

TSH Berkshire

APRIL 2021

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Introduction – who we are

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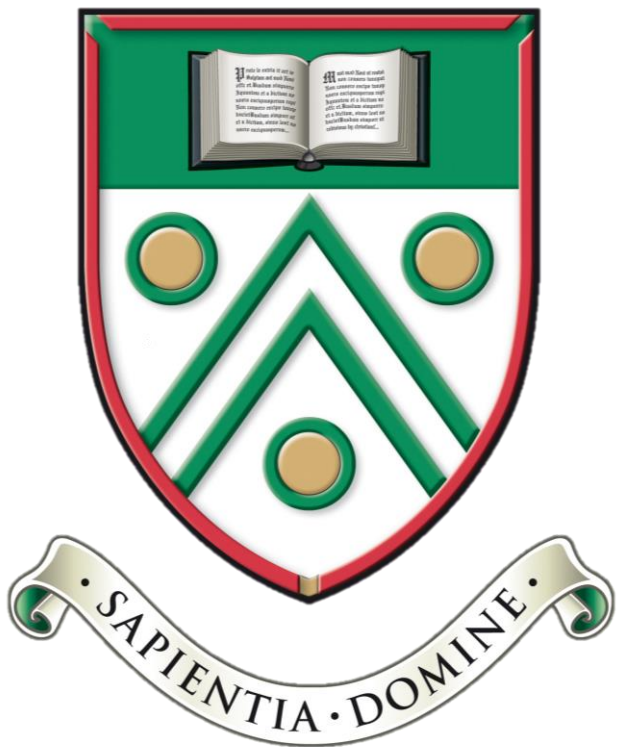
www.tshberkshire.org

Agenda

- ❑ Introduction – who we are!
- ❑ The Teaching School Hub programme and remit
- ❑ Our operational model
- ❑ Strands of activity:
 - ECF and appropriate body
 - NPQs
 - ITT
 - Other CPD
- ❑ Opportunity for questions

Housekeeping

- ☐ Please stay on mute
- ☐ If possible, make sure your name is on screen
- ☐ Presentation will be recorded and made available on our website.
- ☐ Question – please use the chat facility.
- ☐ We will deal with questions as we go along verbally or by chat response, or save important ones for end of each section of presentation.



Langley Grammar School

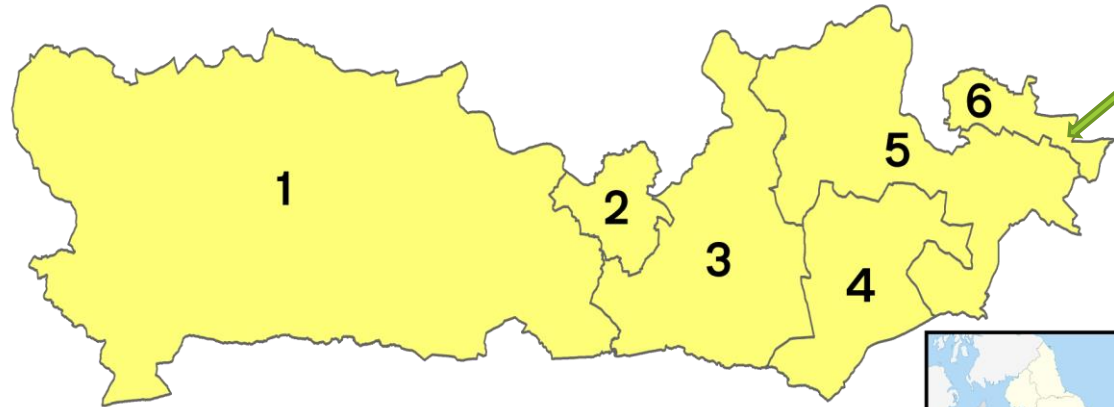
- ❑ **National Teaching School** since 2013
- ❑ One of the lead schools in ***Slough Teaching School Alliance***
- ❑ **Appropriate Body** for NQTs in Slough
- ❑ **NCCE Computing Hub** (London and Home Counties) and **Apple Distinguished School**
- ❑ Deliver current **NPQML** (with SSAT) and **NPQSL** (with UCL)
- ❑ Designated as **Teaching School Hub for Berkshire** from September 2021

The Teaching School Hub programme

- ❑ Current Teaching School programme (800+ designated teaching schools) ends this summer.
- ❑ New programme establishes 87 **Teaching School Hubs** organised loosely on local authority boundaries.
- ❑ The focus for Teaching School Hubs is on **teacher training and development**, recognising teacher and leadership development as the most important form of school improvement.
- ❑ Hubs are expected to build **strong partnerships** with other schools to support teachers and leaders, at **every stage of their career, in every phase and type of school** in their hub area.

TSH Berkshire designated area

1. West Berkshire
2. Reading
3. Wokingham
4. Bracknell Forest
5. Windsor & Maidenhead
6. Slough



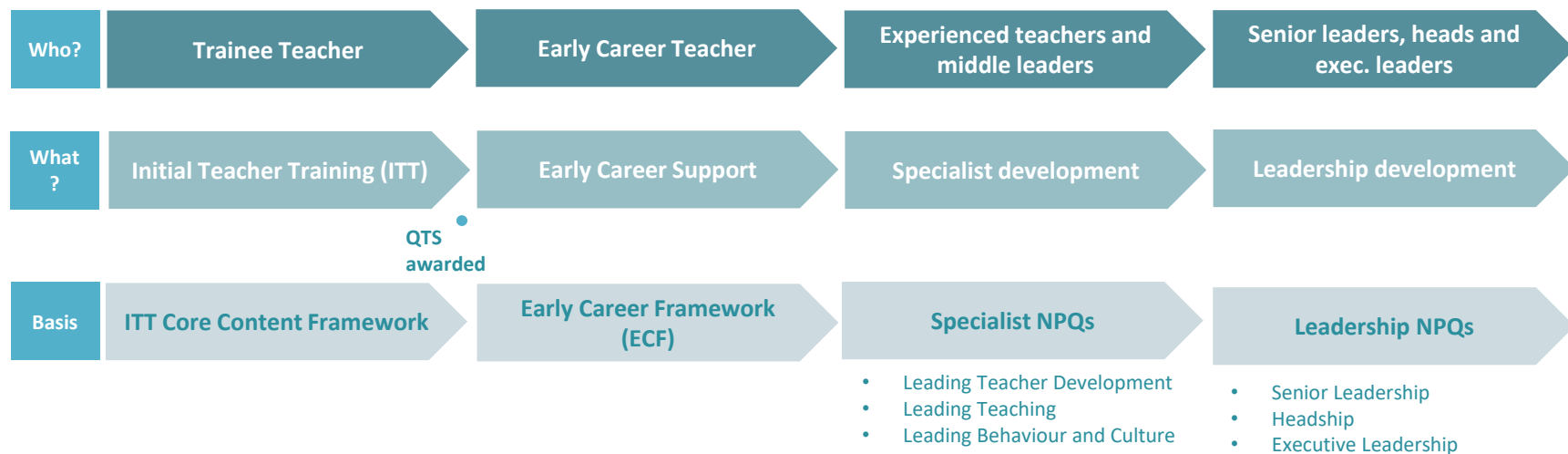
The Teaching School Hub remit

Teaching School Hubs are expected to undertake a range of activities including:

- ❑ Promotion and delivery of **Initial Teacher Training** (ITT)
- ❑ Delivery of the new **Early Career Framework** (ECF)
- ❑ **Appropriate Body** (AB) services for Early Career Teachers
- ❑ Delivery of the **National Professional Qualifications** (NPQs) for middle and senior leaders
- ❑ Other **Continuous Professional Development** (CPD)
- ❑ Signposting to other DfE-funded sources of **support and professional development** eg curriculum hubs, research schools etc.

The Teaching School Hub Remit

[DfE slide]



- Delivering on the commitments set out in the Teacher Recruitment and Retention Strategy, the DfE wants to support teachers and school leaders receive at every stage of their career.
- Each stage – initial teacher training, early career support, specialisation and leadership – is underpinned by frameworks that build on and complement one another. The frameworks have been independently reviewed by the Education Endowment Foundation to ensure they draw on the best available evidence.
- Together these reforms will help teachers and leaders in every phase, subject and context. They will establish strong professional development cultures in schools across the country, elevating the quality of teaching and ultimately improving pupil outcomes.

Operational Vision

- ❑ Distributed model for provision, aligned to the complex and diversified nature of the hub area.
- ❑ Recognition of value and strength of local knowledge and collaboration.
- ❑ Recognise existing success - utilise experience and expertise already established in different areas and across different phases.
- ❑ Model builds on existing structures across the area - and willingness of existing TSAs, ITT partnerships and others to contribute to delivery.

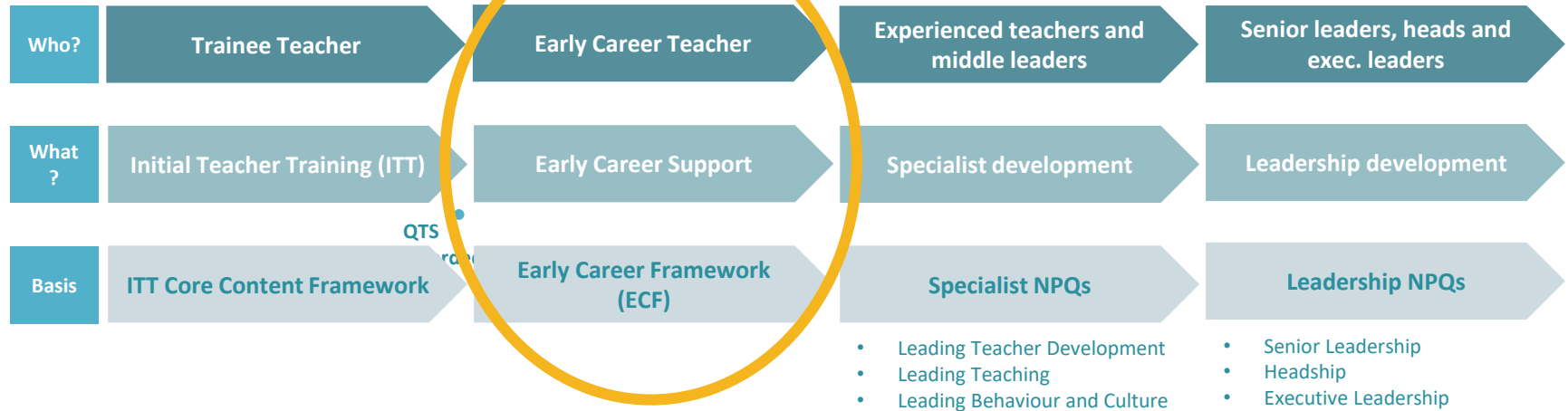
Approach reflects the diverse nature of Berkshire, the practical challenges of maintaining effective relationships with six different local authorities and the consequent importance of strong local knowledge and ability to build effective networks and partnerships

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.

Early Career Framework

Principles

- ❑ **Two year** induction programme
- ❑ **Support** not assessment – assessment still against the Teachers' Standards
- ❑ Not a “deficit model” – ECF is an **entitlement** for all
- ❑ **Builds on ITT** – joined up thinking/ 3 year continuum from ITT through first two years of teaching – DfE's “golden thread”
- ❑ Requires **time** for ECTs and mentors

Early Career Framework

Design approach and content

- ❑ 5 core areas, linked to Teachers' Standards
 - behaviour management
 - pedagogy
 - curriculum
 - assessment
 - professional behaviour
- ❑ “Learn that” and “learn how to” statements
- ❑ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/913646/Early-Career_Framework.pdf

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>

Early Career Framework

Design approach and content

Early Career Framework reforms: what's changing?

[DfE slide]

From September 2021, statutory induction arrangements are changing. These new arrangements will **replace** current induction requirements.

	Current Arrangement	from September 2021
Length of support	One year	Two 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	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	Assessed against Teacher Standards Three formal assessment points	Assessed against Teacher Standards Two formal assessments – supported by regular progress 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 be 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, are fairly and consistently assessed, and receive a programme of support and training based on the ECF




KEY: ECT (early career teacher)

Early Career Framework


Options for Schools from Sept 2021

- ❑ **Full induction programme** – funded, provider-led programme offering training for ECTs and mentors.
- ❑ **Core induction programme** – use content of published core induction programmes to deliver own ECT and mentor training. ***No funding beyond timetable reduction for year 2.***
- ❑ **School-based programme** - design and deliver own ECF-based induction programme. ***No funding beyond timetable reduction for year 2.***


Early Career Framework reforms: support for schools

I want to...	Use a training provider to support meeting the new statutory induction requirements (Full Induction Programme)	Deliver my induction programme in my own school using high quality materials and resources , accredited by the DfE (Core Induction Programme)	Design my own two year induction programme based on the Early Career Framework
	 PROVIDER	 IN SCHOOL	 IN SCHOOL

-  ✓ 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
- ✓ Self-directed study materials for early career teachers.
- ✓ Materials to support mentor sessions designed to reduce mentor workload.
-  ✓ Funded training delivered directly to early career teachers by an external provider.
-  ✓ 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.

-  ✓ 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
- ✓ Self-directed study materials for early career teachers including videos and evidence based reading
- ✓ Materials to support mentor sessions designed to reduce mentor workload
- ✓ Materials to adapt to deliver further training for early career teachers

A sequenced two-year programme based on the Early Career Framework.

-  ✓ Time off timetable funded for early career teachers and mentors in the second year of induction
- ✓ Content defined in the Early Career Framework

[DfE slide]

Early Career Framework

National Roll Out Sept 2021

6 national providers:

[Ambition Institute](#)

[Best Practice Network](#)

[Capita with lead academic partner the University of Birmingham](#)

[Education Development Trust](#)

[Teach First](#)

[UCL Institute of Education](#)

Early Career Framework

Role of the Appropriate Body

- ❑ Appropriate Body (AB) role can be carried out by TSH or Local Authority.
- ❑ TSH Berkshire will act as an AB, but not actively competing with established arrangements in LAs other than Slough.
- ❑ Focusses on **QA process**, including ensuring that ECTs are receiving a programme of support and training based on the Early Career Framework.
- ❑ **Two formal assessments** during induction - one midway, one at the end of the induction period.
- ❑ AB and ECF provider are **separate**. AB services are not funded – will be a fee. Where LAs are the AB , this may be part of a service level agreement.
- ❑ Schools can work with TSH Berkshire as their AB, even if working with a different provider for the delivery of the ECF.

Early Career Framework reforms: role of the Appropriate Body

[DfE slide]

School
opts
to...

Use a training provider to support meeting the
new statutory induction requirements



Deliver an induction programme in their
school using high quality materials
and resources , accredited by the DfE



Design their own two year
induction programme based
on the Early Career Framework



✓ Checking new teachers receive statutory
entitlements, are fairly and consistently assessed

Lead Providers will be subject to a quality assurance
mechanism through Ofsted inspection to ensure the
best support for schools and teachers.

✓ Checking new teachers receive statutory
entitlements, are fairly and consistently
assessed

✓ Assuring new teachers receive a
programme of support and training based
on the ECF by checking that schools have
provided a breakdown of how the core
elements of the Core Induction
Programme (training sessions, mentoring
and self-directed study) will be
scheduled/sequenced over the course of
the induction.

✓ Checking new teachers receive
statutory entitlements, are fairly and
consistently assessed

✓ Assuring new teachers receive a
programme of support and training
based on the ECF by checking that
the induction's design covers the
evidence-based statements in the
ECF and that ECTs have received
planned elements of the induction.

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.

In the appendices of the guidance there are a number of template forms which may be used or adapted to AB's own systems. The forms provide a clear guide to the type and extent of evidence that ABs are expected to collect from schools in respect of assessment, progress reviews and checks on the induction programme's fidelity to the ECF. These template forms are recommended and designed to help ABs know what to look for when checking that an ECT is receiving an ECF-based induction.

Early Career Framework *Funding*

- ❑ DfE funds schools directly for

- ❑ 5% time away from the classroom for ECTs in Year 2
 - ❑ mentoring time in Year 2

Assumption is that the Year 1 funding already in school budget

- ❑ Core induction programme materials from each ECF provider remain free online – but not the full programme.
- ❑ Full induction programme through TSH as delivery partner is DfE funded – includes the additional 36 hrs training for mentors
- ❑ ECF providers fund TSHs to run the programme at **no cost** to participating schools

Early Career Framework *Funding*

Funding (year 2)	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Funding provided per ECT	£1,200	£1,500	£1,400	£1,300
Funding provided per mentor	£900	£1,100	£1,100	£900
Total	£2,100	£2,600	£2,500	£2,200

Early Career Framework reforms: funding summary

[DfE slide]

All state funded schools offering statutory induction will receive additional funding to deliver the early career framework reforms. This includes:

- Funding for 5% off timetable in the second year of induction for all early career teachers
- Funding for time for mentors to spend with early career teachers in the second year of induction

We have developed a simple payment mechanism to ensure there will be a low administrative burden on the schools to claim the funding. A single payment will be paid in the summer term of the second year of induction, based on how many second year early career teachers in participating schools commenced each term in that academic year. This data will be collected through the school workforce census.

How the funding is calculated

- Funding for the 5% time off timetable in the second year of induction is calculated by taking the average salary for an early career teacher, split by region, and uses the hourly rate to calculate a total funding figure
- Funding for the time mentors are to spend with ECTs is calculated in the same way as the as the above to reimburse state schools for a further 20 hours of time off timetable

ECT funding (Y2)	England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
	£1,200	£1,500	£1,400	£1,300

Mentor funding (Y2)	England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
	£900	£1,100	£1,000	£900

Additional Funding

Schools can choose to work with one of 6 providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to early career teachers and their mentors. This programme is funded by the Department for Education (DfE). Providers will be paid directly so schools will not face any payment burdens. There will be additional funding for schools using a provider-led programme for the time mentors of early career teachers will spend on the provider-led mentor training. This will consist of 36 hours of backfill time over two years per mentor. Funding for this programme is in addition to the funding above related to time off timetable for early career teachers and their mentors. Payments for this will be paid directly to schools in the same way as funding for 5% time of timetable for mentors and ECTs, meaning it is grant funded in arrears based on data collections over the period.

Early Career Framework

Role of TSH Berkshire

- ❑ Each TSH contracts formally as a delivery partner for **one** ECF provider.
- ❑ TSH delivers **funded programme** on behalf of provider through
 - **local** clusters and facilitators
 - access to full **online** programme
 - additional **local** and **regional** CPD offer
- ❑ TSH Berkshire will also act as an Appropriate Body

Early Career Framework

Role of TSH Berkshire

TSH Berkshire will be working with **UCL (Institute of Education)** to deliver the ECF. *Why?*

- ❑ UCL programme offers **flexibility** in delivery
- ❑ Year 2 includes an opportunity for ECTs to carry out short inquiry projects - **valuable development opportunity**, not 'more of the same'
- ❑ UCL (IoE) has **established reputation** for educational research
- ❑ Strong track record of designing and delivering evidence-informed, **high quality CPD** programmes.
- ❑ **ECF leaders** have a background in teaching and school leadership
- ❑ Commitment to working in **partnership** with hubs and their schools

UCL ECF Programme – Year 1

Mentors	Early Career Teachers
<ul style="list-style-type: none">• Induction conference and training: 3 hours*• Weekly structured meetings with ECT• Structured self-study: 12 hours• An online learning community, one hour a term: 3 hours over the year**	<ul style="list-style-type: none">• Induction conference and training: 3 hours*• Weekly structured meetings with mentor• Structured self-study: 22 hours• An online learning community, one hour every half-term: 6 hours in total**• 6 x Half-termly ECT 2-hour training sessions: 12 hours**

* The induction conference is delivered jointly by UCL and the TSH.




** Online learning communities and ECT training sessions will be delivered by local facilitators from partner schools, supported by TSH Berkshire. UCL will provide free training to all facilitators.

UCL ECF Programme – Year 2

Mentors	Early Career Teachers
<ul style="list-style-type: none">• Induction conference and training: 3 hours*• Fortnightly structured meetings with ECT• Structured self-study: 12 hours• An online learning community, one hour a term: 3 hours over the year**	<ul style="list-style-type: none">• Induction conference and training: 3 hours*• Fortnightly structured meetings with mentor• Structured self-study: 5 hours• 4 x ECT 2-hour training sessions (autumn and spring): 8 hours**• 2 school visits summer term

In Year 2, ECTs conduct 2 short and one longer inquiry into elements of the ECF in which they want to develop their practice, allowing for a more bespoke approach to the second year of the programme.

Early Career Framework reforms: actions

I want to....	Use a training provider to support meeting the new statutory induction requirements		Deliver my induction programme in my own school using high quality materials and resources , accredited by the DfE		Design my own two year induction programme based on the Early Career Framework	
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Do now:

- The easiest way to sign up to these programmes is to contact your local Teaching School Hub.

Ahead of September 2021:

- Ensure your ECT has timetable reduction, and that the induction tutor and mentor have the ability and time to carry out their roles
- Sign up on the DfE online service and register the details for your ECT(s) and mentor(s)



Do now:

- [Review the published materials and pick a provider that suits your needs.](#)

Ahead of September 2021:

- Ensure your ECT has timetable reduction, and that the induction tutor and mentor have the ability and time to carry out their roles
- Contact your Appropriate Body to ask about what evidence will be required to demonstrate your induction programme meets statutory requirements
- Sign up on the DfE online service and register the details for your ECT(s) and mentor(s)



Do now:

- Download [the early career framework](#).

- Design a two-year programme of support and training that covers every “learn that” and “learn how to” statement in the ECF

Ahead of September 2021:

- Ensure your ECT has timetable reduction, and that the induction tutor and mentor have the ability and time to carry out their roles
- Contact your Appropriate Body to ask about what evidence will be required to demonstrate your induction programme meets statutory requirements

Early Career Framework

Additional resources

Centre for Teachers and Teaching Research at UCL Institute of Education have produced 3 guides to working with the Early Career Framework.

- ❑ [The Early Career Framework – A Guide for Implementation](#)
- ❑ [The Early Career Framework – A Guide for School Leaders and Induction Leads](#)
- ❑ [The Early Career Framework – A Guide for Mentors and Early Career Teachers](#)

UCL IoE hosting **free online event** on April 28th, 4.00-5.30pm looking at the ECF. This is not specific to the UCL programme but will focus on:

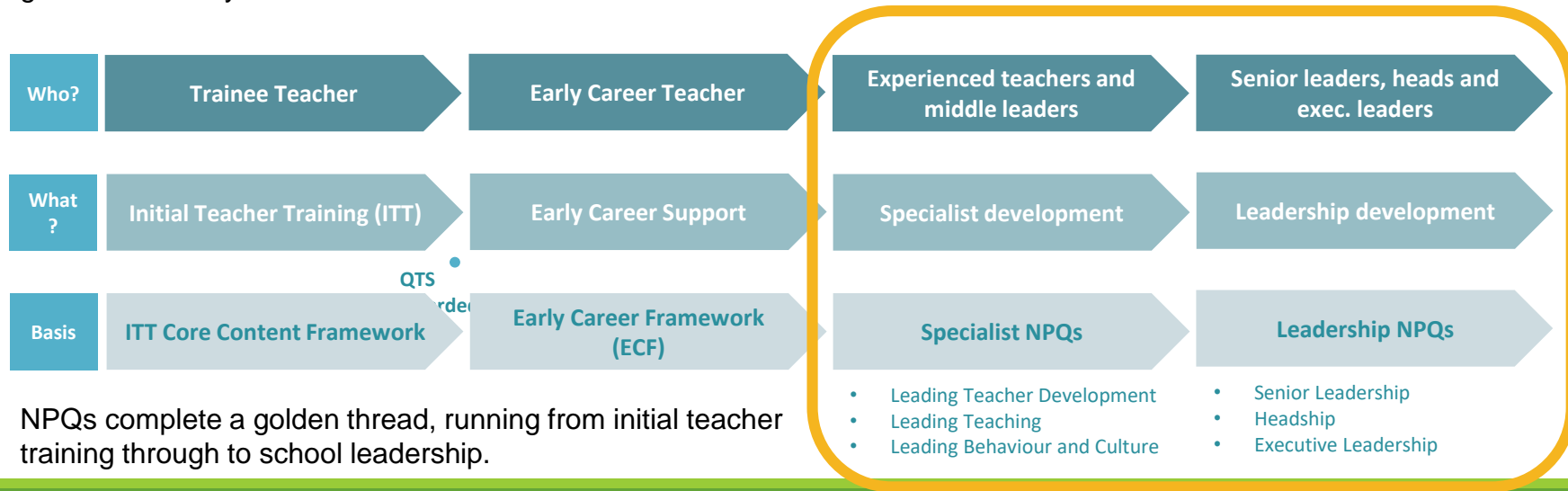
- ❑ How to make the most of opportunities that the Early Career Framework presents
- ❑ Steps to take in implementing programmes of support for Early Career Teachers?
- ❑ How mentors and new teachers work best together to support professional development

Sign up through Eventbrite link at <https://ecfguidance.eventbrite.co.uk>

National Professional Qualifications (NPQs)

[DfE slide]

- National Professional Qualifications (NPQs) are a national, voluntary suite of qualifications designed to support the professional development of teachers and leaders.
- We're committed to ensuring that NPQs continue to offer the best possible support to teachers and leaders wanting to expand their knowledge and skills. That's why we have introduced a reformed suite of National Professional Qualifications (NPQs) from September 2021.
- The frameworks continue the robust method of design and development, building on the evidence base and expert guidance already established in the ECF and the ITT Core Content Framework



National Professional Qualifications: what's changing?

	Current Arrangement	From September 2021
Qualification type	NPQ Middle Leadership, NPQ Senior Leadership, NPQ Headship, NPQ Executive Leadership	<p>NPQ Leading Teacher Development: supporting the training and development of others, including early career teachers;</p> <p>NPQ Leading Teaching: developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase;</p> <p>NPQ Leading Behaviour and Culture developing teachers who have responsibilities for leading behaviour and culture.</p> <p>The three existing NPQs in Senior Leadership, Headship and Executive Leadership have been refreshed, ensuring that they are underpinned by the latest evidence of what works.</p>
Assessment	<p>For each NPQ, there are defined tasks setting out how a participant must be assessed.</p> <p>NPQs currently include a school improvement project lasting a minimum of two terms.</p> <p>Throughout the projects, participants will need to demonstrate their competence through an assessment linked to the knowledge and skills set out in the 6 content areas.</p>	<p>The assessment process has been refreshed to reduce the workload burden on teachers while still providing an opportunity for them to apply their knowledge.</p> <p>To pass an NPQ, teachers will need to engage with at least 90% of the course (exact requirements to be determined by the provider) and complete a final assessment.</p> <p>At the start of their training, providers must provide teachers with a complete list of course elements that will count towards participation metrics and set out how participation in those elements will be measured.</p> <p>The final assessment will take the form of a case study and represent a likely situation to be faced by a teacher at the relevant NPQ qualification level or role. It will test teachers on a variety of 'learn that' and 'learn how to' statements from within the relevant NPQ Content Framework. Teachers will be allowed an eight-day calendar window to provide a written response to the case study in an 'open book' setting.</p>
Funding	<p>No further scholarship funding is available *****</p> <p>Scholarship funding was previously available for schools located in an opportunity area or area defined in achieving excellence areas as category 5 or 6, or employed at a school which is subject to the oversight of a multi-academy trust or diocese, which also includes other schools in those areas.</p>	<p>Scholarship funding to support participants to access the reformed suite of NPQs is planned from September 2021 and details will be confirmed in due course.</p>

National Professional Qualifications

The new suite

❑ **Specialist NPQs**

- Leading Teaching
- Leading Behaviour and Culture
- Leading Teacher Development

❑ **Senior leadership NPQs**

- NPQSL – Senior leaders
- NPQH – Headteachers
- NPQEL – Executive leaders

National Professional Qualifications

Role of TSH Berkshire

- ❑ **TSH Berkshire will be working with one of the 9 national providers** to deliver the NPQ suite.
- ❑ Still in discussion with different providers – deadline for decision is next week.
- ❑ Content core is the same for all, but delivery modes and approaches vary as with the ECF.
- ❑ TSH Berkshire will organise and deliver on local and regional cluster basis, using local facilitators.

Initial Teacher Training (ITT)

- ❑ Schools and local partnerships can continue to offer ITT programmes as currently.
- ❑ TSH Berkshire role initially is to support, signpost, and link to existing providers.
- ❑ Partner schools can access **National Association of School-Based Teacher Trainers** (NASBTT) through our TSH Berkshire membership.

Other CPD

- ❑ TSH role is to promote and/or deliver other ***high quality evidence - based CPD*** that focuses on developing quality teaching.
- ❑ CPD should be responsive to **local need**
- ❑ TSH priority is to signpost **DfE funded programmes** – maths hubs, computing hubs, English hubs, Research Schools, etc.
- ❑ Additional CPD should be underpinned by, and meet, the **Standard for Teachers' Professional Development**.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537030/160712_-_PD_standard.pdf

Standard for Teacher's Professional Development

- ☐ Professional development should have a focus on improving and evaluating pupil outcomes.
- ☐ Professional development should be underpinned by robust evidence and expertise.
- ☐ Professional development should include collaboration and expert challenge.
- ☐ Professional development programmes should be sustained over time.

And all this is underpinned by, and requires that:

- ☐ Professional development must be prioritised by school leadership.

TSH Berkshire

Infrastructure and communications

- ❑ Small core team based at Langley Grammar School
 - Teaching School Hub Director
 - Administrative and finance support
- ❑ Small number of additional funded posts distributed across area, including ECF and NPQ leadership and facilitation
- ❑ Website www.tshberkshire.org under development
 - Interim site early May
 - Main site completion in July
- ❑ Twitter feed **@TSHBerkshire** will go live with interim website

Questions?

What would you like from us?

What are your local needs?

What support might you be seeking from TSH Berkshire?

When the Hub is properly established we will be undertaking a more formal needs analysis.

In the meantime, please add comments/suggestions to the chat, or email janetroberts@lgs.slough.sch.uk

Thank you for your time

- ❑ A repeat presentation/Q&A will be held on Monday 26th April at 10.00am
- ❑ Zoom details previously circulated.
- ❑ Recordings of both sessions will be made available next week. Links will be circulated.
- ❑ Contact details
 - Janet Roberts janetroberts@lgs.slough.sch.uk
 - John Constable johnconstable@lgs.slough.sch.uk