

Maiden Erlegh Trust

EARLY CAREER FRAMEWORK POLICY



MAIDEN ERLEGH
TRUST

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Purpose of the Document

To outline the early career framework (ECF) reforms, which have been designed to create a step change in support for early career teachers (ECT), 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.

From September 2025, the [initial teacher training and early career framework](#) will replace this framework.

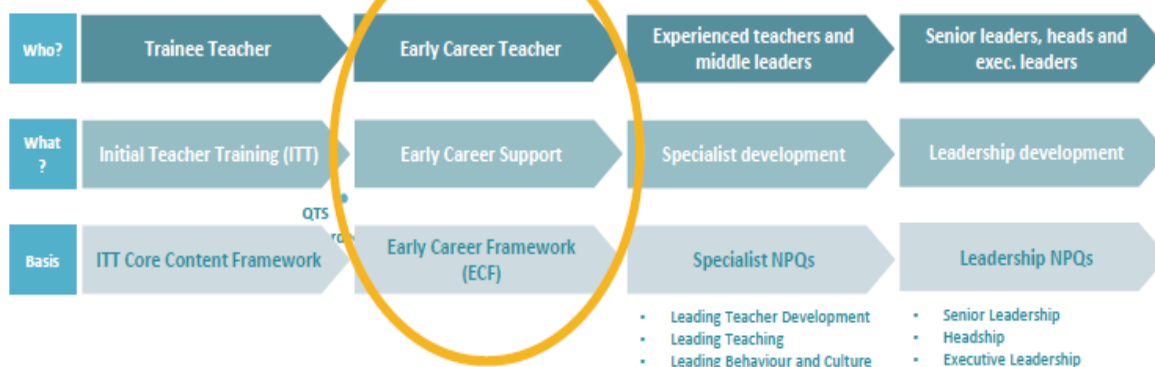
The ECF builds upon the [Initial Teacher Training \(ITT\)](#) phase to provide joined up thinking and a clear 3-year continuum from ITT through the first two years of teaching (**Figure 1**).

Early Career Framework (ECF)

[DfE slide]

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.

Figure 1: Teacher career pathways

The policy makes reference to statutory guidance as part of the Induction, training and support for early career teachers (ECTs).

This policy will also outline the high-quality support on offer to the ECT within Maiden Erlegh Trust.

Background and Key Changes

The ECF has replaced the standards for Qualified Teacher Status (QTS) and the core professional standards, published by the former Training and Development Agency for Schools (TDA); and the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.

From September 2021, statutory induction for new teachers has changed as part of the ECF reforms. All early career teachers in England undergoing statutory induction will be entitled to 2 years of high-quality professional development support based on the ECF.

Key features of the Early Career Framework:

- The term early career teacher (ECT) replaced newly qualified teacher (NQT) in September 2021.
- The standard length of induction has been increased from one school year to two school years.
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs also receive a 5% timetable reduction in the second year of induction.
- Schools are expected to deliver an induction period that is underpinned by the ECF.
- Appropriate bodies will have a role in checking that an ECF-based induction is in place.
- The role of the mentor has been introduced. The mentor has a key role in supporting the ECT during induction and is separate to the role of the induction tutor.
- There are two formal assessment points, one midway through induction, and one at the end of the induction period. These are supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years.
- The number of ad-hoc absences permitted has been extended, in line with the extended length of induction.
- ECF based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.
- Monitoring and support throughout induction should be sufficient that there are no surprises when an ECT reaches a formal assessment point.
- An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers have put in place an induction programme for the ECT and ensuring that this programme of support is clearly based on the ECF.

Statutory Requirements

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily.

An ECT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS.

The statutory provisions which underpins this guidance are sections 135A-C and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended.

Teachers' Standards

The Teachers' Standards will be used to assess an ECT's performance at the end of their induction period. The decision about whether an ECT's performance against the relevant standards is satisfactory upon completion of induction should take into account the ECT's work context and must be made on the basis of what can be reasonably expected of an ECT by the end of their induction period within the context of the standards. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice. The ECF is not and should not be used as an assessment tool.

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers' Standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Design Approach and Context

There are five core areas, linked to the Teachers' Standards, using "learn that" and "learn how to" statements (**Annex 1**):

- behaviour management;
- pedagogy;
- curriculum;
- assessment;
- professional behaviour.

ECF Training

There are three approaches schools can choose from to enable the delivery of an ECF based induction. Maiden Erlegh Trust works closely with Teaching School Hub Berkshire (TSH) to offer ECTs a funded provider led programme. 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. Maiden Erlegh Trust delivers resources provided by **UCL Institute of Education**.

Roles and Responsibilities

Trust strategic oversight- Director of MEI

The ECF, ITT and ECT provision is overseen via Maiden Erlegh Institute (MEI). MEI replaced Berkshire Teaching School Alliance (BTSA) in September 2021 (**Annex 2**).

Induction Tutor

The ECT's induction tutor will provide regular monitoring and support, and coordination of assessment. The induction tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role and be able to assess the ECT's progress against the Teachers' Standards. The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. They will need to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.

Mentor

A person should be identified to act as the ECT'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. 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. This includes attending regular mentoring sessions and mentor training where appropriate.

A mentor can hold responsibility for more than one ECT.

From September 2024, we will work with the University of Reading to provide Lead Mentorship capacity to a cluster of local schools and mentors.

Monitoring and Support Entitlement

A suitable monitoring and support programme must be put in place for the ECT, structured to meet their professional development needs (including the development needs of part-time ECTs). This will include:

- A programme of training that supports the ECT to understand and apply the knowledge and skills set out in the ECF's evidence ('learn that') statements and practice ('learn how to') statements.
- Regular one to one mentoring sessions from a designated mentor who is expected to hold QTS and has the time and ability to carry out the role effectively.
- Support and guidance from a designated induction tutor who is expected to hold QTS and has the time and ability to carry out the role effectively.

- Observation of the ECT's teaching with written feedback provided.
- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards.
- ECT's observation of experienced teachers either in the ECT's own institution or in another institution where effective practice has been identified.

Timetable Allocation

The headteacher of the school 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 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.

Funding

- DfE will fund schools directly for:
 - 5% time away from the classroom for ECTs in Year 2
 - Mentoring time in Year 2
 N.B. There is an assumption that the Year 1 funding is already in school budgets.
- Core induction programme materials from each ECF provider remain free online, but not the full programme.
- Full induction programme through the Teaching School Hub as delivery partner is DfE funded – includes the additional 36 hours training for mentors.
- ECF providers fund Teaching School Hubs to run the programme at no cost to participating schools.

Year 2 funding	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Rounded cost per ECT	£1,400	£1,700	£1,600	£1,500
Rounded cost per mentor	£1,000	£1,200	£1,000	£1,000
Total	£2,400	£2,900	£2,600	£2,500

Figure 3: DfE Funding for 2024

A two-year structured programme for ECTs and Mentors

The Full Induction Programme (FIP) comprises 3 parts:

- Core Induction Programme (ECT self-study and school-based mentor meetings)
- ECT training programme
- Mentor training programme

Year 1 overview

Autumn term 1

Module 1: Enabling pupil learning
(Teachers' Standards 1 and 7)

Setting high expectations for learning and behaviour, and practical strategies for shaping the learning environment to enable pupil learning.

A structured programme of co-observation, reflective practice, scripting and rehearsal equips the ECT with foundational learning skills that underpin self-study and continuing professional development.

Autumn term 2

Module 2: Engaging pupils in learning
(Teachers' Standards 2 and 3)

Developing a rich conceptual understanding of pupil learning, memory and subject / specialism expertise. Applying this to teaching through carefully structured activities that connect theory to the ECT's practice.

Spring terms 1 and 2

Module 3: Developing quality pedagogy
(Teachers' Standards 4 and 5)

Exploring and applying strategies to support high-quality planning and adaptive teaching that addresses the needs of all pupils.

Summer term 1

Module 4: Making productive use of assessment
(Teachers' Standard 6)

Investigating approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom.

Summer term 2

Module 5: Fulfilling professional responsibilities (I)
(Teachers' Standard 8)

Building skills in working with others within and beyond the school to improve teaching and manage professional development across a career in education.

ECT learning in each half term is fostered through an integrated programme of self-study, ECT mentor meetings, online and face-to-face training events. Learning activities address ECTs' knowledge of the Early Career Framework content and their ability to put this into practice to bring about high-quality pupil learning.

Year 2 overview

Autumn term 1

Module 6: Inquiry into enabling pupil learning

Autumn term 2

Module 7: Inquiry into engaging pupils in learning

Spring term and summer term 1

Module 8: Inquiry into developing quality pedagogy and making productive use of assessment

Summer term 2

Module 9: Fulfilling professional responsibilities (II)

Year 2 deepens both ECTs' understanding of the content of the Early Career Framework and their ability to enact this content through their teaching. Mentoring approaches and opportunities to conduct supported practitioner enquiry build on ECTs' growing expertise as skilled professionals. Increased challenge in carefully tailored learning activities prompts ECTs to 'look up' from an initial focus on their own practice to evaluate their impact on pupils' learning.

Programme components

- Annual **induction and learning conferences** for induction leads, Mentors and ECTs: autumn term
- Half-termly **online learning communities** for ECTs (termly for Mentors)
- **Structured self-study** sessions for ECTs: 22 hrs in year 1; 5 hrs in year 2
- **Self-directed learning** materials to develop mentors as experts in both mentoring and the content of the Early Career Framework
- Half-termly **face-to-face training** for ECTs, led by expert facilitators
- Structured **ECT mentor meetings** focused on the content of the Early Career Framework and targeted at ECT development needs: 30 hrs in year 1; 20 hrs in year 2

Summary of programme and Early Career Teacher learning hours Year 1

Session Type	Every Half Term in Year 1	Total Hours in Year 1
ECT training (21 hours):		
Half-day induction conference at the beginning of Year 1*		3
Face-to-face ECT training*	▪ 2 hours per half-term	12
Online learning community: facilitated discussion session	▪ 1 hour in the final week of each half-term	6
Self-directed study	▪ 4 hours in half-terms 1-5; 2 hours in half-term 6	22
Mentor sessions	▪ Weekly one-hour meeting	39
Total hours		82

Year 2

Session Type	Every Half Term in Year 2	Total Hours in Year 2
ECT training (15 hours):		
Half-day reflection and learning conference at the beginning of Year 2*		3
Face-to-face ECT training*	▪ 2 hours in Week One of Half-terms 1-4	8
School visits (summer term)	▪ 2 hours per visit in Half-term 5	4
Self-directed study	▪ 1 hour in Half-terms 1-5	5
Mentor sessions	▪ Fortnightly one-hour meeting	20
Total hours		40

Summary of programme and Mentor learning hours Year 1 & 2

Session Type	Frequency	Total Hours per year
Mentor training (18 hours):		
Half-day Induction, reflection and learning conference at the beginning of each year*		3
Online Learning Community	▪ 1 hour per term	3
Self-directed study	▪ 2 hours per half term	12
Total hours		18

High-quality mentoring and professional dialogue are both vital components in supporting ECTs throughout the 2-year programme. Our programme also provides professional development for Mentors.

Through our Mentor Session Materials, Mentors will develop a practical understanding of two core mentoring approaches: ONSIDE Mentoring (Hobson 2016) and Educative Mentoring (Daly 2017) that will enable them to provide their ECTs with practical, evidence-informed support tailored to their individual circumstances and contexts.

Appropriate Body (AB)

Independent quality assurance of statutory induction, through the role of the appropriate body (AB), is important both for ensuring that schools provide adequate support for their ECTs, and that their assessment is fair and consistent across all institutions.

An ECT cannot start their induction until their appropriate body has been agreed. Maiden Erlegh Trust schools use TSH Berkshire as their AB.

Once an ECT has been appointed, the headteacher must notify the AB in advance of the ECT taking up post.

ANNEX 1: “Learn that” and “Learn how to” Statement Example

High Expectations (Standard 1 – Set high expectations)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. 	<p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> • <i>Using intentional and consistent language that promotes challenge and aspiration.</i> • <i>Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.</i> • <i>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</i> • <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).</i> <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> • <i>Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</i> • <i>Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</i>

ANNEX 2: Maiden Erlegh Trust Early Career Framework (ECF) Operational Delivery Model

Role and Responsibility	Named Leader
Trust Strategic Oversight – Director of MEI	Rob Buck
Induction Tutors	Judy Hills Sam Hind Jonathan Newton
Trust Lead Mentor	Jonathan Newton

