



# Early Career Framework – FAQs

## BACKGROUND TO THE ECF

### What is the Early Career Framework?

The Early Career Framework (ECF) reforms will create a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development. The reforms are part of the government's teacher recruitment and retention strategy, which aims to improve the training and development opportunities available to teachers.

The Early Career Framework is the evidence base which underpins this new entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their careers.

It includes sections on:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

The term early career teacher (ECT) replaces newly qualified teacher (NQT).

### What is the rationale behind the decision to make the ECF a two-year process?

In the 2017 consultation on 'Strengthening QTS and Improving Career Progression', asked about how teachers could best be supported at the start of their careers. The response was clear: there was more that should be done to ensure Early Career Teachers experience a high quality, supportive induction.

## What is a 'Lead Provider'?

A 'Lead Provider' is a Provider who has been contracted by the department to deliver the National Roll-out of the ECF. There are six Lead Providers in total who will work with Delivery Partners to deliver the programme on a national scale.

The Lead Providers are:

- Ambition Institute
- Best Practice Network
- Capita
- Education Development Trust
- Teach First
- UCL Institute of Education

## How do I select a Lead Provider?

As a result of a rigorous due diligence process, L.E.A.D. Teaching School Hub and its partners have selected the Education Development Trust (EDT) as the lead provider to best meet the needs of the early career teachers within our region. As a result of this process, as a school, you will not need to independently make a selection, but you may choose to if you wish.

## What do you mean by FIPs and CIPs?

FIP stands for Full Induction Programme and CIP stands for Core Induction Programme. More information on the Core and Full Induction Programmes is available [here](#).

## How is it intended that these providers would work with newly designated Teaching School Hubs to roll out the ECF as a core responsibility?

It is expected that Lead Providers will deliver their service in partnership with high-quality organisations (Delivery Partners) including Teaching School Hubs. Teaching School Hubs will deliver this through a consortium of partners within the region.

## I currently use some of the other ECF providers for Initial Teacher Training or other development programmes. Can I still use Education Development Trust for my NQTs?

Yes. Schools have the option to go with a provider regardless of who they worked with previously, this will complement a range of routes into teaching.

## Do I have to sign up to a full induction programme?

The DfE recommends the Full Induction Programme (FIP) as the preferred route due to the training being delivered by delivery partners who will have been fully inducted on the FIP's materials and recommended intended delivery. As per the CIP and FIP information previously, there are options and your school has a choice. It is important to note that the CIP and school-based options will not come with the additional funding for mentor training time and you will have to fund the development and facilitation of training sessions yourself. In addition to this, the paperwork and checks from the AB services are greater.

## How do I sign up to the full induction programme?

From the end of April onwards, you should receive a ministerial letter which will ask schools to register details of their Early Career Teachers and mentors onto a new DfE portal. You must ensure that this is completed if you are expecting an Early Careers Teacher for 2021/2022 and wish to join a FIP or partake in the CIP.

To then register with the local and national provider, please click this link making sure that you select L.E.A.D. Teaching School Hub Lincolnshire from the menu: Click [here](#) to register with EDT's full induction programme.

### What should I prepare?

Our experience from running the one-year expansion to the ECF revealed that being prepared is key to the success of the programme. Identify your mentor(s) and induction tutor(s). Think about how you will accommodate the weekly mentor meeting with the ECT and consider how to extend the benefits of the ECT into the wider staff and ensure all staff understand the expectations.

## TRANSITIONAL ARRANGEMENTS

### What about ECTs that start induction before September 2021?

The ECF entitlement only applies to Early Career Teachers that start their induction in or after September 2021. However, the Core Induction Materials are freely available and the mentor can use these to support a teacher who is in this situation.

### What about ECTs (RQTs) in their second year of teaching 2021-2022?

The ECF entitlement only applies to Early Career Teachers that start their induction in or after September 2021. This ECF programme will go on to support these teachers through to their second year in 2022-23. For teachers who begin their second year of teaching (RQTs) in September 2021 the Core Induction materials are freely available and the mentor can use these to support teachers.

### What happens if the ECT joins the school mid-year 2021-22?

The DfE has advised all Lead Providers that provisions need to be made for ECTs starting induction at various times across the academic year. Lead Providers are yet to clarify how many entry points there will be to the FIP but we will share this information once known.

## ECF MENTORS AND INDUCTION TUTORS

### What are the expected roles? What is the difference between a mentor and induction tutor?

There is an expectation to have two roles fulfilled within a school setting.

The mentor will have a key role in supporting the ECT weekly/fortnightly whilst the induction tutor will provide, coordinate or guide the ECTs professional development and assess this.

There may be challenges around this in smaller settings and your current AB leader will be able to help you to navigate this further.

### How do I pick the right mentors and should they be subject-specific?

It is for schools to decide who is suitable to be a mentor. All mentors will be able to access funded training programmes and materials.

### How will it be ensured that all selected mentors are sufficiently experienced, high quality classroom practitioners?

The Headteacher should identify a teacher to act as the Early Career Teacher's mentor, to provide regular mentoring. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. The Headteacher is responsible for ensuring that the mentor has the ability and sufficient time to carry out their role effectively.

## What does the programme look like for mentors?

The Early Career Professional Development Programme comprises 6 Blocks per year, with ECTs and mentors working through one Block per half term. The mentoring programme will ensure that each mentor is confident with their knowledge of the Early Career Framework and develops their knowledge and skills in mentoring so that the ECTs they work with get the very best from the programme. These highly skilled mentors will become the primary source of support and challenge to ECTs.

- One day regional event
- Local group sessions
- Peer-to-peer sessions
- Webinars
- Reading and reflection material

## Will mentors have access to the study materials?

Mentors will benefit from a comprehensive development programme including self-study materials through the online learning platform and have access to all the materials for ECTs.

## How much time will mentors spend on the programme?

[Here](#) is an overview of the time commitment for both ECT's and their mentors for the 2-year programme.

## How will this programme impact on workload?

The ECF lays out the number of hours ECTs and mentors should be engaging with training, and this will be the same across all four providers. Education Development Trust (EDT) and the DfE have considered workload carefully when setting out these requirements for both ECTs and mentors.

## Can a school have only one Induction Tutor?

The induction tutor co-ordinates the ECT's professional development and oversees the QA process within school. A school could choose to have one induction tutor to fulfil this role.

## Can the induction tutor be Trust based?

The induction tutor could be Trust based. The induction tutor co-ordinates the ECT's professional development and oversees the QA process within a school. The school could choose to have one induction tutor to fulfil this role for the Trust in which it serves. Further guidance about the assigned roles and responsibilities of the induction tutor can be found on pages 36 and 37 of Induction for Early Career Teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies

## Can the same member of staff mentor more than one ECT in my setting?

We cannot see why the same member of staff couldn't mentor more than one ECT, providing they are given the time to carry out the assigned roles and responsibilities as found on page 37 of the Induction for early career teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies.

# ECTs

## What does the programme look like for ECTs?

The Early Career Professional Development Programme comprises 6 Blocks per year, with ECTs and mentors working through one Block per half term. Time and space will be provided for ECTs to reflect on and challenge their own practice, centred around mentoring, face-to-face sessions and self-study activities.

Each of the activities will provide opportunities to learn from research on effective teaching practice, try out and reflect on ideas in the classroom, and plan future learning.

The programme includes:

- One-day regional event
- Regular webinars to provide opportunities for reflection and discussion
- Regular mentor sessions exploring content with a focus on learning, practicing and reflecting
- Carefully timed self-study on each of the ECF concepts
- Face-to-face (or online) sessions with expert input from specialist organisations exploring effective classroom practice across settings, phases and specialisms
- One-day event to kick-start year two where ECTs will reflect with their peers.

## Will ECTs be using their 10% ECT time to engage in these programmes, as a lot of them look like the work involved is above the 10% ECT time?

The ECF has been designed to ensure that the strengthened induction will not add to the workload of Early Career Teachers.

In addition to the 10% time away from the classroom in their first year of induction, teachers will be entitled to 5% time away from the classroom in their second year of induction.

It should be possible for the programme to be completed entirely in their time off-timetable.

## How much time will ECTs be expected to spend on this programme?

[Here](#) is an overview of the time commitment for both ECT's and their mentors for the 2-year programme.

## Is there a minimum requirement of CPD that ECTs must complete to pass induction?

The length of induction is being increased from one to two years. Judgements on whether an Early Career Teacher has successfully completed induction will continue to be made against the Teachers' Standards and not against the ECF.

Early Career Teachers will be entitled to 10% time-off timetable in year 1 and 5% time-off timetable in year 2 to complete induction activities.

## Who delivers the training?

Face to face delivery will be through local delivery partners who will contact you after you have registered. The delivery will be quality assured to ensure that you get a consistent approach across all delivery partners.

## Is the programme suitable for an ECT who works part-time?

The ECF lays out the number of hours ECTs and mentors should be engaging with training. We will work closely with any school whose ECT works part time to ensure they can fully access the programme.



# APPROPRIATE BODY SERVICES

## Do I have to register with an Appropriate Body?

Yes, all Early Career Teachers (ECTs) must be registered with an Appropriate Body (AB) before they can begin induction. This is still separate to registration with both the DfE and EDT portal. The AB will assess the ECT's induction and check that they have received their ECF entitlements. The Teaching School Hub Lincolnshire will be the Appropriate Body for the region from September 2021. L.E.A.D. Teaching School Hub will continue to work in collaboration with previous LTT Appropriate Bodies to fulfil this role.

## What are the changes to the role of the Appropriate Body for September 2021?

Click [here](#) to read the revised changes to the role of the Appropriate Body for September 2021.

## Do ECTs move through the pay scale during the first two years or stay on M1?

The programme is designed to support the development of ECTs and is not aligned to the assessment of ECTs or pay scales. The ECF should not be used to assess teachers or make decisions relating to their pay.

## Where can I find further details about what induction might include?

An overview of the changes to induction is available [here](#), with full guidance [here](#).

## Who will be completing the induction sign off?

The Appropriate Body makes the final decision as to whether an Early Career Teacher has performed satisfactorily towards the Teachers' Standards. In doing this, the Appropriate Body would draw on the recommendation of the Headteacher/Principal. L.E.A.D. Teaching School Hub will continue to work in collaboration with previous LTT Appropriate Bodies to fulfil this role.

## Is there any further support for present ECTs in year one (this year) included in the ECF?

Early Career Teachers who have begun induction before September 2021 should finish a one-year induction period, under present arrangements.

Where possible, schools can extend Core Induction Programme based training to these teachers. Schools and Early Career Teachers can use, or draw upon, any of the four Core Induction Programmes published [here](#).

## Do I give an ECT a one-year temporary contract if the programme is for 2 years?

In signing up to the DfE portal, this will register the ECT. If they move school this register will be able to track them to ensure that they can pick up the second half of their ECF in another setting. The contractual arrangements still remain with the school and are separate to the Early Career Framework.

## Who are LTT previous Appropriate Bodies?

LTT Appropriate Bodies include Charter, Connect, Keystone, Kyra and L.E.A.D. Equate. These will now work in partnership under L.E.A.D. Teaching School Hub.

# FUNDING

## Do schools pay any fee for taking part in the ECF?

No state funded school in England should pay a fee for participating in the ECF.

## What funding is available?

In year 1, there is no new funding (10% off timetable for ECT and mentor support time is already paid to schools, as calculated through the National Funding Formula). In year 2, £1,200 is paid to schools to fund 5% off timetable for ECT and 20 hours mentor support time.

Additionally for schools signed up to a full induction programme, all the training and support for ECTs and 'and Mentors on the full induction programme is fully funded and there is NO DIRECT COST to schools. Schools will receive additional funding for mentor training (equivalent to 36 hours of backfill time over two years per mentor).

## Can you provide a breakdown of funding for the ECF?

Year 1 funding is currently funded, as all schools receive funding for an Early Career Teacher's first year as part of the National Funding Formula.

Year 2 funding is dependent on which programme the school decides to take, and where the school is located. All programmes receive the combined ECT time-off timetable and mentoring hours which will amount to approximately £2,100 per Early Career Teacher in Lincolnshire.

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 in order for the Mentors to attend their Mentor training courses.

## If a school decides to develop their own induction programme, do they still receive the same £2,100 funding?

In Lincolnshire, the funding will be £2,100 per ECT and Mentor.

## Is there any direct funding in relation to the 36 hours of Mentor training?

There is additional funding for schools to backfill Mentor time spent undertaking the 36 hours of Mentor training on the **Full Induction Programme**. This is in addition to the funding for Mentors to spend time with the Early Career Teacher in their second year of induction.

## How much funding for y1 is currently included in the national funding formula?

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". Now, the funding is incorporated into the core schools funding that schools 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 Headteachers to manage the funding they receive.

## What is the value of the 36 hours of additional funding for mentor backfill over two years for those taking part in the Full Induction Programme?

For those on the FIP, there will be an additional payment to schools for the time that mentors of ECTs spend on Department-funded mentor training, which will consist of 36 hours backfill time over the two years per mentor.

Mentor's Unit Cost (Years 1&2 - Time off timetable for training)	England (excluding the London area)	Inner London area	Outer London area	Fringe area
36h cost (2 years training)	£1576.10	£1929.24	£1737.14	£1623.24

## When will schools receive their funding for Early Career Teachers' time away from the classroom in the second year?

Schools will receive the funding in arrears at the end of the ECTs second year to pay for the 5% of time off timetable. So, if a school has an ECT starting the ECF in 2021, the payment for 5% time off timetable will be made in 2023.

This funding is paid via a grant and will be calculated using the Schools Workforce Census.

## How was the figure of £1,200 per ECT for 5% timetable release calculated?

The 5% time-off timetable is not a calculation of the 5% of an M2 salary, but instead the cost of taking an ECT out of the classroom for 5% of their teaching hours. This is calculated by taking 1265h of 'directed working hours' and multiplying by 69%, the proportion of teaching hours including PPA. This figure is then multiplied by 5, providing the 5% time-off timetable, which accounts for 44hr, multiplied by the regional hourly pay rate.