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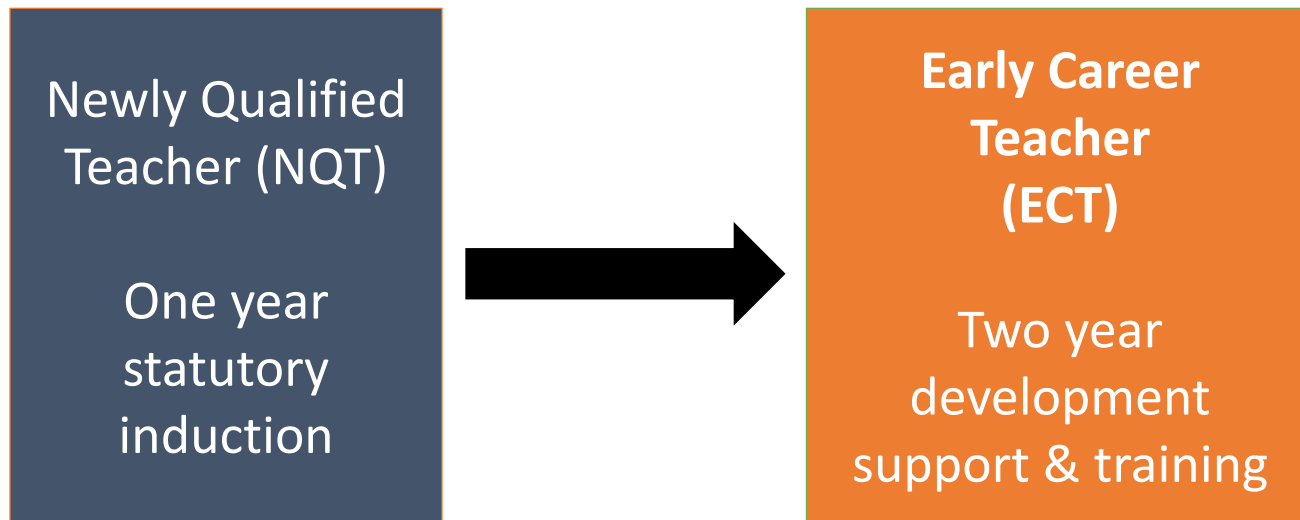
EARLY CAREER TEACHER FRAMEWORK:
PARTNERSHIP BRIEFING
MAY 2021

Jane Lloyd: Strategic Lead for Primary Partnerships



Early Career Teacher Support

What has changed?



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
Length of support	One year	Two years
Timetable reduction	10% reduced timetable for one year	10% reduced timetable in Year One 5% reduced timetable in Year Two.
Content	No defined content	Induction should be based on the Early Career Framework
Role of the mentor	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
Assessment	Marked against Teacher Standards Three formal assessment points	Marked against Teacher Standards Two formal assessments – supported by regular progress reviews Early Career Framework is not an assessment tool
Funding	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.
ECT Pay	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
Role of the Appropriate Body	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 Teacher Support

ECT Expectations



- ECTs will be accessing a programme of training.
- The Early Career Framework underpins the training.
- ECTs will have time away from the classroom to support your training – there will be a clear focus on enabling them to develop their professional skills.
- In the first year, this will be 10% of the timetable.
- In the second year, this will be 5% of the timetable.
- ECTs will still have their PPA time.
- An ECT mentor is there to support and encourage ECTs in their development. ECTs will have regular meetings with their mentor.
- An ECT induction tutor ensures a programme of support is in place.



Early Career Teacher Support

Assessment

The Early Career Framework underpins an entitlement to training and support for early career teachers and should not be seen as an additional assessment tool. Early career teachers will not be expected to collect evidence against the ECF and they will continue to be assessed against the Teachers' Standards only. There will be two formal assessment points, one midway through induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.

ECF starts:
Review 1



Review 2



Assessment
1

Review 3



Review 4



Assessment
2
ECF ends

ECT Framework

- Developed through consultation and in response to previous reviews and policy priorities (Carter Review etc.)
- Has been a period of development – ECF pilots in 5 areas
- Purpose is to create robust and extended training and support for new teachers from 2021 - *a structured, consistent and coherent induction period, in which they are taught the accumulated knowledge and skills necessary to not only survive but thrive in their chosen profession* (TES: 2019)
- Aligned to the Teachers' Standards – *slightly new names*
- Rooted in research
- Sections split into knowledge and application guidance
- **Funded** – 10% PPA for NQT /ECT 1 and 5% PPA for NQT+1 /ECT 2...to cover 20 further mentor meetings in year 2 of post qualification (*approx. additional school funding £2100 per ECT 2 and Mentor pair*)



Early Career Teacher Support

Early Career Framework

The Early Career Framework has been designed to support early career teacher development in 5 core areas – **behaviour management**, **pedagogy**, **curriculum**, **assessment** and **professional behaviours**. So that the framework links to the Teachers' Standards, it has been divided into 8 sections.

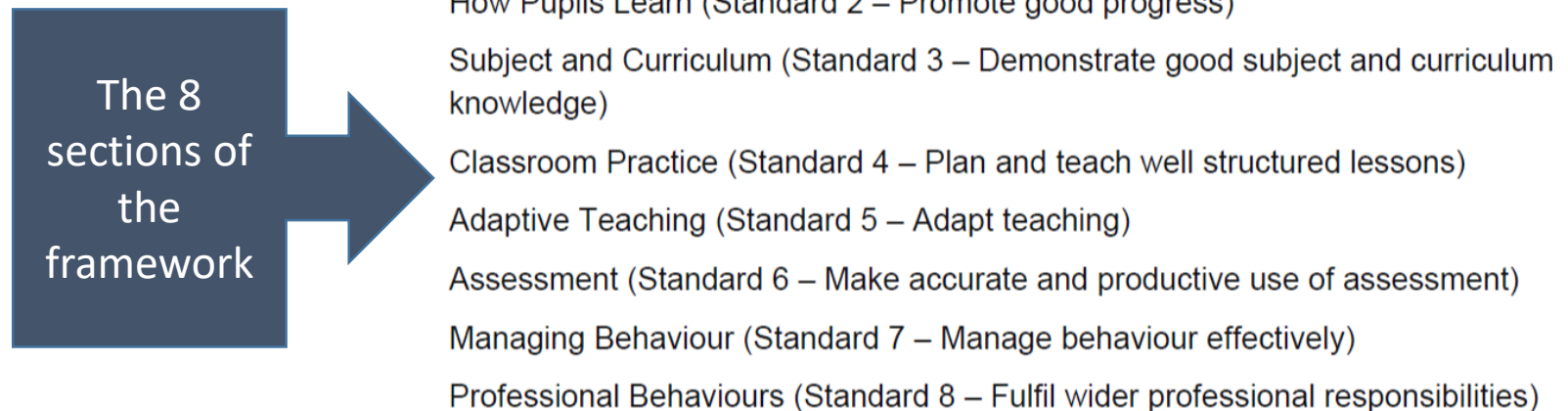
Ofsted has identified curriculum balance; the **sequencing of theory and practice ; mentor support and guidance**; the training of teacher educators; and **communications between centre-based provision and placement** as being important to ITE curriculum quality.

It is now testing how well it can inspect these areas across different types of teacher training provider.



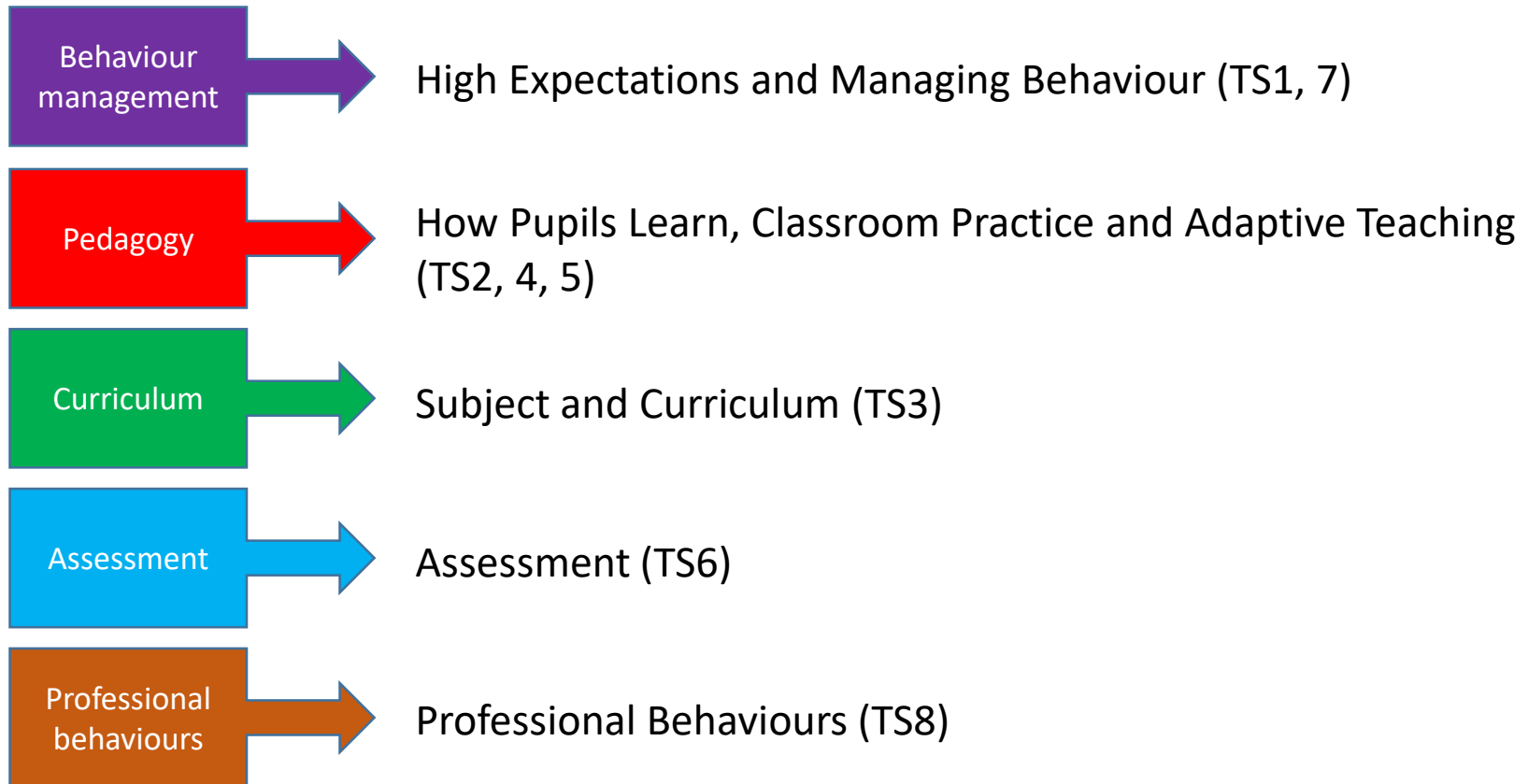
Early Career Teacher Support

Early Career Framework



Part Two of the Teachers' Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. These standards must always be met and stand alongside the ECF so are not explicitly referenced within the framework.

Early Career Teacher Support



Aligned to ITE Framework

ITE curriculum to include:

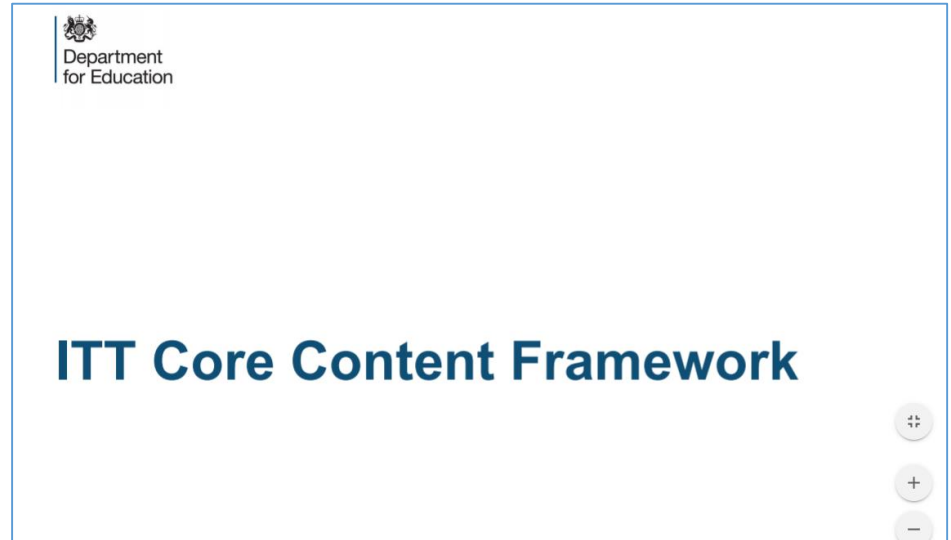
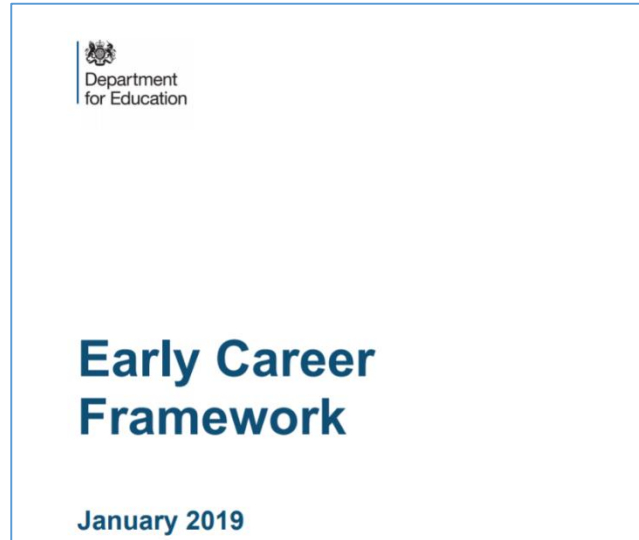
- learning to teach (1. generic pedagogy and 2. classroom management);
- learning to teach a subject (3. subject knowledge, 4. pedagogies and curriculum);
- and learning to be a teacher (5. professional behaviours and values).

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It is now testing how well it can inspect these areas across different types of teacher training provider.



ECT Framework and new ITT Framework



- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf

Early Career Teacher Support

The ECF sets out two types of content. Within each area, evidence statements ("Learn that...") have been drawn from current research, both from the UK and overseas. This evidence includes meta-analyses and research syntheses, including practical guidance that can be supported to develop. Practical guidance is the best available educational research and other sources.

BCU
partnership
will add the
why!

Classroom Practice (Standard 4 – Planning)

Learn that...

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.

Make good...

- Start with a clear purpose and a plan.
- Consider the needs of all pupils.
- Use a range of resources and materials.
- Use a range of assessment methods.
- Use a range of learning styles.
- Use a range of learning environments.

Model effectively, by:

- Narrating thought processes.
- Asking questions.
- Encouraging discussion.
- Encouraging collaboration.
- Encouraging reflection.
- Encouraging evaluation.

- when working independently and drawing pupils' attention to links with prior knowledge.
- Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).
- Exposing potential pitfalls and explaining how to avoid them.

Stimulate pupil thinking and check for understanding, by:

- Planning activities around what you want pupils to think hard about, and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).
- Providing appropriate wait time between question and response where more developed responses are required.
- Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).
- Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.



BCU key themes link to the ITT Core Content Framework:

1. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
2. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.
3. How trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils' learn impact on pupils' progress and wellbeing.
4. How trainees plan and assess learning to ensure that all pupils make progress.
5. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
6. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.




Early Career Teacher Support

From trainee teacher to early career teacher

The transition process



Before trainees have their sign off meeting with their Personal Tutor, you will be asked to complete some of the Early Career Teacher Transition Record. They will discuss your comments and add further reflections. BCU ECTs will share the record with your mentor in your employing school and set some initial targets.

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Early Career Teacher Transition Record

Name: _____

Title of ITE programme: _____

Specialist subject: _____

Length of programme: _____ **Part-time or full-time:** _____

Date of successful programme completion: _____

Agex ranges covered during training (✓):

Foundation ☐ Key Stage 1 ☐ Key Stage 2 ☐

Key Stage 3 ☐ Key Stage 4 ☐ Post 16 ☐

BCU teachers demonstrate four key characteristics:

Committed to:

- Being outstanding teachers
- Creating a vibrant learning environment in which all learners will thrive
- Meeting the needs of all learners and their communities
- Taking responsibility for their own professional development and learning
- Having excellent subject and pedagogical knowledge

Creative in:


- Inspiring and motivating all learners
- Developing learning and teaching through research and evidence
- Overcoming disadvantage and barriers to learning
- Developing the impact of their professional practice

Confident to:

- Act as leaders of learning
- Adapt flexibly and proactively to change
- Work effectively with all partners in learning
- Demonstrate responsibility and be accountable for their professional actions and decisions


Collaborative by:

- Understanding that authentic and effective collaboration is an essential element of professional practice
- Working effectively with expert teachers across partner organisations
- Working with peers and subject / phase experts to develop effective curricula
- Embodying the ethos and vision of partner organisations in their professional role
- Participating in practice-led research discourses to deepen and develop a community of learning

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Reflections at the end of your training:

BCU key themes	Early Career Framework	Strengths/achievements	Areas for development	How will you achieve this? (To be shared with mentor)
How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning	Building a productive classroom environment (high expectations and managing behaviour) (TS1, 7)			
How trainees develop effective behaviour management strategies and high expectations and awareness of pupil wellbeing	Supporting learning and development (How pupils learn and adaptive teaching) (TS2, 5)			
How trainees plan and assess learning to ensure that all pupils make progress	Understanding curriculum and assessment (Subject and curriculum, classroom practice and assessment) (TS3, 4, 6)			
How trainees implement effective adaptive teaching approaches to support all learners, including SEN and EAL learners	Being a learning professional (Professional behaviours) (TS8)			

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Meeting in employing school (ECF 1)

Employing school details:

Name of mentor: _____ **Date of initial discussion with school mentor:** _____

Identify four targets that link with the comments shared earlier in the reflections section:

	Target	Corresponding area of Early Career Framework
School specific and linked to school development plan		
Subject or phase specific		
Professional development		
Specific area of interest development		

Early Career Teacher signature: _____

Mentor signature: _____

Amanda brougham: Strategic Lead for Secondary Partnerships



Regional ITT Hubs gain DfE support

- All school based – nationally ‘87 centres of excellence for teacher training and research’ (DfE, 2021)
- ITT / ECF / NPO – evidence based

In our region:

- Ark St Albans
 - Arthur Terry
 - Tudor Grant
 - Haybridge High School Multi Academy
 - Lawrence Sheriff School Community Trust
 - John Taylor Multi-Academy Trust
- The Four Stones

Go to centres
for CPD
support for
all teachers



Higher Education Institutes and ITT

30,000 teachers begin their teaching journey through ITE partnerships, like ours each year

In our region:

- BCU
- University of Birmingham
- Newman University
- University of Warwick
- Wolverhampton University
- Worcester University



Statutory Requirements for ECF / induction

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, *subject to specified exemptions (all listed in guidance)*.
- ***Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.***
- Early Career Framework (ECF) based training is expected to be embedded as 1 Throughout this document 'academies' includes 16–19 and alternative provision academies.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory Induction Guidance 2021 final 002_1_1 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf)



ECF statutory requirements

DfE announced **three approaches to ECF delivery:**

1. a funded provider led programme.
2. schools deliver their own training using Department of Education's (DfE) accredited materials and resources.
3. schools design and deliver their own early career framework-based induction.

ECF will be linked to ITT
Regional Hubs / appropriate bodies

The lead providers for national roll-out are:

- Ambition Institute
- Best Practice Network
- Capita with lead academic partner the University of Birmingham
- Education Development Trust
- Teach First
- UCL Institute of Education.



What do you need to know about ECF providers

- Providers will be paid directly so schools will not face any payment burdens.
- **There will be additional funding for schools using a provider-led programme for the time mentors of early career teachers will spend on the provider-led mentor training. This will consist of 36 hours of backfill time over two years per mentor.**
- Funding for this programme is in addition to the core ECF funding
- As a BCU Partnership school we guarantee to complement and support **any of the 6 accredited programmes** through both our training and ECT support sessions



Other option = less funding

Schools deliver their own training using DfE-accredited materials and resources

- Schools use freely available DfE accredited materials (i.e. materials from Ambition, Field Hallam Uni., Teach First and UCL) to deliver their own early career training

- These materials are provided by the Department for Education and the **Endowment Foundation**

Schools design their own career framework-based induction programme
















- Schools can design a 2-year induction programme for Year 7-8 based on the early career framework

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partnership
will add the
why!



Actions for schools preparing for ECF

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
	 PROVIDER	 IN SCHOOL	 IN SCHOOL
	Time off timetable funded for early career teachers and mentors in the second year of induction.		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		A sequenced two-year programme based on the Early Career Framework
	Self-directed study materials for early career teachers.		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 support mentor sessions designed to reduce mentor workload
	Funded training delivered directly to early career teachers by an external provider.		Materials to adapt to deliver further training for early career teachers
	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.		



Leadership input: intense mentor CPD

Ambition Institute

- Instructional coaching model
- Mentor handbook (published)
- Videos and articles

EDF / Sheffield Hallam

- Session plans / scripted
- Text heavy

Teach First

- Instructional coaching models
- Mentor handbook
- Session plans / scripted / TLaC

UCL

- Audits / developmental
- Discourse and reflection

Content shaped
around ECF –
free resources
available via DfE
website for those
choosing option 2



BCU partnership with CAPITA and UOB



Professor Kevin Mattinson: Associate Dean and Head of School

As a significant provider of NQTs for the region, and as an organisation that offers a range of post-qualifying degrees for education professionals, I feel it is important that the school of Education and Social Work at BCU demonstrates its commitment to support early career professionals and our partner schools in ensuring that we maintain and continue to develop the strongest possible teaching force for our learners.

To this end, we will be a delivery partner for Capita. The University of Birmingham is the Lead Academic Partner for Capita so it is appropriate that, alongside our colleagues, we are working with our partners in the region.



Capita in Education

Capita has been selected as a training provider to deliver the ECF, with the University of Birmingham as their lead academic partner.

Birmingham City University will be your full induction programme training provider in Birmingham / West Midlands region.

About Capita:



Capita is a leading supplier of digital and technology-enabled services to the education sector. Capita work with schools across all **151 local authorities** in England.



Top 5 supplier to UK education – c. £200m of annual revenue.



Services fall into **three segments**:

- Supporting educators
- Business services for the national education system
- Support services to schools, academies and FE/HE



United by a common desire to **improve education** outcomes.



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Your BCU ECF Partnership



You can identify BCU as your preferred delivery partner when signing up for your ECF provider – and we are more than happy to support you!

[Early Career Framework: School Registration Form \(office.com\)](#)



Sneak preview....

Year 1

Term 1 (Behaviour B1– B12)		Term 2 (Subject – S1-S12))		Term 3 (Subject – S1-S12))	
Conference (6hrs) F2F Science of Learning	Clinic 2 (1.5hr) Remote Challenging behaviour	Clinic 3 (1.5hr) Remote Parenting	Clinic 4 (1.5hr) Remote Teaching	Clinic 5 (1.5 hr) F2F Wellbeing and workload	Clinic 6 (1.5hr) Remote Early literacy (reading)
Clinic 1 (1.5hr) Remote Supporting all pupils					
Webinar (4hrs) Remote Induction – introduction to ECF					
Guided self-study 40 mins weekly (Ambition materials)		Guided self-study 40 mins weekly (Ambition materials)		Guided self-study 40 mins weekly (Ambition materials)	
<u>B1. Strand fundamentals and contracting</u> <u>B2. Routines</u> <u>B3. Instructions</u> <u>B4. Directing attention</u> <u>B5. Low-level disruption</u> <u>B6. Consistency</u> <u>B7. Positive learning environment</u> <u>B8. Structured support of learning</u> <u>B9. Challenge</u> <u>B10. Independent practice</u> <u>B11. Pairs and groups</u> <u>B12. Upholding high expectations</u>		<u>S1. Strand fundamentals and re-contracting</u> <u>S2. Planning backwards</u> <u>S3. Type</u> <u>S4. Gaps and</u> <u>S5. Acquisition</u> <u>S6. Promote</u> <u>S7. Develop</u> <u>S8. Sharing</u> <u>S9. Assessing</u> <u>S10. Exam</u> <u>S11. Adapting</u>		<u>S1. Strand fundamentals and re-contracting</u> <u>S2. Planning backwards</u> <u>S3. Type</u> <u>S4. Gaps and</u> <u>S5. Acquisition</u> <u>S6. Promote</u> <u>S7. Develop</u> <u>S8. Sharing</u> <u>S9. Assessing</u> <u>S10. Exam</u> <u>S11. Adapting</u>	
Weekly mentor mtg 60 mins weekly (15 mins lesson observation – ID coaching target + 45 minutes coaching conversation – remote)		Weekly mentor mtg 60 mins weekly (15 mins lesson observation – ID coaching target + 45 minutes coaching conversation – remote)		Weekly mentor mtg 60 mins weekly (15 mins lesson observation – ID coaching target + 45 minutes coaching conversation – remote)	

ECT workload:
 6 hour conference
 9 hours of clinics (3 hrs per term)
 24 hours self study (8 hours per term)
 = 39 hours
 Weekly 1 hour mentor meeting (school time)

Mentor workload:
 6 hour conference
 3 hours als (1 hr per term)
 4 hrs boost (term 2 & 3)
 = 13 hours
 Weekly 1 hour mentor meeting (school time)

Mentor

Term 1		Term 2		Term 3	
Conference (6hrs) F2F Science of Learning	Action Learning Set 1 (1hr)	Mentor boost event 1 (2hrs)	Action Learning Set 2(1hr)	Mentor boost event 3 (2hrs)	Action Learning Set 3 (1hr)
Digital learning 1 (1.5hrs)		Digital learning 2 (1.5hrs)		Digital learning 3 (1.5hrs)	
Weekly mentor mtg (15 mins lesson observation + 45 minutes coaching conversation)					



Partnership and mentoring at the heart

- Mentoring gaining status in schools – clear message for PMs to consider the development of mentoring as a key aspect to their role
- Training and support will be developed through the BCU partnership aligned to ECF curricula

Mentor training; partnership priority

- Through ECF delivery partnership
- Ongoing support as an ITE partner / ITT Hubs support likely
- **BCU programmes will have more regular support sessions for mentors in partner schools to include:**
 - At start of phases to guide operations –a video link?
 - Partnership websites
 - Drop in support in effective formative assessment aligned to BCU Curriculum themes (which of course align with ECF themes)
 - Signpost policy – e.g. CCF and ECF
 - Aligned to core best practice / Mentor Standards
 - Reflections on research relevant to phase / subject
 - Opportunity to develop a community of practice locally



Signing up to preferred ECF programme

- DfE will imminently be releasing a portal through which ALL schools identify how they plan to deliver their ECT Induction programme
- DfE has stated that this will be emailed directly to ALL schools, further advice can be provided by a regional ITT Hub
- This is where schools state their intention to be supported by a lead provider (e.g. Capita)
- They will need to have identified their Induction Tutor at this point (not mentors)



Your BCU ECF Partnership



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[Early Career Framework: School Registration Form \(office.com\)](#)



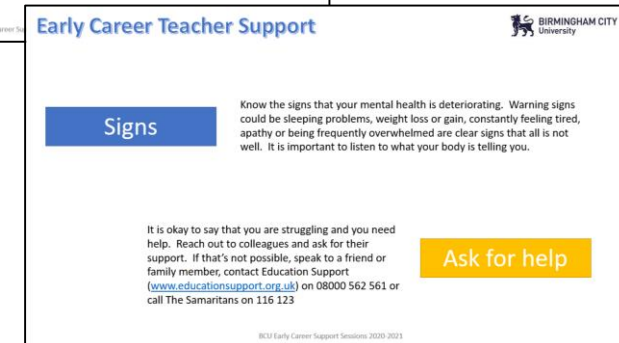
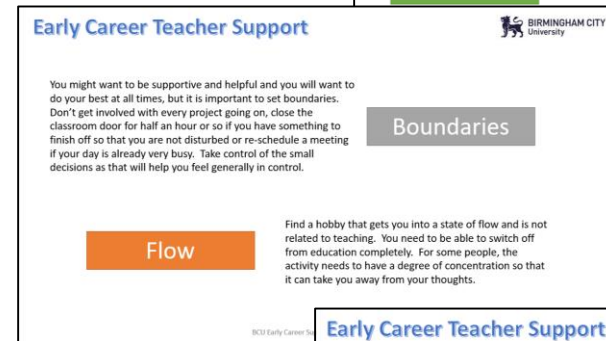
Internal requirements

- Decide how you to run the ECF Induction programme
- Identify Induction tutor
- Brief mentors about ECF programme and their requirements in terms of ECT support and training
- Timetabling for mentors and ECTs to align to core expectations
- Familiarise selves with Ambition materials online
- ECT calendar for CPD – BCU can help
- Familiarise selves with BCU Early Career teacher Support section of external website : <https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/early-career-teacher-support>



Staying in contact with BCU.

- We will be arranging fortnightly Early Career Teacher online drop in sessions. We will cover different themes each time we meet aligned to ECF programme. It will be a chance to learn more about topics, engage in chat with other ECTs and share any good practice.
- Any ECT can attend – even if not a BCU alumni
- Programme and dates advertised on BCU Early Career Teacher Support pages on website
- Opportunity to manage workload for ECTs and support induction tutors and mentors in supervising elements of self study



BCU online support for partnership ECTs

- Before June 30th email the name of your ECF Induction Tutor to education.partnership@bcu.ac.uk
- Be sure to title the email ECF Induction Tutor for XXXX school
- We will then send a mailshot to all Induction Tutors in July outlining:
 - BCU ECT drop-in session calendar for autumn term (to inform your ECT calendars)
 - Date of drop-in session to introduce BCU role in Capita programme for partner schools
 - Dates of further ECF specific mentor training events for partner schools



ANY QUESTIONS?



Type your questions into chat or email them to: -

jane.lloyd@bcu.ac.uk /
amanda.brougham@bcu.ac.uk



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