



Northern Lights

TEACHING SCHOOL HUB

How to successfully deliver the ECF in your school setting



Great Teachers have the biggest impact on improving pupil outcomes and increasing the life chances of young people. Providing our teachers with high-quality evidence-driven support and training can transform our schools and impact success at all levels. An ECF-Based induction is an ECT's statutory right and it is the school's responsibility to implement this within their setting.

WHY CHOOSE NORTHERN LIGHTS AS YOUR ECF PROVIDER?

In line with the national recommendation, we believe that the DfE funded training provider route 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.

WHAT ELSE?

1. Expert Facilitators

Our facilitators have a range of expertise to bring to the training sessions for both ECTs and Mentors. As well as experience, they bring passion and commitment to each session.

2. Specialist and Alternative Provision Offer

We are partnered with Sunningdale Specialist Provision in Sunderland to offer a bespoke ECF September 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.

3. Partnered with an Ofsted rated 'Good' Provider

Education Development Trust (EDT) were graded as a 'Good' Lead Provider in their most recent Ofsted (March 2023)

400+ Early Career Teachers and Mentors Trained by Expert Facilitators



THE ECF IS A FANTASTIC OPPORTUNITY TO MAKE A REAL DIFFERENCE TO THE PROFESSIONAL DEVELOPMENT OF TEACHERS. IT REPRESENTS A CHANGE THAT ENABLES TEACHERS TO ACCESS FUNDED TRAINING TO SUPPORT THEIR CONTINUED DEVELOPMENT, BASED ON EVIDENCE TO HELP OUR TEACHERS BE THE BEST THEY CAN BE. WE NEED TO EMBRACE THIS OPPORTUNITY AND MAKE IT WORK FOR US AS A PROFESSION TO HELP RETAIN AND TRAIN TEACHERS SO WE CAN MAKE A DIFFERENCE TO CHILDREN'S LIVES THROUGH THE BEST TEACHING.



Jo Heaton OBE
CEO Northern Lights Learning Trust (NLLT)





PREPARING YOUR SCHOOL ENVIRONMENT

There are a number of things that schools can do from a practical and logistical point to make the ECF more effective in their setting:

PICK THE RIGHT MENTOR

Mentors are crucial to the success of the ECF programme. Where possible, the chosen Mentor should:

- be an inspiring teacher who is enthusiastic about developing teachers and be passionate about raising the outcomes of young people.
- be within the same subject / phase as the ECT **or** a colleague who can confidently contextualise material to the ECT's specific setting.
- not be the ECT's line manager or induction tutor, unless there are extenuating circumstances (see [guidance](#) para. 2.45)

DEVELOPING THE MENTOR / MENTEE RELATIONSHIP

Relationship is key within a mentor / mentee partnership. It must be built upon trust and an understanding that the mentor is there to support the ECT through induction. It is important that both ECT and mentor understand the following:

- The purpose of the role
- The importance of the mentor / mentee session. It should be a protected time within the teaching timetable. (see [guidance](#) para. 2.44)
- Both ECT and Mentor should arrive prepared for the session.

PICK THE RIGHT INDUCTION TUTOR

The induction tutor should be someone who:

- is a member of the SLT with the expertise to observe and make judgements against the [Teacher Standards](#)
- understands the importance of the programme and is fully committed to supporting the development of ECTs
- can ensure that timetable commitments are honoured
- will check engagement of ECTs and Mentors as well as report progress to the Appropriate Body termly

READY YOUR TIMETABLE

Protecting ECT and Mentor time is critical to the success of the programme.

- ECTs should receive 10% off time-table to complete their self-study in Year 1 and 5% in Year 2. This is in addition to PPA.
- Mentors should have sufficient time to conduct their role effectively which includes weekly (Year 1) or fortnightly (year 2) meetings with the ECT.
- Funding is awarded to schools for ECTs and Mentors who complete the full induction programme to support with release time.

PREP FOR ADMINISTRATION

- Having all the information needed for the [DfE Portal](#), e.g. knowing TRN numbers and ECT / Mentor details will ensure a smooth sign up.
- Diarising [Appropriate Body](#) dates (progress reviews and assessment submission for Induction Tutors), ECT and Mentor clinics and conferences and applying for any required cover so that participants are able to attend these compulsory face-to-face training days.
- Registering* any new ECTs or Mentors as soon as possible before their induction start date.

THROUGHOUT THE ECT INDUCTION PROGRAMME

- Ensure ECTs and Mentors are following the programme and using their protected time effectively.
- Encourage your ECTs and Mentors to share their learning and experience with other colleagues in your school or MAT.
- Ensure that your ECT accesses all relevant CPD and observes experienced teachers across the school to support their development.
- Look at opportunities for your Mentors to move onto further professional development at the end of their mentor journey, e.g. [NPQLTD](#).

*** If you need any support with registration, or have any questions about induction then please contact Northern Lights Teaching school hub: tshinfo@nllt.co.uk**