



Life-changing
learning



About us

Best Practice Network is one of the UK's largest providers of training, development and support for education professionals.

We share the desire of every practitioner that every child, regardless of their background, should benefit from an excellent education.

We do this by working in close partnership with practising education professionals to develop and deliver high quality CPD and qualifications that help school leaders, early years practitioners, business managers, support staff and SENCOs be the best they can be and transform the lives of children and young people.

Our comprehensive range of programmes includes the government-approved National Professional Qualifications for school leaders, Early Years Initial Teacher Training and the National Award for SEN Coordination (NASENCO).



Liam Donnison
Managing Director,
Best Practice Network

“Vision and values are at the heart of what we do together to improve learning. Talking to our partners, candidates and the core team, a commitment to working together to make a difference to children, regardless of background, shines through. My favourite recent quote comes from a candidate on our Early Years qualification who found the experience to be ‘life-changing’.”

Our values

We put our values at the heart of everything that we do.

1. Striving for excellence
2. Working together
3. Acting with integrity
4. Inspiring learning

Best Practice Network in numbers



Since 2009 we have trained



We have

100+
partner
hubs

300+
facilitators

In 2017
/2018

we hosted more than
100 webinars
and assessed over
1000 candidates

In the most recent
evaluation in 2018

98%

of our participants
said they would

**recommend us
to colleagues**



Our pass rates are
exceptional

In 2018 the
pass rate
for EYITT was

100%

The importance of partnerships

Effective professional development is built on a partnership of leaders, teachers and providers.

Working closely with over 1,500 of the very best schools in the country means that our programmes are forged from the expertise and the very latest thinking of leading current practitioners – who then go on to help deliver those programmes.

Our partnerships work for the good of the system: as well as helping to create a new generation of highly skilled professionals, they also provide major benefits to the schools involved. Leaders who have worked on programme development and facilitation say that the experience boosts their professional skills and knowledge – and actually makes them better leaders.

Outstanding Leaders Partnership



Outstanding Leaders Partnership (OLP) is a collaborative partnership of schools, teaching school alliances and multi-academy trusts, licensed by the Department for Education to deliver the full suite of National Professional Qualifications.

The partnership is managed and supported by Best Practice Network and is growing all the time. It currently consists of over 70 teaching school alliances, multi-academy trusts and school groups – totalling more than 1,000 schools from Cumbria to Cornwall.

The OLP approach means that once schools join the partnership they get back office support and expertise from Best Practice Network so that they can quickly get up to speed and start delivering these nationally recognised qualifications.

Best Practice Network provides learning materials, the online learning system, 360° diagnostics and candidate support, facilitator training, marketing, quality assurance and improvement and event management.

Partnership in practice

Professional development focused on the needs of Catholic school leadership was a priority for Liverpool Archdiocese Secondary Schools Partnership (LASSP) and this led them to work with OLP to tailor NPQH to the needs of Catholic school leaders.

LASSP – a family of Catholic secondary schools and sixth form colleges – chose OLP because of its reputation for delivering NPQH and other leadership qualifications across the north west, says partnership director Paul Greenall.

“The mission of the school and the role of spirituality have a very strong part to play in the leadership of Catholic schools,” he says. “It’s important that staff and teachers are aware of that in terms of how they respond to and treat students. A leader needs to ensure that all teachers are on board with the school’s mission even though some of them will not necessarily be Catholic. There are also differences in admissions policies and governance.”

The programme has made a big difference to leaders, says Paul.

“It’s helping them to think about what they do, how they do it and how they can go about change in their schools. They also really welcome the opportunity to discuss leadership with colleagues from other schools who are facing similar challenges.”

LASSP’s delivery of the OLP NPQH is also helping its schools meet the leadership recruitment challenge – something that affects almost every institution and is a particular issue for Catholic and other faith schools.

We work with a wide range of partners to develop, deliver and accredit our programmes.

e-Qualitas

e-Qualitas is BPN’s national delivery partner for Early Years Initial Teacher Training.



HLTA National Assessment Partnership awards HLTA status across England with BPN as one of four regional providers.



Bath Spa University is the HEI partner for BPN’s NASENCO programme, awarding the Postgraduate Certificate in Inclusive Education worth 60 credits towards a Master’s degree.



University of Chester is the HEI partner for the NPQML, NPQSL and NPQH, awarding credits towards the MA in Educational Leadership.



Liverpool Hope University is the HEI partner awarding Masters level credits for the NPQEL.

A flexible way to learn

Candidates on Best Practice Network programmes get access to the highest quality development – crafted by practising professionals and CPD experts and delivered in a way that is attuned to demanding work schedules.

Highly experienced facilitators – each one a practising expert in their field – work closely with candidates from start to finish.

Most of our programmes offer a blended approach that mixes online learning through our award-winning virtual learning environment and face-to-face learning through our national network of school-based providers.

And if getting out of school or setting is an issue candidates on some programmes can choose to learn exclusively online.

Whatever the learning approach, each candidate gets access to a dedicated learning coach, mentor or tutor, as well as regular opportunities to network and collaborate with their course colleagues.

Our flexible delivery model



“It’s a really creative team who work with a very high degree of integrity and knowledge of the school system”

– Sally Bishop, Director of West Hertfordshire Teaching Schools Partnership

Meet the team

A team of four directors leads Best Practice Network’s programmes. Each director has years of experience in supporting the professional development of school and early years professionals as well as working in schools and early years settings.



Sian Marsh
Programme Director,
Early Years

Sian leads the team that delivers the Early Years Initial Teacher Training and Advanced Practitioner programmes. Before joining Best Practice Network, she was an early years teacher and worked within local authority teams. Sian is a governor at a large primary academy.



Yvonne Gandy
Programme Director,
National Professional Qualifications

As NPQ programme director for the Outstanding Leaders Partnership Yvonne leads on the design, delivery and quality development of all four NPQ programmes. A former local authority adviser, she has extensive experience working on school improvement, leadership development and training.



Dean Boyce
Programme Director, CPD

Dean heads up our CPD programmes and partnership development. His role includes leading the National Award for SEN Co-ordination (NASENCO), HLTA status and the Diploma for School Business Managers. He has over a decade of experience teaching in primary and secondary schools.



Jeff Hart
Programme Director,
School Improvement

Jeff supports schools, trusts and local authorities to improve their practice. He is a Department for Education advisor and has been an Ofsted lead inspector and a National Strategies director. Jeff is chair of governors of a large secondary school.

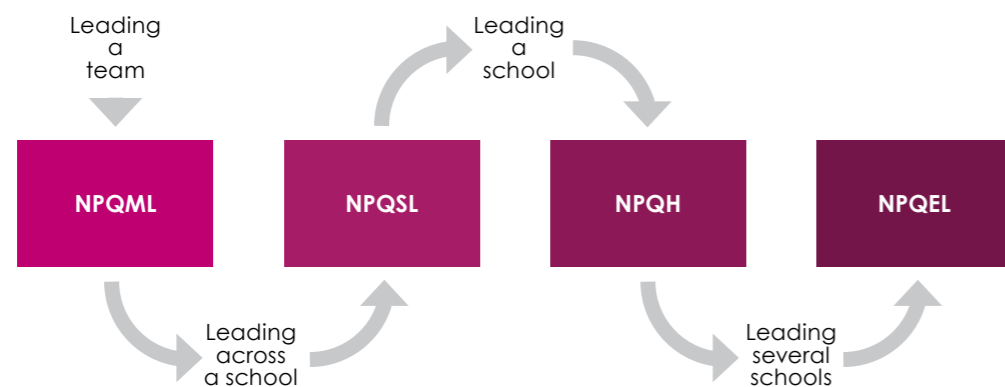
National Professional Qualifications

Our qualifications are all designed by serving school leaders and subject matter experts to form a coherent learning pathway, and delivered via our school-led partnership, the Outstanding Leaders Partnership (OLP).

The combination of online courses, face-to-face events and enrichment practice activity create a truly blended learning experience for school leaders across their whole career.

Who are they for?

- **National Professional Qualification for Middle Leadership (NPQML)** is for those with cross-school leadership responsibilities, such as experienced middle leaders, assistant and deputy heads, SENCOs or advanced skills teachers.
- **National Professional Qualification for Senior Leadership (NPQSL)** is for those with responsibility for a team, including key stage, subject, pastoral and curriculum leaders, as well as heads of department. The programme develops the skills necessary to lead high-performing teams and improve classroom practice.
- **National Professional Qualification for Headship (NPQH)** is for leaders no more than 18 months from applying for headship. NPQH focuses on the key skills needed to lead a school.
- **National Professional Qualification for Executive Leadership (NPQEL)** is for colleagues aspiring to, or already in, leadership roles across more than one school, such as headteachers, executive headteachers, chief operating officers and directors of school improvement.



NPQ entry requirements

NPQML and NPQSL cohorts are self-selecting. Candidates applying for NPQH and NPQEL go through a gateway process to assess their readiness. All candidates must have the support of their schools.

To learn more about NPQs visit
www.outstandingleaders.org



National Professional Qualifications: case studies



NPQML

Aaron Piggott is head of Year 10 University Technical College in Norwich. NPQML has helped him to reflect on his leadership style. "The core tasks are really useful, especially the ones on interpreting data and leadership styles," he says. "It's already got me thinking about changing my approach to leadership and management today, and my career ambitions in the longer term." Aaron says the online forums are a helpful way to ask tutors for advice and check his thinking with fellow participants.



NPQSL

Sarah Gower began NPQSL as an assistant headteacher at a special school in Merseyside - and completed it as acting deputy head. The unexpected promotion came at a good time for Sarah who received support and advice from programme facilitators. Her programme highlights included face-to-face days and the school-based project in which she developed an assessment without levels system now used across the school. NPQSL has built her confidence and she is now applying for the permanent deputy position.



NPQH

The encouragement of his headteacher and strong testimonials from OLP graduates persuaded Cumbria assistant head George McWilliams to go for NPQH. The course transformed him as a leader and teacher, he says. "I'd been very focused on 'taking care of the knitting' but the programme forced me to become a much more strategic leader," he says. "NPQH has a breadth and depth that gives you the knowledge and understanding of all the key areas of headship."



NPQEL

Jo Robertson, head of Brushwood Junior School in Buckinghamshire, sees NPQEL as an important part of preparing for future leadership roles. "My governors want me to focus on my professional development so that we are prepared for a potentially very different landscape in five years' time," she says. "I've been really impressed with NPQEL. The amount of support from the facilitators has been phenomenal. I do feel that it's going to be really beneficial."

Early Years programmes

Early Years Initial Teacher Training (EYITT)

Who is EYITT for?

For graduate early years practitioners working in nurseries, schools and home-based settings, graduates and full-time undergraduates on Early Childhood Studies degree programmes.

EYITT entry requirements

Applicants with a recognised undergraduate degree in any subject, maths, English and science GCSEs at grade C/4 or above, a Professional Skills Test pass and experience of working or volunteering in an early years setting.

How is the programme delivered?

Graduate entry, graduate employment-based and assessment only routes are available. Graduate entry trainees can qualify for a bursary depending on their degree class. Those on the graduate employment-based route study as they work and must do an external placement while employers receive an incentive to support the trainee. The assessment only route is for experienced graduate practitioners who are able to submit convincing evidence of their early years practice for assessment.

What candidates say

“The training has been hugely encouraging and confidence-boosting for me, making me aware of my capabilities as an early years teacher to offer the children in my care highly stimulating and rich learning experiences.”

– Will, Early Years Teacher, Bristol

CACHE Level 4 Certificate for the Early Years Advanced Practitioner

For staff in early years settings currently working at level 3. The certificate allows progress to leadership and specialist roles in nurseries, such as SENCO (Special Educational Needs coordinator) and PANCO (Physical Activity and Nutrition coordinator).

National Award in SEN Coordination (NASENCO)

Who is it for?

The National Award for SEN Coordination (NASENCO) is a statutory requirement for all SENCOs appointed new to the role since September 2008.

Entry requirements

Qualified teachers (QTS or QTLS) or headteachers/acting headteachers are eligible, as well as individuals with Early Years Initial Teacher Status and aspiring SENCOs with their school's support.

How is the programme delivered?

NASENCO is delivered in a flexible combination of blended learning and support opportunities, including six face-to-face sessions facilitated by a SEN expert, online learning and webinars, personal tutor and peer support and any necessary technical and admin support. It is a Master's level programme delivered in partnership with Bath Spa University.

What candidates say

“Thank you for all the support with the course. So happy that I have completed everything that I can. I think I am actually going to miss the challenge so although I never intended to do a full Masters, I am about to sign up for another course to become an Autistic Leader with 20 more credits! I would definitely recommend this course to my fellow SENCOs.”

– Nikki, SENCO, Durham



Higher Level Teaching Assistant Status (HLTA)

Who is it for?

Higher Level Teaching Assistant status is the next step for experienced teaching assistants who want to make even more of a positive impact on their schools and outcomes for children and young people.

Entry requirements

All applicants must have some experience of leading whole class learning with no teacher present and a level 2 qualification in maths and English.

How is the programme delivered?

Candidates attend a preparation course to learn about the HLTA standards and assessment process. They then work on their written tasks and portfolio online for assessment during a school visit.

What candidates say

"I think it's reawakened my passion for teaching and learning and has also ensured that I am up to date with school policies and current government legislation. The HLTA qualification helps to cement my knowledge and understanding and take my professional development one step further."

– Julie, HLTA, Shropshire



Diploma for School Business Managers (DSBM)

Who is DSBM for?

School business professionals, including administrators and new SBMs, who want to build the skills they need to be a highly effective school business manager.

Entry requirements

This level 4 programme has no formal entry requirements. It is designed for current and aspiring school business managers who wish to develop their leadership, management and administrative skills.

How is it delivered?

Delivered through a mix of face-to-face and online training that includes three face-to-face days with a specialist facilitator, supported online tutorials and school-based projects.

Individual units: Finance, Marketing & Procurement

For more experienced school business managers there is an opportunity to develop their skills through study of individual units on a standalone basis, from a choice of finance, marketing and procurement.

What candidates say

"Completing this programme has enabled me to gain greater knowledge and understanding of all the areas involved in the school business manager role. I have been able to undertake projects within school with confidence and new skills. It's also had a positive impact on our children because I've been able to adapt the learning environment for them, getting the best value for the school budget."

– Tracy, SBM, Essex

School improvement services

Best Practice Network draws on a wealth of expertise and experience to help schools and trusts address key challenges – and emerge stronger than before.

We work with some of the country's best school leaders and consultants to guide schools through bid and funding applications, academy conversion and peer reviews.

Our expertise is backed up by an advanced online toolkit that includes a 360° leadership review against national competencies and a self-evaluation toolkit to help schools and multi-academy trusts understand and improve performance, develop leadership capacity and be well prepared for future inspections.

International programmes and services

Distance Learning Leadership Qualifications (IPQs)

School leaders working overseas can now complete our DfE-accredited leadership programmes without having to return to the UK.

IPQs are fully accredited NPQs, with content tailored to the candidate's locality. The qualifications can be completed within 12 months and are suitable for school leaders at each stage of their career, starting with middle leadership and progressing to senior leadership and headship.

International School Reviews

High quality learning, peer-to-peer development and consistent standards is at the heart of building a successful school brand, attracting parents and retaining excellent teachers and leaders.

Best Practice Network's expert consultants work with international schools across East Asia, the Middle East and North Africa, Sub-Saharan Africa and the Americas to design a bespoke review framework that is robust and meets each school's priorities.

International Early Years

Best Practice Network has been providing early years training programmes, including Early Years Initial Teacher Training (children from birth to five), in the UK for more than a decade. We have a wealth of experience and expertise in this field and are now offering these qualifications internationally.

We can offer bespoke programmes that include online and face-to-face training, delivered in partnership with local providers.




Best Practice Network is one of the UK's largest providers of professional development and support for education professionals. Delivered by expert practising school leaders drawn from a growing global network of school-based partnerships, our programmes help school leaders, early years practitioners, business managers, support staff, SENCOs and governors give their best so that every child can fulfil their potential.

Our programmes

- Early Years Initial Teacher Training
- Higher Level Teaching Assistant Status
- National Award for SEN Coordination
- Level 4 Diploma for School Business Managers
- National Professional Qualification for Middle Leadership
- National Professional Qualification for Senior Leadership
- National Professional Qualification for Headship
- National Professional Qualification for Executive Leadership
- School reviews
- Online evaluation toolkit



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