



Northern Lights

TEACHING SCHOOL HUB



EARLY CAREER FRAMEWORK AND APPROPRIATE BODY PROVISION





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Introduction

Northern Lights Teaching School Hub is designated by the Department for Education as a centre of excellence for education across our region of Sunderland, Gateshead and South Tyneside.

We support every school type and phase, including Nursery, Primary, Secondary, Special and Alternative Provision.

We work in partnership to deliver high quality support, guidance and services to schools and settings with the single aim of developing Early Career Teachers (ECTs) to a high standard in the first two years of their career, ultimately positively impacting upon children and young people in our area.

Our work comprises the Department of Education Fully Funded Programme with Education Development Trust (EDT) and through our Appropriate Body (AB) induction services in which we support schools choosing any of the routes through induction.

Overview

After a challenging couple of years, it is more important than ever that new teachers receive the best possible support at the start of their careers, so they feel well equipped and supported to deliver the best education they can to the children and young people they teach.

We complement the DfE's intention to offer a robust package of training and support which extends on the core content framework (CCF) delivered during initial teacher training. Both programmes set out an entitlement to new evidence-based support and training over the first few years of an Early Career Teacher's career, as well as funding and support for their mentors.

The recently introduced Early Career Framework reforms are designed to ensure that Early Career Teachers develop the skills and confidence they need.

If your school offers statutory induction, you will need to replace any previous induction process and we would suggest the best route would be through offering a DfE approved and fully funded programme of professional development and support.



Changes introduced by the Early Career Framework

	PREVIOUS ARRANGEMENT	UPDATED WAY OF WORKING
Length of support	1 year	2 years
Timetable reduction	10% reduced timetable for one year	10% reduced timetable in Year One; 5% reduced timetable in Year Two
Content	No defined content	Induction should be based on the Early Career Framework
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
Assessment	Marked against Teachers' Standards: Three assessment points	Marked against Teachers' Standards: Two formal assessment points - supported by regular process reviews. (Early Career Framework is not an assessment tool)
Funding	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
ECT Pay	Following first year, teachers can progress up the pay scale	Still able to progress on the pay scale as current arrangements allow, both during and after induction
Role of the Appropriate Body	Checking new teachers receive statutory entitlements and are fairly and consistently assessed	Checking new teachers receive statutory entitlements and are fairly and consistently assessed and receive a programme of support and training based on the ECF

As of September 2021, the term NQT (newly qualified teacher) was replaced with the term ECT, referring to an early qualified teacher in their first or second year of induction.

This change is to indicate the DfE's intention to offer a robust package of training and support which extends on the core content framework (CCF) delivered during ITT programmes developing into the Early Career Framework (ECF).

Both programmes set out an entitlement to new evidence-based support and training over the first few years of an Early Career Teacher's career as well as support for their mentors.

Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.





What is the Early Career Framework?

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 two years of their careers.

Five core areas of the ECF

- Behaviour Management
- Pedagogy
- Curriculum
- Assessment
- Professional Behaviours.

What are our options?

• Option 1: Use a DfE funded training provider

A funded provider-led programme offering high-quality training for Early Career Teachers and their mentors alongside the professional development materials. Northern Lights Teaching School Hub offers this fully-funded, free of charge programme in partnership with Education Development Trust.

• Option 2: use DfE- accredited materials to deliver your own training

Schools can draw on the content of the high-quality core induction programmes to deliver their own Early Career Teacher and mentor training. The school delivers their own training using DfE-accredited materials and resources. This package must be 'fidelity checked' (to use a DfE phrase) by the Appropriate Body.

• Option 3: designing and delivering your own ECF-based training

The school designs and delivers their own ECF-based induction. This package must be fidelity checked by the Appropriate Body.

Early Career Framework reforms: Support for schools

I want to use a training provider to support meeting the new statutory induction requirements Option 1	I want to deliver my induction programme in my own school using high quality materials and resources Option 2	I want to deliver my own two year induction programme based on the Early Career Framework Option 3
Time off timetable funded for Early Career Teachers and mentors in the second year of induction	Time off timetable funded for Early Career Teachers and mentors in the second year of induction	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	A sequenced two-year programme based on the Early Career Framework	Content defined in the Early Career Framework
Self-directed study materials for Early Career Teachers	Self-directed study materials for Early Career Teachers including videos and evidence-based reading	
Materials to support mentor sessions designed to reduced mentor workload	Materials to support mentor sessions designed to reduced mentor workload	
Funded training delivered directly to Early Career Teachers by an external provider	Materials to adapt to deliver further training for Early Career Teachers	
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		

Please note, schools are free to select the option that suits them, however the national and local recommendation is the Full Induction Programme.



The role of the Appropriate Body

Appropriate Bodies (ABs) continue to play an important role in statutory teacher induction. As they have always done, ABs will be expected to check that Early Career Teachers (ECTs) are receiving their statutory entitlements, and they will continue to have their role in quality assurance and assessment for all teachers.

Schools offering statutory induction to ECTs will need to register with an Appropriate Body. There is a cost for the AB package of support, and as a Teaching School Hub, we are able to offer both the AB and the Early Career Framework (ECF) service. This package of support allows us to offer a 'one stop shop' for new entrants to the profession. This package will include access to the fully funded ECT and Mentor programme, in partnership with Education Development Trust (EDT), alongside the AB package of support.

All Early Career Teachers must have access to an ECF based statutory induction and must be registered with an Appropriate Body.

From September 2021, the AB role expanded to reflect the expectation that every new teacher has access to an ECF based induction. As part of the AB role, we are expected to check that teachers are receiving a programme of support and training based on the ECF, alongside the quality assurance checks that we carry out. The DfE is referring to this as "ECF-fidelity checking" - ie checking that an induction programme is faithful to the ECF.

The AB role, and the level of fidelity checking, will vary depending on the induction route a school has chosen:

- i. For schools who have enrolled on the provider-led programme, the AB does not need to carry out fidelity checks. This is because the providers of the programme will be subject to separate

quality assurance through Ofsted and contract management to ensure their training provides fidelity to the ECF. This is referred to as the 'DfE funded training provider' route or as our Lead Provider calls it, the Early Career Professional Development Programme (EC PDP).

- ii. Where schools choose to deliver the high quality DfE materials or design their own induction programme using the ECF (options 2 and 3), the AB will be expected to check that the support and training being provided is faithful to the ECF and that all parties have the required time set aside in order for the programme to be delivered as intended.



Northern Lights Teaching School Hub's package of support

In line with the national recommendation, we believe that the DfE funded training provider route or the Early Career Professional Programme (EC PDP) as EDT refer to it, is the best or 'clearest' package for schools and MATs, delivered in partnership with the Northern Lights Teaching School Hub and Education Development Trust as the Lead Provider.

It simplifies and streamlines procedures, saving schools time and resources, and gives settings complete assurance that the AB and ECF responsibilities are fully covered and supported.

It also gives schools additional support and services exclusive to Northern Lights Teaching School Hub and our Delivery Partners.

Our package of support gives you...

- Access to the fully funded DfE Early Career Teacher programme (in partnership with the DfE approved provider, Education Development Trust) for the duration of the induction phase

- Access to our Full Appropriate Body (AB) service

AND it also includes a range of additional support exclusive to Northern Lights Teaching School Hub including:

- Additional subject/phase specific support

- High quality mentor support

- ECTs and mentors becoming part of the Teaching School Hub and its partners' network, with collaboration opportunities.

Our support is designed to support schools in the revised ECF induction-based process and enable all ECTs to be clearly assessed against the Teachers' Standards.



Our fully funded ECT programme

The Programme curriculum is constructed to take ECTs from foundational understanding of concepts and techniques through to mastery. This is enabled through carefully timed revisiting of key ECF concepts/topics, building in higher levels of complexity and depth, as appropriate to ECTs' growing experience, understanding and confidence.

Principles of our curriculum

Our approach draws on the psychology of interleaving and spaced practice for knowledge retention/recall (Cepeda et al, 2008; Dunlosky et al, 2013, Deans for Impact, 2015) - cognitive science which reinforces the traditional principles of the spiral curriculum, where new learning is related to previous learning (Bruner, 1960). Evidence on teacher-PD shows that programmes which feature 'multiple iterative activities' are more likely to lead to sustained change in practice (Cordingley et al, 2015).

Therefore the revisiting of key concepts allows teachers to reconsider ideas in the light of their increasing knowledge and developing practice (Avalos, 2016). Revisiting also enables greater differentiation, taking into account ECTs' different starting points, allowing repeat opportunities for ECTs to explore concepts that they, individually, find challenging or want to further explore. These opportunities for remedial, extension and/or adaptation work have been made explicit in the mentor guidance materials, and scaffolded in session-templates.

The curriculum in practice

Across the two years, ECTs will work through 12 Blocks (or modules) in total, one per half term. Each Block has been designed based on international best practice of effective professional development, and includes:



- **Self-Directed Study Materials:** Interactive self-study materials that explain the research behind the Early Career Framework and give exemplifications of what this looks like in the classroom, providing novice teachers with clear mental models of effective practice. There is also protected time in Year 1 as part of these materials to observe colleagues and to be observed.
- **Mentor Sessions:** One-to-one sessions to help ECTs translate the research into their own practice, helping them to build a repertoire of effective, evidence-informed classroom strategies, as well as providing space to reflect on their learning and development.
- **Training Sessions:** Group sessions for ECTs to explore the Early Career Framework with their peers. These sessions will be facilitated by an expert practitioner who will extend ECTs' thinking and support their planning by sharing practical applications of the research in the classroom.

Each Block provides ECTs with the time to:

- **Learn** the content from the Early Career Framework
- Put the learning into **practice** with

suggestions for classroom practice

- **Reflect** on their professional and personal development.

Our materials are designed to work for all Early Career Teachers regardless of subject, phase or context. Exemplars have been drawn from a wide range of specialisms and phases and chosen specifically for their relatability. Even if ECTs do not teach pupils at the particular stage the example refers to, the point being demonstrated will still be clearly relevant.

Each Block starts with a '**why this, why now?**' summary, which states the purpose of the Block and sets it in the context of ECTs' experience, understanding and confidence. Many aspects of the Early Career Framework are interconnected (for example, quality assessment is not entirely distinct from quality planning or curriculum design). While we have maintained a specific deep focus for each Block, so that ECTs have enough time to understand the key aspects of those statements, the Blocks do make reference to the links between different areas. This encourages the mentors and facilitators to support the contextualisation and inter-linking as well.



YEAR 1

Establishing a positive climate for learning

How pupils learn: memory and cognition

Developing effective classroom practice: teaching and adapting

The importance of subject and curriculum knowledge

Assessment, feedback and questioning

A people profession

Year 1 is an introduction to the key themes and statements in the Early Career Framework. The focus is on helping ECTs to establish themselves in the classroom, drawing on the best international evidence for what works in education. ECTs will work on core principles and techniques of effective teaching, including managing behaviour, lesson planning, expositions, assessment and feedback. Throughout each Block (module) they will find practical, accessible self-study activities to support their development. These will be further supplemented by regular sessions with their mentor and training sessions led by an expert practitioner. These sessions are designed to support ECTs to translate the research into their classroom, with opportunities to discuss research, observe colleagues, practise new techniques and reflect on their progress and next steps.

Block 1: Establishing a positive climate for learning

Block 2: How pupils learn: memory and cognition

Block 3: Developing effective classroom practice: teaching and adapting

Block 4: The importance of subject and curriculum knowledge

Block 5: Assessment, feedback and questioning

Block 6: A people profession

YEAR 2

Embedding a positive culture for learning

How pupils learn: making it stick

Enhancing classroom practice: grouping and tailoring

Revisiting the importance of subject and curriculum knowledge

Deepening assessment, feedback and questioning

Continuing your professional development

The structure of the Blocks in Year 2 replicates that of Year 1. Any remaining statements from the Early Career Framework will be covered, and many of the same themes from Year 1 will be revisited in greater depth to strengthen and further ECTs' practice. During Year 2, the focus is on mastering key ideas in the Early Career Framework. ECTs will be encouraged to reflect on the links between themes, in the light of their increasing knowledge and developing practice. They will continue to work with their mentor to reflect on the progress they have made, and by the end of the year they will identify future opportunities for development or specialisation for the next stage of their career. Training sessions provide additional support and access to a supportive peer network of other Early Career Teachers.

Block 7: Embedding a positive climate for learning

Block 8: How pupils learn: making it stick

Block 9: Enhancing classroom practice: grouping and tailoring

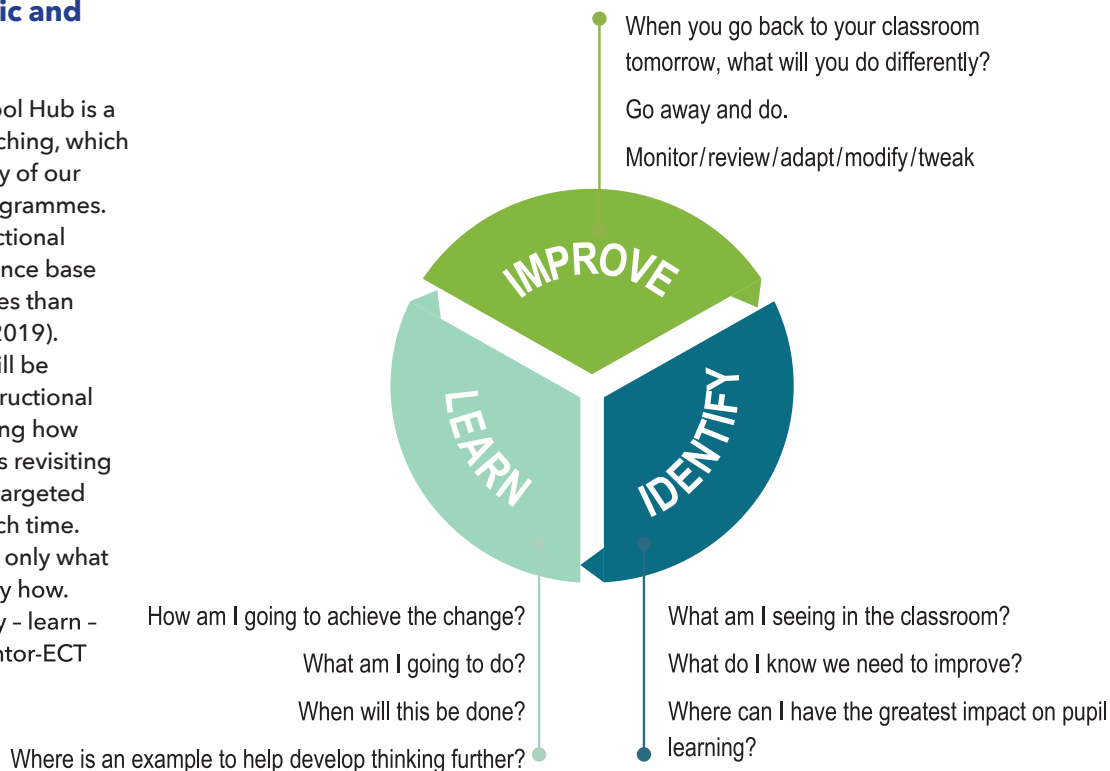
Block 10: Revisiting the importance of subject and curriculum knowledge

Block 11: Deepening assessment, feedback and questioning

Block 12: Continuing your professional development

The mentor-ECT dynamic and Instructional Coaching

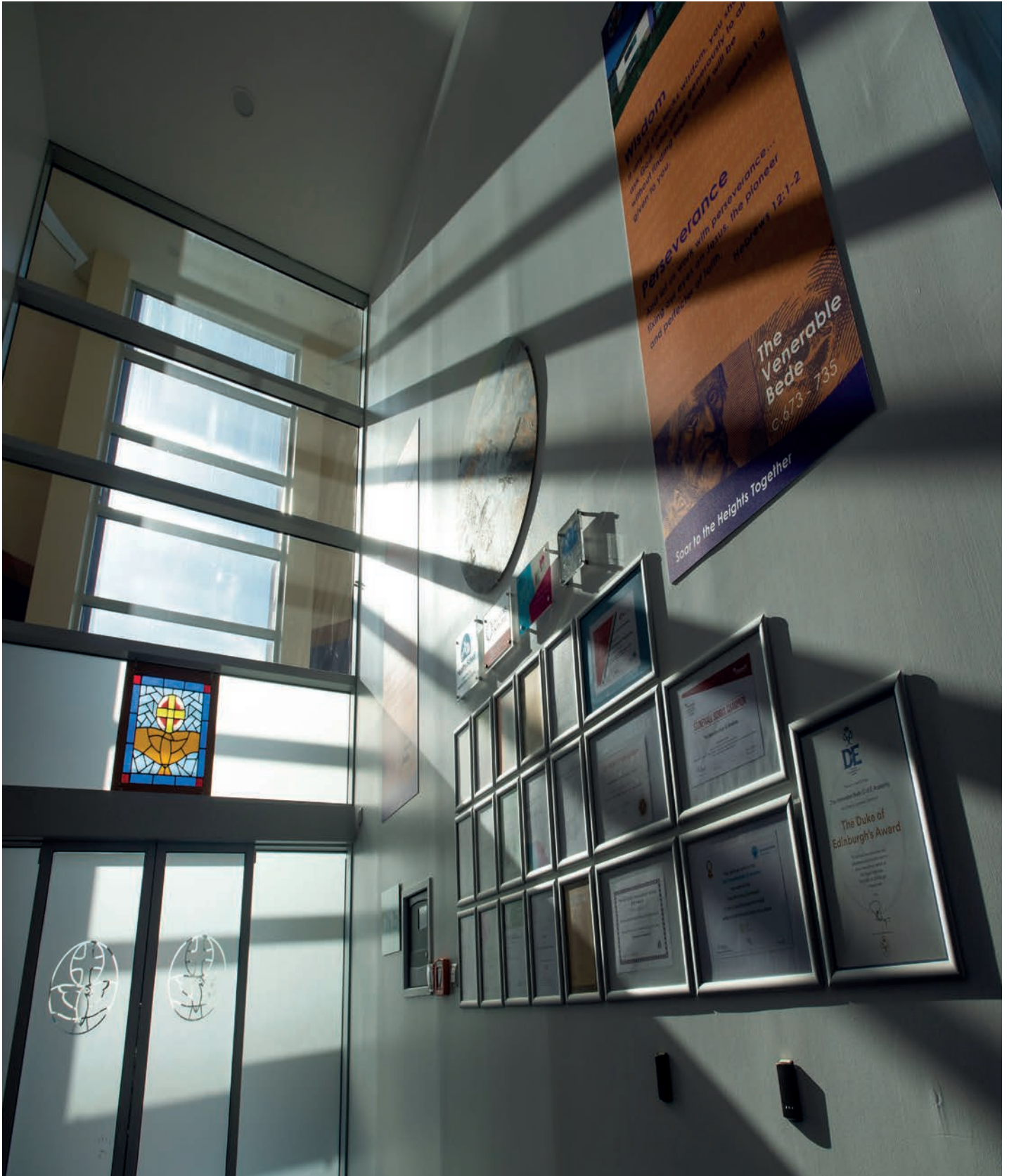
Northern Lights Teaching School Hub is a supporter of Instructional Coaching, which sits at the centre of the majority of our professional development programmes. This is because, to date, Instructional Coaching has a stronger evidence base for its impact on pupil outcomes than any other form of CPD (Sims, 2019). Mentors on this Programme will be trained in the principles of Instructional Coaching from the start, learning how Instructional Coaching involves revisiting selected specific skills, giving targeted and manageable feedback each time. This helps the ECT identify not only what needs to improve, but precisely how. This structured cycle of identify - learn - improve underpins all our mentor-ECT guidance.



Our offer for Specialist and Alternative Provisions

At NLTSH, we believe every Early Career Teacher and Mentor should have the opportunity to develop their expertise during Induction. We recognise that certain school types have to work hard to contextualise and adapt the materials from the ECF, provider led, programmes in order for them to be appropriate for their contexts. Valuing this, we have partnered with Sunningdale Specialist Provision in Sunderland to offer a bespoke ECF cohort which means that all ECTs and Mentors who currently work in a specialist provision, have their face-to-face training delivered to them by expert specialist teachers; allowing ECTs and Mentors to also network with other teachers in similar settings to them. Please contact us if you feel your school would benefit from this personalised approach to the ECF programme.





Northern Lights Teaching School Hub Appropriate Body package:

Northern Lights Teaching School Hub's strong track record of experience can offer:

- Named contacts within the Teaching School Hub, for all parties, for AB and ECF needs
- Advice and guidance on the induction of ECTs including support to register or change information on the DfE portal
- Registration and monitoring of progress of the ECT as the AB and ECF provider, including reporting to the Teacher Regulation Agency (TRA)
- Access to ECT Manager, a user-friendly online platform
- All paperwork for monitoring, supporting and recording of outcomes
- Decisions on the outcome of statutory induction for the ECT
- Monitoring of ECT and ECT Mentor engagement on the ECF Programme
- Timely communication with ECT updates for both the AB and the ECT programme
- Advice where ECTs are at risk of failure and advising on appropriate support packages for the ECT and quality assurance of support plans
- Quality assurance of progress reviews and formal assessments, against the Teachers' Standards
- ECT and Induction Tutor statutory induction information events
- Email and telephone support for ECTs, Induction Tutors and mentors and assistance in planning additional targeted support and intervention, including onsite visits, when an ECT's progress is causing concern
- Opportunities to build networks
- Access to up-to-date guidance documents
- A light-touch virtual meeting with Induction Tutor in Term 1
- A school visit, when appropriate, to meet with Induction Tutor, Mentor/s and ECT/s
- A half termly Teaching School Hub Newsletter and termly AB and ECF bulletin





Costs

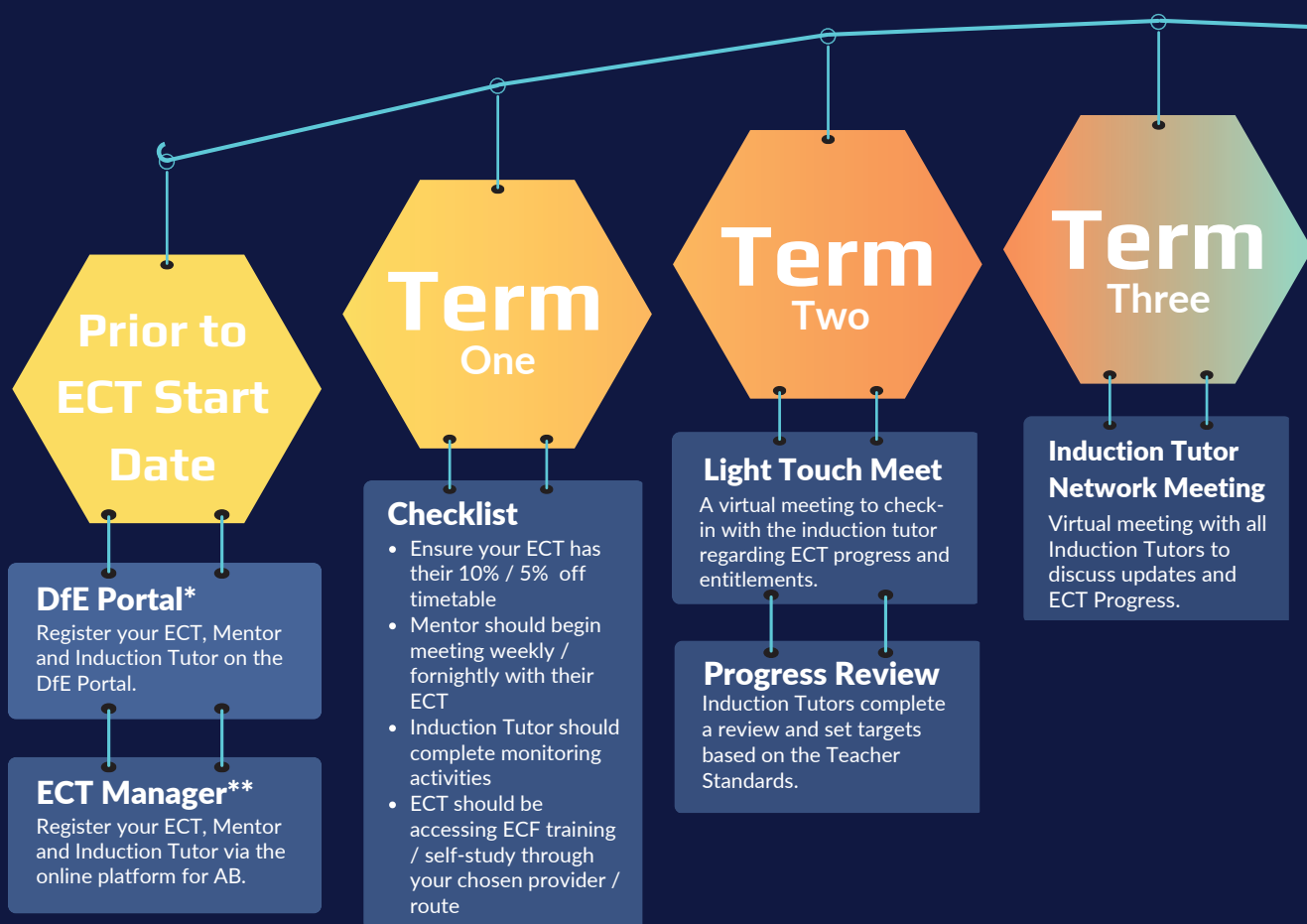
APPROPRIATE BODY SERVICES	ANNUAL COST	WHAT'S INCLUDED
DfE funded provider led route (option 1), otherwise known as the Early Career Professional Development Programme (EC PDP)	£225	<ul style="list-style-type: none"> • DfE fully funded provider-led programme with Full Appropriate Body Support Services, support, advice and guidance • Refer to previous pages for detail.
Using accredited materials (option 2) with AB services	£525 per school plus £225 per ECT.	<ul style="list-style-type: none"> • Fidelity check before the start of the induction period by the AB • AB registration • Schools to provide detailed breakdown of the programme for years 1 and 2 showing how the ECF statements are sequenced for the induction period • Additional observation(s)/quality assurance of ECF core induction programme throughout the two years • Additional support for ECTs not meeting Teacher/Induction Standards.
Design your own School-based Induction Programme with AB services	£1,050 per school plus £225 per ECT	<ul style="list-style-type: none"> • AB registration • Fidelity check before the start of the induction period by the AB <p>CHECKS TO ENSURE:</p> <ul style="list-style-type: none"> • ECTs and Mentors receive a programme of support and training based on the ECF induction programme • The induction's design covers the evidence-based statements in the ECF • ECTs have received planned elements of the induction • Checks to ensure the materials and sessions are in line with the statutory guidance for induction and meet the ECF standards • Ensure ECTs fairly and regularly assessed through collection of monitoring reports and formal assessment points at the end of year 1 and 2 of induction and at interim points • Additional observation(s)/quality assurance of ECF school-designed programme throughout the two years • Schools to provide detailed breakdown of the programme for years 1 and 2 showing how the ECF statements are sequenced for the induction period year <p>NOTE: 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. 'DfE April 2021'</p>
NQTs who have already started their induction pre-September 2021	£125 per assessment point	AB services provided against the AB framework prior to September 2021. These NQTs will follow the statutory induction guidance for NQTs, last revised April 2018.



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The timeline spans one academic year.

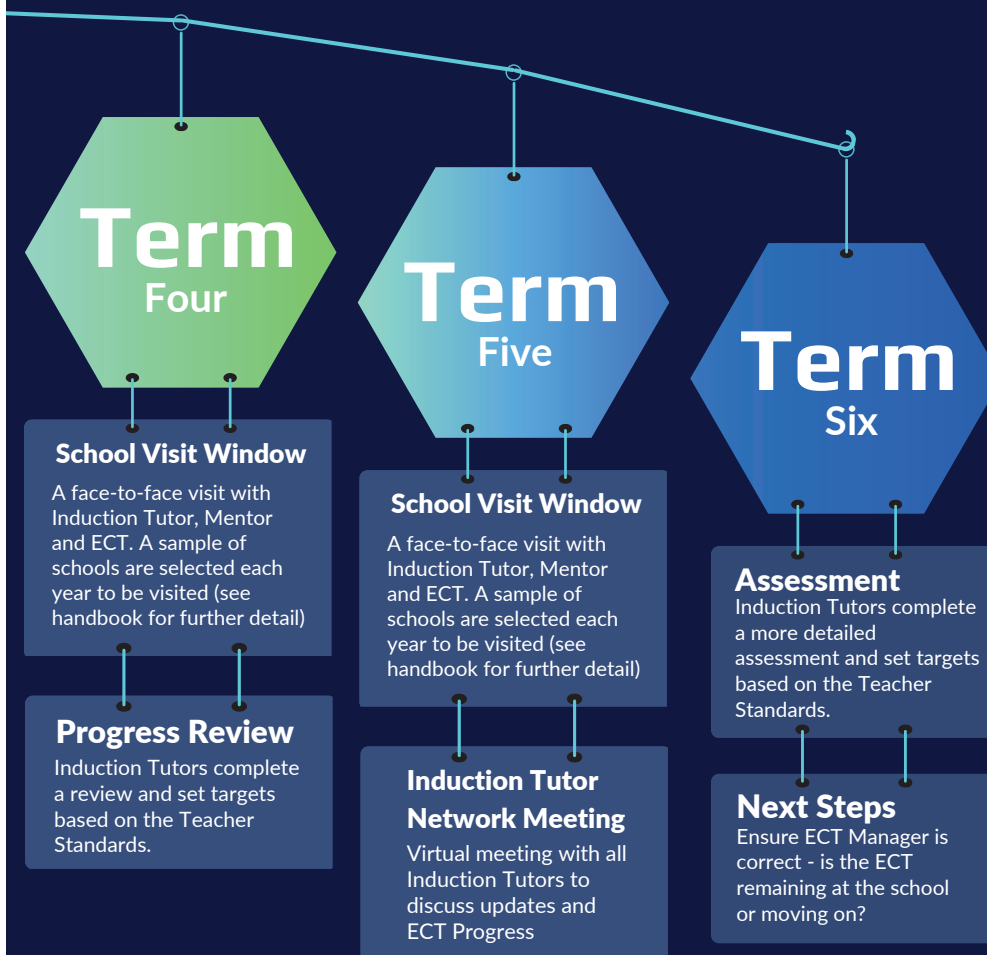


ECT at Risk: At any point of induction, you must inform your AB if your ECT is at risk of failing their two-year induction and a package of support will be offered to school.



Appropriate Body Timeline

If your ECT is with you for two years, the cycle is repeated in the second year.



DfE Portal:
https://manage-training-for-early-career-teachers.education.gov.uk/users/sign_in

ECT Manager:
<https://northernlights.ectmanager.com/login.aspx>



When you spot a UNICORN



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