

**The Programme:** The Early Career Framework is the evidence base which underpins the new entitlement for early career teachers' (ECTs) professional development. The Early Career Teachers Programme is designed to support early career teachers (ECTs) and their mentors to embed the necessary standards of knowledge and classroom practice, described in the framework. The framework follows learn that...and learn how to...similar to the ITT Framework. A summary is below.

Core Area	Teaching Standard	ECT will learn how to.....
Behaviour Management	High Expectations	<ul style="list-style-type: none"> <li>have high expectations of the academic potential of ALL pupils in all classes</li> <li>have high expectations of the behaviour for all pupils in the school</li> </ul>
Pedagogy	How pupils learn	<ul style="list-style-type: none"> <li>avoid overloading the working memory</li> <li>build on pupils prior knowledge</li> <li>increase the likelihood of key knowledge being retained</li> </ul>
Curriculum	Subject and Curriculum	<ul style="list-style-type: none"> <li>deliver a sequenced curriculum</li> <li>increase complex mental models of learning (the bigger picture)</li> <li>develop fluency in pupils</li> <li>apply knowledge and skills</li> <li>support pupil literacy</li> </ul>
Pedagogy	Classroom Practice	<ul style="list-style-type: none"> <li>plan effective lessons</li> <li>make good use of expositions</li> <li>model effectively</li> <li>stimulate pupil thinking and check for understanding</li> </ul>
Pedagogy	Adaptive Teaching	<ul style="list-style-type: none"> <li>develop an understanding of different pupils needs</li> <li>provide opportunities for all pupils to experience success</li> <li>meet individual needs without creating unnecessary workload</li> <li>group pupils effectively</li> </ul>
Assessment	Assessment	<ul style="list-style-type: none"> <li>avoid common assessment pitfalls</li> <li>check prior knowledge and understanding during the lesson</li> <li>provide high quality feedback</li> <li>make marking manageable and effective</li> </ul>
Behaviour Management	Manage behaviour effectively	<ul style="list-style-type: none"> <li>develop a positive, predictable and safe environment for pupils</li> <li>establish effective routines and expectations</li> <li>build trusting relationships</li> <li>motivate pupils</li> </ul>
Professional Behaviours	Professional Behaviours	<ul style="list-style-type: none"> <li>develop as a professional</li> <li>build effective working relationships</li> <li>manage workload and wellbeing</li> </ul>

## Funding

£1,200 per ECT , plus £900 per mentor for their additional time in year 2. This will be paid direct from the DfE to the school during the summer term of year 2. In addition, a further £1576.10 will be paid to all schools to support a mentor's time off timetable over the two years to complete the additional training. This equates to 36 hours of additional time and will be paid directly from the DfE to the school in the summer of year 2.

## The Early Career Teacher

### Training

ECTs will receive core training in relation to five core areas:

- 1: behaviour management    2: pedagogy    3: curriculum    4: assessment  
5: professional behaviours.

The programme covers the Early Career Framework through three termly stands of learning. Each strand encompasses many parts of a teachers' practice, however with a core thread throughout:

- 1: Behaviour    2: Instruction    3: Subject.

Each strand is comprised of self-directed study materials via Steplab – watch, read, reflect – approx. 40 mins and completed during an agreed weekly PPA slot on timetable (can do this together to support discussions). Plus, a weekly instructional coaching meeting between the ECT and mentor - approx. 60 min and completed during an agreed weekly time slot on steplab.

### Assessment

The ECT will have a termly progress review against the National Teaching Standards and an annual formal assessment, monitored both by their Induction Tutor and Appropriate Body.

### Next steps/training dates for the calendar:

Session	Date	Time and duration	Venue	Notes
<b>Welcome webinar</b> (Induction co/tutor, ECT and mentors)	Wed 15 <sup>th</sup> Sept	4pm – 1 hour max	Via zoom	Overview of the ECF
<b>ECT Induction conference 1</b>	w.c 20.9.21 & w.c 27.9.21	9am – full day	RVHS, Trinity, SHARE, Batley, THA	AI materials
<b>ECT Clinic 1</b> (Phase/school/subject specific)	w.c 15.11.21	3.30pm – 1 hour	Teams/ face 2 face	Facilitator led – 1 facilitator to approx. 12 ECT
<b>ECT conference 2</b>	w.c 10 <sup>th</sup> Jan w.c 17 <sup>th</sup> Jan	9am – full day	RVHS, Trinity, SHARE, Batley, THA	AI materials
<b>ECT Clinic 2</b> (Phase/school/subject specific)	w.c. 21.3.22	3.30pm – 1 hour	Teams/ face 2 face	Facilitator led – 1 facilitator to approx. 12 ECT
<b>ECT Clinic 3</b> (Phase/school/subject specific)	w.c 27.6.22	3.30pm – 1 hour	Teams/ face 2 face	Facilitator led – 1 facilitator to approx. 12 ECT

Year 2 timetabled training dates will be released in the summer term prior to year 2 commencing. The format is very similar however the weekly instructional coaching meetings become fortnightly. There will only be one conference in HT1 and three clinics in HT2,4,6.

The mentor and school induction coordinator are the ECTs point of contact and will ensure all ECTs access the training and support sessions mentioned above.

## Mentor role

### Training

The mentor is the key role in supporting the ECT. They should be subject/phase specific and should work on a one to one basis. The mentor will receive support and training from the Hub throughout the two years. This includes self-directed study materials for the Mentor (these are optional), and peer learning groups between mentors. These will take place w.c. 8<sup>th</sup> Nov, w.c. 14<sup>th</sup> March, Nov 2022 (TBC) after school, via Teams and last 1 hour. There will also be the opportunity for all mentors to gain additional training and qualifications linked to the coaching role, throughout the two years.

### Next steps/training dates for the calendar

**Tues 13<sup>th</sup> July 9am OR Wed 14<sup>th</sup> July 9am – One day ECF Induction conference via Zoom**  
Wed 15<sup>th</sup> Sept 9am (full day) – Mop up Induction conference (for any newly recruited mentors who missed the summer training)  
Wed 15<sup>th</sup> Sept 4pm (1 hour) - Welcome back webinar via zoom

## Induction Coordinator/Tutor role:

**Induction Coordinator:** To ensure that all ECTs in their school have access to the ECF support and training guidance from their mentor. To monitor this training via Steplab, the Ambition Institute portal.

**Induction Tutor:** To complete a termly progress review to ensure all ECTs are meeting the teaching standards. To complete two formal assessment (one a year) for each ECT. To record all assessment and monitoring on the ECT Manager portal. All assessments will be quality assured by your appropriate body service.

### Next steps/training dates for the calendar:

Tuesday 8<sup>th</sup> June 4pm (1½ hour) – Introductory webinar for the ECF  
Thursday 10<sup>th</sup> June 4pm (1½ hour) - Introductory webinar for the Appropriate Body service  
Thursday 1<sup>st</sup> July 9am – ½ day ECF Induction follow up conference via Zoom  
Wed 15<sup>th</sup> Sept 9am (full day) – Mop up Induction conference (for any newly recruited induction coordinator/mentors who missed the summer training)  
Wed 15<sup>th</sup> Sept 4pm (1 hour) - Welcome back webinar via zoom

**The Appropriate Body** will quality assure the assessments carried out by the Induction Tutor.