

# Early Career Framework

# FAQs

## Bulletin 2 (of 3)

### Audience – School/MAT Leaders

#### **1. How does the Teach First full induction programme cater for phase-specific and subject-specific learning?**

In Year 1 this is mostly through exemplification (e.g. videos of different subject teaching) and mentoring. In Year 2 there are subject/phase specific sessions each half term for ECTs.

The Vantage Teaching School Hub has asked for expressions of interest for ECF lead facilitators from the full spectrum of settings and phases, including EYFS to ensure face to face training is relevant to teachers' own experiences in their classrooms.

#### **2. How does the full induction programme cater for small LA-maintained primaries?**

The curriculum is designed with an element of flexibility with a set of online modules which have been developed to specifically support teachers in rural communities (e.g. multiyear teaching) which will be made available as optional support.

#### **3. Can we know more about the networks, subject specific delivery and career option modules for Year 2?**

There are 6 subject specific sessions in Year 2 – each session is based on a theme so there is some alignment across subjects. They should be delivered in subject groups and we will be drawing on regional lead facilitators to teach these. Different national networks are covered in each of the sessions too; to support ECTs and mentors to understand what networks are available for them to tap into.

Career modules are:

- Research informed teaching;
- Career leadership;
- Becoming a mentor;
- Becoming a middle leader.

They are aligned to the reformed NPQ suite and should work well alongside mentoring/line management conversations with ECTs to support them to make effective decisions in terms of progression within their schools.

**4. We work with several Special Schools; how can we adapt the model to provide for their specific needs?**

We have several Special Schools in the region; mentoring will be key to help contextualise their learning. In Year 2, the "subject" seminars will be taught in groups where those in specialist provision can come together. We recognise the challenge here as the provision is so different therefore lead facilitators will play a vital role in liaising with Special Schools.

**5. Who creates the design materials?**

Teach First designers have significant experience of teaching themselves, combined with specific design credentials. Teach First also have subject matter experts that lead each module – Tom Bennet, Ben Riley, Clare Stoneman, Driver Youth Trust, Reach and Ed Vainker, Professor Rob Coe. These are highly regarded experts with international recognition in their fields.

The content is also reviewed by experts from Delivery Partners who form Teach First's Strategic Board. These are made up of serving school leaders with expertise in specific fields aligned to the ECF. Much of the content exemplification for each module is through videos, so teachers that have not been able to observe others due to Covid can do so.

Induction and face to face training for lead facilitators will provide further opportunities to contextualise content so that it meets the needs of the regional area.

**6. How do you ensure the programme matches trainees' individual development needs rather than putting them through a series of 'one size' modules?**

Each module starts with a diagnostic so ECTs and their mentors can identify particular areas of development and focus on those through the instructional coaching cycle. There is stretch content for all modules provided, for the strongest NQTs who have perhaps already exemplified competence in various areas of their teaching. The training and support for mentors is focused on how they can use research informed techniques to developing their NQT so is a key part of ensuring they have a bespoke experience of their training.

**7. How will you ensure in-school staff (mentors and senior leaders) truly feel like partners in the delivery of this programme?**

Teach First will work closely with the Vantage Teaching School Hub to prepare them to deliver the programme. The ECF lead and lead facilitators will work closely with schools to ensure confidence and support with the roll out of the ECF alongside reviewing the programme and making adjustments as far as is reasonably possible whilst remaining faithful to the core content.

Teach First and the Vantage Teaching School Hub share the same commitment to ensuring the programme is the best it can be for the benefit of schools and teachers and will work in partnership to ensure this.

**8. Is there flexibility to training dates if they clash with school calendars?**

There is flexibility and the Vantage Teaching School Hub will consult with schools to ensure, where possible, training falls in line with CPD calendars.

**9. What is the role of the senior leader (ECF lead) in schools?**

A senior leader will need to be responsible for ensuring the Early Career Framework is delivered to a high standard within their school(s). We refer to this person as the ECF lead but schools may use different terminology. This includes:

- Timetabling - making sure that ECTs and mentors have the appropriate timetables so they can make the most of the programme;
- Retention of ECTs and mentors - to provide the right support to retain ECTs and mentors throughout the programme and to track engagement;
- Selecting mentors - selecting high quality mentors who have the knowledge, skills and capacity to support ECTs throughout the two-year programme;
- Quality Assurance - to ensure the quality of the programme is to the standard required and to carry out quality assurance processes across the year.

The ECF lead may also be the induction tutor who is the person responsible for the assessment of the ECT against the teacher standards in line with statutory induction.

**10. Is the induction event at the start of Year 1 and 2 a local event and is it run by the Vantage Teaching School Hub or Teach First?**

This will be a local event run by the ECF lead and lead facilitators for the Vantage Teaching School Hub. The lead facilitators come from schools across the region covering all phases and setting types. Inductions are approximately 6 hours in length; Teach First's preference is that these are delivered over 1 day but there is flexibility for this to be delivered over 2 twilight sessions if this is deemed the most suitable approach for regional schools.

**11. Are the face-to-face conferences designed for the ECT and mentor to attend together or are they separate conferences?**

They are separate. The Vantage Teaching School Hub anticipates holding the mentor conference slightly earlier, so they engage in the content before ECTs.

## **12. How many external training sessions will ECT be expected to attend?**

Training is flexible to fit around the needs of each ECT. In the first year, ECTs will:

- Attend a full induction conference;
- Undertake around 4.5 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 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.

## **13. What is the time commitment for mentors?**

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.

## **14. Who is best placed to be a mentor?**

A mentor needs to be an experienced teacher, who is a strong practitioner with the necessary character and skills to provide support to a teacher during the early stages of their career.

## **15. Who is best placed to be an induction tutor?**

The induction tutor is a distinct role from that of the mentor and should be fulfilled by different colleagues (unless there are exceptional circumstances e.g. a small rural school with limited capacity). The induction tutor is the person who oversees the assessment of NQTs within the school, therefore should be a senior member of staff.

**16. What is the plan for ECTs who, on 1 September 2021, had started but not completed their induction, hereafter referred to as ‘the pre-September 2021 cohort’?**

Where possible, schools should have regard to the amended Statutory Guidance (copy in reference section) in relation to ECTs who began their statutory induction before 1 September 2021. For example, where possible these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction. This is to be decided by the headteacher and appropriate body given what is most appropriate in the circumstances and considering what proportion of the induction period remains to be served. These ECTs have until 1 September 2023 to complete induction within three terms (they should follow previous guidance).

**References**

[Early career framework reforms: overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Statutory Induction Guidance 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Early Career Framework – Core Induction Programme \(education.gov.uk\)](https://education.gov.uk)

**Future ECF FAQ bulletins:**

-FAQs on Mentoring & Appropriate Body services