

Early Career Framework Full Induction Programme

**Working Together to Develop
New Teachers in Hull & East Riding**

**Support your early career teachers and their mentors
with the Early Career Framework**

Planned Together - Delivered Locally

Dear Colleague

This September sees the introduction of an important reform in new teacher induction. Every new teacher will be entitled to a structured programme of support and development based on the Early Career Framework (ECF). Schools employing new teachers must ensure they receive their statutory entitlement.

The Vantage Teaching School Hub is ready to support schools across the North Humber areas of Hull and East Yorkshire to meet their new responsibilities.

Our programme is free to schools and will ensure that entitlement for all ECTs is easy for schools to access and is delivered by local experts, from all phases, with experience in supporting Initial Teacher Training and NQTs.

Through our partnership with Teach First (a DfE-approved ECF programme provider), early career teachers will have access to a high-quality training curriculum, developed by experts.

School-based mentors will receive focused training and support to develop their skills as instructional coaches.

Locally-based programme facilitators, drawn from our trusted school partners across the region, will ensure that the programme is responsive to local needs and circumstances. Early Career Leaders with knowledge of initial teacher training and the ECF will work with school leaders, teachers and mentors to ensure a smooth transition from training to teaching.

Working together, our aim is simple: to support your school to develop and retain new teachers to help all children achieve.



Marc Cooper
Director - Vantage Teaching School Hub
teachingschoolhub@smchull.org



Andrea Tonks
Molescroft Primary School
Vantage TSH - ECF Strategic Lead



What is the Early Career Framework?

The Early Career Framework (ECF)

is a two-year training and support entitlement for newly qualified teachers and their in-school mentors funded by the DfE. From September 2021 all early career teachers, no matter how they initially trained, will be expected to complete it.

This two-year programme will replace the current one-year induction, giving extended support to teachers at this critical time in their career. The training starts during a teacher's NQT year and continues the following year.

Funding

The training for both early career teachers and mentors is funded by the DfE.

As with the current one-year NQT induction, the DfE will provide funds to reduce each early career teacher's timetable by 10% for their first year on the ECF.

In the second year, the DfE will provide funds to reduce each early career teacher's timetable by 5%.

The DfE will also provide funding for in-school mentors in the second year, based on 20 hours of mentoring.

More information on funding is available on the DfE website:

www.gov.uk/government/publications/early-career-framework-reforms-overview/

"The Early Career Framework is fundamental in providing a structured programme to help eradicate teacher shortages."

**Nikki Gibb,
Associate Executive Principal,
Northern Education Trust**

"If we are to recruit and retain highly effective and committed teachers to meet the needs of our young people, investment in consistent in high-quality professional development is vital."

**Brendan Tapping, CEO,
Bishop Chadwick Catholic
Education Trust**



Working Together to Support New Teachers

How we can help

Working with our national and regional partners, we can provide schools with a full induction programme for your early career teachers (ECTs).

A full induction programme means:

- A sequenced two-year development programme based on the ECF, with funded training delivered directly to ECTs.
- Self-directed study materials for all ECTs
- Funded training delivered directly to mentors, including materials to support mentor sessions designed to reduce mentor workload.
- Funding to cover ECT and mentor time off timetable in the second year of induction
- Funding to backfill mentor time spent undertaking training (in addition to the funding for time off timetable).

Our programme curriculum has been developed with Teach First* by leading national experts in their fields.

The programme is designed to fit in with the day-to-day realities of supporting new teachers. It is structured to help ECTs to integrate theory, practice and feedback, minimising time out of the classroom.

Facilitation will be provided by trusted teachers from our partner schools across the region. Our partner schools reflect the diversity of schools across our region: urban and rural; academies and maintained schools; faith schools and community schools; primary, secondary and special.

That means that our programme will always be sensitive to local schools' context and circumstances, helping ECTs to translate programme content into their individual settings.

*Our partnership with Teach First is subject to final DfE allocation of places.

In summary: what the ECF means for schools

- From September, schools employing an “early career teacher” (ECT) will have a statutory duty to ensure that those ECTs receive a programme of support and development based on the ECF. Early career teacher is the new term for an NQT.
- The programme of support must cover ECTs' first two years of practice. The development curriculum must reflect the content defined in the ECF and be supported with high-quality mentoring
- Schools can choose to devise their own induction programme based on the ECF, but it is expected that most schools will sign up to a so-called “full induction programme” working with a training provider.
- Schools signing up to full induction programmes qualify for all the support arrangements available from the DfE for ECF implementation. Full induction programmes are free to schools and ensure you meet the new statutory early career expectations.
- Schools still need to register early career teachers with an Appropriate Body (AB). The costs of AB services are not covered by the ECF offer.



In Summary : Programme Outline

YEAR ONE

Module 1: Creating powerful learning environments

Establishing classroom routines and creating a culture of mutual trust and respect to make a powerful learning environment.

Module 2: How pupils learn

The importance of memory, avoiding cognitive overload and building pupils' long-term memory.

Module 3: How to plan and teach lessons

Effective classroom practice such as retrieval practice, instruction and modelling and using questioning effectively.

Module 4: Supporting every pupil to succeed

Supporting all pupils to succeed through adaptive teaching and teaching pupils who require a greater level of support.

Module 5: Assessment & Feedback

The importance of assessments, planning assessments and monitoring pupil work for misconceptions and making feedback purposeful and manageable.

Module 6: Planning a coherent curriculum

Supporting pupils to build mental models and teaching a coherent curriculum.

Local delivery to meet local need

- We will facilitate seminars for ECTs where they can meet with peers in other schools, share experiences and deepen understanding under the guidance of our local, skilled facilitators.
- We will offer network meetings for school leaders so that they can get maximum benefit from the ECF's cutting-edge research-led pedagogy and practice.
- Working in partnership means we can deliver the programme at scale across the region, and offer ECTs and mentors training dates and convenient venues (for face to face sessions) that minimises the time out of the classroom

All the training is flexible to fit around the needs of each ECT.

In the first year, ECTs will:

- Attend a full induction conference.
- Undertake a few hours of self-study per half term, neatly structured into weekly bite-size chunks.
- Attend two expertly facilitated 90-minute seminars per half term, exploring more complex content and embedding learning.
- Spend an hour each week with their mentor being observed and coached.



In Summary : Programme Outline

YEAR TWO

Content in year two will be phase/subject specific, building on the concepts from the first year of the programme. Research suggests this is especially important to the success of early career teachers.

Teachers will additionally choose from a range of career development modules, including: implementing research in the classroom; understanding the role of a career leader; understanding the role of a mentor; and understanding the role of a middle leader.

They will continue to benefit from instructional coaching sessions with their mentors.

Mentor Training

Mentors will receive training to develop skills in:

- Assessing teacher progress
- Providing effective feedback
- Using deliberate practice to accelerate progress
- Providing further challenge to high-performing early career teachers

Mentors will have the opportunity to learn from experts. Through half termly seminars, they'll discover the best ways to reflect on their practice and develop their instructional coaching skills.

A whole-school benefit: mentor development

We will support school-based mentors to develop their skills to meet the new requirements of the ECF.

We will familiarise mentors with the new development curriculum and the evidence-based self-study materials for ECTs. We will support them to make the shift from traditional mentoring to instructional coaching.

The CPD that mentors receive is designed to support their own development as experienced practitioners, benefiting their schools as a whole as well as the ECTs they support.

In the second year, teachers will:

- Attend a conference.
- Complete around 45 minutes of self-directed study each half term.
- Meet their mentor for an hour every two weeks.
- Attend a phase/subject specific seminar every half term.
- Continue to have access to all the online materials from year one, including stretch content to deepen knowledge

Across the two years, mentors will:

- Attend a yearly conference.
- Attend one expertly facilitated 90-minute group seminar per half term, developing their instructional coaching skills.
- Have full access to all the online learning materials and wellbeing programme, plus world-class online learning platform.

Across the two years, school leaders will:

- Be supported by our dedicated Early Career Leaders.
- Monitor the progress of ECTs and mentors through the online learning platform.
- Have opportunities to join ECF networks to realise the wider benefits of the ECF.

Working with Teach First, ECTs and mentors will be able to claim free membership to the Chartered College of Teaching, giving them access to the world's largest education database.



Additional benefits of working with Teach First

Free membership to the Chartered College of Teaching

We're providing free membership for all early career teachers and mentors that take part in our ECF programme. This gives them access to the world's largest education database.

Supporting wellbeing

Early career teachers and mentors also get access to a special extra module designed to help them manage their workload and wellbeing, as part of our continued support for teachers.

"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 (Teaching School Hub)



National Expertise, Local Knowledge and Understanding

When you choose our programme, you get the best of both worlds: programme content designed by subject matter experts through Teach First, combined with local delivery by teachers who understand your context and how the programme content applies in your setting.

We have experience in every stage of new teachers' journeys into the profession – from initial teaching training, to early career support to Appropriate Body services. We understand the challenges facing new teachers and how best to enable them to be successful.

What The Vantage Teaching School Hub and its partner schools offer:

- We will allocate a dedicated “Early Career Lead Facilitator” to support your ECT with the full induction programme training.
- All our facilitators will be from partner schools in our region, who understand your local context.
- We offer additional training for school leaders to enhance and support the ECF.
- We offer networking opportunities for ECTs with similar contexts, such as small and rural schools.
- We can also offer you a single point of contact for Appropriate Body services if you need them.

What Teach First offers:

- Subject-specific and phase-specific support, designed with the Prince's Teaching Institute and leading subject matter experts.
- Mentor support, designed with Deans for Impact.
- A world-class online learning platform and resources that fit around teachers' timetables.
- Cutting-edge, research-led training, supported by experts in education.
- A special additional module for ECTs and mentors to help with workload and wellbeing, to provide continuing support.

Register Your Interest:

To take the next step towards working together to support your early career teachers, register your interest by email or online and we'll be in touch.

Email: teachingschoolhub@smchull.org





A generation of research-informed practitioners

“Our approach is based on partnership, delivering a full induction programme for ECTs that is responsive to local needs”



Appropriate Body Services

The Vantage Teaching School Hub will also provide Appropriate Body services even if your ECT is not signed up to our ECF programme.

Details and pricing structure are to follow.

Find out more:

To find out more about the Vantage Teaching School Hub, get in touch by email.

Email: teachingschoolhub@smchull.org

Web: <https://www.smchull.org/about-us/teaching-school-hub>

Tel: 01482 851136

Address: c/o St Mary's College, Cranbrook Avenue, HULL. HU6 7TN





VANTAGE TEACHING SCHOOL HUB

NORTH HUMBER

Teach First

Web: www.teachfirst.org.uk

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