

## ECF Live Event Webinar Question Responses

Thank you for attending our webinar on the Early Career Framework reforms on Thursday 20<sup>th</sup> May 2021.

We appreciate all the questions which the audience asked and have provided answers for those we were unable to answer during the event. If you have any further questions or clarifications, please contact [ECF.DELIVERY@education.gov.uk](mailto:ECF.DELIVERY@education.gov.uk).

If you would like to receive direct updates from the department on the Early Career Framework reforms, please sign up to our mailing list by completing this [form](#).

### **Funding**

**Q: Is the funding that schools given on a yearly basis? What happens if an ECT leaves the school after a year?**

**A:** 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.

**Q: If a teacher changes establishment mid-induction, does the funding follow them?**

**A:** If an early career teacher moves school, where possible they should continue their Lead Provider's existing programme. If this is not feasible, the two Lead Providers should work together to make arrangements to accommodate the early career teacher.

**Q: Please can you cover how the funding will work in the years beyond the first cohort of ECTs, will schools still receive the funding into the future?**

**A:** The DfE is committed to supporting the early career framework reforms on an ongoing basis. Whilst long-term funding is subject to future spending reviews, we are clear on the importance of supporting this programme.

**Q: Is the first year also funded for EC teachers and mentors? Is the expectation that mentors will have reduced timetable for Years 1 and 2?**

**A:** Year one funding is already included in the National Funding Formula so schools will continue to receive this as normal.

In a relevant school, the headteacher/principal must ensure that the ECT has a reduced timetable. In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6) of induction they must not

teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

**Q: Funding for State schools, does that include Nursery only schools that are LA maintained?**

Yes – an ECT can serve their induction in an LA-maintained nursery, and in so doing will be eligible for the funding. ECTs serving induction in a nursery school must have a headteacher/principal who can make the recommendation against the Teachers' Standards and should teach classes of pupils predominantly aged three and over.

**Q: For the funding: if choosing the provider-led programme is the amount given each year, or just in year two?**

Schools will receive the funding in arrears at the end of the ECT's second year, to pay for 5% of time off timetable. So, if you have an ECT starting the ECF in 2021, the payment for the 5%-time off timetable will be made in 2023. Year one funding is already included in the National Funding Formula so schools will continue to receive this as normal.

**Q: Why is the cost of backfilling a mentor calculated in the same way, and at the same rate as for the ECT when a mentor is likely to be UPS as a minimum?**

A: We have used the mid-point of the Upper Pay Range to calculate the cost of backfilling a mentor. We also applied regional hourly rate variations.

**Q: Is the ECF and funding available to academies/MATs?**

A: Yes.

**Q: Is the funding to cover mentors training (and the 36hrs) going to extend beyond the first two years of ECF?**

**A:** The DfE is committed to supporting the early career framework reforms on an ongoing basis. Whilst long-term funding is subject to future spending reviews, we are clear on the importance of supporting this programme.

**Q: The funding for Outer London here is different to that stated on the DfE website, why is that?**

We can confirm that the funding amounts shown during the event were correct. The funding table found on our ECF GOV.UK page had stated that the 'rounded cost per mentor' for schools located in the Outer London Area was £1,100. This was due to an administrative error that has now been updated to reflect actual figures. This changes the total funding for schools in the Outer London Area from £2,500 to £2,400. We apologise for any confusion this has caused.

**Q: Is there a cost to join one of the approved providers ECT programmes or are these free of charge to join?**

**A:** Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.

**Q: What is the funding arrangement for Independent Schools, please?**

**A:** Independent schools will not receive additional funding. However, schools which are not state funded and want to offer their ECTs the provider led programme may enter into arrangements with lead providers directly to access the Full Induction Programme. This is subject solely to the agreement of the lead provider and the institution.

Where agreement cannot be reached these institutions will be able to deliver their own training using the freely available DfE accredited materials and resources or design and deliver their own programmes. In such instances the appropriate body will be responsible for ensuring the ECT receives a programme of training and support based on the ECF.

**Q: What is the NFF grant? Do all state schools get this?**

**A:** 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". Nowadays the funding is incorporated into the core schools funding that schools now 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.

**Q: The ECF policy paper states the amount of funding for 5% off timetable in the 2nd year of induction for all ECTs and funding for mentors to spend with ECTs in the 2nd year e.g. England (excluding London) £1,200 for ECT, £900 for mentor so £2,100 in total. If a school chooses to go with a funded provider-led programme, there will be additional funding for the 36 hours of backfill time over 2 years per mentor. How much will schools receive for this additional funding?**

The backfill funding for mentors breaks down as follows:

	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Number of mentoring hours	36	36	36	36
36h cost (2 years of training)	£1576.10	£1929.24	£1737.14	£1623.24

**Q: I work for a local authority not a school. We have a ECT joining our dept from Sept on teachers’ pay and conditions. Is funding available for bodies other than schools?**

The funding/induction entitlement is available to all teachers in their first two years who are undergoing an induction and meet the criteria set out in the statutory guidance. If the individual in question is not in a teaching role and/or undergoing an induction, they would not be eligible.

**Q: Is funding available to cover ECTs to attend training under the programme?**

Professional development is important for teachers at all stages of their careers to ensure they receive appropriate support and to enable them to constantly improve their practice. Decisions on how much of a school’s budget is allocated to additional teachers’ professional development (outside of the ECF induction entitlement), and the type of professional development it is allocated towards, rest with the schools, headteachers and teacher themselves, as they are in the best position to judge their own requirements and capacity. The Standard for Teachers’ Professional Development supports teachers and headteachers to understand how to make choices to prioritise and enable high-quality professional development.

**Q: What arrangements are there for sixth form colleges to ensure funding is received as they do not do the Work force returns annually?**

**A:** Statutory induction is not a legal requirement for teachers in further education institutions, but Early Career Teachers (ECTs) may serve their statutory induction in these settings. If an FE institution choose to offer statutory induction they must comply with regulations and guidance in full, including delivering an induction based on the Early Career Framework.

As set out in section 2.3 of the updated [statutory guidance](#), FE institutions, sixth-form colleges or 16–19 academies wishing to offer an ECT a post in which to serve a statutory induction period are also expected to:

- ensure that normally no more than 10% of the ECT's teaching in the FE institution is devoted to teaching classes predominantly consisting of pupils aged 19 and over;
- enable the ECT to develop a sound knowledge and understanding of day-to-day practices and the role of a teacher in a school; ECTs should spend the equivalent of at least ten days teaching children of compulsory school age in a school during their induction; and
- make every effort to provide the ECT with up to a further 15 days' experience in a school setting.

**Q: Is there a cost to join one of the approved providers ECT programmes or are these free of charge to join?**

**A:** Schools can choose to work with providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by the Department for Education.

**Q: If a school chooses the programme offered by a neighbouring TSH (not the one linked to their LA) will they still get the 36 hours backfill funding?**

**A:** The 36 hours backfill funding is available for all mentors who are mentoring FIP participants.

**Q: When will it be clear what local provision is available for fully-funded ECF programmes? In rural areas, it seems as though it will not be practical for schools to access a national provider if they have no local delivery partner.**

**A:** While funding negotiations around the Full Induction Programme (FIP) are ongoing, local coverage of the provider-led programmes is still to be fully determined. The Department will provide further details on this after half term.

We would advise school leaders to continue to speak to Teaching School Hubs and providers to familiarise themselves with the options available and, if applicable, register their interest with a delivery partner.

**Q: The ECF policy paper states the amount of funding for 5% off timetable in the FAQs will school leaders receive a full overview of the sessions at the start of the year?**

**A:** Schools are expected to deliver an ECF-based induction within the time off timetable all ECTs should receive (10% in Year 1 and 5% in Year 2). Where schools opt for the funded, provider led programme Lead Providers will set out the programme's requirements in terms of timings for both Year 1 and Year 2.

If schools deliver their own training using DfE accredited materials and resources (the Core Induction Programme) these set out suggested timings for mentor sessions, self-directed study and training in both years.

Schools can also opt to design and deliver their own programme. In both options schools are able to provide their ECTs with time off timetable in a way that works for them.

### **Appropriate Bodies**

**Q: Where do Appropriate Bodies sit on the slide 'world class delivery'?**

**A:** Appropriate bodies (ABs) play a key role in the induction of early career teachers (ECTs). ABs ensure that ECTs receive their statutory entitlements, that regard is had to the amended statutory guidance and that ECTs are fairly and consistently assessed. From September 2021, ABs will also be expected to check that ECTs are receiving a programme of support and training based on the ECF.

**Q: Is the Appropriate Body responsible for ensuring Progress Reviews are completed?**

**A:** The induction tutor is expected to conduct a progress review with an early career teacher (ECT) in each term where a formal assessment is not scheduled. Appropriate bodies (ABs) may provide induction tutors with a template form to use during progress reviews. ABs are expected to be sent any progress review record where an ECT is deemed not to be on track. Additionally, they can request copies of progress review reports for ECTs that are on track to successfully complete induction.

See sections 2.46-2.51 of the [Statutory Induction Guidance](#) for further information on progress reviews.

**Q: Will Teaching Schools become Appropriate Bodies?**

**A:** Teaching schools can only act as appropriate bodies (ABs) until 31 August 2021. After this time, AB services can only be delivered by local authorities, teaching school hubs and those organisations determined by the Secretary of State who can act in this role (NTA and Istip).

**Q: ABs have been asked to support schools in understanding the options on the ECF programme. Will ABs be told which of the national providers are available in their area? At present this seems very unclear.**

**A:** While funding negotiations around the Full Induction Programme (FIP) are ongoing, local coverage of the provider-led programmes is still to be fully determined. The Department will provide further details on this after half term.

**Q: I work in a soon to be defunked Teaching School. I run the Appropriate Body. The newly formed Teaching School Hub is registering the new ECTs from September. They have indicated that I will be required to continue running the Appropriate Body from my 'partner school'. Is this allowed? My reading of the new regulations is that the Teaching School Hub cannot simply rubber stamp the decisions I would make. I do not work directly for the Teaching School Hub. Can Teaching School Hubs simply register an ECT then subcontract out the full Appropriate Body facility to someone else?**

**A:** It is the responsibility of designated appropriate bodies (ABs) to assure themselves that they are undertaking their quality assurance role with regard to the statutory requirements. Where designated ABs choose to work in partnership or network arrangements and have partners who can support or facilitate the role, they must retain full responsibility for their regulatory duties. It is up to the designated ABs to determine how much input they require from their partnership and network arrangements to assure themselves that their statutory requirements are being met. But as the guidance issued has clarified, this still means that it is the designated AB itself not its partners who must ultimately make informed decisions in relation to its regulatory duties and powers including taking direct responsibility for decisions on assessment.

**Q: Can you explain the difference between the fidelity checking between the three recognised programmes, i.e., FIP, CIP and school?**

**A:** Where schools opt for the provider led approach, which includes materials and funded training, the appropriate body (AB) does not need to carry out ECF fidelity checks. This is because the providers will already be subject to separate quality assurance and contract management to ensure their training provides fidelity to the ECF.

Where schools have not enrolled onto a provider led programme, additional quality assurance will be necessary in order to safeguard the early career teacher's (ECT) entitlement to an ECF based induction. In these cases, ABs will be expected to check that induction programmes have been designed and delivered with fidelity to the ECF framework.

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 all cases, ABs will continue to ensure that ECTs receive their statutory entitlements, that regard is had to the amended statutory guidance and that ECTs are fairly and consistently assessed.

**Q: Could a group of schools come together to design either an option or two approach that is collectively checked by an AB?**

**A:** Each headteacher is responsible for ensuring an appropriate ECF-based induction programme is in place for their early career teachers (ECTs) and will need to demonstrate how this will be delivered to their appropriate body (AB). Schools delivering their own induction programmes will require an AB to check these have been designed and delivered with fidelity to the ECF. This means that training and support provided to the ECT has covered the ECF evidence statements in sufficient breadth and depth.

Each individual school should register their ECTs with an AB. The headteacher/principal of a school is responsible for choosing, and making arrangements with, an AB and should contact their appropriate body to understand what information/details they require for their checks.

**Q: Is there a cost for schools associated with the Appropriate Body?**

**A:** Pricing is a matter for appropriate bodies (ABs) to determine according to their costs and operating models. ABs may make reasonable charges, agreed in advance, not exceeding the cost of supplying the service. [Appropriate bodies guidance](#) recommends that all ABs provide a transparent cost schedule that should be agreed in advance with the school.

**Q: How do we know who our AB is for fidelity checking?**

**A:** All Early Career Teachers (ECTs) should be registered with an Appropriate Body (AB). ABs will continue to ensure that ECTs receive their statutory entitlements, that regard is had to the amended statutory guidance and that ECTs are fairly and consistently assessed. From September 2021, ABs will also be expected to check that schools have put in place an ECF-based induction, known as ECF fidelity checking.

The headteacher/principal of a school is responsible for choosing, and making arrangements with, an AB. From September 2021, AB services will be delivered by local authorities, Teaching School Hubs, and other organisations determined by the Secretary of State who can act in this role (NTA & IStip).

**Q: I run an AB in my Teaching School. My school did not become the Teaching School Hub for this area. Can I remain offering the AB service?**

**A:** Teaching Schools can act as appropriate bodies (ABs) only until 31<sup>st</sup> August 2021. After this time, AB services will be delivered by local authorities, Teaching School Hubs, and other organisations determined by the Secretary of State who can act in this role (NTA & IStip).

Early career teachers (ECTs) who are registered with a teaching school AB

and have not completed their induction period by 31st August 2021, including those who require an extension, must be transferred to an AB that can operate from September 2021. The headteacher/principal of a school is responsible for choosing, and making arrangements with, an AB.

**Q: In the Appropriate Bodies guidance it states “Appropriate bodies can reduce the length of induction to a minimum of one term at their discretion”. If an ECT completes induction after one term, are they expected to complete the ECF (2 years)? If they are completing the ECF, is it the Appropriate Bodies responsibility to continue to monitor the ECF delivery for that ECT even though they have signed them off for induction?**

**A:** Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies (ABs) have discretion to reduce the length of the induction period to a minimum of one term to recognise this experience.

Teachers serving a reduced induction should receive an ECF based induction and headteachers should work with induction tutors (and providers where appropriate) to ensure the training is appropriate in each individual circumstance. ABs will be expected to check that the early career teacher (ECT) receives an ECF based induction. Once the ECT has completed their induction period, be that a reduced or full two year period, there is no expectation for the teacher to continue to receive ECF based training.

**Q: Will Local Authorities still have a role in NQT/ECT Induction? Will this be the end of NQT/ECT days hosted by the local authority?**

**A:** Local authorities **can** still act as appropriate bodies.

From 1<sup>st</sup> September 2021, organisations that can act as appropriate body will be:

- Local authorities
- Teaching school hubs (subject to conditions)
- The [National Teacher Accreditation](#) (NTA)
- The [Independent Schools Teacher Induction Panel](#) (ISTip) (for their members and associate or additional members only)

## **Lead Providers and Delivery Partners**

**Q: How can we find 'other delivery partners' as places at local TSH are full?**

**A:** Schools will be able to review the support that is available in their local area and then decide who they wish to work with. This could be either a Lead Provider who is operating within their local area, a local delivery partner or their local Teaching School Hub. Whilst we expect most schools to use their local Teaching School Hub, schools can also contact lead providers directly or other known local delivery partners to find out about the options available in their area.

The six lead providers are:

- [Ambition Institute](#)
- [Best Practice Network \(home of Outstanding Leaders Partnership\)](#)
- [Capita with lead academic partner the University of Birmingham](#)
- [Education Development Trust](#)
- [Teach First](#)
- [UCL Institute of Education](#)

**Q: Is there a cost to join one of the approved providers ECT programmes or are these free of charge to join?**

**A:** No. All eligible schools can approach a training provided for a fully funded place on their programme.

**Q: Will teaching school hubs be obliged to tell schools about ALL local providers, including those that are not TS hubs?**

**A:** We expect Teaching School Hubs to act as an honest broker to schools in their area in terms of ECF provision and AB services, and the Department will monitor TSH activity through termly monitoring and annual reviews, where delivery against key performance indicators will be taken into account. Schools can also contact lead providers directly or other known local delivery partners to find out about the options available in their area.

**Q: Does a school / academy have a choice of which Teaching School Hub they work with? Does it have to be the Hub that is assigned to their catchment or could they work with a Teaching School Hub in the nearby area?**

**A:** Schools do not have to access provision through their local teaching school hub although it is anticipated that most schools will do this. Schools and Trusts are able to work with the lead provider directly to arrange delivery of the full induction programme, subject to capacity.

**Q: If a small MAT has schools in different local authorities, can they choose one teaching hub to deliver the programme, or do the schools**

**have to sign up to the Teaching Hub in their local area? Thanks**

**A:** Schools do not have to access provision through their local teaching school hub although it is anticipated that most schools will do this. Schools and Trusts are able to work with the lead provider directly to arrange delivery of the full induction programme, subject to capacity.

**Q: We have a large group of schools and have established that different national providers are going to work for different settings. If after the first-year things are not working out, will it be possible to change provider or will schools need to sign up for a minimum of two years?**

**A:** Where a school does decide to change Lead Provider part-way through an early career teacher's induction period, the two Lead Providers should work together to make arrangements to accommodate the early career teacher.

Lead Providers are advised to have their own policies and guidance set out in relation to moving between providers.

There are contractual considerations regarding funding which the Lead Provider should discuss with their DfE contract manager.

**Q: For the fully funded programme does an external person lead the sessions online?**

**A:** Providers will design and deliver a programme of face-to-face and online training to early career teachers (ECTs) and their mentors.

**Q: Are all training providers' materials available online?**

**A:** The Department for Education has selected four expert teacher training providers who have each developed their own core induction programme based on the ECF:

- Ambition Institute
- Education Development Trust
- Teach First
- UCL Early Career Teacher Consortium

More information about the providers can be found alongside the core induction materials which can be accessed [here](#).

**Q: Can Local authorities provide the training for schools using an agreed provider Led programme?**

**A:** In September 2020 DfE ran a competitive procurement and awarded contracts to six successful Lead Providers: Ambition Institute, UCL, Education Development Trust, Teach First, Best Practice Network and Capita. DfE does not intend to run further procurements for ECF providers, however, there may

be opportunities to work with our Lead Providers as potential delivery partners to help deliver the programme on a national scale. [\[BC1\]](#)

For more information, please get in touch directly with the Lead Providers:

Best Practice: [chrisludlow@bestpracticenet.co.uk](mailto:chrisludlow@bestpracticenet.co.uk) | 0117 920 9209

Teach First: [teachingschoolhubs@teachfirst.org.uk](mailto:teachingschoolhubs@teachfirst.org.uk)

Ambition Institute: [Ambition.org.uk](http://Ambition.org.uk) (Contact your regional school partnership lead)

Education Development Trust:  
[UKPartners@EducationDevelopmentTrust.com](mailto:UKPartners@EducationDevelopmentTrust.com)

UCL: [ECFNPQPartners@ucl.ac.uk](mailto:ECFNPQPartners@ucl.ac.uk)

Capita: [ECF@Capita.com](mailto:ECF@Capita.com)

Please note DfE does not guarantee there will be opportunities to work as a delivery partner. Decisions on who is chosen as a delivery partner is a decision for Lead Providers.

**Q: As part of a trust, we would be following the provider-led programme. Would we still have access to the materials available for the core induction programme for additional in school training we put into place?**

**A:** We are exploring how best to make the accredited training materials available to schools who are not delivering them. Schools can currently download those materials here: <https://www.early-career-framework.education.gov.uk/>

**Q: What is the deadline to register with a Provider?**

**A:** Local coverage of the provider-led programme is still to be fully determined. DfE will provide further details on this after half term. We would advise school leaders to continue to speak to Teaching School Hubs, lead providers or other known local delivery partners in the meantime.

**Q: What are the advantages of going through a TSH rather than going directly to the national lead providers?**

Schools should contact their local Teaching School Hub and national lead providers (or other known local delivery partners) to see which option will suit them best so they can make an informed decision.

**Q: How do I find out which local providers are working in my area?**

**A:** The easiest way to learn more about these programmes is to contact your local Teaching School Hub. You can also contact lead providers directly or other known local delivery partners.

**Q: In relation to the providers identified, is there specialist support and expertise within this for meeting the needs for an ECT in a Special School setting for pupils with complex and profound needs?**

**A:** The funded provider-led programme (known as the full induction programme) will be available to schools free at the point of access and the focus of support is about ensuring new teachers have everything they need to start their career in teaching. Schools will be able to supplement this support to meet their own needs as they do currently.

### **Digital Service**

**Q: We were expecting our email to sign up and nominate our induction tutor by now but have not yet received one.**

**A:** Email invites have been sent to all maintained schools and academies. The invite will have been sent to the email address(es) registered against the school in [GIAS \(Get Information About Schools\)](#). This is usually an office@, admin@ or head@ email address. If they cannot find the original invite, schools can visit <https://manage-training-for-early-career-teachers.education.gov.uk/> and regenerate a new email invite to the address they have registered with GIAS or email continuing-professional-development@digital.education.gov.uk for support.

**Q: What should they be looking for as the title of this invite email so that I can ask for it to be forwarded to me?**

**A:** The emails were sent from this address - "Department for Education: Teacher Continuing Professional Development"  
<department.for.education.teacher.continuing.professional.development@notifications.service.gov.uk>

**Q: Is the registration of the induction tutor separate to the registration of the mentor(s) and ECT(s) - or is that done on the same website/at the same time?**

**A:** Currently the service allows schools to nominate their induction tutor. Those nominated induction tutors will later be able to use the service to add the details of their early career teachers and mentors.

**Q: Will tracking of TRNs and therefore data on teacher retention become available again in future through this scheme?**

**A:** Early career teachers and mentors will be asked on the service to provide details of their TRN in order to validate their details against the Database of Qualified Teachers (DQT).

### **Existing NQTs/ECTs – Transitional Arrangements**

**Q: Can an ECT do year one in one school and then move to another school for year two?**

**A:** ECTs will continue to be able to move schools throughout their induction period. The minimum period that counts towards induction will remain at 1 term, as long as the ECT's induction post is 1 term or longer the completed terms will be carried over. If an ECT leaves a post after completing one term or more in an institution but before the next formal assessment, the induction tutor is expected to complete an interim assessment which will capture the ECT's current progress and performance. Further information is provided in section 2.32 of [statutory guidance](#).

**Q: If we have a staff member who is pre-September 2021 ECT do we need to continue with their approach e.g. they started with a different provider than the one we have chosen?**

All ECTs who start induction from 1st September 2021 will be required to follow the new two-year ECF-based induction arrangements.

There will be some ECTs who will have started but not completed induction on 1 September 2021. These teachers are covered by the transitional arrangements set out in paragraphs 1.4 – 1.7 of the statutory induction [guidance](#) and where possible these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction.

All teachers will also have access to the [high-quality training materials](#) which have been made available a year ahead of schedule so that the maximum number of teachers can benefit from the support the ECF provides.

**Q: If a teacher is currently completing their NQT year now (20-21), are they eligible to be included next year?**

**A:** NQTs currently undertaking their one-year induction period will be recognised as having completed their induction (providing they have met the current assessment requirements) and will not be classed as an ECT. However, they are still able access the [high-quality resources](#) produced as part of the early career framework to support their ongoing professional development.

If a school is part of the early roll-out of ECF this academic year (2020-2021)

in Greater Manchester, Bradford, Doncaster or the North East - then their currently active ECTs will continue into year 2 of the ECF programme in academic year 2021-2022.

**Q: If a member of staff will be doing their NQT year with us as a maternity cover, are there transition guidelines for how they will continue their ECF in the next year in a different school?**

**A:** Where possible, an early career teacher should continue on their existing programme. If this is not feasible, the two Lead Providers should work together to make arrangements to accommodate the early career teacher. We would advise Lead Providers to have their own policies and guidance set out in relation to moving between providers.

If the early career teacher moves to a school delivering their own Early Career Framework programme, they will lose access to the materials linked to the funded induction programme but will still be able to access the free, accredited materials produced by DfE.

There are contractual considerations regarding funding which the Lead Provider should discuss with their DfE contract manager.

Guidance will be provided to schools and providers as to how this information will be captured on the DfE online service.

**Q: A teacher that was part of the pilot is joining the trust, does she not complete the second year then?**

**A:** Early career teachers who formally start their induction programme before 1 September 2021 should complete induction under current (pre-September 2021) arrangements. These early career teachers will then fall under transitional arrangements and have until 1 September 2023 to complete the remainder of their three-term induction.

All teachers will also have access to the [high-quality training materials](#) which have been made available a year ahead of schedule so that the maximum number of teachers can benefit from the support the ECF provides.

**Q: If we have a new teacher in September with one year post NQT can they still benefit from this programme? Their first year of teaching would have been so disrupted and barely in the classroom?**

**A:** All teachers will have access to the [high-quality training materials](#) which have been made available a year ahead of schedule so that the maximum number of teachers can benefit from the support the ECF provides.

**Q: If a school has a teacher who begins their NQT year in January, what should they do?**

**A:** Induction posts can still start mid-term/year. Headteachers should ensure that ECTs can access an ECF based induction regardless of what point in the year they start their teaching post.

Every lead provider will have a policy on how to support ECTs who join their school during the academic year. It is the responsibility of the provider and its delivery partners to support mentors and ECTs in this circumstance by providing training. This means that ECTs should be able to start their induction outside of the September window.

**Q: How will NQTs taking their NQT over more than one year fit into this new framework? Will they finish the NQT as we know it now or will they have to restart or something in between?**

**A:** Early career teachers who formally start their induction programme before 1 September 2021 should complete induction under current (pre-September 2021) arrangements. These early career teachers will then fall under transitional arrangements and have until 1 September 2023 to complete the remainder of their three-term induction.

More information about transitional arrangements can be found in updated [Statutory Induction Guidance](#).

**Q: We wanted to know if the Teach First NQTs of this year will be involved next year in the framework. We cannot find this info out although understand that that NQTs who are not Teach First will not be part of it next.**

**A:** Early career teachers who formally start their induction programme before 1 September 2021 should complete induction under current (pre-September 2021) arrangements. These early career teachers will then fall under transitional arrangements and have until 1 September 2023 to complete the remainder of their three-term induction.

These teachers are covered by the transitional arrangements set out in paragraphs 1.4 – 1.7 of the statutory induction [guidance](#) and where possible these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction.

All teachers will also have access to the [high-quality training materials](#) which have been made available a year ahead of schedule so that the maximum number of teachers can benefit from the support the ECF provides.

## **Regulations**

**Q: If we have been providing our own induction programme in school but we are not accredited, can we continue to do so, or do we have to choose an accredited scheme?**

**A:** From September 2021, schools will be expected to opt for one of three approaches to deliver an ECF-based induction for their early career teacher(s). It is up to the headteacher to choose the approach that best meets the needs of their early career teacher(s) and mentor(s):

- 1) A funded provider led programme.
- 2) Schools deliver their own training using DfE accredited materials and resources.
- 3) Schools design and deliver their own two-year induction programme for ECTs based on the ECF. In this option, appropriate bodies will have a role in ensuring the ECT receives a programme of training and support based on the Early Career Framework.

**Q: Is there a standard ECT pay policy for schools?**

**A:** Early career teachers (ECTs) fall under the qualified teacher pay scale. Employers are ultimately responsible for pay policy within their schools and should consider any guidance, including the school teachers' pay and conditions document (STPCD), when making decisions on teacher pay.

It absolutely remains our commitment that the early career framework (ECF) reforms should have no adverse impact on teachers' pay progression. To ensure this, we are seeking to update the 2021 STPCD and are working closely with colleagues within the department to ensure the changes are adequately and effectively reflected. As with any iteration of the school teachers' pay and conditions document, there will of course be consultation on the report of the School Teachers' Review Body over the summer before the guidance is published and comes into effect from this September.

Performance management cycles should be annual regardless of full time or part time status and the changes to induction arrangements should have no adverse impact upon early career teachers' pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow both during and after induction.

**Q: If teachers are part-time is it still a two-year framework? Do you have to adapt the ECF for part time teachers?**

**A:** ECTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of two full school years. Therefore, an ECT working part-time as a 0.5 FTE will need to serve induction for four school years. There is no expectation that a part-time teacher would engage with ECF-based training on a full-time basis.

All teachers, including those who work part time, will be entitled to an induction period underpinned by the ECF. The headteacher/principal is responsible for ensure that all teachers receive an ECF-based induction. For those who chose to enrol on the provider led programme, the six lead providers who are delivering the DfE funded training each have their own policy for the management of non-standard inductions including policies for part time teachers. You should contact them directly for further information. Their details are:

- Best Practice: [chrisludlow@bestpracticenet.co.uk](mailto:chrisludlow@bestpracticenet.co.uk) (0117 920 9209)
- Teach First: [teachingschoolhubs@teachfirst.org.uk](mailto:teachingschoolhubs@teachfirst.org.uk)
- Ambition Institute: Ambition.org.uk (Contact your regional school partnership lead)
- Education Development Trust: [KPartners@EducationDevelopmentTrust.com](mailto:KPartners@EducationDevelopmentTrust.com)
- UCL: [ECFNPQPartners@ucl.ac.uk](mailto:ECFNPQPartners@ucl.ac.uk)
- Capita: [ECF@Capita.com](mailto:ECF@Capita.com)

**Q: Is there provision for independent schools access the Full Programme in some way. If not, is the Core route the only option open to them?**

**A:** The statutory induction guidance sets out the three approaches schools can choose from to deliver an ECF-based induction. It is up to the headteacher to choose the approach that best meets the needs of their early career teacher(s) and mentor(s).

Institutions which are eligible to offer statutory induction, are not state funded (for example, independent schools) and want to offer their ECTs the provider led programme may enter into arrangements with lead providers directly to access the Full Induction Programme. This is subject solely to the agreement of the lead provider and the institution.

Where agreement cannot be reached these institutions will be able to deliver their own training using the freely available DfE accredited materials and resources or design and deliver their own programmes. In such instances the appropriate body will be responsible for ensuring the ECT receives a programme of training and support based on the ECF.

**Q: Can international schools abroad access this training for their teachers if teaching the UK curriculum?**

**A:** Early career teachers will continue to be able to complete induction in accredited British Schools Overseas (BSOs). Whilst BSOs are not required to offer statutory induction, if they choose to do so they comply with the regulations and statutory guidance, including delivering an induction based on

the ECF.

**Q: Are teachers employed on fixed term contracts conditional on successfully completing the framework?**

**A:** Headteachers are responsible for employment decisions and contractual arrangements within their schools.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory. Further detail on failure of induction and induction appeals can be found in [statutory guidance](#).

**Q: Will schools have access to this? I have accepted a job for September and the school had never heard of the new ECF.**

**A:** Subject to the exemptions listed in statutory guidance, a qualified teacher cannot be employed as a teacher in a relevant school<sup>1</sup> in England unless they have satisfactorily completed a statutory induction period.

From 1 September 2021 all early career teachers in England undergoing statutory induction will be entitled to a 2-year induction underpinned by the ECF. Independent schools, academies, free schools, and British schools overseas are not required to offer statutory induction to their ECTs, but if they choose to do so must comply with the regulations and guidance in full, including delivering an induction based on the Early Career Framework.

All schools which provide statutory induction will be expected to opt for one of three approaches to deliver an ECF-based induction for their early career teacher(s). It is up to the headteacher to choose the approach that best meets the needs of their early career teacher(s) and mentor(s):

- 1) A funded provider led programme.
- 2) Schools deliver their own training using DfE accredited materials and resources.
- 3) Schools design and deliver their own two-year induction programme for ECTs based on the ECF. In this option, appropriate bodies will have a role in ensuring the ECT receives a programme of training and support based on the Early Career Framework.

**Q: How should the time off timetable be calculated?**

**A:** In the first year (terms 1-3) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range

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<sup>1</sup> A relevant school is a maintained school or non-maintained special school in England, including a maintained nursery school or a Pupil Referral Unit.

and in the second year (terms 4-6) of induction they must not teach more than 95%. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme.

This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive – see the [statutory induction guidance](#) for further information.

**Q: Is there a standard contract of employment for ECTs?**

A: The introduction of the ECF reforms does not affect terms of employment.

**Mentors and Mentoring**

**Q: How much time out of class is the mentor expected to take in order to support the ECT?**

A: Mentoring is a very important element of the induction process and the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT.

As set out in the statutory guidance published on 25 March, schools have been given the flexibility to choose which of three approaches best meets the needs of their ECTs and mentors when delivering an Early Career Framework (ECF)-based induction.

These are:

- A funded provider led programme (the Full Induction Programme);
- Schools deliver their own training using DfE accredited materials and resources (the Core Induction Programme); and
- Schools design and deliver their own two-year induction programme for ECTs based on the ECF.

Where schools opt for the funded, provider led programme Lead Providers will set out the programme's requirements including the time required for mentoring sessions in both Year 1 and Year 2.

For option two, the Core Induction Programme sets out the suggested timings for mentor sessions in both years. Each programme incorporates self-directed study; mentor sessions; training for ECTs and time for professional progress reviews and formal assessment and was developed by one of four expert providers. The providers were required to develop a programme covering the whole of the Early Career Framework and based on the time off timetable ECTs should receive across Years 1 and 2 of their induction. In year 1, thirty-nine hours were allocated for mentoring sessions (approximately one hour per week) and for year 2, twenty hours were allocated (approximately one hour

per fortnight).

We have taken the deliberate approach to not mandate a set amount of time for mentors to spend with ECTs within statutory guidance because we understand that some schools may opt to design and deliver their own programme to reflect their context and the needs of their ECTs. However, the information provided as part of the Core Induction Programme does provide a guide as to the amount of time that may be set aside for mentoring in Years 1 and 2.

**Q: Does the mentor need to be subject-specific or could I have a group of teachers in the school how every year are my mentors but might not work in the same team?**

**A:** It is at each school's discretion as to who should mentor each early career teacher. Headteachers will be responsible for ensuring that the designated mentor holds Qualified Teacher Status, has the necessary skills and is able to sufficiently meet the roles and responsibilities set out in [statutory induction guidance](#).

**Q: Are there job descriptions for the mentor and for the induction tutor roles?**

**A:** Roles and responsibilities for the mentor and induction tutor are set out in the recently updated [statutory induction guidance](#).

**Q: Can a school's induction tutor be the same person as the ECT's mentor? Or does an ECT need to have a separate tutor and mentor?**

**A:** The mentor and induction tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by two separate individuals. We understand that there may be some exceptional circumstances where it may be necessary for a headteacher to designate a single teacher to fulfil both roles. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

**Q: My mentors all have high level training. Why do I need to spend time sending them off site for more training?**

**A:** Mentoring plays a significant role in ensuring the ECT receives a high-quality ECF-based induction. The mentoring training under the provider-led, or Full Induction Programme, will concentrate on building mentor knowledge of the Early Career Framework and equipping them with the appropriate tools to best support ECTs.

**Q: How will mentors in future years be trained? Can mentors train other mentors in school?**

A: 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, we do not expect that they will need to undertake this again to work with ECTs under the current framework.

**Q: With the Provider Led Programme, are mentors still provided with a weekly break down of coverage, as in the Core Induction option?**

A: Where schools opt for Full Induction Programme, ECTs and mentors will be provided with detailed guidance setting out their training schedule throughout the two-year period and when they will be expected to meet with their mentor/mentee.

**Q: For the Core Induction Programme, does a nominated lead deliver the material in-house?**

A: The Core Induction Programmes, developed by one of four expert providers and quality-assured by the DfE and Education Endowment Foundation, all include self-directed study materials for the ECTs to work through to ensure ECTs receive a high-quality ECF-based induction programme. These programmes also include guidance for mentors and set out the suggested timings for regular mentor sessions in both years.

The statutory guidance sets out the roles of the induction tutor and mentor. Induction tutors will be expected to provide, or coordinate, guidance for the ECT's professional development and carry out regular progress reviews throughout the induction period. Mentors will be expected to regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback and provide, or broker, effective support including phase or subject specific mentoring and coaching.

**Q: If a nominated induction tutor leaves, do we renominate and inform the DfE or just the AB?**

A: If a school's induction tutor leaves a school, they or someone else at the school will need to update the online service with the relevant details. The appropriate body will require updating separately.

## **Assessment**

**Q: In the ECF, are there 2 formal assessments in each year, or 2 formal assessments over the whole two-year period?**

A - There will now be 2 formal assessments points during the induction period:

- One midway through induction, and
- One at the end of the induction period.

There should be regular progress reviews to monitor progress, each term without a formal assessment. Further information on assessment of ECTs is included in the statutory induction guidance.

## **Miscellaneous**

**Q: NQTs will receive a 10% reduction on their timetable allocation in year 1 and 5% in year 2. Will their 1-hour meeting per week with their mentor form part of the 10% or will that be additional to that, therefore, 2 hours additional protected time.**

A: Schools are expected to deliver an ECF-based induction within the time off timetable all ECTs should receive (10% in Year 1 and 5% in Year 2). Where schools opt for the funded, provider led programme Lead Providers will set out the programme's requirements in terms of timings for both Year 1 and Year 2.

If schools deliver their own training using DfE accredited materials and resources (the Core Induction Programme) these set out suggested timings for mentor sessions, self-directed study and training in both years. Schools can also opt to design and deliver their own programme. In both options schools are able to provide their ECTs with time off timetable in a way that works best for them and their ECTs.

**Q: If induction is 'suspended' is there still a possibility of 'failing' the ECF?**

All ECTs will be assessed against the Teachers' Standards throughout the induction period. At the end of the induction period the appropriate body, drawing on the recommendation of the headteacher/principal, will make a final decision as to whether the ECT's performance against the Teachers' Standards is satisfactory. If the appropriate body decides that the ECT has failed to complete their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision. The ECT then has 20 days in which to appeal against the decision.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a

maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory. Further detail on failure of induction and induction appeals can be found in [statutory guidance](#).

**Q: Why is SEND not included as an area of development in the framework?**

The Early Career Framework underpins what all early career teachers should learn about and learn how to do based on expert guidance and the best available research evidence. It was designed in consultation with the education sector including SEND specialists and covers five core areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours and is designed to work for all ECTs regardless of subject, phase and / or school. The lead providers have ensured that there are materials and exemplification for primary and secondary schools and different subjects.

More widely we are committed to gathering evidence about the implementation and impact of the Early Career Framework, to ensure that it provides the best support for new teachers entering the profession. Therefore, we are working with the Education Endowment Foundation (EEF) to ensure a comprehensive package of evaluation activity.

The DfE recently launched the procurement for a process evaluation of the national roll-out of the Early Career Framework. This evaluation will commence in the summer and will inform continuous improvement in the implementation of these reforms and provide early evidence about whether the programme is achieving its aims.

The EEF will soon commence the procurement for a contractor to carry out an evaluation about the impact of participation in the full induction programme, as part of the national roll out of the Early Career Framework. This work will commence in Autumn 2021.

**Q: Should a school choose the Core induction programme, can they draw different elements from the materials supplied by the national lead providers?**

No. Schools will need to choose which option they will go with. Lead providers have thought hard about how to ensure this programme of support blends to provide the best learning experience for the ECTs; it also includes training for mentors and additional funding to cover the backfill time of mentors attending this training.

**Q: I work in a Sixth Form and every year we appoint graduates or staff with no PGCE. We put them through a QTLS qualification with Greenwich University which is a two-year programme. They get remission whilst they are completing this qualification and have a mentor in college and through Greenwich. My question or concerns are that after their two years, they get QTLS, but then if they are an ECT for the next two years a) we won't be funded for this as they don't have QTS**

**and b) they will need permission for the next two years so in effect we're appointing someone who won't be teaching full time until they are in their 5th year. Is there a reason why QTLS qualifications are not funded and has anyone considered how we approach those who qualify whilst teaching 'full time' on the job as the expectations seem to have overlooked the sixth form sector?**

**A:** The funded provider led training is available to all early career teachers (ECTs, formerly known as NQTs) undertaking statutory induction. Therefore, if the institution meets the requirements to offer statutory induction as set out in the statutory induction guidance it will be possible for their teachers to undertake this training.

The ECF reforms will have no impact on trainee teachers who are awarded Qualified Teacher Learning and Skills (QTLS) status. Teachers awarded QTLS status are exempt from the requirement to serve statutory induction.

Irrespective of this, if an institution thinks a teacher awarded QTLS would benefit from some of the ECF-based training their teachers are able to access the freely available materials via this link: [Early Career Framework – Core Induction Programme \(education.gov.uk\)](https://www.education.gov.uk/early-career-framework-core-induction-programme)

**Q: I believe the in-house training which must supplement the ECF training is linked to how the ECF training is linked to applying the ECF training to that particular school. If the ECT already works in the school and is therefore acquainted to how it links up to that school would the school be allowed to offer alternative training to meet the individual needs or interests of the ECT?**

**A:** The focus of early career support is about ensuring new teachers have everything they need to start their career in teaching. Schools will be able to supplement this support to meet their own needs as they do currently.

**Q: Is this another qualification with formal assignments to be completed?**

**A:** From September 2021, the government is funding an entitlement for all early career teachers in England to access high quality professional development at the start of their career.

ECTs will continue to be assessed against the Teachers' Standards through an Appropriate Body. The Appropriate Bodies will continue to own the assessment and sign off of ECTs. There are changes to the rhythm of the assessments - there will now be 2 formal assessments points during induction:

- one midway through induction, and
- one at the end of the induction period.

There should be regular progress reviews to monitor progress, each term without a formal assessment. Further information on assessment of ECTs is included in the [statutory induction guidance](#).