

Teacher Development Trust CIO

The Arts Building, Morris Place, London N4 3JG

Inspection dates

22 to 25 January 2024

Inspection judgements

National professional qualifications (NPQs) inspection

Overall effectiveness

Outstanding

The quality of professional development and training

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

N/A

What is it like to be an NPQ participant at this lead provider?

Participants experience highly effective, expert training from Teacher Development Trust. The positive impact that this has on their wider professional development is exceptional and far-reaching in the educational settings in which they work.

The training that participants receive is carefully thought out and meticulously planned. Leaders skilfully tailor and adapt the NPQ programmes to meet participants' specific learning needs and the contexts in which they work. For example, participants are adeptly supported to build their specialist knowledge and skills from their individual starting points. There is a strong focus on ensuring that participants can apply their learning in a relevant and meaningful way, for instance through the exploration of real-life case studies and the changes that they implement in their settings. This builds their confidence. It empowers participants to effect positive educational change in their current roles and to progress successfully in the next stage of their career.

Every aspect of training delivery and assessment is underpinned by strong, shared values and a common understanding of effective and sustainable practice. Teacher Development Trust is consistently mindful of the workload demands that are placed on busy professional participants. For example, training materials have been adapted to include audio and video versions for ease and speed of accessibility. In addition, participants receive regular notices about their progression through the course. There is structured flexibility within contracted assessment periods so that trainees can manage their time alongside their current responsibilities.

Information about this lead provider

- There are 5,276 participants undertaking one of the lead provider's eight NPQ programmes.
- Teacher Development Trust works with 20 delivery partners, all of whom deliver one or more NPQ programmes.
- Delivery partners include teaching school hubs and school partnerships, multi-academy trusts, and national and other education establishments.
- Teacher Development Trust provides direct delivery of one NPQ, the National Professional Qualification for Executive Leadership (NPQEL) programme, for 54 participants.

Information about this inspection

- This inspection was carried out by five of His Majesty's Inspectors. The inspection was carried out through in-person meetings, online meetings, on-site visits to six delivery partners, online visits to two delivery partners, and Teacher Development Trust's centrally delivered programme. Inspectors also held meetings with leaders and participants from a range of additional delivery partners.
- Inspectors met with the lead provider's representatives, including the joint chief executive officers, the head of programmes, the education programmes manager and a range of other senior staff. The lead inspector also met with the chair and vice-chair of the Teacher Development Trust trustee board.
- Inspectors carried out focused reviews in all eight NPQ programmes that are provided by delivery partners, as well as the one delivered directly by the lead provider. For each focused review, inspectors met with delivery partner leaders and facilitators, discussed training with groups of participants, met with headteachers and senior leaders from participants' schools and educational settings, reviewed exemplified training materials and scrutinised documentation. An inspector also visited one live training delivery session.
- Inspectors carried out eight focused reviews in eight Teacher Development Trust delivery partner settings. They also carried out a range of inspection activity to review Teacher Development Trust's centrally delivered programme.
- The inspection team considered the responses to Ofsted's online surveys for NPQ participants, delivery partners and school leaders.

What does the lead provider do well and what does it need to do better?

Leaders at the Teacher Development Trust relentlessly pursue and model a vision of excellence that is embodied in their values of 'smart, heart and humble'. They ensure that all stakeholders share and understand this vision with striking consistency and alignment. This excellence is underpinned by clear expectations and strong relationships at all levels. There is an ambitious and reflective culture across the training programmes.

Training is diligently planned and delivered. The training comprehensively covers the specialist knowledge and skills set out in each of the eight NPQ programmes. Participants are provided with strong, common foundational knowledge to develop their professional behaviours. Through the well-designed curriculum, participants access high-quality materials that are rooted in a wide range of evidence-based research. Participants are then able to explore and build on their knowledge with detailed examples of different phases and aspects of school leadership. School leaders are emphatic about how this learning is supporting participants to apply their knowledge confidently in a range of contexts. This is evidenced, for example, when participants are leading whole-school change of behaviour and culture or developing staff awareness of inclusion in specific educational settings.

Leaders work collaboratively with their delivery partners to select facilitators with expertise and experience. The selection is robust and includes a wealth of ongoing training. Facilitators know participants extremely well. Participants benefit from expert guidance and exposition that are skilfully adapted to help them to build coherently on the prior knowledge, understanding and experiences that they bring to the training.

Formative assessment is helpful and timely. For example, low-stakes quizzes and carefully placed reflection points allow participants to engage in a high-quality, ongoing and reflective dialogue with facilitators about their progress and learning. This dialogue enables participants to have a clarity of understanding of their strengths and areas for development. Facilitators use this information adeptly to inform their next sessions and to provide personalised support for each participant.

Since the previous monitoring visit, leaders have made significant improvements to ensure that, while the provision grows in scale, their processes for quality assurance remain robust. Highly reciprocal professional relationships are in place with each delivery partner. Leaders combine expertise to continually evaluate and refine the delivery of the programmes, with particular attention paid to the needs of specific cohorts, such as those engaged with teacher development, early years provision or leaders working in challenging school contexts.

Leaders systematically seek wide-ranging feedback and use it well to support highly effective cycles of continuous improvement. For example, leaders provide support and coaching sessions to all facilitators following regular visits to training sessions. If needed, additional, effective support is provided for participants.

Trustees are well informed about the strengths and areas for continuous improvement. They rigorously hold leaders to account by seeking pertinent information in a timely way to provide assiduous support and challenge. There is strong compliance with all relevant legislation.

The lead provider uses information insightfully to promote equality, diversity and inclusion. Participants are clear about how they can raise any concerns about their training, including those related to safeguarding.

The vast majority of participants say that helpful consideration is given to support their workload and well-being throughout the demands of their training.

Lead provider details

Unique reference number	2679895
Inspection number	10309969

This inspection was carried out by His Majesty's Inspectors (HMIs) in accordance with the [early career framework \(ECF\) and national professional qualification \(NPQ\) framework and handbook](#).

The framework and handbook set out the statutory basis for ECF and NPQ inspections in England.

Lead provider programmes offered	NPQ
Date of previous inspection	10 to 12 May 2022

Inspection team

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