



Early Career Framework

Your Questions Answered

Academic Year 2021-22

Working as a Delivery Partner for the Education Development Trust

Overview of the Early Career Framework

What is the Early Career Framework?

The Early Career Framework (ECF) is a funded, 2-year package of professional development, available to early career teachers (ECTs) from September 2021. It forms part of the DfE's teacher recruitment and retention strategy and aims to improve the training and development available to teachers.

Do schools have to take part in the programme?

If schools are employing an ECT there is a statutory requirement for them to be offered an ECF based induction. Schools can choose one of three options:

1. Take part in a funded provider-led programme (FIP)
2. Deliver your own training using DfE-accredited materials and resources (CIP)
3. Design and deliver your own ECF-based induction (DIY)

What is the difference between my delivery partner and the lead partner?

We are your delivery partner at the Alban Teaching School Hub and we are working with Education Development Trust as our Lead Partner.

The Alban Teaching School Hub are the delivery partner for The Education Development Trust's Early Career Professional Development programme. EDT are the owners and producers of the content that you and your ECT(s) have been engaging with since the start of their induction. The materials and training have been written by industry leading experts and underpinned by evidence-informed practice to ensure all aspects of the ECF are adhered to.

What is the funded provider-led programme, also known as the Full Induction Programme (FIP)?

Schools can choose to work with a provider who has been accredited by the DfE and who will design and deliver a programme of face-to-face and online training to early career teachers and their mentors. We are working in partnership with our national network of school Delivery Partners to lead the programme locally.

Is the Full Induction Programme fully-funded?

This is a DfE funded programme and by agreeing to take part schools will receive:

- Funding for an additional 5% off timetable for ECTs in their second year
- Funding for mentors to spend with early career teachers in the second year of induction - this is based on 20 hours of mentoring across the academic year
- An additional 36 hours of backfill time for mentors of early career teachers to spend on their own training

Further information can be found here:

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

Who will be completing the induction sign off?

The Appropriate Body makes the final decision as to whether an Early Career Teacher's performance is satisfactory against the Teachers' Standards. In doing this, the Appropriate Body would draw on the recommendation of the Headteacher/principal.

Will this feel like extra workload for early career teachers?

The programme has been designed to ensure that the strengthened induction will not add to the workload of early career teachers. It is delivered entirely in their time away from the classroom in the reduction in working hours that early career teachers are entitled to. In addition to the 10% timetable reduction in their first year of induction, under the strengthened induction early career teachers will be entitled to 5% time away from the classroom in their second year of induction.

How will this programme impact on early career teachers and mentor's workload?

The ECF lays out the number of hours mentors should be engaging with training, and this is the same across all four providers. Education Development Trust and the DfE have considered workload carefully when setting out these requirements for both early career teachers and mentors.

Is this part of an Early Career Teachers Assessment?

The DfE have been clear that, whilst all ECT's should be offered an ECF based induction, the Early Career Professional Development Programme should not be used as part of the assessment process.

What is the Early Career Professional Development Programme?

- The Early Career Framework (ECF) reforms create a step change in support for early career teachers, providing a **funded entitlement to a structured 2-year package** of high-quality professional development.
- The reforms are part of the government's **teacher recruitment and retention strategy**, which aims to improve the training and development opportunities available to teachers.
- The Early Career Professional Development Programme is a funded provider-led programme, offering new teachers **dedicated time to focus on their development** at a really important time in their careers, building on their ITT.

Early Career Framework Training Overview

		Year 1			Year 2			
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	HOURS
ECT	Regional Training		 5 HRS		 5 HRS			11 HRS
	Local group sessions 3 HRS EACH							12 HRS
	Webinars 1 HR EACH	 x2						7 HRS
	Self study	 26 HRS			 5 HRS			31 HRS
		Weekly mentor sessions			Fortnightly mentor sessions			

		Year 1			Year 2			
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	HOURS
MENTOR	Regional Training 5 HRS EACH							5 HRS
	Local group sessions 3 HRS EACH							6 HRS
	Peer-to-peer 1 HR EACH	 x2	 x2		 x2	 x2		10 HRS
	Webinars 1 HR EACH	 x2	 x2		 x2	 x2		10 HRS
	Reading and reflection	 3 HRS			 2 HRS			5 HRS

Eligibility

Can the school take part if they are not employing any ECT's?

The programme is designed for mentors to provide 1:1 support to their ECTs and therefore we are unable to accept schools onto the programme where they are not recruiting an ECT

Who is eligible to register for a FIP?

All state-funded schools are eligible to take part in the programme with some exceptions

Can Independent schools who receive state funding register for the FIP?

State-funded independent schools are eligible to take part in the programme. This covers:

- Non-maintained special schools
- Independent schools who have been "Section 41" approved

Can I register an ECT who is about to start their second year of induction?

The programme is only available to ECTs who are starting their induction from September 2021. The optional, additional 5% funding available to schools for ECTs starting their second year is to reflect the fact that their ITT was curtailed and their 1st year of teaching has also been unusual and is for schools to provide any extra support needed.

My ECT has qualified as a teacher through a different route and does not have a TRN. Are they still eligible to take part?

Only those with QTS status are eligible to receive a TRN and can take part in the FIP. QTLS teachers are only eligible for the CIP.

My early career teacher only works part-time can they still access the programme?

As part of their statutory induction all ECTs should take part in an ECF-based induction. Any participant who works less than 0.8 FTE will be classed as part-time and their programme will run over 4 years unless a reduced induction is agreed with the Appropriate Body. We will work closely with schools to ensure teachers working part-time are fully supported.

Can teachers trained in Ireland take part in the programme?

Teachers from Ireland, who have full registration as they have completed induction with the Teaching Council in Ireland (TCI) can apply for QTS and are exempt from completing an induction period. Those with conditional registration with the TCI are not eligible for QTS and are therefore not eligible to take part

Do experienced non QTS access the FIP or a reduced FIP?

Participants need to have QTS status but any reduction in the induction period needs to be agreed with the Appropriate Body and by EDT to ensure we can support

Registration

How do I register my ECT's to take part in the Full Induction Programme?

All schools need to register both through the Education Development Trust landing page - <https://www.educationdevelopmenttrust.com/ecf> **and** through the DfEs digital service.

All schools should have been sent an email inviting them to register on the service by the DfE, but any school can use this link to resend the email if it has been lost, or if the link has expired - <https://manage-training-for-early-career-teachers.education.gov.uk/>.

Any school that is having a problem with this service should contact the DfE's digital team via continuing-professional-development@digital.education.gov.uk.

Can I register more than one Induction Tutor on the DfE online service?

Whilst schools can have multiple induction tutors, all ECTs must have one single induction tutor to report to and this individual will receive all communications from the DfE.

Can I register an ECT on the DfE digital service without a TRN?

The DfE's online service is being designed to allow early career teachers and mentors to be provisionally set up without a validated Teacher Reference Number, to cover scenarios where TRNs have not been allocated yet. Early career teachers and mentors will be prompted to provide a validated Teacher Reference Number at a later stage.

Our ECT will not start the programme until January. Can a mentor join the programme in September?

As part of the Mentor programme they will be supporting an ECT and therefore will only be able to join the programme at the same time as the ECT.

I've not yet had login details for the Education Development Trust's portal. How do I get it this as an induction tutor?

The portal is accessed by the ECT and the ECT Mentor only. If the induction tutor wishes to engage with the portal they can do this by meeting with their ECT or mentor.

Funding

How will the school receive payment?

The funding amount is calculated by taking the average salary of mentors and early career teachers, split by region.

This data will be collected through the school workforce census to ensure there is minimal administrative burden for schools. State schools undertaking statutory induction will receive a single payment for their early career teachers and mentors in the summer of the second year of induction.

After the first cycle of the ECF will the same Mentors be enrolled on the programme for future Early Career Teachers from September 2023?

Mentoring is a very important element of the induction process and it is the school's responsibility to ensure an appropriate mentor is in place to provide support to effectively meet the needs of every early career teacher.

High quality support will be available to mentors, and funding will be provided to cover mentors' time with the mentee in the second year of teaching. It is not compulsory under the ECF for mentors to receive provider-led training. If mentors do complete provider-led training, the DfE do not expect that they will need to undertake this again to work with ECTs under the current framework.

Do schools pay any fee for taking part in the ECF?

No state funded school in England should pay a fee for participating in the ECF.

How much funding for Y1 induction is currently included in the National Funding Formula?

Schools receive their core funding through the dedicated schools grant (DSG), which is calculated using the National Funding Formula (NFF). The NFF allocates funding primarily based on the characteristics of the schools and their pupils.

Schools initially received funding for the time off timetable through the "standards fund". Now, the funding is incorporated into the core schools funding that schools receive through the DSG. As such, schools are expected to meet the cost of the 10% release time for newly qualified teachers as part of their core funding. The NFF does not ' earmark ' a certain amount of funding which schools receive for, or should spend on, their NQTs. It is up to head teachers to manage the funding they receive

How was the figure of £1,200 per ECT for 5% timetable release calculated?

The 5% time-off timetable is not a calculation of the 5% of an M2 salary, but instead the cost of taking an ECT out of the classroom for 5% of their teaching hours. This is calculated by taking 1265h of 'directed working hours' and multiplying by 69%, the proportion of teaching hours including PPA. This figure is then multiplied by 5, providing the 5% time-off timetable, which accounts for 44hr, multiplied by the regional hourly pay rate.

What happens to funding if an ECT leaves part way through their induction?

If an ECT leaves part way through their second year of induction, then part funding will be calculated based on the School Workforce Census returns. Year one funding is already included in the National Funding Formula so schools will continue to receive this as normal.

Mentors

Who can become a mentor?

Mentors play a vital role in supporting and developing ECTs and the DfE have clarified the roles and responsibilities of mentors as part of the updated statutory guidance. It is at the discretion of the head teacher to determine the right mix of skills and experience that they expect mentors in their schools to have, as they are in the best position to judge their own requirements.

This programme includes a development pathway for in-school mentors. They will become the primary source of challenge and support for the ECTs in their school.

How are the roles of the Induction Tutor and ECT Mentor different?

Clarification of roles

Mentor

- coaching and mentoring role
- weekly mentor session with ECT
- completes ECF mentor training programme
- does not complete statutory reports from Appropriate Body
- works with the EDT portal and the mentor standards
- does not set or reflect on specific targets
- will become skilled in the coaching style for ECF and would be worth investing in for the next academic year too

Induction Tutor

- register the ECT for induction **and** for the ECF on the DfE teacher online service;
- provide, or coordinate, guidance for the ECT's professional development;
- ensure the ECT is observed and given feedback;
- review progress – progress reviews and assessments;
- inform the ECT of their progress against the Teachers' Standards;
- take prompt action if the ECT appears to be having difficulties.
- update **any** mentor changes on the DfE portal for early career teachers

Can an ECT be supported by more than one mentor?

Whilst schools can use co-mentors to support early career teachers, funding will only be provided for the value of one mentor. It is the schools' decision as to how this funding is used. Mentor training would only be for one mentor, (a co-mentor may be able to join training in a later cohort).

My mentor does not have a TRN – are they eligible for the role?

The expectation is that all mentors have QTS and therefore a TRN. in the roles. However, we appreciate that in some circumstances this may not be possible. Headteachers should use their professional judgement when appointing the induction tutor and the mentor and ensure that the designated individuals have the necessary skills and knowledge to work successfully in the roles.

My mentor has taken part in the early roll out of the ECF programme. Do they need to repeat the training?

Once mentors have completed the 2-year ECF training there is no need to repeat the training. If they have taken part in the expansion programme they will need to complete their second year of training, once year 2 of national roll-out commences (i.e. from September 2022).

What happens to a mentor if their early career teacher leaves?

If an early career teacher leaves after starting the programme, a mentor is still able to complete the training. If a mentor decides to continue, they will still be entitled to the same funding and training as if they were supporting an early career teacher.

Do Mentors lead the instructional coaching with Early Career Teachers?

Yes. We expect Mentors to be involved in instructional coaching.

What is the difference between a Mentor and an 'ECF Lead'?

The ECF Lead (or Induction Tutor) is expected to regularly review the Early Career Teacher's progress against the Teachers' Standards throughout the induction period, as well as providing support to the Early Career Teacher - full details can be found in the statutory guidance.

What records should we be keeping of our Mentor sessions?

There is no expectation to record details of the meeting conversations but you may wish to keep a summary of dates met for your own records. This can sometimes be helpful if you have an underperforming ECT. Your ECT should however be recording the dates of each meeting on their portal, following the Mentor Sessions link.

I don't have the time to engage in the Block materials and then meet with my ECT to discuss. What do you suggest?

There's no easy answer here, however, the expectation is that you are suitably prepared for your mentor meetings. This might mean; downloading all the supporting documentation at the start of the block, using it when required throughout your meetings. You could, as mentioned in the Impact magazine, Issue 13, Autumn 2021, "be better supported by not attending more general professional development meetings or INSET, using the time to engage with the resources". However you find the time to do it, is part of an important step in support of your ECT, and this will look different in each different setting.

I've been asked by my Induction tutor to provide evidence in support of the ECTs progress against the Teaching Standards. Is this part of the ECF?

Making assessment decisions against the Teachers' Standards is not a requirement of the ECF although it does mirror the eight Teachers' Standards, it's designed to help support ECTs in learning how to do these things, not to judge if they can. Each block usually focuses on one component of the framework and so this could be used to help gather evidence in support of all the standards. In a smaller setting, this might be easier, based on the close working relationships between staff, but in larger schools with more ECTs, the induction tutor will need to find a way to ensure all ECTs are judged accordingly.

The Framework

What do the early career teachers and mentors cover in the self-study materials?

Both ECTs and mentors work through a sequence of material called Blocks which are accredited by the DfE and endorsed by the Education Endowment Foundation. They will cover areas such as:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

Each Block is released at the start of every half-term via an online platform which schools, ECTs and Mentors will all have access to.

Why are modules called Blocks?

The learning approach and delivery schedule ensures every topic is covered by the three dimensions of development, just like a Block. This supports the ECT to learn the theory, put theory into practice and reflect on personal and professional development.

Is the mentor material released earlier than the ECT material?

Currently the mentor material is released at the same time however this is being reviewed for September 2022.

How do I see that my ECT has been engaging with the materials on the portal?

You cannot see the progress of your ECT on your portal. The progress bar with (ECT) next to it, refers to you engagement with the ECT materials. This is not something you have to do. To see you ECTs progress, you just have to be with them, when they're accessing the portal.

I am a mentor for more than one ECT, how does the portal link me to each ECT?

The portal doesn't link you with your ECT. Your engagement on the platform and that of your ECT are independent of one another. Therefore, should you work with a different or another ECT, the materials and engagement is measured on that basis, not with your interaction with your ECT.

My ECT has not reached 100% for a Block, what shall I do?

It is always the intention for you and the ECT to reach 100% engagement for each block. There are some reasons why this may not have happened. Late access to the portal is one. The technical issues affecting Block 3 is another. However, if you have engaged with all aspects of the block, it will take your engagement up to 100%. Commonly missed areas are the survey, mentor logs, peer-to-peer sessions and webinars.

I'm finding that my ECT needs to focus on other areas, not associated with the Block materials, can I do this?

The Block materials are firstly the driver for the mentor meeting. But where there is a clear need to focus on another aspect, absolutely, we encourage that. But ask yourself this, does it always have to be you? Could a subject lead or pastoral lead help support you and your ECT with this?