'complete'.

Roles and responsibilities

Participant

It is mandatory for the participant to attend the Impact Review. They will:

- liaise with their LM and ISPC to determine a suitable date and time for the Impact Review. The LM will provide a number of options (dates and times), but the participant is responsible for liaising with both you, as their ISPC, and their LM to finalise the date and time. Despite being near the end of Cycle Three, it is advised that the arrangements for the Impact Review take place during Cycle Two.
- complete the Impact Review Template Part One using their four completed LDRs as stimulus; upload it (partially completed) to Canvas, and share with you at least 24 hours ahead of the scheduled Impact Review.
- prepare for and lead the discussion during the Impact Review on the three areas of their learning and impact, which they will have identified during their completion of Part One.
- complete Part Two of the template during the Impact Review.
- complete the Impact Review template in full during or shortly after the Impact Review.
- upload the completed Impact Review template to Canvas for their LM and send a copy to you, as their ISPC.

In-School Performance Coach

As the ISPC, it is recommended that you attend the Impact Review to:

- support your participant in the facilitation and organisation of the Impact Review.
- contribute to the discussion and evaluation of the three areas of your participant's learning and impact.
- support and challenge your participant to consider how they will take their learning further.

Online Leadership Mentor

It is mandatory for the online Leadership Mentor to attend the Impact Review. They will:

- liaise with the participant to agree a date and time for the Impact Review.
- arrange a meeting via Zoom (or another appropriate virtual platform) and ensure the invitation is circulated at least 5 working days ahead of the meeting.
- lead the structure of the Impact Review.
- contribute to the discussion and evaluation of the three areas of learning and impact, helping the participant to be clear about their leadership development and impact.
- receive, comment on and mark as 'complete' the final Impact Review upload on Canvas.

The Leadership Development Record (LDR) and DfE *learn that* and *learn how to* statements

Purpose

The Leadership Development Record (LDR) is essential to your participant's progress on the NPQ programme. It provides a framework for shaping your participant's thinking and helping them put it into context and apply it to their leadership role. It is the golden thread for your participant's learning throughout the programme, demonstrating their personalised progress and development. It contains the *content areas*, *learn that* and *learn how to* statements from the Department for Education (DfE) NPQ Framework.

There is a separate LDR document per cycle, and each one is a gauge of what your participant knows at the time of completion: at the beginning (Part One – preview) and end (Part Two – review) of each cycle.

Your participant will be able to share the LDR documents with you.

Process

- Participant downloads the cycle's LDR document from Canvas.
- Preview (Part One) – beginning of cycle
 - Participant completes the initial ratings against DfE statements and/or leadership behaviours.
 - Participant writes actions to develop the lowest rated statements and/or leadership behaviours.
- Participant undertakes whole of learning cycle (online course, Practice Activities, learning reflection discussion forum and Formative Assessment Tasks), paying particular attention to the actions they identified in the Preview (Part One) section on their LDR.
- Review (Part Two) – end of cycle
 - Participant completes 'Your evaluation' column.
 - Participant and ISPC hold ISPC Session (using LDR as a guide) about progress.
 - Participant completes the summary of the ISPC session in 'ISPC feedback outcomes' column (this can be during or after the ISPC session).
 - Participant completes the final ratings against DfE statements and/or leadership behaviours.

- Participant uploads completed LDR to Canvas for LM feedback.

Key participant resources

Leadership behaviours and skills

Best Practice Network believe in the potency of explicitly identifying and practising leadership behaviours and skills to support the development of the DfE *learn that* and *learn how to* statements in practice.

As an ISPC, you can ask your participant about their implementation of and progress in developing these in their leadership practice.

| Leadership behaviour | Explanation |
|-----------------------------------|--|
| Self-awareness | Effective leaders will know themselves and their teams, continually reflect on their own and others' practices, and understand how best to approach difficult or sensitive issues. They are aware of their personal strengths and areas for future growth and understand how their own behaviour impacts others. |
| Integrity | Effective leaders act with honesty, transparency and always in the interests of the school and its pupils. They are able to gain the respect of others by acting in line with their own values, as well as making decisions or choices with the best interests of education and pupils in mind. |
| Resilience | Effective leaders remain courageous and positive in challenging, adverse or uncertain circumstances. They are able to respond appropriately, manage uncertainty and bounce back even in the most trying of situations. |
| Impact and influence | Effective leaders have a positive impact on students, colleagues and the wider community through persuading, convincing and bringing others round to their perspective. They understand others' perspectives and priorities and tailor their communication to suit their audience. |
| Delivering continuous improvement | Effective leaders secure and maintain positive improvement through articulating a clear vision, setting high expectations and leading a cycle of research, planning, monitoring, analysis and change. They demonstrate the ability to combine operational action with strategic planning, securing short term improvements whilst building sustainable change. |

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| Learning focus | Effective leaders keep learning and pedagogy at the core of the whole-school curriculum and at the heart of their leadership practice. Their strong knowledge and understanding of learning theories (both adult and children) and pedagogies allows them to use their leadership to influence and improve effective teaching and learning. They encourage a culture of dialogue – formal and informal – about pedagogy, learning, curriculum design and development (assessment). |
| Developing others | Effective leaders develop and empower colleagues. They proactively look for ways to develop others, seeking opportunities to develop colleagues through activities such as mentoring, supporting, championing and guiding, in order to bring out the very best in them. |
| Respect | Effective leaders respect the rights, views, beliefs and faiths of pupils, colleagues and stakeholders. |
| Commitment | Effective leaders are committed to their pupils and understand the power of world-class teaching to improve social mobility, well-being and productivity. |
| Leadership skill | Explanation |
| Critical knowledge and understanding of research techniques and self-management | The best leaders undertake and use research, drawn from a range of sources, to support decision making and strategy development – using their time effectively within disciplined and well-organised systems and methodologies. |
| Critical enquiry, review, analysis and evaluation | The best leaders use critical thinking, statistical and data analysis tools, techniques and concepts to identify strengths and areas for development. They design effective leadership plans to support intervention, direction and development. They analyse the implications of change, deploying well-evidenced research to frame school self-evaluation and improvement. |
| Challenge | The best leaders use challenge effectively and adopt a range of strategies in the best interests of achieving progress – demanding ambitious standards for all pupils and a strong sense of accountability in staff for the impact of their work on pupils’ outcomes. |
| Dealing systematically and creatively with complex issues | The best leaders have clear systems and protocols in place that enable them to consider and find solutions to issues, as they arise, in a way which deals most effectively with the barriers and challenges they face. |

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| | The systems in place do not constrain but create a firm foundation for taking positive action. |
| Priority identification | The best leaders scan the horizon to anticipate change, taking a long-term view of the implications of change and improvement needed to identify short- and long-term priorities and goals, with specified milestones to ensure effective leadership and management. |
| Clear articulation and application of knowledge | The best leaders take time to reflect and learn from their leadership activity and apply this knowledge to bring about improvements in themselves and their work. |
| Self-direction and originality | The best leaders have clear and ambitious targets for themselves as leaders, for their pupils and for their schools. They take a unique strategic view of situations and their implications for long-term impact and outcomes – sometimes using unexpected actions to get the best for those concerned. |
| Current insights into professional practice | The best leaders take time to reflect and evaluate their practice and effectiveness in their leadership and as leaders. They are aware of the education landscape, understand the context of their school and its needs and direct professional practice and intervention appropriately. |

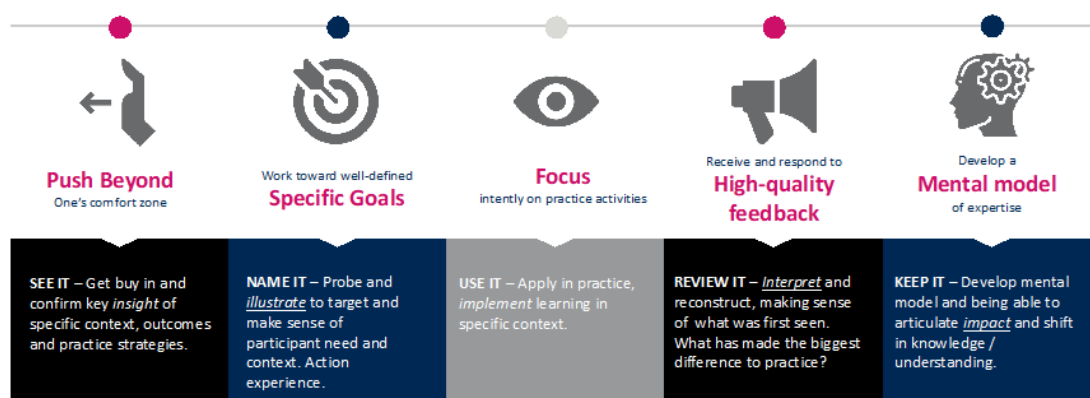
Deliberate Practice model (Deans for Impact, 2015)

The Deliberate Practice model underpins the design of the Best Practice Network NPQs and is critical in supporting participant learning and reflective practice.

ISPCs are invited to utilise the model in ISPC sessions to scaffold participants' development of leadership practice, behaviours and skills, by challenging and guiding participants to:

- **see** a new practice, behaviour or skill (pushing beyond their comfort zone)
- **name** the practice, behaviour or skill (identifying specific goals for themselves)
- **use** the practice, behaviour or skill (focusing on how to apply in practice effectively)
- **review** the practice, behaviour or skill (gaining high-quality feedback about its application in practice)
- **keep** the practice, behaviour or skill (developing a sustainable mental model for impact)

The Five Principles of Deliberate Practice



Change of circumstances

Changing ISPC

If there is a situation where a change of the nominated ISPC is required:

1. They need to email the NPQ Participant Support Team on npq@bestpracticenet.co.uk, explaining that they would like to change their ISPC.
2. BPN will then send the participant a form, which they will need to complete and submit back to the same email address.

Moving school

If your participant is moving school mid-programme:

1. They need to email the NPQ Participant Support Team on npq@bestpracticenet.co.uk, explaining their change in circumstance.
2. A member of the BPN team will then advise how to move forward with their programme by assigning a new ISPC and completing tasks in the new setting.

If you are moving school during your participant's programme, your participant needs to follow the steps under 'Changing ISPC'.

Contact us

+44 (0) 117 920 9200

npq@bestpracticenet.co.uk

bestpracticenet.co.uk