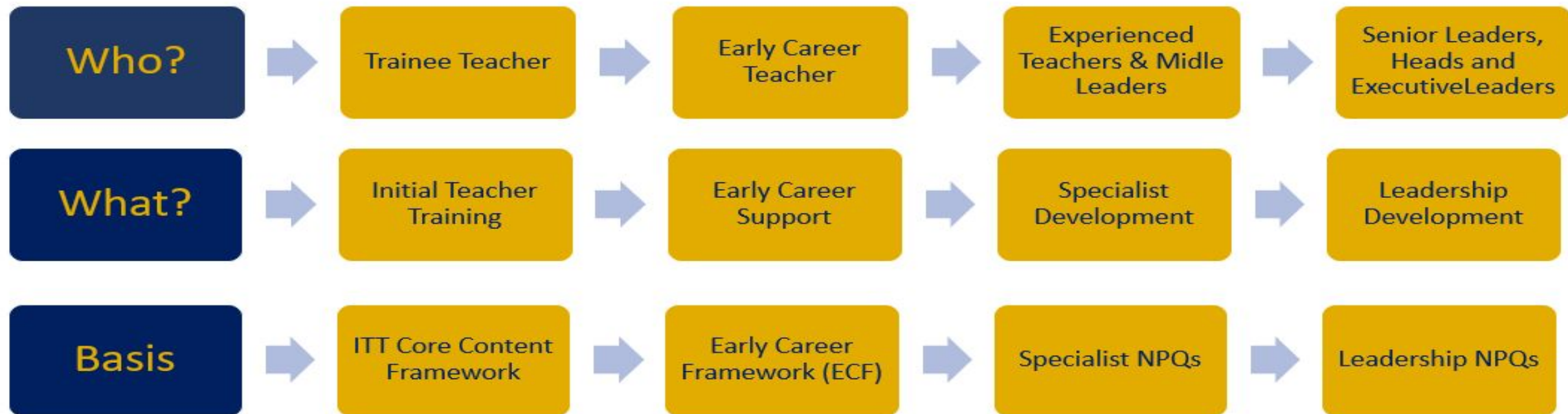


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Overview of The Session:

- Introduction of Teaching School Hubs for Cornwall
- The Golden Thread
- Introduction to Early Career Framework: considerations for schools
- Q&A



The Golden Thread

Leading Teacher Development
Leading Teaching
Leading Behaviour & Culture

Senior Leadership
Headship
Executive Leadership

	Current Arrangements	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 <u>not</u> 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 entitlement 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



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Key Glossary:

ECF - Early Career Framework

ECT - Early Career Teacher (a two-year NQT)

Mentor - new role (in place for the first two years of ECTs)




ECT Lead - previously Induction Tutor





ECF Facilitator - programme deliverer


DP - Delivery Partner - OneCornwall


LP - Lead Provider - Teach First

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.
- ✓ 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

A sequenced two-year programme based on the Early Career Framework.



Great teachers.
Brilliant leaders.
Thriving schools.

**Building a fair
education for all.**

Developing the ECF



Expertise with cutting-edge, carefully sequenced content research-led training, supported by experts in education

School-led approach, developed with schools, for schools to **maximise effectiveness and minimise workload**

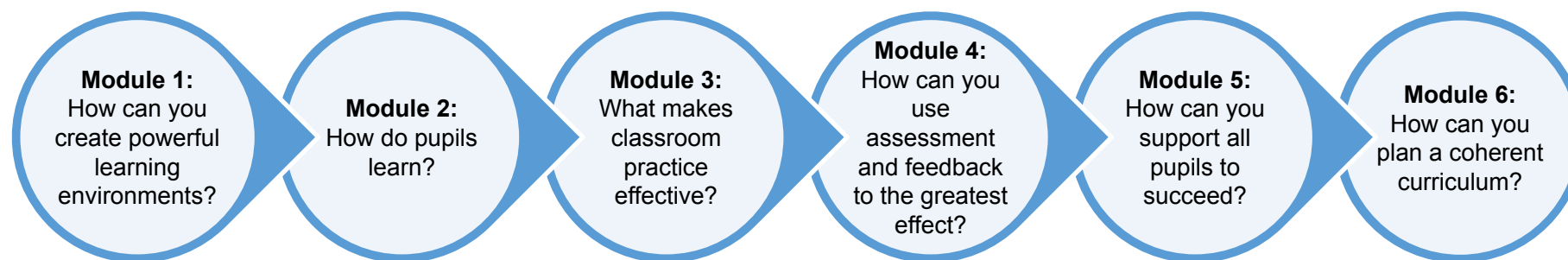
Mentor support with module overviews and training in teacher development designed with Deans for Impact

Flexibility, with self-directed study on our online learning platform and resources that fit around teachers' timetables, mindful of **teacher wellbeing**

Subject-specific and phase-specific support, designed with the PTI (Prince's Teaching Institute) and our subject matter experts

Free membership to **Chartered College of Teachers**

Our Subject Matter Experts



Tom Bennett
Director and Founder
of researchED



Benjamin Riley
Founder and
Executive Director of
Deans for Impact



Claire Stoneman
Founder of
researchED
Birmingham



**Evidence Based
Education**
Develop tools and
training to improve
learner outcomes
worldwide



**Driver Youth
Trust**
A national charity
improving outcomes
for learners with
SEND



Ed Vainker
Executive Principal of
Reach Academy
Feltham

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 to discuss content with fellow ECTs, form networks, share examples, contextualise learning

Half-termly cycle of instructional coaching activities during weekly mentor meetings

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

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

Live seminars (one per module) to support mentors to:

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

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Early Career Teacher

Meet weekly with their Mentor
Act on feedback from their Mentor
Complete online training materials
Participate in two 90-minute twilight training sessions per half term

Mentor

Meet weekly with the Early Career Teacher
Complete the Mentor online training materials
Participate in one 90-minute twilight training session per half term

Who could be a Mentor?

- A teacher who will have a positive impact on an Early Career Teacher
- Someone who is able to regularly pop into the Early Career Teacher's classroom
- Someone enthusiastic about teacher development
- Someone who is excited about high-quality, evidence-based, two-year long professional development

What support is there?

- Mentors will receive training in the Summer Term by their ECF Facilitator
- Mentors will explore the Early Career Framework and understand expectations
- Mentors will be trained in instructional coaching

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

4.5 hours of self-directed study encompassing 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

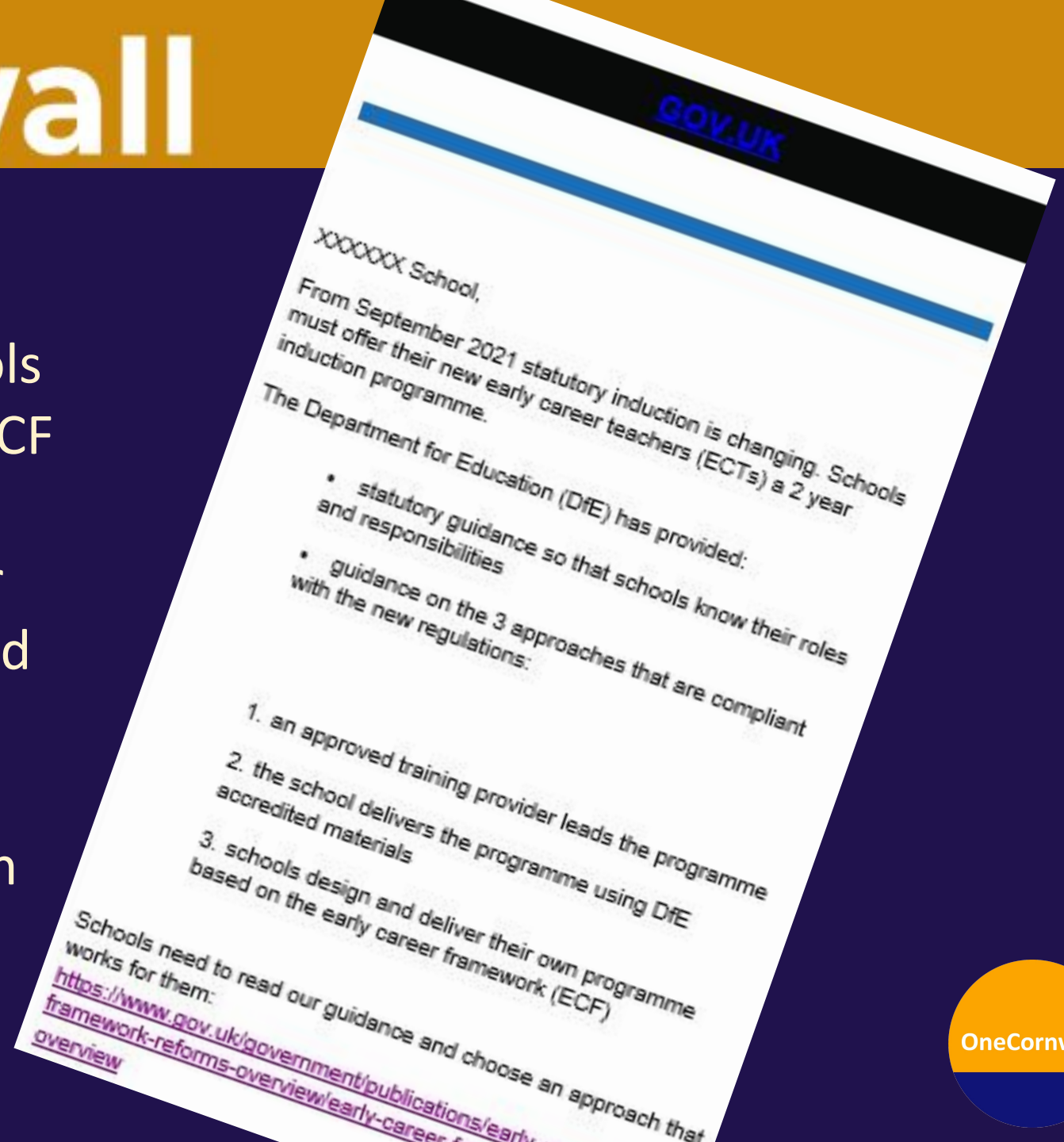
Working with their ECTs in schools to identify needs, observe and provide high-quality feedback, supported by subject expert demonstration activities

Live seminars to support mentors to:

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

Launch of the DfE Online Service ('Portal')

- The DfE started writing to schools to ask them to register for the ECF on their online service (Portal)
- Schools are asked to select their chosen ECF route (FIP or CIP) and record details of their Induction Tutor
- Emails will be going to schools in batches
- A Ministerial letter is due to go out to all schools



DEVELOPMENT This is a new service – your [feedback](#) will help us to improve it.

[< Back](#)

Confirm your details

An email will be sent to your school with a link to nominate an induction tutor.

Your school

Name The Aldgate School

URN 100000

Address St James's Passage
Duke's Place
London
EC3A 5DE

[Change school](#)

Confirm

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DEVELOPMENT This is a new service – your [feedback](#) will help us to improve it.

Welcome

How do you want to run your induction in the 2021/22 academic year?

[See our guidance on programmes](#) if you're not sure.

- ☐ a programme led by a training provider, funded by the Department for Education (DfE)
- ☐ a programme led by the school, using accredited materials

Continue



Department
for Education




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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
	 PROVIDER	 IN SCHOOL	 IN SCHOOL
What a school can do within the online service:	<ul style="list-style-type: none"> Nominate your school's induction tutor. Select your school's delivery route. When known, add ECT and mentor details. The online service will direct ECTs and mentors to your school's lead provider/delivery partner. 	<ul style="list-style-type: none"> Nominate your school's induction tutor. Select your school's delivery route. When known, add ECT and mentor details. The online service will allow ECTs and mentors to access your chosen accredited materials. 	<ul style="list-style-type: none"> 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.
What a school needs to do outside the online service:	<ul style="list-style-type: none"> 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. Select an appropriate body to register ECTs with Teaching Regulation Agency (TRA). Work with your AB to facilitate your ECTs' induction in line with statutory guidance. 	<ul style="list-style-type: none"> Explore the accredited ECF materials on GOV.UK. Decide which set of materials to use. Plan how you will deliver the materials. Select an appropriate body to register ECTs with the Teaching Regulation Agency (TRA) Be prepared to demonstrate to your AB how you plan to deliver the ECF materials. Work with your AB to facilitate your ECTs' induction in line with statutory guidance. 	<ul style="list-style-type: none"> Design training materials based on the ECF Plan how you will deliver the materials Select an appropriate body to register ECTs with the Teaching Regulation Agency (TRA) 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 Work with your AB to facilitate your ECTs' induction in line with statutory guidance.
<ul style="list-style-type: none"> From 25th April June-August From September 	<div> <p>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</p> </div>		

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Next Steps:

- Register your ECTs with OneCornwall, please, use the Google Form emailed to you after this session
- Consider potential mentors for ECTs in my school and/or potential facilitators to work with OneCornwall
- Please, contact us with any questions and enquiries
- If you would like us to present to your group of schools, please, get in touch with us directly
- Read the TakeAway and Q&A documents (to follow)

OneCornwall

The Teaching School Hub Partnership for
Cornwall and the Isles of Scilly

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[@OneCornwallTSH](https://twitter.com/OneCornwallTSH)



[@OneCornwall_TSH](https://www.instagram.com/OneCornwall_TSH)

The Golden Thread of Professional Development

	Early Career Support	Specialist development	Leadership development
	ITT and ECF	NPQ Leading Teaching/NPQ Leading Teacher Development/NPQ Behaviour and Culture	NPQ for Senior Leadership, Headship and Executive Leadership & NLE Framework
Teaching, Curriculum, Assessment	<ul style="list-style-type: none"> ✓ How Pupils Learn ✓ Subject and Curriculum ✓ Classroom Practice ✓ Adaptive Teaching ✓ Assessment 	<ul style="list-style-type: none"> ✓ Teaching (Consolidation of ECF) ✓ How Pupils Learn ✓ Subject and Curriculum ✓ Classroom Practice ✓ Adaptive Teaching ✓ Assessment 	<ul style="list-style-type: none"> ✓ Teaching ✓ Curriculum and Assessment ✓ Additional and Special Educational Needs and Disabilities
Behaviour and Culture	<ul style="list-style-type: none"> ✓ Managing Behaviour ✓ Professional Behaviours 	<ul style="list-style-type: none"> ✓ Enabling Conditions for Good Behaviour ✓ Complex Behavioural Needs 	<ul style="list-style-type: none"> ✓ Behaviour
Professional Development		<ul style="list-style-type: none"> ✓ Professional Development ✓ Designing Professional Development ✓ Delivering Effective Professional Development 	<ul style="list-style-type: none"> ✓ Professional Development
Implementation and Partnerships		<ul style="list-style-type: none"> ✓ Implementation 	<ul style="list-style-type: none"> ✓ Implementation ✓ Working in Partnership
Expectations and Culture	<ul style="list-style-type: none"> ✓ High Expectations 	<ul style="list-style-type: none"> ✓ Culture 	<ul style="list-style-type: none"> ✓ School/Trust Culture
Org Management and Governance			<ul style="list-style-type: none"> ✓ Organisational Management ✓ Governance and Accountability

The revised NPQs complete the 'golden thread' of teacher development rooted in the highest quality evidence, running from initial teacher training through to school leadership. It means that teachers will have shared terminology, and that the NPQs build on the skills that teachers have already cemented in their early years.

Early Career Framework reforms: provider-led induction (known as Full Induction Programme)



State funded schools can choose to use a DfE funded provider who will design and deliver a programme of face to face and online early career teacher and mentor training. DfE recently ran a procurement exercise to ensure the training provision delivered by these providers is of a very high-quality. Six providers were awarded contracts as Lead Providers. They have built delivery chains with Delivery Partners including Teaching School Hubs. Lead Providers will be held to account for the quality of their training through regular quality assurance by Ofsted so schools can be assured that this training will remain high quality. If a school chooses to take this route the role of the Appropriate Body, as now, will be to check that ECTs are receiving their statutory entitlements, and make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation.

Provider programme to include:



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

Funding will be paid directly to the provider by the DfE- schools will not have any burdens in terms of payment.



Funded training delivered directly to early career teachers by an external provider

Lead providers are contracted to deliver 36 hours of mentor training across the two year programme. Training for mentors will be blended.



Funded training delivered directly to mentors by an external provider

Backfill mentor training payments will be made for schools participating in a provider programme. This funding will pay for the mentor time-off timetable for 36 hours over two years for the mentors to attend their mentor training courses.



Additional **funding** to backfill mentor time spent undertaking training in addition to the funding for time off timetable

Early Career Framework reforms: funding summary

All state funded schools offering statutory induction will receive additional funding to deliver the early career framework reforms. This includes:

- Funding for 5% off timetable in the second year of induction for all early career teachers
- Funding for time for mentors to spend with early career teachers in the second year of induction

We have developed a simple payment mechanism to ensure there will be a low administrative burden on the schools to claim the funding. A single payment will be paid in the summer term of the second year of induction, based on how many second year early career teachers in participating schools commenced each term in that academic year. This data will be collected through the school workforce census.

How the funding is calculated

- Funding for the 5% time off timetable in the second year of induction is calculated by taking the average salary for an early career teacher, split by region, and uses the hourly rate to calculate a total funding figure
- Funding for the time mentors are to spend with ECTs is calculated in the same way as the above to reimburse state schools for a further 20 hours of time off timetable

ECT funding (Y2)	England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
	£1,200	£1,500	£1,400	£1,300

Mentor funding (Y2)	England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
	£900	£1,100	£1,000	£900

Additional Funding

Schools can choose to work with one of 6 providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to early career teachers and their mentors. This programme is funded by the Department for Education (DfE). 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 funding above related to time off timetable for early career teachers and their mentors. Payments for this will be paid directly to schools in the same way as funding for 5% time of timetable for mentors and ECTs, meaning it is grant funded in arrears based on data collections over the period.

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
			

✓ Checking new teachers receive statutory entitlements, are fairly and consistently assessed

Lead Providers will be subject to a quality assurance mechanism through Ofsted inspection to ensure the best support for schools and teachers.

✓ Checking new teachers receive statutory entitlements, are fairly and consistently assessed

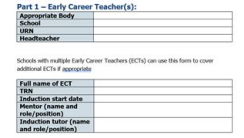
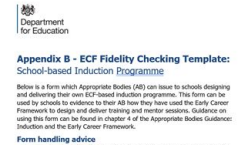
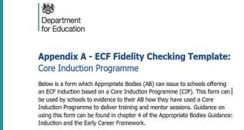
✓ Assuring new teachers receive a programme of support and training based on the ECF by checking that schools have provided a breakdown of how the core elements of the Core Induction Programme (training sessions, mentoring and self-directed study) will be scheduled/sequenced over the course of the induction.


✓ Checking new teachers receive statutory entitlements, are fairly and consistently assessed

✓ Assuring new teachers receive a programme of support and training based on the ECF 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.

ABs will be expected to check in a greater level of detail 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.

In the appendices of the guidance there are a number of template forms which may be used or adapted to AB’s own systems. The forms provide a clear guide to the type and extent of evidence that ABs are expected to collect from schools in respect of assessment, progress reviews and checks on the induction programme’s fidelity to the ECF. These template forms are recommended and designed to help ABs know what to look for when checking that an ECT is receiving an ECF-based induction.



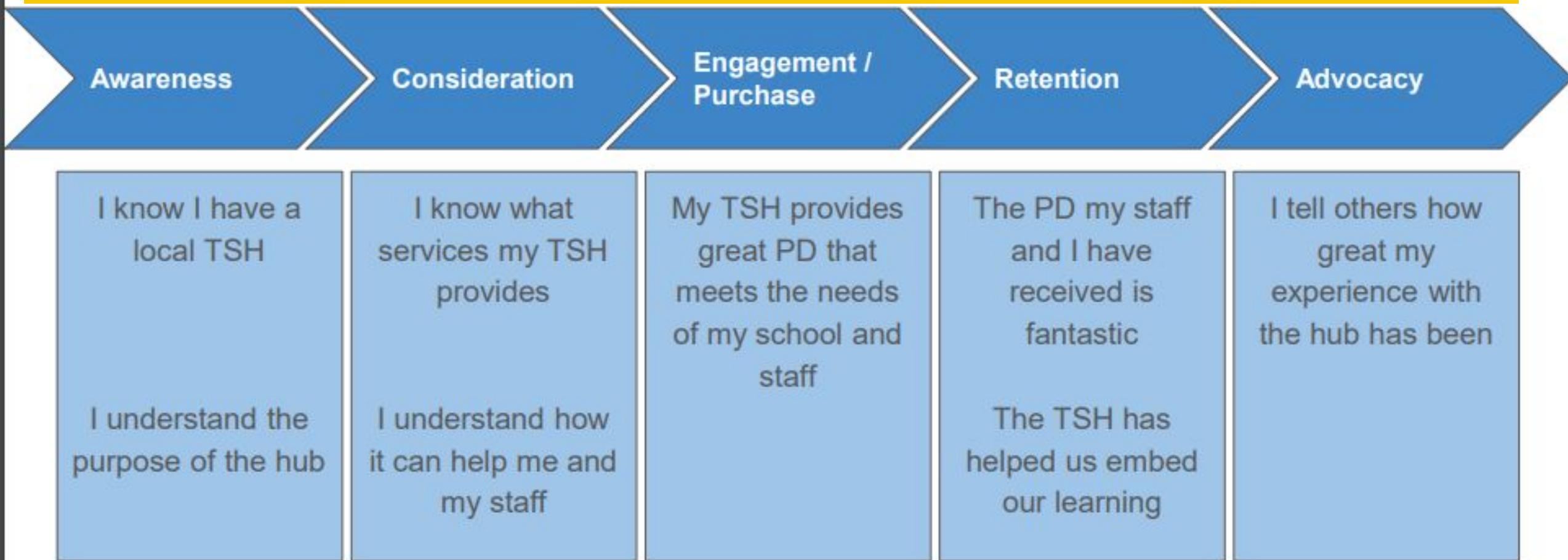


Department for Education

Early Career Framework reforms: funding

	Full Induction Programme		Core Induction Programme		School-Led Induction	
I want to....	Use a training provider to support meeting the new statutory induction requirements 		Deliver my induction programme in my own school using high quality materials and resources , accredited by the DfE 		Design my own two year induction programme based on the Early Career Framework 	
	Y1	Y2	Y1	Y2	Y1	Y2
Time off timetable for ECT to undertake induction activities	No additional DfE Funding (already in core NFF grant)	DfE to fund 5% off timetable for all early career teachers in state schools	No additional DfE Funding (already in core NFF grant)	DfE to fund 5% off timetable for all early career teachers in state schools	No additional DfE Funding (already in core NFF grant)	DfE to fund 5% off timetable for all early career teachers in state schools
Time for mentor to undertake mentoring	No additional DfE Funding (already in core NFF grant)	DfE to fund time for mentors to support ECTs in the second year of induction in state schools (20 hours)	No additional DfE Funding (already in core NFF grant)	DfE to fund time for mentors to support ECTs in the second year of induction in state schools (20 hours)	No additional DfE Funding (already in core NFF grant)	DfE to fund time for mentors to support ECTs in the second year of induction in state schools (20 hours)
Training costs: ECT	DfE to fund. Providers will be paid directly by DfE so schools will not face any payment burdens.	DfE to fund. Providers will be paid directly by DfE so schools will not face any payment burdens.	No additional DfE Funding	No additional DfE Funding	No additional DfE Funding	No additional DfE Funding
Training costs: Mentor	DfE to fund training costs plus backfill for mentors to take part in training (36 hours over 2 years). Training costs will be paid to the provider directly by DfE. Backfill costs will be paid to the school.	DfE to fund training costs plus backfill for mentors to take part in training (36 hours over 2 years). Training costs will be paid to the provider directly by DfE. Backfill costs will be paid to the school.	No additional DfE Funding	No additional DfE Funding	No additional DfE Funding	No additional DfE Funding

A Trust Lead's or Headteacher's Perspective:



TEACHING SCHOOLS COUNCIL

EVERY CHILD IS ENTITLED TO BE IN A GREAT SCHOOL

A Participant's Perspective:



TEACHING SCHOOLS COUNCIL

EVERY CHILD IS ENTITLED TO BE IN A GREAT SCHOOL

A Facilitator/Coach/Mentor's Perspective:

Recruitment

Selection

Onboarding

Perform /
Develop

Retention

I want to work with
the TSH

I want to support
teachers and
leaders in my area

I have the right
knowledge and
skills to do the job

I understand what
the role entails

I am well versed
and confident in
the content

I know what high
quality coaching /
facilitation looks
like

I know how my
performance will
be measured

I know where to
go if I need
support

I am fully
committed to the
work of the TSH

This role is PD for
me!



TEACHING SCHOOLS COUNCIL

EVERY CHILD IS ENTITLED TO BE IN A GREAT SCHOOL