

# ECF Briefing

Welcome

Northamptonshire  
Teaching School Hub

[www.northamptonshireteachingschoolhub.org.uk](http://www.northamptonshireteachingschoolhub.org.uk)

Northamptonshire  
Teaching School Hub

Are you  
ECF ready?

*with Reuben Moore*

**T** Teach  
First

Wednesday 21st April  
16:00 - 17:00

# Agenda

**Northamptonshire Teaching School Hub – Gemma Marks**

**ECF: An Introduction – Reuben Moore**

**ECF: A Guide to DfE Policy – Gemma Marks**

**Our Full Induction Programme with Teach First – Faye Craster**

**ECF: Every Teacher a Teacher of SEND –  
Katherine Walsh (NASEN)**



**Northamptonshire  
Teaching School Hub**



***For Northamptonshire,  
by Northamptonshire,  
with Northamptonshire***



**Northamptonshire  
Teaching School Hub**

# ECF Overview



“

Teaching quality  
is the largest in  
school  
contributor to  
pupil success.

”

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 Teach  
First



# The Rationale For ECF

- Teaching quality is the largest in school contributor to pupil success.
- When combined with the Initial Teacher Training Core Content, the first three years of a teacher's career is supported by precise, high quality and research informed development.
- Those who get a strong start in teaching will stay for longer and will be more successful for their pupils.
- As the ECF is universal, it is a way to close the gaps between schools in more and less disadvantaged areas as all new teachers will benefit from this development
- Three years of high quality development aligns with the practice in high performing educational jurisdictions round the world.



# Novices and Experts



Experts have extensive mental models built up over years which allows them to assess challenges quickly, successfully and fluently

[Example here](#)

Novices do not have mental models therefore they respond inefficiently, slowly and often unsuccessfully



# Precision and Clarity

- Avoid overloading working memory, by:
- Taking into account pupils' prior knowledge when planning how much new information to introduce.
- Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).
- Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content).



# Does the Rationale Still Fit?

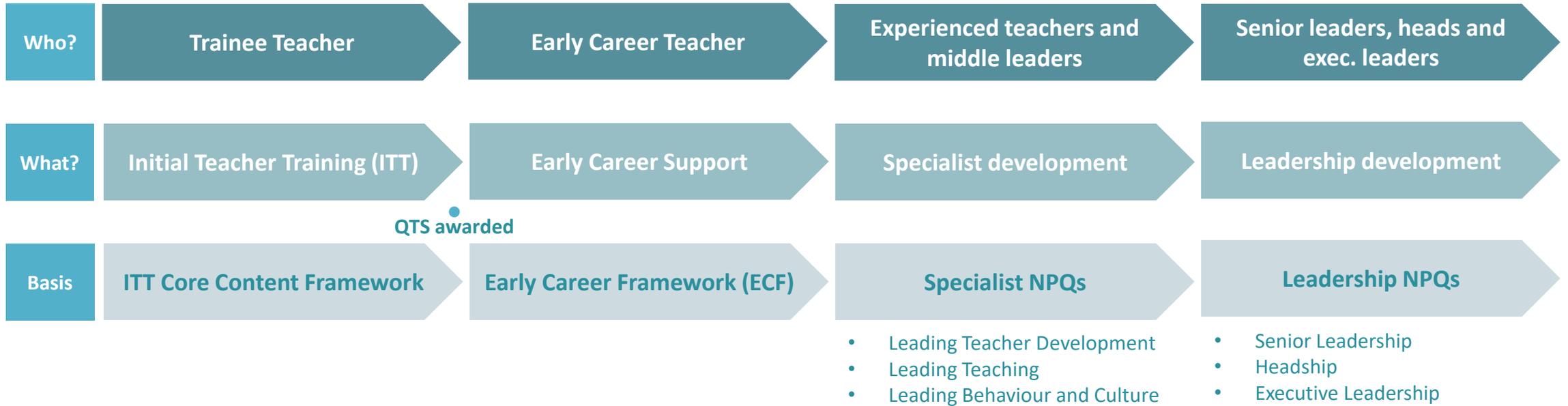
- If Covid is a watershed moment, *let's be objective on what we want to change*
- Covid has forced us to find new methods and ways to use technology for effective Professional Development in education. *Let's be judicious in its use*
- Given that the first year in the profession for new colleagues has not been smooth, (despite heroic efforts by new teachers and those supporting them), *lets make the most of the ECF offer*
- Given the massive work and efforts of all teachers this year, *let's use development time to enhance and support the work not on top of the work.*

# ECF - A Guide for Schools

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# We are building a world class system of Teacher Development



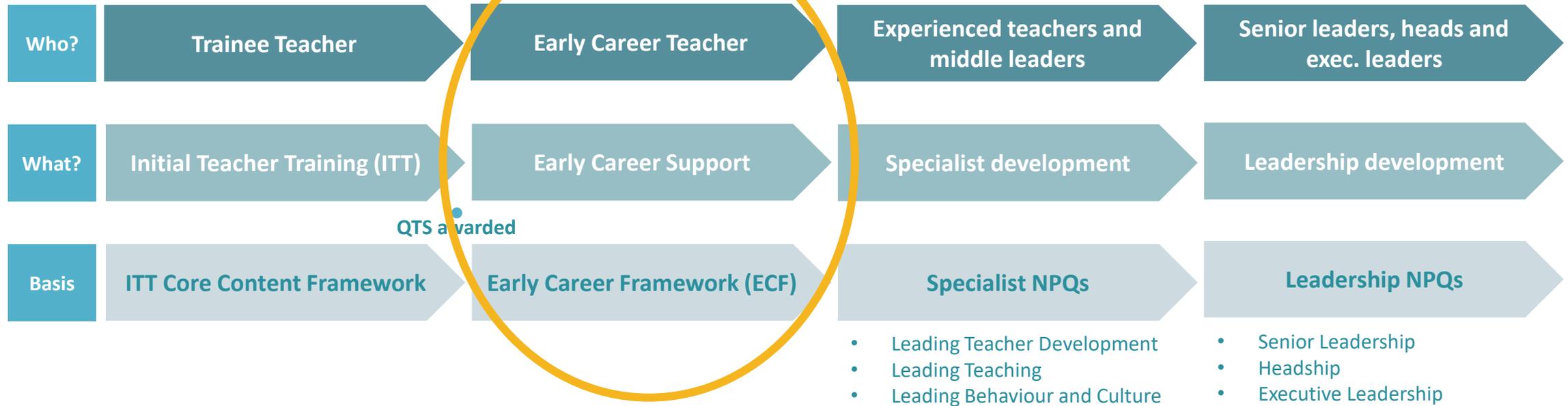
- Teachers are the foundation of the education system – there are no great schools without great teachers. Delivering on the commitments set out in the Teacher Recruitment and Retention Strategy, the Department is creating a world-class teacher development system by transforming the training and support teachers and school leaders receive at every stage of their career.
- Each stage – initial teacher training, early career support, specialisation and leadership – is underpinned by frameworks that build on and complement one another. The frameworks have been independently reviewed by the Education Endowment Foundation to ensure they draw on the best available evidence.
- Together these reforms will help teachers and leaders in every phase, subject and context. They will establish strong professional development cultures in schools across the country, elevating the quality of teaching and ultimately improving pupil outcomes.



## Early Career Framework (ECF)

Teachers deserve high-quality support throughout their careers, particularly in those first years after initial teacher training when the learning curve is steepest.

From September 2021, the Early Career Framework (ECF) reforms will entitle all early career teachers to a fully-funded, two-year package of structured training and support linked to the best available research evidence.



Coupled with the ITT Core Content Framework, the ECF will establish an entitlement to a three-year structured and evidence-informed package of support for all new teachers at the start of their careers. Together, these reforms will become the cornerstone of a successful career in teaching.



## Early Career Framework reforms: what's changing?

From September 2021, statutory induction arrangements are changing. These new arrangements will **replace** current induction requirements.

	Current Arrangement	from September 2021
<b>Length of support</b>	One year	Two years
<b>Timetable reduction</b>	10% reduced timetable for one year	10% reduced timetable in Year One 5% reduced timetable in Year Two.
<b>Content</b>	No defined content	Induction should be based on the <b>Early Career Framework</b>
<b>Role of the mentor</b>	Role of the mentor not defined as separate from the induction tutor.	Access to two years of support from a designated mentor separate from the induction tutor will be responsible for assessment
<b>Assessment</b>	Marked against Teacher Standards Three formal assessment points	Marked against Teacher Standards Two formal assessments – supported by regular progress reviews Early Career Framework is <b>not</b> an assessment tool
<b>Funding</b>	Funding for induction included as part of core school budget	Schools will receive additional funding to deliver ECF based induction to fund the additional activity in the second year.
<b>ECT Pay</b>	Following first year, teachers can progress up the pay scale	Still be able to progress on the pay scale as current arrangements allow, both during and after induction
<b>Role of the Appropriate Body</b>	Checking new teachers receive statutory entitlements and are fairly and consistently assessed	Checking new teachers receive statutory entitlements, are fairly and consistently assessed, and receive a programme of support and training based on the ECF

**KEY:** ECT (early career teacher)

# Early Career Framework reforms: support for schools

I want to...	Use a training provider to support meeting the new statutory induction requirements (Full Induction Programme)	Deliver my induction programme in my own school using high quality materials and resources , accredited by the DfE (Core Induction Programme)	Design my own two year induction programme based on the Early Career Framework
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-  ✓ Time off timetable funded for early career teachers and mentors in the second year of induction.
- ✓ A sequenced two-year programme based on the Early Career Framework
- ✓ Self-directed study materials for early career teachers.
- ✓ Materials to support mentor sessions designed to reduce mentor workload.
-  ✓ Funded training delivered directly to early career teachers by an external provider.
-  ✓ Funded training delivered directly to mentors by an external provider.
-  ✓ Additional funding to backfill mentor time spent undertaking training in addition to the funding for time off timetable.

-  ✓ Time off timetable funded for early career teachers and mentors in the second year of induction
- ✓ A sequenced two-year programme based on the Early Career Framework
- ✓ Self-directed study materials for early career teachers including videos and evidence based reading
- ✓ Materials to support mentor sessions designed to reduce mentor workload
- ✓ Materials to adapt to deliver further training for early career teachers

-  ✓ Time off timetable funded for early career teachers and mentors in the second year of induction
- ✓ Content defined in the Early Career Framework

Full Induction Programme

Core Induction Programme

School led Induction

# Early Career Framework reforms: role of the Appropriate Body

School ops to...	Use a training provider to support meeting the new statutory induction requirements 	Deliver an induction programme in their school using high quality materials and resources , accredited by the DfE 	Design their own two year induction programme based on the Early Career Framework 
	<p>✓ Checking new teachers receive statutory entitlements, are fairly and consistently assessed</p> <div data-bbox="206 511 945 644" style="border: 1px solid black; padding: 5px;"><p>Lead Providers will be subject to a quality assurance mechanism through Ofsted inspection to ensure the best support for schools and teachers.</p></div>	<p>✓ Checking new teachers receive statutory entitlements, are fairly and consistently assessed</p> <p>✓ Assuring new teachers receive a programme of support and training <b>based on the ECF</b> by checking that schools have provided a breakdown of how the core elements of the Core Induction Programme (training sessions, mentoring and self-directed study) will be scheduled/sequenced over the course of the induction.</p>	<p>✓ Checking new teachers receive statutory entitlements, are fairly and consistently assessed</p> <p>✓ Assuring new teachers receive a programme of support and training <b>based on the ECF</b> by checking that the induction’s design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.</p> <div data-bbox="1778 805 2377 1093" style="border: 1px solid black; padding: 5px;"><p>ABs will be expected to check in a <b>greater level of detail</b> where schools have opted to design their own school based programme due to the greater risk that a school based induction could diverge from the ECF when DfE accredited materials are not used as the basis for an induction programme.</p></div>

# DfE Online Service: overview

I want to...	Use a training provider to support meeting the new statutory induction requirements (Full Induction Programme) 	Deliver my induction programme in my own school using high quality materials and resources , accredited by the DfE (Core Induction Programme) 	Design my own two year induction programme based on the Early Career Framework 
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What a school can do **within** the online service:

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li> Nominate your school's induction tutor.</li> <li> Select your school's delivery route.</li> <li> Estimate number of ECTs/Mentors.</li> <li> When known, add ECT and mentor details.</li> <li> <b>The online service will direct ECTs and mentors to your school's lead provider/delivery partner.</b></li> </ul> | <ul style="list-style-type: none"> <li> Nominate your school's induction tutor.</li> <li> Select your school's delivery route.</li> <li> Estimate number of ECTs/Mentors.</li> <li> When known, add ECT and mentor details.</li> <li> The online service will allow ECTs and mentors to access your chosen accredited materials.</li> </ul> | <ul style="list-style-type: none"> <li> <i>The online service is only designed to support schools opting to use the funded-provider training or delivering the accredited materials. If you are undertaking to design and deliver your own ECF-based training materials, you should not access the online service.</i></li> </ul> |
|---|--|--|

What a school needs to do **outside** the online service:

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li> <b>Explore which Lead Providers are available in your area and confirm <u>directly with them</u> or their Delivery Partners if you wish to work with them.</b></li> <li> Select an appropriate body to register ECTs with Teaching Regulation Agency (TRA).</li> <li> Work with your AB to facilitate your ECTs' induction in line with statutory guidance.</li> </ul> | <ul style="list-style-type: none"> <li> Explore the accredited ECF materials on GOV.UK.</li> <li> Decide which set of materials to use.</li> <li> Plan how you will deliver the materials.</li> <li> <b>Select an appropriate body to register ECTs with the Teaching Regulation Agency (TRA)</b></li> <li> Be prepared to demonstrate to your AB how you plan to deliver the ECF materials.</li> <li> Work with your AB to facilitate your ECTs' induction in line with statutory guidance.</li> </ul> | <ul style="list-style-type: none"> <li> <i>Design training materials based on the ECF</i></li> <li> <i>Plan how you will deliver the materials</i></li> <li> <b>Select an appropriate body to register ECTs with the Teaching Regulation Agency (TRA)</b></li> <li> <i>Be prepared to demonstrate to your chosen AB how you plan to deliver the materials <u>and</u> how your materials are faithful to the ECF</i></li> </ul> |
|--|--|---|

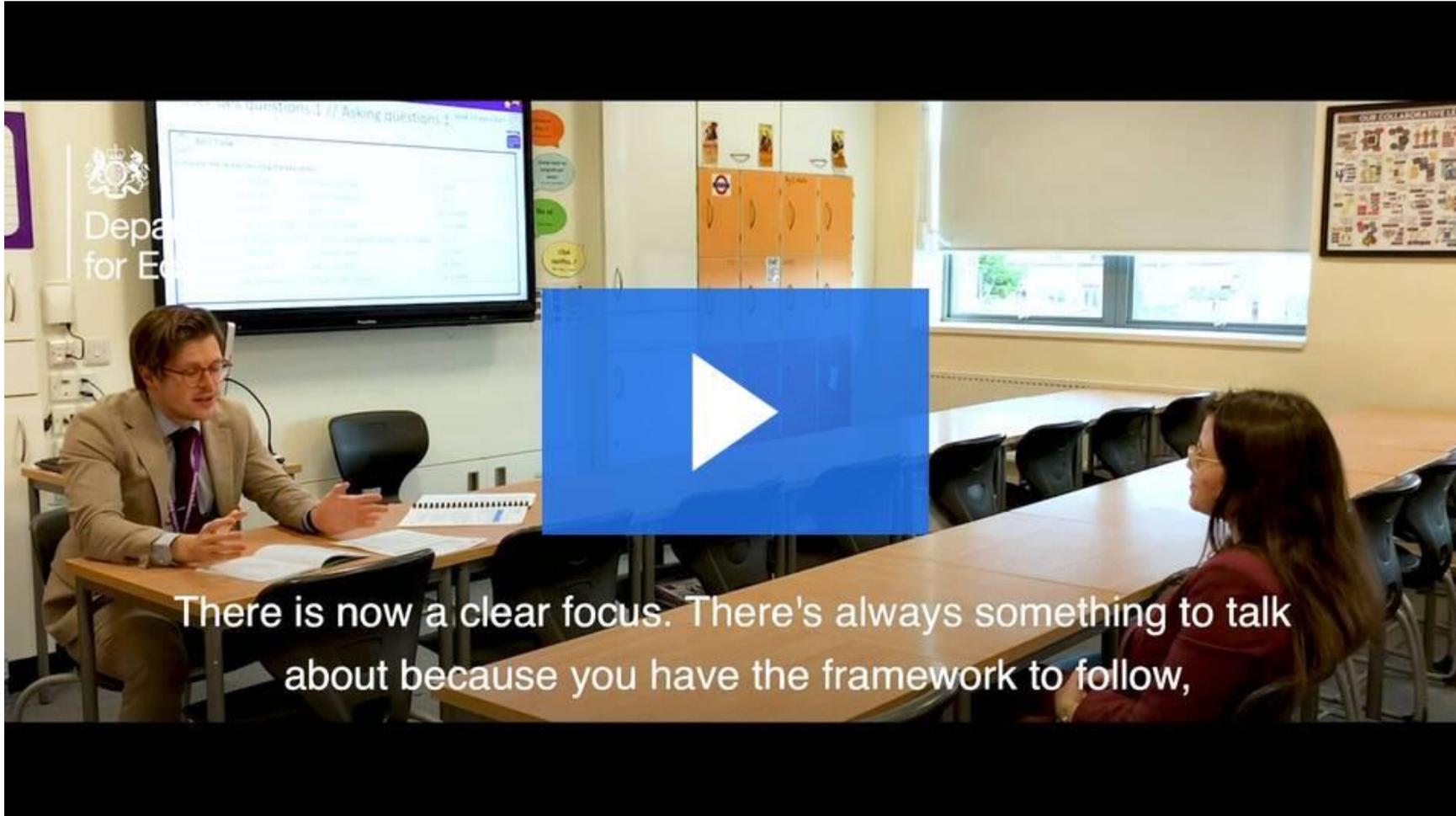
-  From 25<sup>th</sup> April
-  June-August
-  From September

If your school does not expect to have any ECTs in the 2021-22 academic year, you do not need to register with the online service. Instead, familiarise yourself with the revised statutory guidance for induction and ensure your school's policy is up to date for future ECTs

-  Work with your AB to facilitate your ECTs' induction in line with statutory guidance.

## Early Career Framework reforms: Full Induction Programme

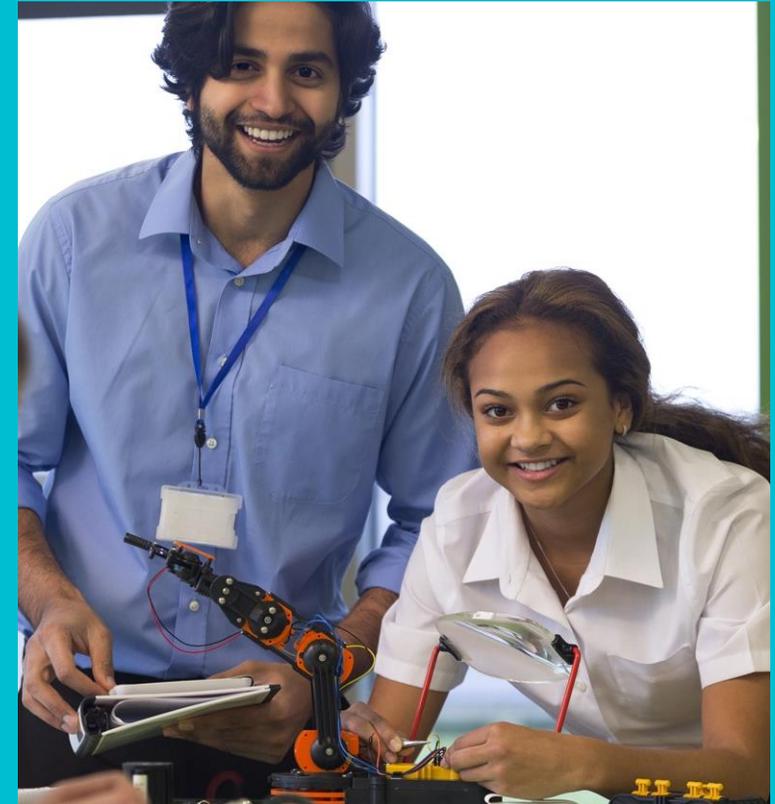
The Full Induction Programme is currently being run in four areas of the country as part of an early roll-out of these reforms. We interviewed early career teachers, their mentors and school leaders to discuss their experience of the Full Induction Programme.



# ECF – Actions for Schools

- Ministerial letter 26<sup>th</sup> April – ECF
- Decide route and Lead Provider
- New online DfE portal (opens 25 April)
  - Chosen ECF route
  - ECT/ Mentor details
- Register for Appropriate Body service

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# Delivering the ECF Full Induction Programme to Northamptonshire

Faye Craster, Teach First ECF Programme Lead

Northamptonshire  
Teaching School Hub



# Why is Teach First well-placed as a Lead Provider?



The ECF fits seamlessly into the support we give to schools for teachers at all career stages

Find the right teachers & support staff

Academic Mentoring Programme

Train and retain Early Career Teachers

Training Programme

Develop school leadership teams

ECF

NPQs

Career Leaders

Support Headteachers and system leaders

Headship First

Leading Together



+ An experienced trainer of teachers and mentors – we have successfully trained over 17,000 teachers and supported them and their mentors as NQTs

+ Gained experience and strengthened our approach through participating in the Early Roll Out

# Lead Provider you can trust



*“What sets the partnership apart are the people. Teach First have given us caring and responsive people to discuss, debate and review the impact of the programme. This demonstrates and lives up to our values, as well as inspiring our teachers.”*

Matthew Purves, Academies Enterprise Trust



*“Teach First are proving to be brilliant partners in the best sense of the word: bringing added value through the quality of their curriculum and materials, and listening carefully to our needs and suggestions for improvement.”*

Roger Pope CBE, Education South West and Teaching Schools South West



We've been supporting schools serving disadvantaged communities for **16 years**

We currently work with over **1,700 schools** bringing proven benefits through:

- High quality, research-informed content
- Focus on practise-led training and exemplification
- Subject and phase specificity
- Use of experts and content designed for schools, with schools

As a **Lead Provider**, we offer:

- Flexible and personalised approach
- Dedicated point of contact

# Teach First Approach to ECF



We will use a blended learning delivery approach which will align:

- Face to face induction at the start of year 1 and year 2 for mentors, SLT Leads and Early Career Teachers
- Learning Management System with all self-directed study materials
- Mentor/ECT instructional coaching (weekly in year 1, fortnightly in year 2)
- Seminars led by Delivery Partners
- Optional modules on wellbeing and career progression to support retention of early career teachers

# Programme Time Allocation



	Early Career Teacher		Mentor	
	Year 1	Year 2	Year 1	Year 2
<b>Mentoring</b>	Each Week	Each Fortnight	Each week	Each fortnight
<b>Induction</b>	6 hours face to face	6 hours face to face	6 hours face to face	6 hours face to face
<b>Self-Directed Learning</b>	4.5 hours per half term	1 hour per half term	1 hour per half term	1 hour per half term
<b>Seminars</b>	12 x 80 minute seminars (two per half term)	6 x 90 minute seminars (one per half term) 6 opportunities to observe experts	6 x 80 minute seminars (one per half term)	6 x 80 minute seminars (one per half term)
<b>Optional</b>	Stretch content in each module Teacher wellbeing course Career progression modules			

# Year 1 programme

## 6 modules (one per half-term):

1. **Creating powerful learning environments**
2. **How pupils learn**
3. **How to plan and teach lessons**
4. **Supporting every pupil to succeed**
5. **Assessment and feedback**
6. **Planning a coherent curriculum**



Designed with  
subject matter experts:

Tom Bennett  
Prof Ben Riley - Deans for Impact  
Claire Stoneman  
Driver Youth Trust  
Prof Rob Coe - Evidence Based Education  
Ed Vainker and Reach Academy

# ECT Overview – Year 1



A 6 hour in-person induction, which will set out programme requirements and introduce module 1

4.5 hours of self-directed study per module encompassing exemplification materials, online activities and reflection

Two 80-minute small group seminars per module (half term) to discuss content with fellow ECTs, form networks, share examples, contextualise learning

Weekly mentor meetings underpinned by a half-termly cycle of instructional coaching

# Mentor Overview – Year 1



A 6 hour in-person induction, which will set out programme requirements and introduce module 1

Weekly videos which align to the ECF standards that the ECTs will cover during their self-directed study

Each week - Working with their ECTs in schools to identify needs, observe and provide high-quality feedback

Live seminars (one per half term) to support mentors to:

- Develop instructional coaching and deliberate practice
- Develop peer networks where mentors can meet and share experiences

# ECT Overview – Year 2



A 6 hour in-person induction, which will outline development for the year and consider the ECF standards through a subject-lens

1 hour per half term - engagement with high quality materials subject-specific exemplification materials, online activities and reflection

One 90-minute subject-focused training session aligned to self-directed study.

Half-termly cycle of instructional coaching activities during weekly mentor meetings, supported by subject expert demonstration activities

# Mentor Overview – Year 2



A 6 hour in-person induction, which will outline development for the year and consider the ECF standards through a subject-lens

Weekly videos which align to the ECF standards to understand the content accessed by their early career teachers

Working with their ECTs in schools to identify needs, observe and provide high-quality feedback, supported by subject expert demonstration activities

Live seminars to support mentors to:

- Develop instructional coaching and deliberate practice with a subject-lens
- Develop subject-focused peer networks

# Our Unique Selling Points



1. All core induction content covered in year 1 of the programme, including stretch content for those NQTs who are already showing good practice from ITT in certain areas
2. Subject specific programme, specifically in year 2 where ECTs and Mentors will work in subject groups, taught by a subject expert with materials from The PTI
3. A state of the art Learning Management System where all Early Career Teachers and Mentors can access the content
4. Training for mentors on both the content but also researched informed approaches to mentoring, e.g. Instructional coaching, created in collaboration with Deans for Impact (world leading experts in teacher education)
5. Access to a teacher wellbeing course
6. Optional modules at the end of the course to support Early Career Teachers to progress whilst staying in their school





**Katherine Walsh**

**Regional Nasen Lead**

***Every Teacher A Teacher of SEND***

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# Next steps

- Simply express your interest with NTSH and Teach First for our Full Induction Programme and/ or AB
- Decide your route
- Register your ECTs with DfE portal (opens 25 April)
- Contact your selected Lead Provider
- Select an Appropriate Body

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# Q&A

Stay in Touch:

[tshub@brookeweston.org](mailto:tshub@brookeweston.org)

@Northants\_TSHub

[www.northamptonshireteachingschoolhub.org](http://www.northamptonshireteachingschoolhub.org)

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