

# Early Career Framework Reforms Explainer Webinar

# Today's Presenters



*Gareth Conyard is currently Deputy Director of the Developing Teachers & Leaders Division at the Department for Education, responsible for the Government's overall approach to developing teachers, head teachers and leaders. This includes overseeing current and reformed National Professional Qualifications, as well as delivering the new Early Career Framework reforms.*



*Frances Blurton is currently an Assistant Director in the Developing Teachers & Leaders Division at the Department for Education. Frances is responsible for stakeholder engagement and communications across the Early Career Framework reforms and National Professional Qualifications programmes as well as the statutory changes to induction.*



*Kate Thompson is currently a Deputy Service Owner in the Developing Teachers & Leaders Division at the Department for Education. Kate is responsible for delivery of the Teacher CPD digital service which will help schools and teachers to access the Early Career Framework reforms and National Professional Qualifications programmes.*

# Introduction

## How Live Events Work

- This webinar will be recorded so you will be able to look back on what we have covered today.
- The slides will be sent to everyone who has registered so there is no need to take notes.
- Please ask questions as we go along – the chat panel is found on the right hand side. Repeat questions will not be published.
- Any questions we don't answer today will be sent with an answer to all registered attendees.
- This is the first of two events, they are identical so there is no need to attend both.

## Common Terminology

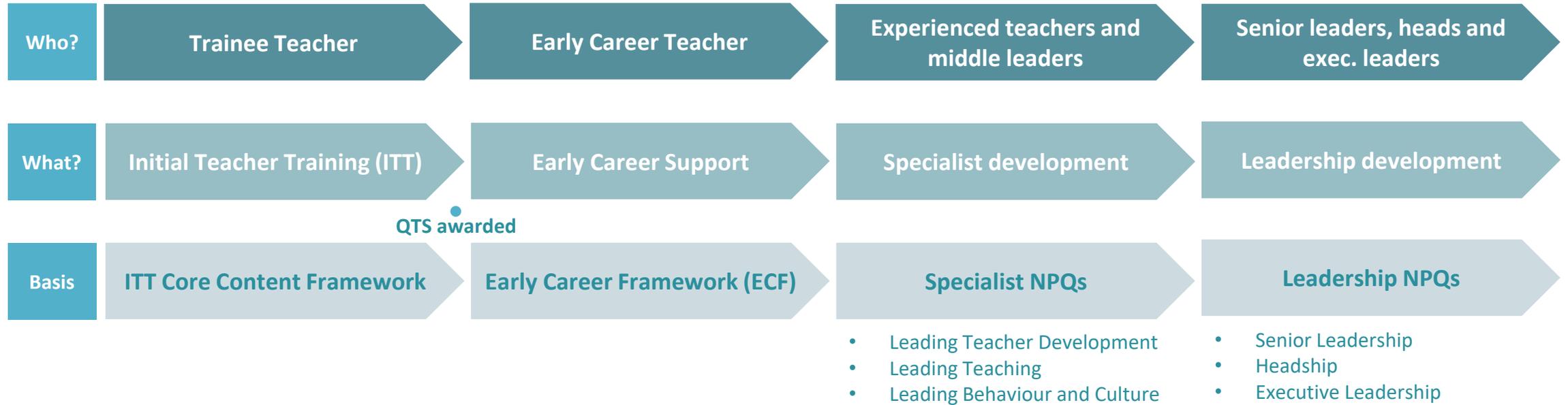
- ECF – Early Career Framework
- ECT – Early Career Teacher
- AB – Appropriate Bodies
- NPQ – National Professional Qualifications
- ITT – Initial Teacher Training
- TSH – Teaching School Hubs

## Introduction

### What we'll be covering today

- Overview of Teacher Development Reforms
- Background and rationale behind the Early Career Framework reforms
- What has changed about induction
- What options are available to support schools to deliver an Early Career Framework based induction
- The role of Appropriate Bodies
- What funding is available
- The DfE's online system
- Next steps for School leaders
- Useful links and resources

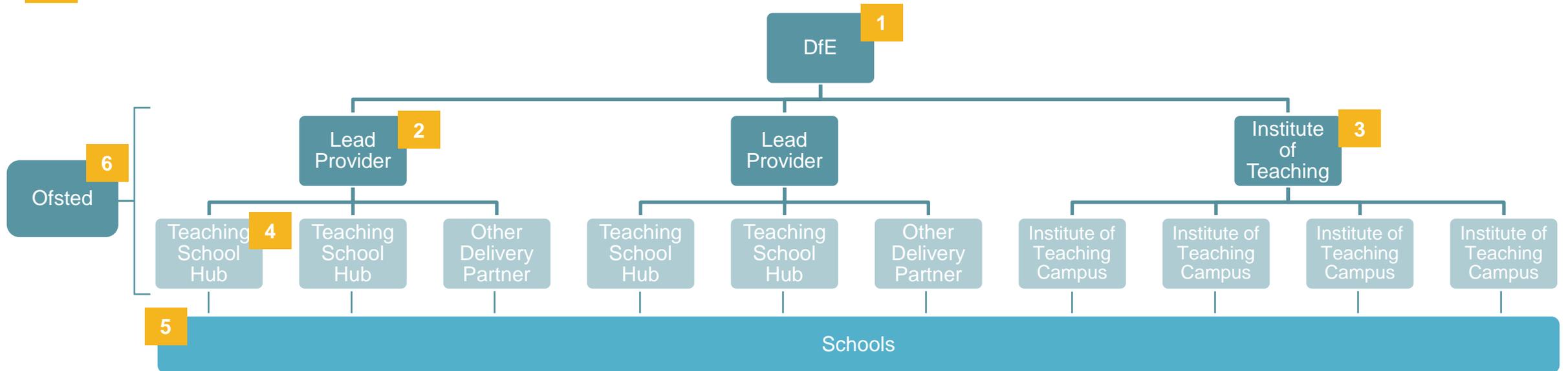
# We are building a world class system of Teacher Development



- Teachers are the foundation of the education system – there are no great schools without great teachers. Delivering on the commitments set out in the Teacher Recruitment and Retention Strategy, the Department is creating a world-class teacher development system by transforming the training and support teachers and school leaders receive at every stage of their career.
- Each stage – initial teacher training, early career support, specialisation and leadership – is underpinned by frameworks that build on and complement one another. The frameworks have been independently reviewed by the Education Endowment Foundation to ensure they draw on the best available evidence.
- Together these reforms will help teachers and leaders in every phase, subject and context. They will establish strong professional development cultures in schools across the country, elevating the quality of teaching and ultimately improving pupil outcomes.

## This requires us to build a similarly world class delivery infrastructure

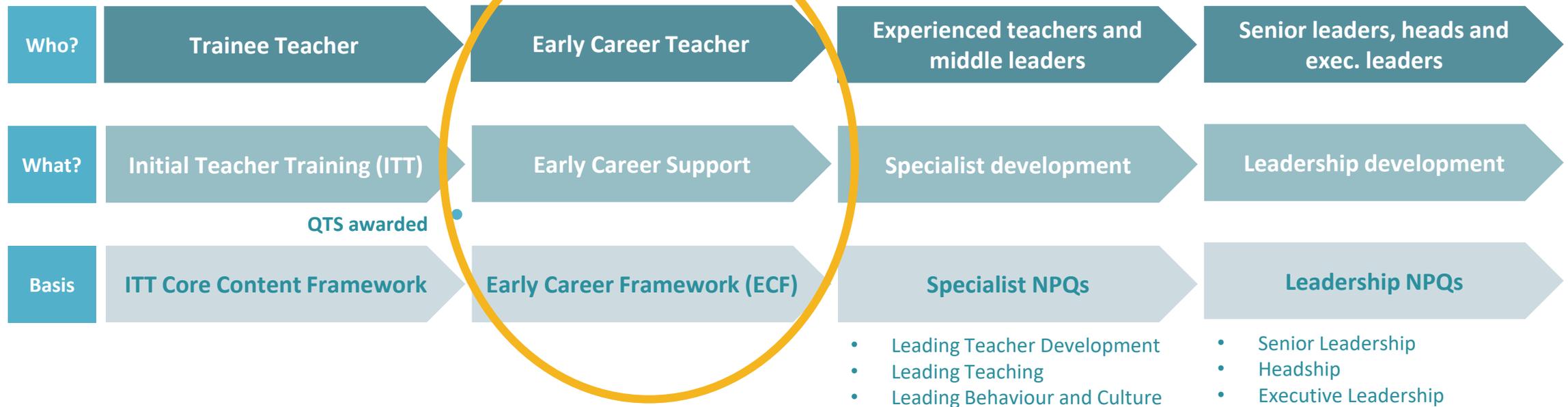
- 1** DfE created evidence informed frameworks, validated by the Education Endowment Foundation (EEF).
- 2** **ECF and NPQ Lead Providers** built on these frameworks to create evidence-informed training programmes and establish national alliances of Delivery Partners.
- 3** From September 2022, the DfE will establish the **Institute of Teaching**, England's flagship teacher training and development provider.
- 4** **Delivery Partners** will work with Lead Providers to deliver programmes across an area. **Teaching School Hubs** will be the backbone of these.
- 5** **Schools** choose which **Lead Provider** they want to work with from those available in their local area.
- 6** **Ofsted** inspects Lead Providers and their Delivery Partners to drive up quality.



## Early Career Framework (ECF)

Teachers deserve high-quality support throughout their careers, particularly in those first years after initial teacher training when the learning curve is steepest.

From September 2021, the Early Career Framework (ECF) reforms will entitle all early career teachers to a fully-funded, two-year package of structured training and support linked to the best available research evidence.



Coupled with the ITT Core Content Framework, the ECF will establish an entitlement to a three-year structured and evidence-informed package of support for all new teachers at the start of their careers. Together, these reforms will become the cornerstone of a successful career in teaching.

## Early Career Framework reforms: What's Changing?

From September 2021, statutory induction arrangements are changing. These new arrangements will **replace** current induction requirements.

	Current Arrangement	from September 2021
<b>Length of support</b>	One year	Two years
<b>Timetable reduction</b>	10% reduced timetable for one year	10% reduced timetable in Year One 5% reduced timetable in Year Two.
<b>Content</b>	No defined content.	Induction should be based on the <b>Early Career Framework</b> .
<b>Role of the mentor</b>	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.
<b>Assessment</b>	Marked against Teacher Standards Three formal assessment points.	Marked against Teacher Standards Two formal assessments – supported by regular progress reviews Early Career Framework is <b>not</b> an assessment tool.
<b>Funding</b>	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.
<b>ECT Pay</b>	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.
<b>Role of the Appropriate Body</b>	Checking new teachers receive statutory entitlements 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.

# Early Career Framework reforms: Options for schools

	Provider Led Programme	Core Induction Programme	School-Led Induction
I want to....	Use a training provider to support meeting the new statutory induction requirements  PROVIDER	Deliver my induction programme in my own school using high quality materials and resources , accredited by the DfE  IN SCHOOL	Design my own two year induction programme based on the Early Career Framework  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.

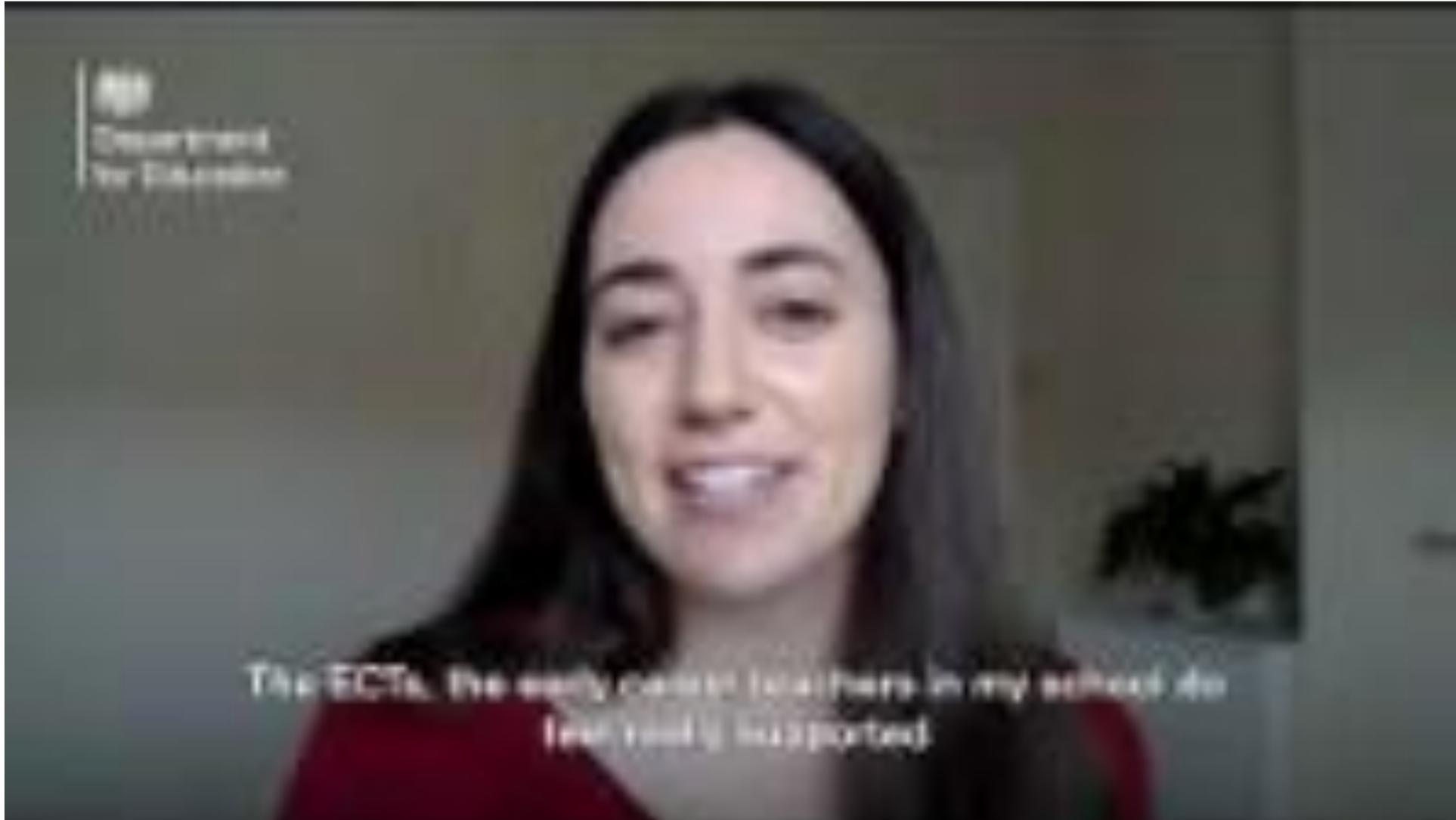
-  Time off timetable funded for early career teachers and mentors in the second year of induction.
-  A sequenced two-year programme based on the Early Career Framework.
-  Self-directed study materials for early career teachers including videos and evidence based reading.
-  Materials to support mentor 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.

## Early Career Framework reforms: Provider-led Programme



The Provider Led Programme is currently being run in four areas of the country as part of an early roll-out of these reforms. We interviewed early career teachers, their mentors and school leaders to discuss their experiences on the programme so far.



# Early Career Framework reforms: Role of the Appropriate Body

	Provider Led Programme	Core Induction Programme	School-Led Induction
Schools 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

## AB role includes:

- ✓ 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.

## AB role includes:

- ✓ 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.

## AB role includes:

- ✓ 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.

Schools should expect to be checked in a greater level of detail where they 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.

Whichever induction route has been chosen, all schools who have ECTs must have an appropriate body. It remains the decision of the headteacher to choose their appropriate body.

# Early Career Framework reforms: Funding

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

# Early Career Framework reforms: Funding Summary

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

## 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 as the above to reimburse state schools for a further 20 hours of time off timetable.

All Schools	Year of Induction	Hours	Amount paid per region			
			England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
Time off timetable for ECT to undertake induction activities	2	5% off timetable	£1,200	£1,500	£1,400	£1,300
Time for mentor to undertake mentoring	2	20	£900	£1,100	£1,000	£900

Schools on the Provider-led Programme	Year of Induction	Hours	Amount paid per region			
			England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
Training costs: ECT and mentor for schools who have chosen a provider led programme	1 & 2	n/a	Paid directly to provider			
Time for mentors to undertake provider-led training for schools who have chosen a provider led programme	1 & 2	36	£1576.10	£1929.24	£1737.14	£1623.24

## Early Career Framework reforms: The DfE Teacher CPD Service

**We are developing one service for teacher CPD that will offer:**

- **Simplicity for users.** The department should be the trusted source of impartial information through a single place. We use established standards and patterns to allowing schools and teachers to see what ‘good’ looks like quickly and easily.
- **Giving DfE direct access to users.** We will be able to engage directly with the sector to deliver policy objectives, giving us more capability to deliver new and changed initiatives.
- **Measuring success.** We will have data about our users to track key metrics such as CPD take up, success and teacher retention through the lifespan of a teaching career. This will allow us to compare interventions and inform policy decisions.
- **Aligning our offers for ECF and NPQ** - as much as possible, we should be offering (and asking providers to offer) a similar service

We do not see it as the role of DfE to become a ‘learner management system’ software provider - this is not something that DfE is best placed to do in terms of expertise or role.

# DfE Online Service: Overview

## Provider Led 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 
---------------	---	--	---

### What a school can do **within** the online service:

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li> <a href="#">Nominate your school's induction tutor.</a></li> <li> Select your school's delivery route.</li> <li> When known, add ECT and mentor details.</li> <li> <b>The online service will direct ECTs and mentors to your school's lead provider/delivery partner.</b></li> </ul> | <ul style="list-style-type: none"> <li> <a href="#">Nominate your school's induction tutor.</a></li> <li> Select your school's delivery route.</li> <li> When known, add ECT and mentor details.</li> <li> The online service will allow ECTs and mentors to access your chosen accredited materials.</li> </ul> | <ul style="list-style-type: none"> <li> <i>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.</i></li> </ul> |
|---|--|--|

### What a school needs to do **outside** the online service:

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li> <b>Explore which lead providers are available in your area and confirm <u>directly with them</u> or their delivery partners if you are interested in working with them.</b></li> <li> Select an appropriate body to register ECTs with Teaching Regulation Agency (TRA).</li> <li> Work with your AB to facilitate your ECTs' induction in line with statutory guidance.</li> </ul> | <ul style="list-style-type: none"> <li> Explore the accredited ECF materials on GOV.UK.</li> <li> Decide which set of materials to use.</li> <li> Plan how you will deliver the materials.</li> <li> <b>Select an appropriate body to register ECTs with the Teaching Regulation Agency (TRA)</b></li> <li> Be prepared to demonstrate to your AB how you plan to deliver the ECF materials.</li> <li> Work with your AB to facilitate your ECTs' induction in line with statutory guidance.</li> </ul> | <ul style="list-style-type: none"> <li> <i>Design training materials based on the ECF</i></li> <li> <i>Plan how you will deliver the materials</i></li> <li> <b>Select an appropriate body to register ECTs with the Teaching Regulation Agency (TRA)</b></li> <li> <i>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</i></li> <li> Work with your AB to facilitate your ECTs' induction in line with statutory guidance.</li> </ul> |
|--|--|---|

-  From Now
-  June-August
-  From September

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

# Early Career Framework reforms: Actions for School Leaders

	Provider Led 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
	 PROVIDER	 IN SCHOOL	 IN SCHOOL



## Do now:

- The easiest way to find out 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.
- Nominate your school’s induction tutor on the DfE’s online service.

## Ahead of September 2021:

- Ensure your ECT has timetable reduction, and that the induction tutor and mentor have the ability and time to carry out their roles.
- Ensure you have an appropriate body in place for your school.
- Sign up on the DfE online service and register the details for your ECT(s) and mentor(s).



## Do now:

- Review the published materials and pick a provider that suits your needs.
- Nominate your school’s induction tutor on the DfE’s online service.

## Ahead of September 2021:

- Ensure your ECT has timetable reduction, and that the induction tutor and mentor have the ability and time to carry out their roles.
- Contact your Appropriate Body to ask about what evidence will be required to demonstrate your induction programme meets statutory requirements.
- Sign up on the DfE online service and register the details for your ECT(s) and mentor(s).



## Do now:

- Download the early career framework.
- Design a two-year programme of support and training that covers every “learn that” and “learn how to” statement in the ECF.

## Ahead of September 2021:

- Ensure your ECT has timetable reduction, and that the induction tutor and mentor have the ability and time to carry out their roles.
- Contact your Appropriate Body to ask about what evidence will be required to demonstrate your induction programme meets statutory requirements.

## Early Career Framework reforms : Useful Resources and Links

Find your [local teaching school hub](#) to find out more about the options which are available.

You can also contact [lead providers](#) directly or other known local delivery partners.

### Materials mentioned during the session:

- [Early career framework reforms: overview](#)
- [Induction statutory guidance](#)
- [Accredited, high-quality core induction materials](#)
- [Appropriate Bodies Guidance](#)
- [DfE's Online Service](#)

### Testimonials and blogs surrounding the reforms:

- [‘Maximum benefit in a straightforward way’: an Early Career Framework induction - Teaching \(blog.gov.uk\)](#)
- [Early Career Framework reforms – something to get excited about](#)

**Thank you for your time and support.**

**If you would like to receive direct updates from the department on the ECF reforms, please sign up to our mailing list.**